

Empowerment Role of School Principals in the Republic of Maldives

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The school principal plays a crucial role in ensuring the continuous improvement of school education. The responsibilities of the school principal lie not only in the management of the school as an institution but also in the development of the school as a learning institution, in student achievement and also in the motivation of positive changes. The school principal must strive to bring positive changes in their school environment. It is a responsibility for the school principal to practice possible ways to empower and promote leadership qualities within teachers in their school. Such practices of empowerment will allow the school principal to manage their school more effectively. In order to address the challenges confronted by the Ministry of Education in the Republic of Maldives in preparing a new generation of school leaders, it is important to explore the empowerment role of school principals in the Republic of Maldives. This study used a qualitative method to explore the empowerment role of school principals in the Republic of Maldives. Data was gained from unstructured interviews to explore more detailed phenomena and to get rich data. Ten participants from three different schools in the Republic of the Maldives that consist of school principals, school teachers and students, have been interviewed. The findings show that the empowerment of school principals can be displayed by organisation structure, which reflects the culture in a school organisation. This study concludes that a school principal should be focused on organisational culture, specifically the organisational structure, in order to empower school organisational members. Thus, the study suggests that school principals should identify the interest and skills of teachers, and assign tasks and responsibilities to them in line with their skills and interest.

Key words: *Empowerment, Leadership, School Principal, Qualitative Research, Maldives*



Introduction

The school leader is responsible for achieving the vision and mission of the school organisation. In this case, the principal is an individual who acts as a key player in school improvement and development. A principal plays the important role of ensuring the capable handling of their subordinates. They influence student outcomes indirectly by facilitating instructional leadership and organisational management, as well as internal and external relations (Poloncić, 2016). A principal must be available and approachable at all times and also be able to deliver information to their subordinates by giving clear instructions. The responsibilities of the principal become more complex from time to time. School leaders must be good managers and excellent instructional leaders. They are responsible for articulating the vision for a successful school and increased student achievement (Wilson, 2013). In addition, the principal must be able to communicate well with the people in their school organisation. As mentioned by Ismail (2012), the principal leadership styles are seen in their behaviours and how they interrelate with teachers, students, parents and other school staff. He also added that the effective leadership style will create a positive climate in the school.

School education is like a starting point for future education development. In developing better education in school, the principal, through a combination of skills, dedication and personality, plays a vital role in ensuring the excellent achievement of a school. The principal must have leadership skills including the ability to delegate, manage, inspire, and communicate in ways that will help to increase the school's achievement. The role of principal covers many different areas such as leadership, teacher evaluation, student discipline, dealing with parents, and many other people. Being an effective principal means being able to balance its roles and work hard to ensure the best results for all constituents involved. In relation to school principals in the Republic of Maldives, leadership issues have become a vital factor that affects the capacity to improve education quality. At schools in the Maldives, they are confronted with the major issue of needing to hire at least 20 percent foreign experts every year to lead schools, since many seats are left vacant by the local leaders who resign due to increasingly demanding responsibilities (Mohd Ali & Ali, 2015). The Ministry of Education did put initiatives in place by cooperating communally with schools to exploit various strategies, however many challenges emerged. One of the most critical challenges facing the Ministry of Education and the schools of the Republic of Maldives is identifying and preparing a new generation of school leaders who are flexible, collaborative, able to learn and adapt to changing circumstances, and willing to continue their learning journey to becoming better strategic thinkers and doers (Mohd Ali & Ali, 2015). Therefore, it is important to identify the important roles of the school principal in order to enhance the quality of education in schools in the Republic of Maldives.



