

Review Article

TEACHER EMPOWERMENT AS A CATALYST FOR PROFESSIONAL DEVELOPMENT AND SCHOOL EFFECTIVENESS: A COMPREHENSIVE REVIEW

¹Ngangbam Rupa Devi, ²*Dr. Akoijam Pete Meitei, ³Dr. Naorem Jibolata Devi

¹Research Scholar, Department of Education, Dhanamanjuri University, Manipur, India.

²Asst Professor, Ibotombi Institute of Education, Canchipur, Manipur, India.

³Assistant Professor, Department of Education, Dhanamanjuri University, Manipur, India.

Received 19th April 2026; Accepted 20th May 2026; Published online 30th June 2026

ABSTRACT

Teacher empowerment has emerged as a fundamental pillar in modern educational reform, representing a shift from hierarchical structures to participatory models that value teacher agency. This review synthesises 46 sources to explore the multifaceted relationship between teacher empowerment, professional development, leadership, and organisational outcomes. Empowerment is defined through dimensions such as decision-making, professional growth, self-efficacy, status, autonomy, and impact. Empowered teachers demonstrate higher levels of job satisfaction, organisational commitment, and teaching performance. Central to this process is the role of school leaders, where transformational, distributed, and empowering leadership styles are identified as key catalysts. Furthermore, the review emphasises that continuous professional development (CPD) is not merely a training event but a cultural condition facilitated by an empowerment-oriented school environment. Despite its benefits, challenges such as bureaucratic restrictions, excessive administrative workloads, and a lack of institutional support persist. The study concludes that for schools to achieve sustained effectiveness, they must integrate empowerment into the core of their professional development strategies, fostering a climate of trust and collaboration. This integration is crucial for creating resilient, high-performing educational systems capable of meeting 21st-century demands.

Keywords: Empowerment, Leadership, Professional Development, School Effectiveness, Teacher Empowerment.

INTRODUCTION

In the contemporary educational landscape, the traditional "heroic" model of leadership, where power is concentrated in a single administrator, has become increasingly obsolete (Mukhtar *et al.*, 2026). As educational environments grow in complexity, the necessity for a paradigm shift toward "teacher empowerment" has gained significant attention from researchers and policymakers alike (Limon, 2022). Teacher empowerment refers to equipping educators with the authority, tools, and autonomy to make informed decisions about teaching and learning (Short, 1994; Estaji & Hafezi, 2024). This transformation is rooted in the belief that those closest to the classroom, the teachers, are best positioned to drive school improvement and enhance student outcomes (Short & Rinehart, 1992).

Empowerment is not a monolithic concept but is recognised as a multidimensional construct encompassing psychological, structural, and professional domains (Celik & Konan, 2021; Nazarizadeh *et al.*, 2025). Early theories focused on structural empowerment, which involves the distribution of power and resources within an organisation (Toremén *et al.*, 2011; Boonyarit *et al.*, 2010). However, the focus has shifted toward psychological empowerment, which refers to an employee's intrinsic motivation grounded in cognitive dimensions: meaning, competence, self-determination, and impact (Spreitzer, 1995; Buksnyte-Marmiene *et al.*, 2022). In the school context, researchers further refined this into six key dimensions: participation in decision-making, professional growth, status, self-efficacy, autonomy, and impact (Short & Rinehart, 1992; Short, 1994).

The relationship between teacher empowerment and professional development is symbiotic. Professional development is a primary vehicle for empowerment, enabling teachers to "unlearn and relearn" the skills necessary for the 21st-century classroom (Kimwary *et al.*, 2014; Snoek, 2021). When teachers perceive that their institution offers continuous learning opportunities and supports their professional development, their sense of empowerment increases (Aranha, 2012; Dash *et al.*, 2025). Conversely, empowered teachers are more likely to engage proactively in professional development, viewing it as a meaningful learning journey rather than a mere administrative obligation (Short, 1994; Snoek, 2021).

Extensive literature indicates that empowered teachers are significantly more committed to their organisations and more satisfied with their roles (Bogler & Somech, 2004; Mohammad *et al.*, 2022). Higher levels of empowerment are associated with increased organisational citizenship behaviours, in which teachers voluntarily go beyond their formal responsibilities to contribute to school success (Celik & Konan, 2021; Somech, 2005). Furthermore, empowerment acts as a buffer against professional burnout and reduces turnover intentions, particularly in under-resourced or high-stress environments (Tariq, 2025; Buksnyte-Marmiene *et al.*, 2022).

