



## The Mediating Role of Subjective Well-Being in the Relationship Between Empowering Leadership and Organizational Resilience\*

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Article Information	ABSTRACT
<i>Received:</i> 06.01.2023	<p>This study investigates the mediating role of teachers' subjective well-being in the relationship between empowering leadership and the organizational resilience of schools. This is a quantitative study adopting correlational design. The sample consists of 410 teachers working in Kocaeli province. Participants were reached by a convenient sampling method. Data were collected with the "Empowering Leadership Scale", "Teacher Subjective Well-being Scale" and "Organizational Resilience Scale". The validity and reliability of the scales were tested within the scope of the current study, which yielded satisfactory results. Before the data analysis, the distribution of the data and whether there was a multicollinearity problem among the predictor variables were tested. Path analysis was used to test the research hypotheses. The findings suggested that the participants' perceptions of the variables were relatively positive. There were statistically significant positive associations between the variables. On the other hand, empowering leadership significantly predicted teacher subjective well-being and organizational resilience, and teacher subjective well-being significantly predicted organizational resilience. Lastly, teachers' subjective well-being mediated the relationship between empowering leadership and organizational resilience. Drawing on these findings, it can be concluded that empowering teachers positively contribute to their subjective well-being (engagement in school and teaching efficacy), increasing schools' organizational resilience.</p> <p><b>Keywords:</b> Teacher, empowering leadership, organizational resilience, subjective well-being</p>
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### 1. INTRODUCTION

Organizations function within a more challenging, stressful, and competitive environment compared to the past. Thus, to survive under such conditions, they need administrators who can take the necessary measures and use organizational sources most efficiently. To this end, leaders are expected to teach problem-solving skills to their subordinates, equip employees with the necessary knowledge, skills, and power, and create a positive organizational culture in cooperation with the employees (Konan & Çelik, 2017). On the other hand, organizations must be resilient under such conditions. Organizational resilience is the ability to build the future by resisting current challenges, overcoming threats, evaluating opportunities, and strengthening oneself with opportunities (Çoban-Kumbalı, 2018). Organizational resilience gained great importance, particularly during the post-pandemic period, as the steps to be taken in crisis and chaotic environments ensure the sustainability of the organizations (Dilekçi, 2021; Kavrayıcı & Kesim, 2021). Thus, organizations should detect the factors which will improve their resilience.

Organizational resilience attracted increasing attention from scholars (Akgün & Keskin, 2014; Çoban-Kumbalı, 2018; Gizir, 2016; Kantur & İşeri-Say, 2012; Kantur & İşeri-Say, 2015; Karaköse, İmamoğlu, & İnce, 2020; Limon, Dilekçi, & Demirer, 2021; Okun, 2021; Sezen-Gültekin, 2019). Some of these studies investigated the resilience levels of educational organizations (Schelvis, Zwetsloot, Bos & Wiezer, 2014; Wang, 2009), but there is limited literature focusing on the mechanisms which foster the resilience and the outcomes of the resilience of schools (Limon et al., 2021; Mousa, Abdelgaffar, Chaouali & Aboramadan,

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2020; Sezen-Gültekin, 2019; Shani, 2020). Knowing the characteristics of resilient schools will help policymakers and school administrators foster the resilience of schools. In this sense, the major contribution of this study to the literature is to reveal the associations among empowering leadership, teachers' subjective well-being and schools' resilience.

## 1.1. Conceptual Framework

### 1.1.1. Empowering Leadership

In a rapidly changing and developing world, leadership evolved, and modern approaches to leadership emerged. The structures, nature, and quantity of the problems encountered by organizations displayed significant changes, as well (Konan & Çelik, 2017). Developments in information and communication technologies provoked a transition from traditional to modern management with a higher focus on human resources (Bakan, Büyükbeşe, Erşahan, & Güngören, 2012; İmamoğlu & Turan, 2019). These changes in the organizational environment led to the emergence of empowering leadership, which emphasizes the self-competence of employees rather than the hierarchical control process (Konan & Çelik, 2018). Empowering leaders empower the employees through autonomy, discretion, control, decision latitude, or power (Albrecht & Andreetta, 2011). *Guiding, participative decision-making, coaching, information sharing, and interaction* (Arnold, Arad, Rhoades, & Drasgow, 2000); *increasing the meaningfulness of work, encouraging participative decision-making, emphasizing high performance, and autonomy* (Ahearne, Mathie, & Rapp, 2005); and *empowerment, responsibility, self-determination, information sharing, skill development, coaching for innovative performance* (Konczak, Stelly, & Trusty, 2000) are listed as the dimensions of empowering leadership in the literature.

