



THE RELATIONSHIP BETWEEN PATERNALISTIC LEADERSHIP BEHAVIORS OF SCHOOL ADMINISTRATORS AND PRE-SCHOOL TEACHERS' JOB SATISFACTION^{i,ii}

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Abstract:

This study investigated the relationship between school administrators' paternalistic leadership behaviors and pre-school teachers' job satisfaction. The relational survey model was used in the research. The population of the study consists of 575 pre-school teachers working in 81 schools in Batman province during the 2019-2020 academic year. Sampling was not used due to the lack of a good number of teachers in the research population. The "Paternalistic Leadership Behaviors Scale" and the "Job Satisfaction Scale" were used in the study. In the statistical analysis of the data, frequency and percentage, standard deviation, arithmetic mean, independent sample t-test, ANOVA test, LSD test, and correlation and regression analysis techniques were used. As a result of the research, there was a positive, moderate-level, and significant relationship between the family atmosphere and job satisfaction, a positive, moderate-level, and significant relationship between benevolence and job satisfaction, a negative, low-level, and significant relationship between authoritarianism and job satisfaction, a negative, low-level, and significant relationship between interventionism and job satisfaction, and a negative, moderate-level, and significant relationship between inadequacy and job satisfaction. As a result of research, it was concluded that the paternalistic leadership in the dimensions of authoritarianism, interventionism, and inadequacy had a negative effect on teachers' job satisfaction levels, and the behaviors in the family atmosphere and benevolence dimensions had a positive effect on teachers' job satisfaction levels. All

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dimensions of paternalistic leadership explain about 26% of the total variance in teachers' job satisfaction in general.

Keywords: pre-school, teacher, paternalistic leadership, job satisfaction

1. Introduction

Many factors are effective in achieving organizational goals and objectives and increasing the productivity of educational organizations, which aim to raise highly qualified individuals with a qualified education. Among these, school administrators and teachers are the main determinants of the quality of education (Hallinger & Heck, 1996; Sisman, 2012). As schools are the production centres of the education system, school achievement depends largely on the coordination and efficient work of administrators and teachers (Unal, 2000). Thus, one of the most important tasks that should be undertaken by school administrators is to increase teachers' job satisfaction. It is of great importance for teachers to be successful and satisfied with their profession to increase their efficiency.

The literature review reveals that the investigation of the relationship among many different variables such as leadership, organizational culture, organizational climate, performance, job satisfaction, organizational commitment, burnout, and so on has been the subject of analyses (Cogaltay & Karadag, 2016). A leader is a person who does not ignore people s/he works with while demonstrating managerial skills in line with organizational goals. In achieving organizational success, employees' job satisfaction emerges as an important factor in ensuring quality in all other organizations as well as in educational organizations (Msuya, 2016, 9). For this reason, the leader should focus primarily on how and in what way the efficiency of employees s/he manages and works with will be enhanced. In this direction, success will be a natural result when the leader turns productivity into an institutional need together with the employees and focuses on meeting the need. Meeting the needs provides job satisfaction both for the leader and employees.

Research shows that Turkey is ranked among countries where paternalist values and related paternalistic leadership behaviors are displayed at a maximum level (Agalday & Daglı, 2018; Aycan et al., 2000). Accordingly, one of the leadership styles displayed in schools is the paternalistic leadership style. In studies on leadership conducted in Eastern societies, a paternalistic leadership style emerged as a leadership approach which is not common in the West (Cerit, Özdemir & Akgün, 2011). Paternalistic leadership has emerged as a concept in the literature of management, notably at the beginning of the twenty-first century (Daglı & Agalday, 2008).

Paternalistic leadership is expressed as a leadership style that blends strong discipline and authority with paternal benevolence and moral honesty (Farh & Cheng, 2000, 94; Hayek, Novicevic, Humphreys & Jones, 2010, 371). The paternalist leader, on the other hand, intends to create a family atmosphere in the work setting, establishes close and personal relationships with subordinates, gets involved in non-work-related

domains, expects loyalty, and wants employees to pay attention to authority and status. Employees perceive the working setting as a family environment, obey their leaders, help their leaders in non-work-related domains, and accept the leader's authority without questioning with a belief that the leader knows what is the best for them (Erben, 2004, 351).