The role of school leadership is paramount in facilitating this empowerment. Empowering leadership involves sharing power, delegating authority, and creating a climate of trust (Limon, 2022). Distributed leadership, which stretches leadership practice across multiple individuals, has been shown to foster a collaborative culture and enhance collective teacher efficacy (Tariq, 2025; Mukhtar *et al.*, 2026). By shifting the principal's role from a sole authority to a facilitator, schools can build the adaptive capacity needed for sustained improvement (Short & Rinehart, 1992; Mukhtar *et al.*, 2026).

*Corresponding Author: Dr. Akoijam Pete Meitei,

²Asst Professor, Ibotombi Institute of Education, Canchipur, Manipur, India.

Despite the clear benefits, teacher empowerment faces systemic hurdles. Centralised educational systems often restrict teacher autonomy through rigid policies and top-down mandates (Short, 1994; Celik & Konan, 2021). Additionally, excessive administrative workloads can overwhelm teachers, leaving little time for the very collaborative and reflective practices that define an empowered professional (Ingersoll *et al.*, 2020). Understanding these constraints is essential for developing effective empowerment strategies. This study aims to provide a comprehensive analysis of the factors influencing teacher empowerment and its subsequent impact on school effectiveness and teacher professional growth.

REVIEW OF THE LITERATURE

The literature on teacher empowerment establishes it as a multi-layered social process essential for educational quality (Short & Rinehart, 1992). The conceptual framework is frequently built upon six dimensions: decision-making, professional growth, status, self-efficacy, autonomy, and impact (Short, 1994; Short & Rinehart, 1992; Aranha, 2012). These dimensions are rooted in theories of motivation, such as Bandura's self-efficacy theory (Bandura, 1977; Kiral, 2025). Research confirms that empowered teachers who have confidence in their capabilities exhibit greater agency in their instructional practices (Estaji & Hafezi, 2024; Buksnyte-Marmiene *et al.*, 2022).

Leadership styles are the most cited organisational facilitators of empowerment. Transformational leadership inspires teachers to surpass formal expectations (Boonyarit *et al.*, 2010), while empowering and distributed leadership models enhance engagement and reduce turnover (Limon, 2022; Tariq, 2025). In contrast, authoritarian or hierarchical leadership often results in teacher disempowerment (Alferez Tantoy, 2024; Celosia *et al.*, 2026). For effective empowerment, principals must provide personalised support, professional recognition, and mentorship (Nazarizadeh *et al.*, 2025; Celosia *et al.*, 2026).

Teacher empowerment is strongly correlated with positive organisational outcomes. Meta-analytic findings highlight a meaningful relationship between empowerment and job satisfaction (Ahrari *et al.*, 2021). Empowerment also significantly predicts organisational commitment and professional commitment (Bogler & Somech, 2004; Mohammad *et al.*, 2022; Toremén *et al.*, 2011). Furthermore, empowered teachers are more likely to exhibit organisational citizenship behaviours (OCB) (Celik & Konan, 2021; Somech, 2005). This proactive behaviour leads to improved instructional quality and student academic achievement (Short & Rinehart, 1992; Aliakbari & Amoli, 2016).

Continuous Professional Development (CPD) acts as a bridge between empowerment and effectiveness (Snoek, 2021). When CPD is embedded in a supportive, empowerment-oriented culture, teachers internalise learning as part of their professional identity (Snoek, 2021). Collaborative practices, such as peer mentoring and professional learning communities (PLCs), further reinforce this growth (Mukhtar *et al.*, 2026). However, structural barriers such as inadequate resources, excessive workloads, and limited time remain pervasive (Ingersoll *et al.*, 2020; Shaimemanya, 2017).

Contextual variations across different regions, including Turkey, Iran, India, Ethiopia, Philippines, Afghanistan, Tanzania, Thailand, China, and Lithuania, show that while the core components of empowerment are universal, local governance and socio-economic factors significantly influence its realization (Limon, 2022; Nazarizadeh *et al.*, 2025; Estaji & Hafezi, 2024; Berhanu, 2023; Alferez Tantoy, 2024;

Tariq, 2025; Shaimemanya, 2017; Boonyarit *et al.*, 2010; Wise *et al.*, 2023; Buksnyte-Marmiene *et al.*, 2022). Collaborative learning analytics and digital innovation are also emerging as new frontiers for empowerment (Wise *et al.*, 2023; Li *et al.*, 2026). Ultimately, empowerment must be an integral part of teacher professional development to ensure long-term school success (Aranha, 2012; Snoek, 2021).