In school education, principal leadership is not only important for long-term achievement, but it ensures that sustainability is maintained even after they have left the school. Good leadership will create a better school environment. The principal and the senior management teams are seen as the key agents at the school level, initiating change by raising the level of expectations for both teachers and students (Mohd Ali & Ali, 2015). The school principal plays crucial roles to ensure the continuous improvement of school education. The responsibilities of the school principal are not only toward the management of the school as an institution but also for the development of the school as a learning institution, student achievement and the motivation of positive changes. The implementation of changes in these institutions needs a better understanding from a school principal about their roles and responsibilities in more detail. The school principal must strive to bring positive changes in their school environment. An effort to implement changes can be productive if the leader understands the reasons why people accept or resist changes, knows about phases of change implementation and different types of changes, and applies appropriate models to identify existing problems in the institution (Yukl, 2010). All of this is related to the power of the leader and how they influence people to accept more changes. The school principal should be able to empower their staff and students by enabling them to develop skills, and available resources to complete any task given.

Empowerment practiced by a school principal is very important in order to achieve effective leadership. Perkins and Zimmerman (1995) identified the definition of empowerment as an international ongoing process centred in the local community, involving mutual respect, critical reflection, caring and group participation, through which people lacking an equal share of valued resources gain greater access to and control over those resources. In the concept of school leadership, empowerment requires the principal to consider reform for administrative and behavioural changes. According to Balkar (2015), empowerment provides a new administrative framework in which the output will facilitate the adoption of changes, as well as the implementation of new necessities, by teachers at school. It is a responsibility for the school principal to practice the possible ways to empower and promote leadership qualities within teachers in their school. Such practices of empowerment will allow the school principal to manage the school more effectively. Therefore, in order to address the challenges confronted by the Ministry of Education in the Republic of Maldives to prepare a new generation of school leaders, it is important to explore the empowerment role of school principals in the Republic of Maldives.

Literature Review

In a school environment, the principal is a person who is placed at the highest position in the school organisation. The principal acts as a leader and plays a crucial role in ensuring the improvement of both education and the social aspects in a school. As a leader, the school principal should have

the ability to enhance the quality of education in their organisation. It is important to improve the quality of principal leadership by developing vision, keeping competitive and making the organisation able to take competitive advantage (Pokharel, 2014). The school principal is also responsible for the development of the whole education section of the school organisation. As curriculum leaders, they have an important role to play in setting the tone to provide direction, executing their roles as both curriculum leaders and managers, and building democratic schools (Oliva, 2013). The challenge to the school principal is to continue and manage effectively with rapid educational change. A principal should have a positive approach, be able to demonstrate supportive leadership and professionalism, and the upgrading of new learning and thinking skills to manage the school organisation. Moreover, the challenges in shaping effective leaders need the transformation of leadership behaviour in education. Therefore, principals these days should put in place an initiative to transform, lead and run their schools, and be able to reach their organisation's vision. The school principal should put extra effort into analysing their current leadership approach and evaluating the issue and challenges that they have to confront when implementing the transformation.

The school principal should be able to incorporate a wide range of leadership skills and styles to lead their school organisations towards common goals and their directed vision. This quality of leadership is achieved when the school principal is able to identify, adapt and execute the appropriate style successfully (Cooper, 2012). "A great principal, just like any other manager, is critical to retention because, as noted earlier, most people don't leave organisations, they leave supervisors" (Gordon, 2006). Furthermore, Sichoenu (2015) has clarified that a school principal can be described in seven terms:

- (i) The principal is a learner. As the learner, the principal thinks and creates knowledge.
- (ii) The principal is a leader. The school principal is the leader of the organisation as well as the leader of learning. The school principal maintains a culture in which learning is valued and shared.
- (iii) The school principal is also seen as a mentor. This role involves helping students, teachers and staff to grow.
- (iv) The school principal, as the supervisor, supervises and evaluates teachers, as well as the school instructional program.
- (v) The school principal as the manager handles facilities, programs, activities and reform.
- (vi) The school principal is also seen as a politician. This role extends beyond the school into the community as the public relations manager of the school.
- (vii) The school principal, as an advocate, ensures that every child receives the education he/she deserves.

