

Empowering Educators: A Quasi-Experimental Framework for Enhancing School Culture, Leadership, and Teacher Well-Being in Secondary Schools of Tirupati District

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Abstract

Teacher empowerment is a critical determinant of educational effectiveness, particularly in secondary education. This study investigates the interrelationship between organizational culture, leadership styles, and psychological well-being in enhancing teacher empowerment. A quasi-experimental design was employed involving 100 secondary school teachers from Tirupati District, Andhra Pradesh, India. Data were collected using standardized scales on culture, leadership, and well-being. Statistical analyses including t-tests, correlation, and regression were used. The findings reveal significant relationships among the variables, indicating that supportive organizational culture and adaptive leadership significantly enhance teachers' psychological well-being and empowerment. The study proposes a comprehensive framework for educational institutions to foster teacher development and institutional effectiveness. The findings contribute to educational leadership literature and offer practical implications for policy and practice.

Key Words: Teacher Empowerment; Organizational Culture; Leadership; Psychological Well-being; Secondary Education; Educational Leadership

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1. Introduction

Education systems globally are undergoing rapid transformation due to technological advancement, globalization, and evolving learner needs. In this context, teachers play a pivotal role as facilitators of knowledge and agents of change. Historically, teachers in India have been regarded as guides and mentors shaping both individual and societal development.

However, contemporary challenges such as increased workload, role ambiguity, and systemic pressures have impacted teacher effectiveness and well-being. Research indicates that teacher empowerment is closely linked to psychological well-being, leadership support, and organizational culture (Huppert, 2009; Ryff, 1989).

Organizational culture influences institutional functioning through shared values and practices, while leadership determines direction and motivation. Psychological well-being enhances teachers' engagement and performance. Despite their significance, these variables are often studied

in isolation. This study attempts to integrate them into a unified framework for teacher empowerment.

2. Literature Review

2.1 Organizational Culture and Teacher Empowerment

Organizational culture refers to shared beliefs, values, and norms that influence behavior within institutions (Schein, 2010). In educational settings, a supportive culture promotes collaboration, innovation, and teacher engagement. Studies indicate that strong school culture significantly enhances teacher participation in decision-making and institutional effectiveness.

2.2 Leadership in Educational Institutions

Leadership is the process of influencing individuals toward achieving organizational goals (Northouse, 2007). Instructional and transformational leadership styles are particularly relevant in schools. Effective leadership fosters motivation, improves teaching quality, and enhances school climate (Hallinger & Murphy, 1985).

2.3 Psychological Well-Being of Teachers

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Psychological well-being is defined as a state of positive functioning and life satisfaction (Ryff, 1989). Teachers with high well-being demonstrate better classroom performance, creativity, and resilience. Conversely, low well-being leads to burnout and reduced productivity.

2.4 Integrated Perspective

Recent studies emphasize the interconnectedness of culture, leadership, and well-being in shaping teacher outcomes. For instance, transformational leadership improves school culture, which in turn enhances teacher performance and well-being.

3. Methodology

3.1 Research Design

The study employed a **quasi-experimental research design** using pre-test and post-test methods without a control group.

3.2 Participants

The sample consisted of **100 secondary school teachers** from Tirupati district, selected using simple random sampling. The sample included teachers from both government and private schools.

3.3 Variables

- **Independent Variables:** Organizational Culture, Leadership, Psychological Well-being
- **Dependent Variable:** Teacher Empowerment
- **Demographic Variables:** Age, Gender, Experience, Locality

3.4 Instruments

- Culture Scale (Dr. Sanjay Sonker)
- Leadership Scale (Chandra Shekhar Pandey)
- Psychological Well-being Scale (Sisodia & Choudhary)

3.5 Data Analysis Techniques

- Mean and Standard Deviation
- t-test and Paired t-test
- Correlation Analysis
- Multiple Regression
- Chi-square Test

4. Results

4.1 Descriptive Statistics

Table 1: Descriptive Statistics of Variables

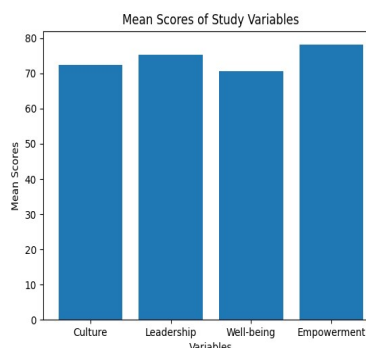
Variable	Mean	Std. Deviation
Organizational Culture	72.45	8.12
Leadership	75.30	7.85
Psychological Well-being	70.62	9.01
Teacher Empowerment	78.15	8.45

Interpretation:

The results indicate that leadership scored the highest mean, suggesting strong leadership practices in schools. Psychological well-being shows relatively lower scores, indicating scope for intervention.