Empowering leaders exhibit a shared vision (Konan & Çelik, 2017), create an organizational culture to empower the organization (Konczak, et al., 2000), share information clearly and understandably (Arslantaş, 2007), ensure everyone's commitment to the organization (Çöl, 2004), increase the delegation of authority, enrich the steps such as decision-making, planning, organizing, motivating and controlling with various techniques (Peccei & Rosenthal, 2001), create an environment that supports learning by doing by encouraging employees (Dilekçi & Sezgin-Nartgün, 2020; Psinos et al., 2000), ensure continuous development of employees through mentoring, coaching, in-service training (Yip, 2000), develop a fair reward system that envisages employee satisfaction and job satisfaction (Srivastava et al., 2006), and provide the opportunity to move freely in an environment with clear boundaries (Spreitzer, 1995).

In schools, it is the principal who will empower teachers (Konan & Çelik, 2017). One of the behaviors that principals can do to empower teachers is to positively change their perceptions of their profession and make it more meaningful (Bolat, Bolat, & Seymen, 2009). Principals should lead by being a model, giving responsibility, delegating authority, participatory decision-making, coaching, informing, showing interest (being in interaction), and skill development (Arnold et al., 2000; Konczak et al., 2000; Arslantaş, 2007; Bakan et al., 2012). Such behaviours might positively contribute to teacher performance which in turn improves students' academic achievement.

### 1.1.2. Organizational Resilience

The concept of resilience first emerged in the fields of child psychology and ecology (Kantur & İşeri-Say, 2012). Organizational resilience, on the other hand, was first introduced to the literature by Meyer (1982). Staw, Sandelands, and Dutton (1981) mentioned "*flexibility*" and "*rigidity*" which formed the foundation for organizational resilience (cited in Wokutch, Singal, Gerde, & Naar, 2016). The notion of resilience was developed in response to the necessity to comprehend how organizations survive in the face of unanticipated destructive and unfavorable circumstances (Powley, 2009). It is adopted in the field of organizational theory and particularly in crisis management issues such as disaster management (Kantur & İşeri-Say, 2015). Natural disasters, epidemics, terrorist attacks, economic downturns, defective equipment, and human mistake are only a few examples of events that compromise an organization's security and stability as well as that of its surroundings (Okun, 2021). Organizational resilience capacity offers an alternative prescription to fight against shocks, destructive events, crises, and similar events that threaten organizations (Karaköse, İmamoğlu, & İnce, 2020). It emphasizes the ability to adapt to any environment and situation, improve the facilities, and continuous development (Freeman, Edwards & Schroder, 2006). Thus, it is a capacity that is of great importance to any kind of organization.

Organizational resilience includes the activities ensuring the sustainability of organizational activities in the short term after a disrupting event while improving and restructuring the organization in the long term (Çoban-Kumbalı, 2018). It is conceptualized in literature in a variety of ways, but they all share the feature that it is an adaptability capacity (Okun, 2021). The pandemic unearthed the significance of resilience for organizations. Organizations with higher resilience can respond to crises on the spot and quickly and turn the crisis periods into an advantage in terms of contributing to the further development of this ability (Woods, 2005). Scholars mostly agree that organizational resilience is multidimensional (Chan, 2011). These dimensions are "*robustness, redundancy, resourcefulness, and rapidity*" (Bruneau et al., 2003), "*competence orientation, deep social capital, original/unscripted agility, practical habits, behavioural preparedness, and broad resource networks*" (Akgün & Keskin, 2014) and "*robustness, agility and integrity*" (Kantur & İşeri-Say, 2015). The dimensions of organizational resilience imply that the resilience of organizations is associated with how efficiently they use their knowledge and behavioural and contextual capacity (Sezen-Gültekin, 2019).