The roles of school principals become wider when the quality of education turns into a priority for creating future generations. The new paradigm in the roles of school principals evolves from day to day. Many researchers agree that many principals nowadays are more concerned with their subordinates. As mentioned by Sichooun (2015), the principal acts to influence both teachers and other members of the school organisation. In fact, they are ready to work with staff to develop a conducive environment and new culture for continuous learning in the school and also for the realisation of the desired vision. The school principal is responsible for supporting and collaborating with the teachers to produce successful students (Gordon & Crabtree, 2006). In addition, Sichooun (2015) also agrees that the principal also has the authority and ability to develop the climate to encourage both teachers and school members to execute the new reformation of leadership to a successful vision. A school principal should be able to empower their staff in order to enhance the qualities of the task given either to teachers or administration staff. The empowerment role of the school principal is very important to creating a good school culture and environment. Empowerment is one of the main roles in leadership. As mentioned by Reitzug (1994), the most popular description of empowerment is as a transfer of decision-making power from school and district administrators to teacher.

Overview of Empowerment

In general, empowerment involves the issues of both personal and organisational matters. The concept of empowerment focuses on personal competency and the opportunity development of a person who then has, within the organisation, to demonstrate the competence (Short, 1998). On the other hand, according to Zimmerman (2000), empowerment can be explained in multiple levels of the construct, which are individual, organisational and community. The individual-level construct is when one is concerned with intrapersonal and behavioural variables. The organisational-level construct is when one is concerned with resources mobilisation and participatory opportunities, and community-level construct is when socio-political structures and social change are a concern. In addition, Sadan (1997) also divided the explanation of empowerment into three categories or levels, namely, individual empowerment, community empowerment and empowerment as a personal practice. The detailed explanation of each category is shown in Table 1.

Table 1 : The categories of empowerment

Category / Level of Empowerment	Explanation
Individual Empowerment	<ul style="list-style-type: none"> Individual empowerment is a process of personal development. Focuses on what happens on the personal level in the individual's life The process involves both the development of skills and abilities, and a more positive self-definition.
Community Empowerment	<ul style="list-style-type: none"> Emphasises the collective processes and social change Community empowerment is the increased control of people as a collective over outcomes important to their lives.
Empowerment as a personal practice	<ul style="list-style-type: none"> Empowerment as a means of professional intervention for the solution of social problems.

Therefore, from the table, there are three important categories of empowerment: individual, community, and empowerment as a personal practice.

Theory of Empowerment

Empowerment theory offers principles and a framework to organise knowledge. In the theory of empowerment, there are a few ways to measure the construct in a different context, to study the empowering process and to distinguish empowerment from other constructs (Zimmerman, 2000). Empowerment can be analysed into three different levels, namely, individual, organisation and community level of analysis. The explanation of each level is summarised in Table 2.

Table 2 : Empowerment level of analysis (Perkins & Zimmerman, 1995; Zimmerman, 2000)

Level of Analysis	Explanation
Individual	Includes a belief in one's ability to exert control (intrapersonal component), involvement in decision making (the behavioural component) and an understanding of causal agents (interactional component)
Organisational	Refers to the setting that provides individuals with opportunities to exert control in organisational effectiveness in service delivery and the policy process.
Community	Refers to the context in which organisations and individuals interact to enhance community living, and ensure that their communities address local needs and concerns.

According to Table 2, the individual level of analysis includes three components, being intrapersonal, behavioural and interactional. At the organisational level, this refers to the opportunity for the individual to improve organisational effectiveness. Then, at the community

level, empowerment refers to the interaction between individuals and organisations to enhance the quality of living in the community. In addition, Zimmerman (2000) emphasises that empowerment theory is the connection between individual well-being with the larger social and political environment. The theory shows that opportunities are needed by people to become active in community decision-making, which is important to improving living standards, organisation and communities.

In the concept of empowering principal behaviour, Reitzug (1994) simplified into three types of behaviour, namely, support, facilitation and possibility. The description and detail of each type of behaviour is shown in Table 3.