Paternalistic leaders also deal with employees personally in non-work issues and exhibit behaviors to increase their welfare (Öz & Kılıç, 2010, 682). As administrators' care and control related to employees is not limited to work-related issues in organizations, an informal communication environment is adopted and supported by all employees (Erben, 2004, 353). In a paternalistic relationship, it is important to guide employees in both their professional and personal lives, to protect their private or working lives, and to create an atmosphere of interest (Soylu, 2010). It is also assumed that many employees working for a paternalistic leader will not leave their organizations for higher wages or better opportunities (Erben & Güneser, 2008, 965).

As paternalistic school administrators act and treat employees as a patriarch, they counsel and help them with their private problems, and in exchange, expect a high level of trust, obedience, and loyalty from teachers for this close attention and concern. However, if obedience and loyalty are provided by employees, the authoritative personality of the paternalistic leadership comes into sight (Saylık, 2017).

One of the most important determinants of the quality of education is teachers. Teachers, who have responsibilities beyond their field of duty and educational activities, are also responsible for the whole school environment and inclusive programs in today's world. Attitudes and behaviors towards partners such as students, parents, colleagues, and school administrators are other factors that determine the role of teachers in the organization and the effectiveness of such a role in terms of social relations, job satisfaction, and many other aspects (Oztürk, 2015, 19). In this context, teachers' job satisfaction gains importance as an important factor in achieving organizational goals for both teachers and educational institutions (Canak, 2014, 13).

While job satisfaction refers to the positive emotional state of the employee regarding his/her job, it is also described as the emotional satisfaction emerging from individual work-related experiences and values attributed to the job in a work setting (Eğinli, 2009, 36). Job satisfaction is defined as the general attitude of workers towards the job depending on contentedness with their job. In short, job satisfaction is the contentedness of employees with their job (Korkmaz, Okcu & Uçar, 2018). There are many facets that affect teachers' job satisfaction such as working conditions, economic status, working hours, managers' attitudes and behaviors and personal characteristics, etc.. Stress, working conditions, work setting, school environment also determine teachers' intrinsic job satisfaction. On the other hand, the harmony of teachers with managers and colleagues is an important external factor that influences job satisfaction (Koruklu, Feyzioglu, Kiremit & Aladag, 2013, 121).

Since the paternalistic leadership approach entails a leader that protects, helps, and guides subordinates, it also increases job satisfaction in organizations and

professional settings. In paternalistic leadership, which is also defined as a three-dimensional leadership that includes benevolence, moral values, strong discipline and authority, individual sense of commitment to the job ensures positive feelings towards job and job continuation (Durmaz, 2019). In this context, school administrators are supposed to undertake a crucial role in maintaining and achieving teacher productivity through active support for their development with the allocation of resources for teachers' studies, programs, and plans. When considered from this point of view, the quality of the subordinate-superior relationship, as well as the hierarchical and decentralized organizational structure which teachers are affiliated with also has an impact on teacher productivity (Öztürk, 2015, 2).

The literature review makes it clear that there is a myriad of studies on the paternalistic leadership or on the relationship between some organizational variables (Arslan, 2016; Cerit, 2011; Çalışkan & Özkoc, 2016; Dağlı & Ağalday, 2018; Delice, 2020; Gerçek, 2018; Köksal, 2011; Okcu & Gider, 2019; Saylık, 2017; Yılmaz & Ceylan, 2011). Similarly, there are a myriad of studies on job satisfaction (Acar, 2016; Aziri, 2011; Baycan, 1985; Chamundeswari, 2013; Çanak, 2014; Demirtaş, 2016; Eser, 2010; Gafa, 2019; Korkmaz, Okcu & Ucar, 2018; Kuzu, 2019; Okcu & Cetin, 2017; Ouyang & Paprock, 2006; Thomas, 2020; Tien, 2018). Besides, there are studies conducted in different sectors with a focus on the effect of paternal leadership on job satisfaction (Koç, 2019; Tekin, 2019; Nal & Tarım, 2019; TÜresin, 2012; Yardım, 2010; Yetim & Yetim, 2006). However, in the field of education, there are very few studies (Cerit, 2012; Tekin, 2019) investigating the effect of paternal leadership behaviors of school administrators on teachers' job satisfaction. In this respect, this study is expected to contribute to the literature.