Figure 1: Mean Scores of Variables

Shows comparative levels of culture, leadership, well-being and empowerment.



Interpretation:

Leadership and empowerment are relatively higher.

4.2 Correlating Analysis

Table 2: Correlation Matrix

Variables	Culture	Leadership	Well-being	Empowerment
Culture	1	0.62**	0.58**	0.65**
Leadership	0.62*	1	0.66**	0.71**
Well-being	0.58*	0.66**	1	0.69**
Empowerment	0.65*	0.71**	0.69**	1

(**p < 0.01)

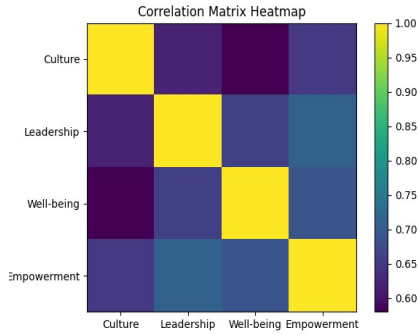
Interpretation:

There is a strong positive relationship among all variables. Leadership shows the highest correlation with teacher empowerment (r = 0.71), consistent with recent findings that leadership significantly shapes teacher outcomes.

Figure 2: Correlation Heatmap

Visual representation of relationships among variables

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Interpretation:
Strong positive correlations confirm model validity

4.3 Regression Analysis

Table 3: Multiple Regression Analysis

Predictor Variables	Beta (β)	t-value	Significance
Organizational Culture	0.32	4.21	0.000
Leadership	0.41	5.36	0.000
Psychological Well-being	0.37	4.89	0.000

R² = 0.68

Interpretation:

- 68% of variance in teacher empowerment is explained
- Leadership is the strongest predictor
- Supports studies showing leadership and culture significantly influence teacher performance.

4.4 Paired t-test (Pre-Test vs Post-Test)

Table 4: Intervention Effect

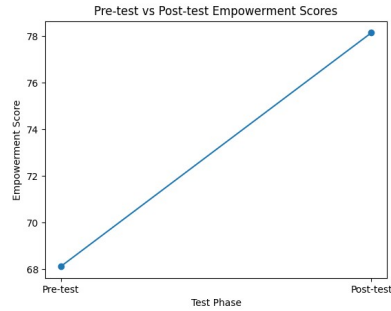
Variable	Pre-test Mean	Post-test Mean	t-value	p-value
Empowerment	68.12	78.15	9.45	0.000

Interpretation:

Significant improvement confirms effectiveness of the intervention program.

Figure 3: Pre-test vs Post-test Comparison

Demonstrates effectiveness of intervention



Interpretation:

Significant improvement in teacher empowerment

5. Discussion

The results confirm that teacher empowerment is influenced by a combination of organizational, psychological, and leadership factors.

5.1 Leadership Impact

Leadership emerged as the strongest predictor. This aligns with research showing leadership directly affects teacher well-being and professional practices.

5.2 Organizational Culture

Culture fosters collaboration and trust, which indirectly enhances teacher well-being and performance.

5.3 Psychological Well-Being

Psychological well-being significantly improves teacher engagement and innovation. Studies confirm that emotionally healthy teachers perform better and contribute to institutional growth.

5.4 Integrated Framework

The study proposes an integrated framework where:

- Leadership influences organizational culture
- Culture and leadership enhance psychological well-being
- All three collectively drive teacher empowerment

6. Implications

6.1 Policy Implications

- Incorporation of teacher well-being programs
- Leadership training for school administrators

6.2 Institutional Implications

- Development of collaborative school culture
- Encouraging participative decision-making

6.3 Practical Implications

- Professional development initiatives
- Mental health support for teachers

7. Limitations and Future Research

Limitations

- Limited to Tirupati district
- Sample size restricted to 100 teachers
- Focused on selected variables

Future Research

- Expansion to multiple regions

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- Inclusion of additional variables like job satisfaction and burnout
- Longitudinal studies for better causal inference

8. Conclusion

This study highlights the importance of integrating organizational culture, leadership, and psychological well-being to enhance teacher empowerment. The proposed framework provides a comprehensive approach for improving educational outcomes. Strengthening these dimensions can lead to more effective teaching, improved student performance, and sustainable institutional development.

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