Table 3: Types of empowering behaviour (Reitzug, 1994)

Types of empowering behaviour	Descriptor and Behaviours
<p style="text-align: center;">Support</p>	<p>Creating a supportive environment for critique</p> <ul style="list-style-type: none"> • providing teachers greater control and autonomy <ul style="list-style-type: none"> ○ <i>providing autonomy with responsibility for supporting the practice</i> ○ <i>shifting problem-solving responsibility</i> • encouraging giving voice <ul style="list-style-type: none"> ○ <i>communicating trust</i> ○ <i>encouraging risk taking</i> • encouraging the confirmation of self <ul style="list-style-type: none"> ○ <i>honouring teachers' opinions</i> • providing opportunities for conversations with others <ul style="list-style-type: none"> ○ <i>developing teams</i> • developing inquiry-oriented dispositions in order to test knowledge claims <ul style="list-style-type: none"> ○ <i>modelling inquiry</i>
<p style="text-align: center;">Facilitation</p>	<p>Stimulating critique</p> <ul style="list-style-type: none"> • stimulating teachers to view theory as a starting point subject to testing and revision <ul style="list-style-type: none"> ○ <i>asking questions</i> ○ <i>requiring justification of practice based on personal practical knowledge</i> • directing attention to unnoticed aspects of the environment <ul style="list-style-type: none"> ○ <i>critique by wandering around</i> • providing alternative frameworks for thinking about teaching and learning <ul style="list-style-type: none"> ○ <i>providing staff development (opportunities, readings, ideas)</i> • focusing attention on unequal power relations
<p style="text-align: center;">Possibility</p>	<p>Making it possible to give voice by actualising products of critique</p> <ul style="list-style-type: none"> • developing commitment to self as professional (providing resources to be used on students' behalf) <ul style="list-style-type: none"> ○ <i>providing tangible resources (money, equipment, materials)</i> ○ <i>providing intangible resources (time, opportunity)</i>

	<ul style="list-style-type: none">• encouraging activity on behalf of acquiring resources and advancing client interest<ul style="list-style-type: none">○ <i>encouraging grant writing</i>○ <i>soliciting donations of funds and materials</i>
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From the table, the support category consists of principal behaviours in creating a supportive environment for critiques by emphasising a few elements. The elements are: providing teachers greater control and autonomy, encouraging giving voice, encouraging the confirmation of self, providing opportunities for conversations with others, and developing inquiry-oriented dispositions in order to test knowledge claims. The next category is facilitation, concerned with the principal's role in stimulating critique. The stimulating critique includes: stimulating teachers to view theory as a starting point subject to testing and revision, directing attention to unnoticed aspects of the environment, critique by wandering around, providing alternative frameworks for thinking about teaching and learning, and focusing attention on unequal power relations. The third category is possibility, which is leadership behaviour that makes it possible to give voice by actualising products of critiques. Possibility is concerned with developing commitment to self as a professional (providing resources to be used on students' behalf), and encouraging activity on behalf of acquiring resources and advancing client interest.

Empowerment of School Principal Leadership

Concerning the concept of empowerment leadership, Liu (2015) describes empowerment through two perspectives, the social relationship perspective and the psychological motivation perspective. In the social relationship perspective, empowerment is a kind of strategy in allocating resources that can reduce the dependence on high power. In the psychological motivation perspective, empowerment covers power and control that is used to describe the state of belief, an individual's internal motivation or expectation. In the same way, Hakimi, Van Knippenberg and Giessner (2010) explain that empowerment leadership is a series of several management practices that consist of decentralisation, participation, information sharing and training. The extent to which leaders may have trust in subordinates performance and integrity and leader conscientiousness depends on the interactive influence of indicators.

On the other hand, Ahearne, Mathieu and Rapp (2005) explain that empowerment leadership, from a psychological perspective, is including the decision of management or technology in improving employee's inner level of motivation by enhancing their self-determining demand or self-efficiency. A study by Amundsen and Martinsen (2014) concludes that empowerment leadership processes influence subordinates through power sharing, motivation and development support. This has the aim to encourage self-reliance, as well as the capabilities to work and to work independently within the boundaries of the overall organisational goals and strategies.