Teachers reach maximum efficiency only as long as they are satisfied with their capacity. Ensuring the efficiency of schools in achieving certain goals and objectives in all educational practices is closely related to the teaching activities that teachers are interested in. The proper fulfilment of all these depends on teachers' job satisfaction at a high level. In this respect, teachers' job satisfaction is closely related to the management and leadership styles of the administrators of their institutions. The positive leadership styles of administrators are determinant in teachers' effective performance of their jobs and professional activities and significantly affect their job satisfaction (Nigama, Selvabastar, Surulivel, Alamule & Joice, 2018, 2645). In addition, it has been revealed in the literature that school administrators as a school leader have an indirect but significant influence on student achievement (Berkovich & Eyal, 2018; Hallinger, 2003; Hallinger & Heck, 1996; Leithwood, Louis, Anderson and Wahlstrom, 2004). This study makes it possible to investigate whether there is a relationship between pre-school administrators' paternalistic leadership behaviors and teachers' job satisfaction, and how and in what direction this relationship affects teachers' job satisfaction. As there is a lack of research in the relevant field of education associated with the specified variables in Turkey, it is expected to contribute to the literature. In this context, the main problem of this study is to determine the relationship between school administrators' paternalistic leadership behaviors and pre-school teachers' job satisfaction. The objective of this study is to

determine the relationship between school administrators' paternalistic leadership behaviors and teachers' job satisfaction and to reveal the findings and results in the context of Batman province. Thus, potential answers to the following questions were sought:

- 1) According to teachers' perceptions, to what extent do school administrators exhibit paternalistic leadership behaviors?
- 2) What are the job satisfaction levels of teachers working in pre-school institutions?
- 3) Is there a significant relationship between school administrators' paternalistic leadership behaviors and teachers' job satisfaction?
- 4) Do school administrators' paternalistic leadership behaviors significantly predict teachers' job satisfaction?

2. Methodology

2.1. Research Model

The relational survey model was used in this study. The relational survey model aims to determine the existence or degree of co-change between two or more variables (Büyüköztürk, Akgün, Karadeniz, Demirel & Kılıç Cakmak, 2016; Karasar, 2016, 114). In addition, the dependent variable of the regression analysis was determined as teachers' job satisfaction, and the independent variable was determined as the paternalistic leadership behaviors of school administrators.

2.2. Population and Study Group

The population of the research consists of 575 pre-school teachers working in 81 public institutions in the city centre of Batman during the 2019-2020 academic year. The population consists of 28 pre-schools and 53 nursery classes in the city centre of Batman. The participants were 285 pre-school teachers from 28 pre-schools, 205 pre-school teachers from nursery classes within the body of 35 primary schools, 57 pre-school teachers from nursery classes within the body of 14 secondary schools, 22 pre-school teachers from nursery classes within the body of 3 high schools, and 6 pre-school teachers from 1 special education nursery class. Sampling was not applied due to the small number of teachers in the research population and the availability of the entire population. In this regard, 575 pre-school teachers were selected from 81 schools in Batman province, and the scale forms were applied to the teachers working in these schools after obtaining the necessary permissions. Of the data collection tools distributed to 575 preschool teachers, 445 returned. However, because 35 of the returned scales were filled in incompletely, the remaining 410 data collection tools were evaluated. Table 1 below contains the personal information of the study group.