Significance of the Study

This study is significant because it provides a holistic synthesis of the complex dynamics of teacher empowerment across diverse global contexts, filling a critical gap in the existing educational leadership literature. By integrating 46 diverse sources, the research identifies universal predictors and outcomes of empowerment. It emphasises teacher empowerment not just as a motivational tool but as a structural necessity for the success of educational reforms and student performance (Short & Rinehart, 1992; Ahrari *et al.*, 2021).

Furthermore, the study places teacher welfare and professional agency at the centre of the education reform conversation, treating issues like administrative workload and leadership style as determinants of educational quality (Ingersoll *et al.*, 2020; Limon, 2022). It offers actionable insights for school administrators and policymakers by clarifying mechanisms, such as distributed leadership and empowerment-oriented CPD, that foster high-performing school culture (Tariq, 2025; Snoek, 2021). Finally, this work serves as an evidence-based roadmap for creating resilient educational systems that can adapt to 21st-century challenges (Li *et al.*, 2026).

Objectives of the Study

1. To analyse the conceptual dimensions of teacher empowerment and their interrelationships.
2. To examine the relationship between leadership styles (empowering, transformational, distributed) and teacher empowerment.
3. To investigate the impact of empowerment on teacher-related outcomes, including job satisfaction, organisational commitment, and performance.
4. To identify the primary structural and psychological barriers and facilitators of teacher empowerment across different institutional contexts.

METHODOLOGY

The methodology of this study involves a comprehensive review and synthesis of 46 peer-reviewed articles, dissertations, and reports focusing on teacher empowerment and professional development. The included sources utilise a diverse range of research designs, reflecting a multi-paradigmatic approach to the subject. A significant portion of the literature employs **quantitative methods**, specifically **cross-sectional designs**, to identify instantaneous relationships between variables (Cohen *et al.*, 2005; Limon, 2022). These studies frequently utilise structural equation modelling (SEM) and path analysis to test complex hypothesised relationships between leadership styles, empowerment, and organisational outcomes (Boonyarit *et al.*, 2010; Mukhtar *et al.*, 2026; Tariq, 2025; Zahed-Babelan *et al.*, 2019). Other quantitative efforts rely on **descriptive-correlational designs** and **multiple regressions** to determine the influence of empowerment on professional commitment and ethics (Maria *et al.*, 2026; McCary, 2024).

Qualitative methodologies are also well-represented, including **descriptive case studies** (Celik & Akar, 2020), **phenomenology** (Alferez Tantoy, 2024; Mutluer & Yuksel, 2019), and **collaborative action research** (Ward & Ayzazo, 2016). These approaches provide deep insights into teachers' lived experiences through semi-structured interviews, focus groups, and participant observations (Kiral, 2025; Snoek, 2021). Furthermore, several studies adopt **mixed-methods designs**, such as exploratory sequential and convergent parallel approaches, to triangulate quantitative patterns with qualitative nuances (Celosia *et al.*, 2026; Nazarizadeh *et al.*, 2025).

Sampling techniques across the sources range from **convenience and random sampling to purposive and stratified techniques**, ensuring representation from various global contexts, including Turkey, Iran, the Philippines, Ethiopia, and Afghanistan (Limon, 2022; Mohammad *et al.*, 2022; Tariq, 2025). **Instrumentation** often centres on the **School Participant Empowerment Scale (SPES)** and its established dimensions (Short, 1994; Short & Rinehart, 1992). Finally, the review incorporates **meta-analytic designs** and **systematic scoping reviews**, which synthesise findings from hundreds of primary studies to provide high-level evidence on empowerment's impact on job satisfaction and institutional resilience (Ahrari *et al.*, 2021; Dash *et al.*, 2025; Li *et al.*, 2026; Wise *et al.*, 2023).