In the context of school organisation, empowerment of school leadership is more on the organisational level construct when it is concerned more with the sharing of ideas in making a decision. As mentioned by Perkins and Zimmerman (1995), the empowering process at the organisational level might include collective decision making and shared leadership. According to Short, Greer and Melvin (1994), empowerment can be explained as a process of school participants developing the competence to take charge of their own growth and to resolve their own problems. In the school situation, the authors also describe empowerment through the individual and school concepts. The empowered individual believes that they have the skills and knowledge to act on a situation and improve it, while empowered schools are organisations that create opportunities for competence to be developed and displayed.

The issues of empowerment at school always relates to the principal and teacher's empowerment. Principal empowerment needs the commitment of many people in a school organisation. The school principal knows that they play a critical role in building human capacity, with the participation and commitment of members in the school organisation (Short, 1998). On the other hand, in the concept of teacher empowerment, Balkar (2015) clarifies that it is the primary way in school processes, in order to ensure the sustainability of teacher professional development within school processes, which provides an opportunity for improving teacher performance. It is also related to the performance of school improvement in practices and problems, at any time.

The issues of principal empowerment are quite commonly discussed by many researchers. The principal plays a crucial role in improving student learning and in attaining educational outcomes. According to Mestry (2017), principals face great difficulties in coping with numerous challenges, partly because they are inadequately prepared for their leadership position, or simply lack the knowledge, necessary skills and attitudes in leading and managing schools effectively and efficiently. The empowerment of school principal leadership is one of the important aspects that should be focused on in order to create quality leadership in a school. Empowerment in school principals includes the concept of empowerment, which involves teachers in building-level decision making to help create a supportive environment where even the practice can be critiqued (Reitzug, 1994). This concept explains the school principal's role as being shifted from prescribing substance to facilitating process, whether with individuals or numbers of staff. In this context, the principal is more concentrated upon asking questions and suggesting multiple alternatives on how organisational tasks might be accomplished, rather than telling the members in the organisation how these tasks must be accomplished.

However, organisational culture also relates to leader empowerment. The study by Johnson (2009) also found that organisational culture has a significant impact on leader empowerment, while a study by Edwards, Green and Lyons (2002) identifies that there is a relationship between empowerment and support from the culture. In addition, organisational culture is not only related

to leader empowerment, but also affects staff empowerment. The study by Shakibaei, Khalkhali and Nezgad (2012) reveals a relationship between staff empowerment and organisational structure. In the context of teacher empowerment, Hawks (1999) determined the relationship between empowering teaching behaviour and organisational culture perception. Organisational supports that portray the organisational culture become the important elements in ensuring the effectiveness of work distribution for organisation members.

An empowering school principal is also concerned about the involvement of school principals in professional development programs. A study by Mestry (2017) discovered that having additional certificates and improving qualification in education empowered them to deal with administration, staffing, teaching and learning matters. Additional knowledge and relevant experience might contribute to shaping a school principal to be an effective leader. The empowering school principal also related to the school's organisational culture.

Methodology

This study used a qualitative method to explore the empowerment role of school principals in the Republic of Maldives. The interview was used as the instrument to obtain data from the targeted participants. Researchers relied heavily on interview methods to obtain data to answer questions in the study. The interview method is the primary method of data collection in this study, as many data are not available through observation alone. For example, the observation method is unable to explore the feelings, opinions and experiences of the research participants. These can only be explored through interviews. As stated by Merriam (2001), interviews were the primary method of data collection in qualitative research to obtain descriptive data, while Cohen and Manion (1989) state that interviews are an important method in social studies. Researchers have interacted with all study participants, namely principal and students, with the aim of obtaining as much data as possible for the roles played by the school principal. Gay and Airasian (2000) additionally point out that interviews are interaction with a specific purpose, usually between two or more people, when one party tries to get information from the interviewed party.