Table 1: Personal information regarding the study group

| | | f | % |
|---|-------------------|-----|------|
| Gender | Female | 410 | 100 |
| | Male | 0 | 0 |
| Professional seniority | 1-5 years | 126 | 30.7 |
| | 6-10 years | 136 | 33.2 |
| | 11-15 years | 82 | 20.0 |
| | 16 years and over | 66 | 16.1 |
| Union membership | Yes | 207 | 50.5 |
| | No | 203 | 49.5 |
| Membership of the teacher and administrator in the same union | Yes | 110 | 26.8 |
| | No | 300 | 73.2 |
| Term of employment | 1- 2 years | 155 | 37.8 |
| | 3-4 years | 117 | 28.5 |
| | 5 years and over | 138 | 33.7 |
| Term of employment with the incumbent administrator | 1- 2 years | 182 | 44.4 |
| | 3- 4 years | 163 | 39.8 |
| | 5 years and over | 65 | 15.9 |

As can be seen in Table 1, all of the teachers that make up the study group are female teachers. Given the professional seniority, 30.7% of teachers have 1-5 years, 33.2% 6-10 years, 20% 11-15 years, 16.1% have 16 or more seniority. Given the union membership variable, 50.5% of teachers are members of a union and 49.5% are not members of any union. Given the membership of the teacher and administrator in the same union, 26.82% of the teachers are members of the same union as the school administrator, and 73.2% are not members of the same union as the school administrator. Given the term of employment, 37.8% have been working for 1-2 years, 28.5% for 3-4 years, and 33.7% for 5 years or more. Finally, given the term of employment with the incumbent administrator, 44.4% of teachers have been working for 1-2 years, 39.8% for 3-4 years, and 15.9% for 5 years or more.

2.3. Data Collection Tools

The "Paternalistic Administrator Behaviors Scale" developed by Saylık & Aydın (2020) was used to determine teachers' perceptions of school administrators' paternalistic leadership behaviors. The scale is in the Likert-type and consists of five dimensions and 30 items: The Family Atmosphere (1, 2, 3, 4), Benevolence (5, 6, 7, 8, 9, 10, 11, 12, 13), Authoritarianism (14, 15, 16, 17), Interventionism (18, 19, 20, 21, 22), and Inadequacy (finding inadequate) (23, 24, 25, 26, 27, 28, 29, 30). The family atmosphere dimension measures the level of administrators in creating a family atmosphere among employees in and outside of the school. The options and ranges of the scale are as follows: Never (1.00-1.79), Sometimes (1.80-2.59), Frequently (2.60-3.39), Almost Always (3.40-4.19), and Always (4.20-5.00). The scale produces total scores. The lowest score that can be obtained from the scale is 30, and the highest score is 150. High scores indicate that school administrators have a high level of paternalistic behaviour. There are no negative

statements included in the scale, and therefore, there is no reverse scoring in the scale (Saylık & Aydın, 2020). It was tested by the aforementioned authors via explanatory and confirmatory factor analyses regarding the validity of the scale. The factor loading values of the items range between .49 and .84. The total correlations of the items ranged between .49 and .73 and the Cronbach's Alpha reliability coefficient was $\alpha = .82$ in the first factor, .52 and .82 and $\alpha = .90$ in the second factor, .62 and .75 and $\alpha = .85$ in the third factor, .60 and .82 and $\alpha = .89$ in the fourth factor, and .59 and .79 and $\alpha = .92$ in the fifth factor, respectively (Saylık & Aydın, 2020). Table 2 below shows the Cronbach's Alpha coefficients calculated in this study.

Table 2: Cronbach's alpha coefficients calculated for the paternalistic leadership and its dimensions

| | Number of Items | Cronbach's Alpha Coefficient |
|---------------------------------|-----------------|------------------------------|
| Family Atmosphere | 4 | .86 |
| Benevolence | 9 | .91 |
| Authoritarianism | 4 | .83 |
| Interventionism | 5 | .89 |
| Inadequacy (Finding inadequate) | 8 | .95 |

As a result of the calculation, the Cronbach's alpha internal consistency coefficient was .86 for "Family Atmosphere", .91 for "Benevolence"; .83 for "Authoritarianism", .89 for "Interventionism", and .95 for "Inadequacy". Calculated internal consistency coefficients show that the reliability of the scale is high.