MAIN FINDINGS AND DISCUSSION

Objective 1: Conceptual Dimensions of Teacher Empowerment

The study finds that teacher empowerment is consistently defined through multidimensional frameworks, with the six-dimensional model of decision-making, professional growth, status, self-efficacy, autonomy, and impact being the most prominent (Short & Rinehart, 1992; Short, 1994). Decision-making relates to teachers' involvement in school-level and curriculum-related policies (Short, 1994; Celosia *et al.*, 2026). Professional growth is the perception that the school provides continuous learning opportunities and supports skill development (Short & Rinehart, 1992; Aranha, 2012). Status is the feeling of being respected and valued as a professional (Short, 1994). Self-efficacy pertains to teachers' belief in their ability to positively influence student learning (Bandura, 1977; Estaji & Hafezi, 2024). Autonomy refers to the control that teachers have over their classrooms and professional lives (Short, 1994). Finally, impact is the perception that their work makes a significant difference to the school community (Short, 1994). These dimensions are highly interconnected; for example, high self-efficacy often enhances a teacher's sense of impact and professional autonomy (Estaji & Hafezi, 2024; Buksnyte-Marmiene *et al.*, 2022).

Objective 2: Leadership Styles and Empowerment

Leadership is identified as the primary catalyst for teacher empowerment (Limon, 2022; Boonyarit *et al.*, 2010). Empowering leadership, which involves sharing power and authority with subordinates, directly increases the meaningfulness of teachers' work (Limon, 2022). Transformational leadership motivates teachers through a shared vision, fostering a climate of trust and innovation (Boonyarit *et al.*, 2010). Distributed leadership is particularly effective because it distributes leadership tasks across the organisation, encouraging collective responsibility and reducing professional isolation (Tariq, 2025; Mukhtar *et al.*, 2026). The findings show that principals who adopt facilitative and trust-based styles create "psychologically safe" environments where teachers feel empowered to experiment and take instructional risks (Snoek, 2021; Celosia *et al.*, 2026). Conversely, directive or autocratic leadership styles that

ignore teacher input are major inhibitors of empowerment and professional growth (Alferez Tantoy, 2024; Celosia *et al.*, 2026).

Objective 3: Outcomes of Teacher Empowerment

Empowered teachers consistently demonstrate superior organisational and individual performance (Limon, 2022). There is a robust positive relationship between empowerment and job satisfaction, with meta-analytic evidence indicating that empowerment accounts for a significant portion of the variance in satisfaction (Ahrari *et al.*, 2021). Empowerment also significantly predicts organisational and professional commitment, meaning empowered teachers are more likely to stay in their profession and be dedicated to their school's vision (Bogler & Somech, 2004; Mohammad *et al.*, 2022; Toremeh *et al.*, 2011). Furthermore, empowerment is a key driver of organisational citizenship behaviours, encouraging teachers to take on extra duties and mentor students (Celik & Konan, 2021; Somech, 2005). At the classroom level, teacher empowerment translates into improved instructional effectiveness and higher student achievement (Short & Rinehart, 1992; Aliakbari & Amoli, 2016).

Objective 4: Barriers and Facilitators of Empowerment

The study identifies several critical barriers and facilitators of empowerment. Major barriers include bureaucratic structures that restrict autonomy, excessive administrative tasks that reduce instructional time, and a lack of resources or institutional support (Ingersoll *et al.*, 2020; Shaimemanya, 2017). Time pressure is also a significant constraint (Alferez Tantoy, 2024). Conversely, key facilitators include a school culture based on trust and collaboration, access to continuous professional development, and participatory decision-making structures (Snoek, 2021; Mukhtar *et al.*, 2026; Aranha, 2012). The findings underscore that empowerment cannot happen in a vacuum; it requires a deliberate organisational effort to create an environment where teachers' voices are heard, and their professional expertise is utilised (Buksnyte-Marmiene *et al.*, 2022; Nazarizadeh *et al.*, 2025).