Considering the resilience in terms of school organizations, they are slow and bureaucratic organizations where dialogue and development are rarely supported (Chan, 2003). Upon closures during the pandemic, the schools were in quest of alternative options for teaching (Can, 2020). This was an unprecedented period during which the significance of resilience for schools was better understood. The previous literature suggested that the psychological resilience level of primary school teachers was low (Karakelle & Canpolat, 2008; Sezgin, 2012), which might harm schools' resilience levels. Çetin (2018) stated that organizations needed resilient individuals to be resilient. It is also known that how teachers perceive the school environment and their attachment to school and profession are effective in increasing their resilience levels, indicating the significance of a climate supportive, participatory, and enabling professional development (Sezgin, 2012). In this sense, principals should show effort to create such a climate in schools to foster resilience.

### **1.1.3. Teachers' Subjective Well-Being**

Subjective well-being is one of the research areas in positive psychology (Ergün & Sezgin Nartgün, 2017) and is an indicator of the quality of life (Park, 2004). In subjective well-being, the individual evaluates his/her life in terms of cognitive and affective aspects (Doğan & Eryılmaz, 2012). Subjective well-being, which provides information about the quality of life, is also of great importance in business environments (Eryılmaz & Doğan, 2012). In the current study, subjective well-being was addressed in the context of educational organizations in relation to the teaching profession and was dimensioned as "*school engagement and teaching competence*" (Ergün & Sezgin-Nartgün, 2017).

Teaching is an emotionally challenging profession (Brennan, 2006; Dilekçi & Limon, 2022; Dilekçi & Sezgin-Nartgün, 2019). Thus, teachers' subjective well-being is important for an effective teaching process. As a matter of fact, low teacher subjective well-being results in low job satisfaction, absenteeism, psychological problems, turnover (Naylor, 2001), and problems in classroom management (Renshaw, Long, & Gok, 2015). However, as the degree of subjective well-being rises, so do the degrees of dedication to and satisfaction with one's work (Van Veen, Slegers, & Van De Ven, 2005; Eryılmaz & Doğan, 2012) and students' achievement and motivation levels are positively affected (Goldhaber, 2002; Carbonneau, Vallerand, Fernet, & Guay 2008). When evaluated from a broad perspective, teachers' work-related subjective well-being significantly affects society, families, administrators, and students (Ergün & Sezgin-Nartgün, 2017). Teachers' subjective well-being is affected by "*psychological, social and physical*" resources (Dodge, Daly, Huyton & Sanders, 2012). Factors affecting subjective well-being can be listed as "*work/life balance, symptoms related to mental health, work problems, and mental health problems*" (Passey, 2021). It is teachers' subjective well-being that expresses their perception of the living conditions and environment in educational organizations (Diener, Oishi, & Lucas, 2003), and teachers' subjective well-being stands out as a factor affecting the quality of education (Song, Gu, & Zhang, 2020). Thus, school leaders should seek ways to enhance teachers' well-being.

### **1.1.4. The association between empowering leadership and organizational resilience**

Organizational resilience is associated with organizational culture, vision, and leadership, and organizational motivation plays a decisive role in determining which direction the organization will take in difficult situations such as natural disasters and in producing possible alternatives (Seville et al., 2008). The previous literature revealed that leadership styles were strongly associated with organizational resilience (Limon et al., 2021; Odeh et al., 2021; Wang et al., 2022). On the other hand, the previous literature also confirms that employee empowerment and empowering leadership increase organizational resilience (Berg, Alblas, Blanc, & Romme, 2022; Karagözoğlu, 2022; Lee, Vargo, & Seville, 2013). Similarly, developing employees' competencies, one of the dimensions of empowering leadership has a strong relationship with organizational resilience (Atake & Nwulu, 2018). Drawing on previous literature, the following hypothesis was suggested:

*H<sub>1</sub> = Empowering leadership is a statistically significant predictor of schools' resilience.*

### **1.1.5. The association between empowering leadership and teachers' subjective well-being**

Leadership style has a crucial role in employees' professional well-being (Kuoppala, Lamminpää, Liira, & Vainio, 2008; Li et al., 2014; Wheeler, 2022). Empowering leadership positively contributes to the personal and professional mood of employees (Park, Kim, Yoon, & Joo, 2017). In a longitudinal study, Laine, Saaranen, Ryhänen, and Tossavainen (2017) revealed that principals had a significant role in improving the professional well-being of internal stakeholders of the school. The support provided by principals to teachers increases their subjective well-being (Ertürk, 2021). Moreover, principals as empowering leaders significantly affect teachers' well-being (Nong, Ye, & Hong, 2022; Suleman et al., 2021). Additionally, empowering leadership in educational organizations is associated with self-efficacy (Dağlı & Kalkan, 2021) and organizational commitment (Gümüş, 2013; Limon, 2022), which are dimensions of professional well-being. The autonomy support provided by principals to teachers positively reflects on teachers' organizational well-being (Wong, Man, & Chan, 2022). Drawing on these findings, the second hypothesis of the current research was as follows:

*H<sub>2</sub> = Empowering leadership is a statistically significant predictor of teachers' subjective well-being.*

### 1.1.6. The association between subjective well-being and organizational resilience

It is suggested that positive employee emotions are a prerequisite for organizational resilience (Meneghel, Salanova & Martinez, 2016). This study addressed teacher subjective well-being with the dimensions of "school engagement" and "teaching efficacy". Previous literature revealed a significant relationship between teachers' professional resilience and subjective well-being (Brouskeli, Kaltsi & Loumakou, 2018; Çetin, 2019), and it can be stated that employee resilience increases organizational resilience (Liang & Cao, 2021; Xiao & Cao, 2017). Additionally, Nwiyii, Amanawa & Micah (2022) revealed that organizational commitment is related to organizational resilience. Drawing on these findings, we suggested the following hypothesis.

*H<sub>3</sub>= Teachers' subjective well-being is a statistically significant predictor of schools' resilience.*

On the other hand, based on the associations between subjective well-being, empowering leadership and organizational resilience, we predicted that teacher subjective well-being might have a mediating role in the relationship between these two variables, and the final hypothesis of the study is as follows:

*H<sub>4</sub>= Teachers' subjective well-being mediates the relationship between principals' empowering leadership and schools' resilience.*

## 2. METHOD

This section provides details on the design, population, sample, data collection, data analysis, and data collection tools of the study.

### 2.1. Research Design

This study adopted a correlational design (Dancey & Reidy, 2017) to reveal the associations between empowering leadership, teachers' subjective well-being, and schools' resilience based on teachers' perceptions. To reveal the predictive relationships between variables, path analysis was used.

### 2.2. Sample

The sample consists of 410 teachers reached through convenient sampling (Cohen, Manion & Morrison, 2000) who work in Kocaeli province of Türkiye. Of the teachers participating in the study, 298 were female (72.7%); 112 were male (27.3%); 16 were working in pre-schools (3.9%), 98 in primary schools (23.9%), 237 in secondary schools (57.8%), 59 in high schools (14.4%). 350 teachers have undergraduate (85.4%) and 60 (14.6%) postgraduate degrees; 394 of them work in public schools, and 16 of them work in private schools (3.9%). 65 of the participants have 0-5 years (15.9%), 172 of them 6-10 years (42.0%), 89 of them 11-15 years (21.7%), 37 of them 16-20 years (9.0%), 20 of them have 21-15 years (4.9%), and 27 of them 26 years or over (6.6%) of experience.

### 2.3. Data Collection

The study was conducted with permission from Sakarya University Ethics Committee (date: 05/05/2021; meeting number: 34 and decision number: 28). The data was collected online via Google Forms. The researchers sent the Google Forms link containing the data collection tools to the WhatsApp groups of different schools, and the participation in the study was voluntary.