This study gained data from unstructured interviews to explore more detailed phenomena and to get rich data. According to King and Horrocks (2010), Kvale and Brinkmann (2009), Lebar (2006), Merriam (2001) and Patton (1990), there are three types of interviews in qualitative research, namely structured interviews, semi structured interviews and interviews as unstructured chat. According to Kvale and Brinkmann (2009), unstructured interviews require their researchers to explore profoundly, and detail a phenomenon to be studied that is capable of generating rich data. Researchers have devised fundamental questions before entering the field of study, so that every data obtained is not far away from the question and purpose of the study. The basic question

was used as a question at the beginning of the interview and the next question was more in the form of response to the respondents' answers. The interview methods used by the researchers coincide with King and Horrocks' (2010) statement that researchers need to give freedom to the study participants be able to give their opinions, and researchers need to respond positively to that opinion as an encouragement to the study participants to continue to provide an opinion.

The data was reviewed to establish value, depth and richness. Data were analysed by reading the transcriptions, giving attention to patterns and commonalities, and validity was established. The data was then linked with the research questions, in order to establish whether these had been achieved. This then involved the identification of topics, the use of coding into categories, and the emergence of themes.

Participants in the study were school principals and students of selected secondary schools in the Republic of Maldives. The researcher explains the background of each study participant, as well as the field of study, and the rationale of the selection of each study participant and the field of study.

Findings

In this section, the research findings are presented. As mentioned before, this study used a qualitative method by implementing interviews as research instruments. Unstructured interviews were performed by researchers and the data were managed and organised using NVivo 12 software. Ten participants from three different schools in the Republic of Maldives were interviewed. The participants consist of three different groups, which are: school principal, a school teacher and a student. The groups of participants were shown in Table 4.

Table 4: Number of participants

No	Group of Participant	Number of Participants
1	School Principal	2
2	School Teacher	3
3	Students	5
Total		10

The table shows that three groups of participants were selected, consisting of two principals, three teachers and five students. All of these participants were from three different schools in the Republic of Maldives.

The findings of this study also reveal the empowerment role played by the school principal in the Republic of Maldives. In leadership, empowerment is one of the important roles played by a leader to drive the organisation for success. Given the importance assigned to empowerment in the literature, there was no surprise to find quotations stressing such a role in the data interviews. Empowerment also covers organisational culture. A good organisational culture will affect the effectiveness of work distribution for all subordinates. One of the participants agreed that her school structure is quite good when the task was assigned evenly to all teachers. Her school organisation begins with the principle as the head of the department who was assisted by two deputy principals. She explained that;

“...the structure is like this: principle is the head.....most of the school we will have more than 500 students who have 2 deputy principals – that means assisting to the principle, and then there is a management team that works together with us.....so afternoon and the morning deputy principals would be there and I distribute all kinds of work to both of them, under them we assign the leading teachers.” (Participant P1)

Another participant also agreed that her school management team could be an example for another school because they performed well to manage the school. She gave a statement;

“I also feel that that management of our school is an excellent example for all the other schools in boarding as well, because they do their best to empower the students[, it] gives us all the opportunities to show our capability in both academics and in any extra activities.” (Participant S5)

In the same way, Participant P1 also added that every teacher in her school has their own responsibility and was supporting of each other. Besides teaching, the teachers in her school have also the responsibility to collaborate with the management team. She clarified that;

“...deputy principals are working in both sessions, they will be in either session and then there is a management team, which is now called leading teachers. Leading teachers also teach. They have to take a certain amount, number teaching period and then work in the management, too... to top management. So, according to the structure, we divide all the work to all the people assigning the work. This is my management and maybe different from the others.” (Participant P1)

Another participant also explained that besides being involved in the management team, all teachers in her school give more focus to teaching and learning. She clarified that;

“We focus very much on teaching and learning. We encourage, even launch programs, PD

programs, and we have this session meeting talks about teaching and learning. So, I think practically this school is instructional leadership and distributed leadership. So basically, that's what we are practicing.” (Participant P2)