DISCUSSION

The findings of this review align with theoretical frameworks such as Spreitzer's psychological empowerment theory and Bandura's self-efficacy theory (Spreitzer, 1995; Bandura, 1977). Teacher empowerment is a decisive factor in translating professional development into improved teaching quality and school effectiveness (Short, 1994; Snoek, 2021). The results consistently demonstrate that empowerment serves as a bridge between leadership and performance outcomes (Limon, 2022). The synthesis confirms that empowering and distributed leadership models are more effective than traditional hierarchical approaches in fostering a collaborative school culture (Tariq, 2025; Mukhtar *et al.*, 2026). A key insight from the discussion is the role of organisational culture as a mediating mechanism (Snoek, 2021). Empowerment thrives in "psychologically safe" environments where teachers feel trusted and valued (Snoek, 2021; Maria *et al.*, 2026). However, the findings also highlight a significant gap between principals' perceptions and teachers' actual experiences of empowerment, particularly in areas such as budgeting and teacher selection (Celosia *et al.*, 2026). Addressing this discrepancy is essential for realising the full potential of teacher empowerment as a driver of educational quality.

Suggestions

- Leadership Training:** School principals should be provided with specialised training on how to implement empowering and

- distributed leadership behaviours, focusing on trust-building and delegation.
- Rationalise Workloads:** Policymakers should focus on removing non-teaching administrative tasks from teachers' responsibilities to restore focus on instructional improvement.
 - Institutionalise Participatory Governance:** Schools should create formal structures for teacher participation in critical decision-making processes, including curriculum development and budget allocation.
 - Context-Sensitive CPD:** Professional development programs should be context-sensitive and teacher-driven, placing educators at the centre of their own growth.
 - Reward and Recognition:** Educational institutions should design balanced reward systems that integrate non-material recognition to strengthen teachers' professional commitment.
 - Support for Early-Career Teachers:** Mentoring systems and peer coaching should be prioritised, especially for beginning teachers, to foster professional confidence.

CONCLUSION

Teacher empowerment is not an optional luxury but a strategic necessity for high-performing education systems in the 21st century. This review demonstrates that when teachers are empowered through autonomy, shared decision-making and professional development opportunities, they become the primary agents of school transformation. The findings reveal a powerful synergy among empowerment, organisational commitment, and instructional effectiveness, all of which are mediated by a supportive, trust-based school culture. However, the full realisation of teacher empowerment requires a fundamental restructuring of school leadership and the removal of bureaucratic and administrative burdens that stifle professional agency. Educational leaders must move beyond positional power toward facilitative leadership that views teachers as experts and valuable institutional assets. Ultimately, empowering teachers is an investment in students' success, the community, and the nation's future.