### 2.4. Data Analysis

Data analysis procedure took place as follows. Firstly, the data set was scanned for missing data, and no missing data was found. Secondly, distribution of the data was examined. Findings indicated that univariate normality assumption was satisfied for empowering leadership (*Skewness=-.436; SE=.121; Kurtosis=.112; SE=.240*), subjective well-being (*Skewness=-.413; SE=.121; Kurtosis=-.047; SE=.240*) and organizational resilience (*Skewness=-.608; SE=.121; Kurtosis=.103; SE=.240*) (Dancey & Reidy, 2017).

Predictive relationships between variables were tested through path analysis. To check the multicollinearity problem between predictor variables (*empowering leadership and teacher subjective well-being*), VIF, Tolerance, Condition Index values, and correlation coefficients were calculated (Field, 2009; Mertler & Vannatta, 2017). The findings suggested no multicollinearity problem (*Tolerance=.594; VIF=1.684; Condition Index=16.293 for empowering leadership and Condition Index=12.284 for subjective well-being*). The association between empowering leadership and subjective well-being (*r=.637; p=.000*) supported these findings.

## 2.5. Data Collection Tools

Three different tools were utilized in the study. In the following section, detailed information about the measurement tools is presented.

### 2.5.1. Empowering Leadership Scale

To measure empowering leadership in schools, we used the scale developed by Konczak et al. (2000) and adapted to Turkish by Konan and Çelik (2018) for schools. The original scale comprises 21 items and 7 dimensions (*authorization, responsibility, self-determination, self-decision making, self-problem solving, knowledge sharing, skill development, and coaching for innovative performance*). However, in the adaptation study conducted by Konan and Çelik, a 17-item three-dimensional structure (*authorization, responsibility, and support*) emerged. There are three items, each in the authorization and responsibility dimensions and 11 in the support dimensions. "My school principal holds me responsible for my students' performance" is a sample item. It is a 5-point Likert-type scale, and response options are as follows: "(1) Never" "(2) Rarely" "(3) Occasionally" "(4) Mostly" and "(5) Always". Konan and Çelik (2018) conducted a confirmatory factor analysis to reveal the scale's construct validity, which yielded satisfactory findings and they reported that Cronbach's Alpha coefficients ranged between  $\alpha=.76-.82$  and indicated high reliability.

We also checked the scale's validity and reliability in this study. The findings suggested that the factor loadings of the items ranged between .45-.90 and the goodness of fit indices were as follows ( $\chi^2/sd=3.66$ ;  $p=.00$ ;  $RMSEA=.08$ ;  $NFI=.94$ ;  $NNFI=.94$ ;  $CFI=.95$ ;  $GFI=.89$ ;  $AGFI=.85$ ;  $SRMR=.05$ ). These findings demonstrated that the validity of the scale was ensured (Hair, Black, Babin, & Anderson, 2014). Cronbach's Alpha internal consistency coefficient was  $\alpha=.95$ , indicating that the reliability criterion was also met (Singh, 2007). These findings suggested that the validity and reliability of the scale were confirmed in the current study.

### 2.5.2. Teacher Subjective Well-Being Scale

The scale was developed by Renshaw et al. (2015) and adapted to Turkish culture by Ergün and Sezgin-Nartgün (2017). It consists of eight items loading on two dimensions. The first dimension is school engagement and the second one is teaching efficacy. There are four items in each dimension. "I achieved many things as a teacher" is a sample item from the scale. It is a 4-point Likert-type scale, and the response options are "(1) Almost never", "(2) Sometimes", "(3) Frequently", and "(4) Almost always". Ergün and Sezgin-Nartgün (2017) tested the scale's construct validity through exploratory and confirmatory factor analyses, which yielded satisfactory findings. They also reported high reliability in their study ( $\alpha=.95$ ).

We also checked the scale's validity and reliability in this study. The findings suggested that the factor loadings of the items ranged between .63-.84 and the goodness of fit indices were as follows ( $\chi^2/sd=2.47$ ;  $p=.00$ ;  $RMSEA=.06$ ;  $NFI=.97$ ;  $NNFI=.97$ ;  $CFI=.98$ ;  $GFI=.97$ ;  $AGFI=.95$  and  $SRMR=.03$ ). These findings indicated that the validity of the scale was ensured (Hair et al., 2014). Cronbach's Alpha coefficient was  $\alpha=.86$ , showing that the reliability criterion was met (Singh, 2007). These findings indicated that validity and reliability were ensured in this study.