Another participant also agreed that the good structure of the organisation will help the teachers to smoothly handle any problem arising. He explained that:

“Yes, the hierarchy is full off quite well and any serious problem is always handled very well and it doesn't really go out of matter.” (Participant S5)

Further discussion found that a few participants agreed that practicing to distribute tasks to all teachers and leading teachers is an effective way to control and manage the school organisation. One of the participants mentioned that the former school principal of her school found that the distribution of work to each teacher was an effective way of managing a school. She explained;

“This is how he deals and we found that it was the most effective way of managing the school, through some part all kinds of these things, credit goes to him. It is good that he is here, so I get a chance to appreciate him in front of some people. They are very much empowered and we asked that much.” (Participant P1)

It is important for the principal to make sure all the teachers and leading teachers are clear for their assigned tasks. One of the participants explained that principal and leading teachers are important to school management. She clarified that;

“In school I mean, all tasks [are] evenly distributed among the MSMT management members and everybody is very clear [on] that all. So, it's them actually who does the work. Leading teachers are important to us actually, the principle and myself. So, leading teachers' roles are distributed and they do their job. Operational management on a daily basis is done by leading teachers.” (Participant P2)

Another one of the participants also believed that the principal in his school empowers her staff and the student is in the communication way. He explained:

“Yes, yes she walks personally with all the teachers and talks, socialises with all the teachers, she personally gets involves in all, personally she gets involvds with all the teachers – that [is] how she empowers all the teachers.” (Participant S1)

In brief, empowerment is a role practiced by the principal to transform leadership in school in the Republic of Maldives. The empowerment of school principals can be displayed by organisation structure, which reflects the culture in a school organisation. The school principal is also aware of the importance of organisational structure in school as well as in the communication part, therefore the principal will be able to distribute the management and teaching tasks to the leading teachers and teachers evenly.

Discussions, Conclusion and Suggestion

The findings disclose the empowerment roles played by the school principal in the Republic of Maldives. A few aspects have been recognised as an important practice that should be implemented by school principals in their school in order to empower their school organisational members. The finding shows that organisational culture with proper organisational structure will create good organisational support to the school leaders. In the school context, the school organisation is closely related to principal, leading teachers, teachers and students. Organisational supports that portray the organisational culture become the important elements in ensuring the effectiveness of work distribution for organisation members. There are many similar results of research showing the relation between empowerment and organisational culture. A study by Edwards, Green and Lyons (2002) identified that there is a relationship between empowerment and support from the culture. Johnson (2009) also found that organisational culture has a significant impact on leader empowerment. In the same way, Shakibaei, Khalkhali and Nezgad (2012) revealed a relationship between staff empowerment and organisational structure, while Hawks (1999) determined the relationship between empowering teaching behaviour and organisational culture perception.

The school principal is responsible for distributing tasks evenly to members in an organisation that might need strong management skills. The findings reveal that the principal needs to distribute tasks evenly to school organisational members in order to control and manage the school effectively. It is important to ensure that all the organisational members know their own responsibility and are willing to support each other. In addition, the findings also reveal that good organisational support might help the teachers to handle any problem that arises, smoothly. It contributes to the readiness of school teachers to face any problem in school which makes them a risk-taker. The research findings of a study by Balkar (2015) found that supporting risk-taking is a characteristic of empowerment in schools and that which is necessary to creating an empowered culture.

After evaluating all the findings of this research, it is observed that proper organisational structure creates a good environment and culture of the school. It also includes the responsibility of the school principal to delegate tasks evenly to all teachers and staff. Therefore, it can be concluded



that a school principal should be focused on organisational culture, specifically the organisational structure, in order to empower school organisational members. Thus, this study suggests that school principals should identify the interest and skills of teachers and assign tasks and responsibilities to them in line with their skills and interest. It might be a benefit in school organisational structure, as well as an organisational culture that produces more effective members in the school organisation.

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