REFERENCES

- Ã, N. M. (2025). Empowered teachers, stronger schools: a collaborative approach to equity and inclusion in South Africa. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2590916>
- Africa, S. (2025). The mediating role of psychological empowerment in the relationship between principals' practice of pedagogical leadership and teachers' job performance *Kelemu Zelalem Berhanu*. 19(5), 510–529.
- Ahmadi, R., & Arief, N. F. (2022). Teacher Empowerment to Improve the Quality of Education and School Progress. 6(2), 431–439.
- Ahrari, S., Roslan, S., Zaremohzzabieh, Z., Mohd, R., Samah, A. A., Ahrari, S., Roslan, S., Zaremohzzabieh, Z., & Rasdi, R. M. (2021). Relationship between teacher empowerment and job satisfaction: A Meta-Analytic path analysis *Relationship between teacher empowerment and job satisfaction: A Meta-Analytic path analysis. Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1898737>
- Atiyah, A., & Navlia, R. (2025). Evaluasi Metode Pembelajaran Guru Terhadap Pemberdayaan Siswa di Sekolah Dasar. 1(2), 44–53.
- Behaviors, O. C. (2021). *Education and Science*. 46(206), 241–261. <https://doi.org/10.15390/EB.2020.8841>
- Bessa, C., & Coutinho, P. (2026). How Can Pedagogical Strategies Empower Student-Coaches During a Sport Education Season? A Collaborative Action Research Study with Preservice Teachers. 1, 1–18.
- Boonyarit, I., Chomphupart, S., & Arin, N. (2010). *Leadership, Empowerment, and Attitude Outcomes*. 5(1), 1–14.
- Catasús, M. G., Fontanillas, T. R., Raffaghelli, J. E., & Pedro, J. (2025). Collaborative Learning Analytics: Centring the Ethical Implications Around Teacher and Student Empowerment. A Systematic Review. 7750, 1–14.
- Celosia, R. U., Dopeno, M. L. A., & Galimpin, J. L. (2026). INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED Teacher Empowerment: Insights on the Enhancement of Teacher Capabilities Leadership Practices and Teacher Empowerment. 7(2), 584–602. <https://doi.org/10.11594/ijmaber.07.02.09>
- Chhangte, R., & Hnamte, L. (2012). Perceptions of Higher Secondary School Teachers of Mizoram on Their Levels of Empowerment on Decision Making and Professional Growth. 2031, 2031–2035.
- City, B., & City, M. (2025). Teacher Empowerment Practices in Public Elementary Schools. 8(4), 77–83.
- Dash, S. (2025). Evaluating In-Service Education: Meta-Analytical Perspectives on Teacher Empowerment and Social Inclusion. 1–23.
- Dergisi, T. O., Xlvii, I., No, D. O. I., Tarihi, K., Type, A., Online, P., Information, R., Kelimeler, A., & Fak, B. (2020). Öz Understanding Teacher's Weakness for Teacher Empowerment Abstract *gelmektedir. Bu kapsamda alanyazınında yayımlanmış güçlendirme, güçlendirici çerçevesinde öğretmen güçlendirme ele alınmaktadır (B oğler ve Somech, 2004, (Altınkurt, Anasız ve Ekinci; 2016; Bogler ve Nir, 2012; Dash ve Vohra, 2017; August, 0–2.*
- Down, S., Read, T. O., & Article, T. (2026). The effect of perceived organizational support and sense of belonging on teacher empowerment in elementary school teachers. 12(1).
- Education, O., Education, L. I., & Education, O. (2011). Teacher Empowerment Is A Matter Of Professional Development. October, 43–44.
- Empowerment, P., Organizational, T., & Behaviors, C. (2016). *Education and Science*. 41(187), 79–96. <https://doi.org/10.15390/EB.2016.6437>
- Empowerment, T. (2005). to Organizational Outcomes: <https://doi.org/10.1177/0013161X04269592>
- Estaji, M., & Hafezi, S. (2024). The interconnection of teacher empowerment and motivating styles: A comparative analysis of novice and experienced EFL teachers Measures teachers take to enhance their students' motivation are significant (Vol. 11, Issue 2).
- Jamil, M. (2022). Teachers' Empowerment and Organisational Commitment: A Perceived Perspective of Secondary School Teachers in Punjab. 2022, 127–135. [https://doi.org/10.31703/grr.2022\(VII-II\).12](https://doi.org/10.31703/grr.2022(VII-II).12)
- Journal, I., & Jameela, R. (2023). Empowering Educators: The Impact of the National Education Policy 2020 on Teachers in India. 7–11. <https://doi.org/10.55041/IJSREM25477>
- Junio, N. F. (2026). Removing Administrative Tasks, Restoring Instructional Focus: Implications of DepEd Order No. 2, s. 2024 for Teacher Empowerment, Instructional Quality, and School Readiness. June, 20–33.
- Kauts, D. S., Rather, M. A., & Bala, A. (2026). EXPLORING SELF-EFFICACY AND TEACHER EMPOWERMENT: GENDER DYNAMICS AND INTERRELATIONSHIPS AMONG. January, 1–14.
- Kimwary, M. C., Chirure, H. N., & Omondi, M. (2014). Teacher Empowerment in Education Practice: Strategies, Constraints and Suggestions. 4(2), 51–56.