### 2.5.3. Organizational Resilience Scale

Kantur and İşeri-Say developed the scale (2015). It consists of nine items which load in three dimensions: robustness (4 items), agility (3 items), and integrity (2 items). A sample item is as follows "My organization is an organization that tries to take advantage of adverse conditions by developing alternatives." The scale is a 5-point Likert type one, and response options are "(1) Strongly disagree", "(2) Disagree", "(3) Undecided", "(4) Agree" and "(5) Strongly agree". Kantur and İşeri-Say (2015) revealed the scale's validity through exploratory and confirmatory factor analyses. Cronbach's Alpha coefficient was reported as  $\alpha=.85$ , indicating good reliability.

The validity and reliability of the scale were also checked in this study. Findings revealed that the factor loadings of the items ranged between .70-.93. The goodness of fit indices were as follows ( $\chi^2/sd=3.94$ ;  $p=.00$ ;  $RMSEA=.08$ ;  $NFI=.97$ ;  $NNFI=.97$ ;  $CFI=.98$ ;  $GFI=.95$ ;  $AGFI=.91$  and  $SRMR=.03$ ), indicating that the current data set was compatible with the factor structure of the scale (Hair et al., 2014). Cronbach's Alpha internal consistency coefficient was  $\alpha=.94$  and showed that the reliability criterion was satisfied (Singh, 2007). These findings revealed that the scale's validity and reliability were satisfied.

3. FINDINGS

Table 1.  
Descriptive statistics and correlations between variables

Variable	N	Descriptive statistics				Correlations		
		Min.	Max.	$\bar{x}$	SD	1	2	3
(1) Empowering leadership	410	1.53	5.00	3.68	.74	1		
(2) Subjective well-being	410	1.25	4.00	3.15	.54	.637**	1	
(3) Organizational resilience	410	1.00	5.00	3.59	.86	.671**	.580**	1

Table 1 presents the descriptive findings and correlations between variables. As the Table 1 shows, teachers' perceptions of empowering leadership ( $\bar{x}=3.68$ ;  $SD=.74$ ) and schools' organizational resilience ( $\bar{x}=3.59$ ;  $SD=.86$ ) were relatively high. On the other hand, teachers' self-reported subjective well-being ( $\bar{x}=3.15$ ;  $SD=.54$ ) was also high. Table 1 also presents the associations between variables. The findings suggested that there were positive, statistically significant, and moderate relationships between empowering leadership and teacher subjective well-being ( $r=.637$ ;  $p=.00$ ) and organizational resilience ( $r=.671$ ;  $p=.00$ ), and between teacher subjective well-being and organizational resilience ( $r=.580$ ;  $p=.00$ ).

3.1. Path Analysis

Firstly, the goodness of fit indices of the model was analyzed. The findings indicated a good fit ( $\chi^2/sd=3.17$ ;  $p=.00$ ;  $RMSEA=.07$ ;  $NFI=.97$ ;  $NNFI=.96$ ;  $CFI=.98$ ;  $GFI=.97$ ;  $AGFI=.93$  and  $SRMR=.04$ ).

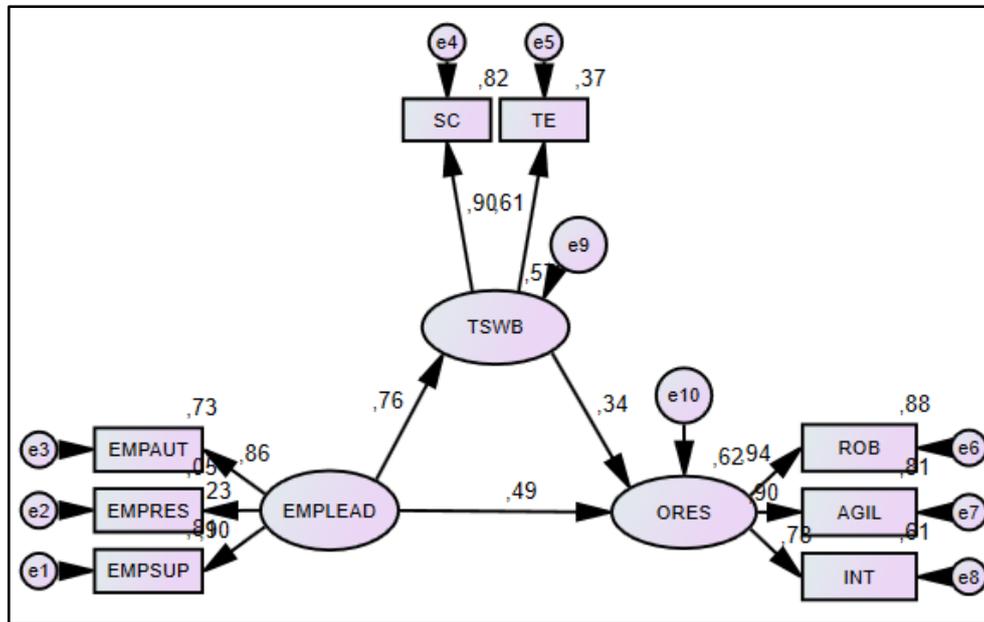


Figure 1. Path analysis

Table 2.  
Standardized direct and indirect effects

Paths	$\beta$	SE	t	Bootstrap 5000 times 95% CI			Total Effect
				Upper Bound	Lower Bound	p	
EL→OR (H <sub>1</sub> )	.49	.07	6.60	-	-	.000	-
EL→TSWB (H <sub>2</sub> )	.76	.03	15.05	-	-	.000	-
TSWB→OR (H <sub>3</sub> )	.34	.10	4.39	-	-	.000	-
EL→TSWB→OR (H <sub>4</sub> )	.26	.07	-	.44	.15	.000	.75

Note: EL= Empowering leadership; OR= Organizational resilience, TSWB= Teacher Subjective Wellbeing

Table 2 presents the standardized direct and indirect effects. The findings suggested that the effects of empowering leadership on organizational resilience ( $\beta=.49$ ;  $p=.00$ ) and teacher subjective well-being ( $\beta=.76$ ;  $p=.00$ ), and teacher subjective well-being on organizational resilience ( $\beta=.34$ ;  $p=.00$ ) were statistically significant. Additionally, teacher subjective well-being mediated the relationship between empowering leadership and organizational resilience ( $\beta=.26$ ;  $p=.00$ ), which suggested that all research hypotheses were supported.

#### 4. DISCUSSION

The current study investigated the mediating role of teachers' subjective well-being in the relationship between empowering leadership and school resilience. Firstly, the descriptive findings regarding empowering leadership, organizational resilience, and teachers' subjective well-being were examined. The findings suggested that teachers perceived their principals as empowering leaders. This finding is consistent with the previous literature (Limon, 2021; Konan & Çelik, 2017; Gkorezis, 2016; Koçak & Burgaz, 2017). In this context, it can be stated that principals distribute authority, give responsibility to teachers, and support their professional development. On the other hand, the findings indicated that teachers perceived their schools as resilient, which is consistent with the previous literature (Limon et al., 2021; Sezen-Gültekin, 2019). This finding implies that schools are organizationally robust and agile and exhibit integrity. Lastly, the findings showed that teachers' subjective well-being was relatively high, which is supported by previous literature (Arslan, 2018; Brouskeli et al., 2018; Çetin, 2019; Dilekçi & Limon, 2020; Ertürk, 2021; Horn, Taris, Schaufeli & Schreuers, 2004; Renshaw et al., 2015). This finding suggests that teachers display engagement with schools, and their teaching self-efficacy is high.