- Kiral, B. (2025). Teacher Empowerment as a Structure Supporting Teachers' Development: Principals' Practices and Ideal Empowerment. June, 1–16. <https://doi.org/10.1177/21582440251339309>
- Lahlimi, Y. (2025). The mediating role of psychological empowerment in the relationship between transformational leadership and teachers' organizational citizenship behavior in rural public primary schools: Evidence from Morocco. 8(6), 933–947. <https://doi.org/10.53894/ijirss.v8i6.9768>
- Li, M., Wu, M., Shan, X., & Chen, X. (2026). Teacher Empowerment and Governance Pathways for Climate-Resilient Education Systems. 1–27.
- Losioki, B. E. (2020). Professional Development and Empowerment among Secondary School Teachers in Mkuranga District, Tanzania. 11(24), 92–98. <https://doi.org/10.7176/JEP/11-24-11>
- Marquita, J. D. (2025). THE INFLUENCE OF PSYCHOLOGICAL EMPOWERMENT AND PROFESSIONAL DEVELOPMENT ON WORK ETHICS OF PUBLIC ELEMENTARY SCHOOL TEACHERS. 6(1), 1–17.
- Maulana, A., Wulandari, D., & Hidayat, R. (2026). MANAGERE: Indonesian Journal of Educational Management The Role of Organizational Culture and Empowerment in Enhancing Teacher Commitment: Work Motivation as a Mediator. 8(1), 77–88.
- Mccary, M. C. (2025). Influence of Teacher Empowerment and Global Competitiveness on Teaching Competence. 6(4), 790–799.
- Models, D. L., On, T. I., & Empowerment, T. (2026). DISTRIBUTED LEADERSHIP MODELS AND THEIR INFLUENCE ON. 4(3), 316–324.
- Nagabhooshanam, J. (2022). EPRA International Journal of Research and Development (IJRD) TEACHER EMPOWERMENT TOWARDS PROFESSIONAL DEVELOPMENT AND EFFECTIVENESS-CONCEPT, NEED AND IMPORTANCE EPRA International Journal of Research and Development (IJRD). 7838(September), 141–144.
- Nazarizadeh, M., Khorasani, A., Shams, G., & Ebrahimi, A. (2025). Design and Validation of Organizational Factors Affecting Empowerment of Student Teachers: A Mixed-Methods Approach the Teacher empowerment has emerged as a pivotal concept in modern educational correlates with improved instructional effectiveness and student achievement (3, 4). In the represent the future instructional workforce, the organizational environment plays a policy have left teacher training institutions struggling to implement cohesive In Iran, the complexity is compounded by evolving educational standards, sustainability imperatives, and post-pandemic transformations qualitative phase began with a meta-composite analysis of 1, 500 initially identified studies. 5(3), 1–24.
- Schools, S. E. S. (2022). The Relationship between Organisational Factors and Teachers' Psychological Empowerment: Evidence from Lithuania' s Low.
- Sciences, E. (2025). Assessment and Practice in Educational Sciences Managerial Factors Influencing the Empowerment of Student Teachers: Developing and Validating a Model Based on a Mixed-Methods Approach (Qualitative – Qualitative – Quantitative). 3(4), 1–17.
- Sharma, S. (2015). I NTEGRATED J OURNAL OF S OCIAL S CIENCES Empowering the Torch-bearers: Developing Teacher Empowerment Program to realize the new vision of education. 2(1), 1–6.
- Suriansyah, A., & Bachri, A. A. (2026). Empowering Teachers Through Continuous Professional Development: How an Empowerment-Oriented School Culture Strengthens Teacher Professionalism?13(1), 303–319.
- Tariq, A. (2025). Effects of distributed leadership on teachers' turnover as mediated by organizational commitment and the moderating role of teachers' empowerment in private schools in Afghanistan.
- Teachers, E., & Development, P. (n.d.). Empowering Teachers through Professional Development.
- The Relationship between Empowering Leadership and Teachers' Job Performance: Organizational Commitment as a Mediator * Güçlendirici Liderlik ile Öğretmen İş Performansı Arasındaki İlişki: Örgütsel Bağlılığın Aracı Rolü. (2022). 15(January), 16–41.
- Toremen, F., Karakus, M., & Savas, A. C. (2011). The effect of empowerment on teachers' organizational commitment. 3(4), 545–554.
- Yang, Y., Du, Y., Aalst, J. Van, Sun, D., & Ouyang, F. (2020). among pre-service teachers. 51(6), 1960–1980. <https://doi.org/10.1111/bjet.13040>
- Yangaiya, S. A., State, K., Magaji, K., & State, K. (2015). THE RELATIONSHIP BETWEEN SCHOOL LEADERSHIP AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS:1(1), 1239–1251.
- Zahed-babelan, A., Koulaei, G., & Moeinikia, M. (2019). Instructional Leadership Effects on Teachers' Work Engagement: Roles of School Culture, Empowerment, and Job Characteristics Učinek določitve učnega načrta in usmerjanja pouka, ki ga izvajaravnetelj, nadeloučiteljev : pomen šolske kulture , opolnomočenja in značilnostipoklica. 9, 137–156. <https://doi.org/10.26529/cepsj.181>
- Zahroh, M. N., Retnowati, R., Pakuan, U., Pakuan, U., & Jakarta, U. N. (2026). Indonesian Journal of Educational Development. 7(1), 357–379.