The study's first hypothesis suggested that principals' empowering leadership behaviors predicted schools' organizational resilience levels. The findings indicated that the first hypothesis of the study was confirmed. Thus, it can be concluded that schools will become more resilient when principals delegate authority and give responsibility to teachers and support them. The previous literature showed that empowering employees increased organizations' resilience capacity (Berg et al., 2022; Karagözoğlu, 2022; Lee, et al., 2013). The previous literature also associated authority and responsibility offered to employees with resilience (Lengnick-Hall, Beck & Lengnick-Hall, 2011). Researchers stated that resilient organizations are not governed by a hierarchical structure and can be characterized by self-organization, distributed influence, individual and group responsibility, and similar elements that form a holographic structure. Mallak (1998) stated that in resilient organizations, employees participate in decisions that contribute to better timely, and effective reactions of employees. Thus, shared responsibility and interdependence between employees can create an organizational environment that enables the cognitive and behavioural elements necessary for the resilience of organizations (Lengnick-Hall et al., 2011). Thus, empowering teachers will contribute to schools' resilience.

The study's second hypothesis suggested that empowering leadership significantly predicted teachers' subjective well-being, which was confirmed by the findings. Drawing on this finding, it can be concluded that when school principals empower teachers, teachers' engagement in school and teaching self-efficacy will also increase. This finding is consistent with the previous literature. Nong et al. (2022) conducted a study on preschool teachers. They found that empowering leadership had a negative effect on teachers' occupational stress and a positive effect on their occupational well-being and perceptions of organizational support. Limon (2022) concluded that principals' empowering leadership positively affected teachers' performance and organizational commitment. Another study revealed that empowering leadership increased teachers' level of compliance with the psychological contract (effort toward organizational development, loyalty, and extra performance) (Koçak & Burgaz, 2017). Thus, we can say that empowering leadership results in various favourable individual and organizational outcomes.

The third hypothesis suggested that teachers' subjective well-being significantly predicted schools' organizational resilience. The findings indicated that teachers' subjective well-being significantly predicted organizational resilience. Teachers' subjective well-being is crucial for schools and education systems to fulfil their functions best (Dreer, 2022). Empowering leaders give employees confidence in their work by providing them with the information and support they need to fulfil their duties (Martin, 2013). Arslan (2018) revealed that teachers with high occupational subjective well-being were more active and productive. On the other hand, previous literature suggested that professional well-being was an antecedent of teachers' professional resilience (Çetin, 2018), a prerequisite for resilient schools. Lastly, findings revealed that teachers' subjective well-being mediated the relationship between empowering leadership and school resilience. Thus, when school principals delegate authority to teachers, support them, and provide opportunities for their professional development, teachers' subjective well-being will increase, contributing to the resilience of schools.

#### 5. CONCLUSION

The current study made significant theoretical contributions to the literature. First of all, consistent with previous literature, the study revealed statistically significant associations between principals' empowering leadership, teachers' subjective well-being, and schools' organizational resilience capacity. On the other hand, the study contributed to understanding the mechanisms that play a role in the effect of empowering leadership on organizational resilience. The results indicate that principals can increase teachers' subjective well-being by exhibiting empowering leadership, which means higher school resiliency. Thus, principals should be encouraged to empower teachers more, and legal regulations should be made accordingly.

#### 6. LIMITATIONS

The present study was conducted with some limitations. Firstly, this is a cross-sectional study which does not reveal causal relationships. Further research can investigate causal relationships between variables through longitudinal studies. Secondly, the study sample covers teachers working only in one province. Thus, the generalizability of the results should be considered in this context. Different provinces should be included in the sample for more generalizable results. Additionally, since this study

was conducted in a Turkish cultural context, the results' cultural sensitivity should be considered. The data collected in the study included only teachers. The findings regarding the level of principals' empowering leadership and the organizational resilience capacities of schools are limited to teachers' views.

### Research and Publication Ethics Statement

Hereby, we as the authors consciously assure that for the manuscript “*The Mediating Role of Subjective Well-Being in the Relationship Between Empowering Leadership and Organizational Resilience*”, the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

### Contribution Rates of Authors to the Article

The authors provide equal contributions to this work.

### Statement of Interest

There is no conflict of interest.

## 7. REFERENCES

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