The "Job Satisfaction Scale" developed by Baycan (1985) consists of 20 items. The scale includes intrinsic job satisfaction (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) and extrinsic job satisfaction (13, 14, 15, 16, 17, 18, 19, 20) as dimensions. The five-point Likert-type rating scale was used in the job satisfaction scale. Items in the scale are scored as "Very Dissatisfied (1.00-1.79)", "Dissatisfied (1.80-2.59)", "Undecided (2.60-3.39)", "Satisfied (3.40-4.19)", and "Very Satisfied (4.20-5.00)". The results regarding the Cronbach's alpha reliability coefficients calculated for the job satisfaction scale in this study are shown in Table 3.

Table 3: Cronbach's alpha coefficients calculated for the job satisfaction scale

| | Number of Items | Cronbach's Alpha Coefficient |
|----------------------------|-----------------|------------------------------|
| Intrinsic Job Satisfaction | 12 | .88 |
| Extrinsic Job Satisfaction | 8 | .85 |
| Job Satisfaction (Total) | 20 | .87 |

According to the results, the Cronbach's alpha reliability coefficient calculated for intrinsic job satisfaction was calculated as .88, as .85 for extrinsic job satisfaction, and as .87 for total job satisfaction.

2.4. Data Analysis

The data obtained from pre-school teachers participating in the study were analysed using the SPSS 21 package program. Percentage (%) and frequency (f) values were calculated to determine the distribution of teachers participating in the study according to demographic variables. The correlation analysis was used to determine the relationship between the dependent and independent variables, and regression analysis was used to determine the predictive effect of the independent variable. The obtained findings were evaluated at a 95% confidence interval and a 5% significance level.

3. Results

3.1 Results Regarding First and Second Sub-Problems

This section includes findings related to teachers' perceptions of school administrators' paternalistic leadership behaviors and pre-school teachers' job satisfaction levels.

Table 4: Teachers' perceptions related to school administrators' paternalistic leadership behaviors and pre-school teachers' job satisfaction levels

| Dimensions | N | \bar{X} | Ss | Perceived Level |
|---|-----|-----------|------|-----------------|
| Family Atmosphere | 410 | 3.46 | 1.07 | High |
| Benevolence | 410 | 3.41 | .91 | High |
| Authoritarianism | 410 | 2.92 | 1.04 | Moderate |
| Interventionism | 410 | 1.95 | .99 | Low |
| Inadequacy | 410 | 2.08 | 1.12 | Low |
| Paternalistic Leadership Behaviours (Total) | 410 | 2.75 | .60 | Moderate |
| Intrinsic Job Satisfaction | 410 | 3.77 | .68 | Satisfied |
| Extrinsic Job Satisfaction | 410 | 3.51 | .80 | Satisfied |
| Job Satisfaction (Total) | 410 | 3.67 | .68 | Satisfied |

According to the perceptions of the teachers participating in the study, school administrators exhibit behaviours of the family atmosphere (\bar{X} =3.46, S=1.07-Almost Always), benevolence (\bar{X} =3.41, S=.91-Almost Always), authoritarianism (\bar{X} =2.92, S=1.04-Frequently), inadequacy (\bar{X} =2.08, S=1.12-Sometimes) and interventionism (\bar{X} =1.95, S=.99-Sometimes). In other words, teachers' perceptions of school administrators' paternalistic leadership behaviors, in general, are at a "moderate level", the family atmosphere and benevolence dimensions of paternal leadership are at a "high level", interventionism and inadequacy dimensions are at a "low level" and the authoritarianism dimension is at a "moderate" level. Intrinsic job satisfaction (\bar{X} = 3.77, SE = .68- Satisfied) and extrinsic job satisfaction (\bar{X} = 3.51 S = .80-Satisfied) levels were found to be at a high level. Accordingly, it was determined that the job satisfaction levels of the teachers who participated in the study were at a "high level" (\bar{X} = 3.67, N = .68-Satisfied).

3.2. Results Regarding the Third Sub-Problem

To determine the relationship between paternalistic leadership behaviors of school administrators and teachers' job satisfaction, Pearson correlation coefficients (r) were calculated. According to Büyüköztürk (2017, 32), if the correlation coefficient is below 0.29, it is low, if it ranges between 0.30 and 0.69, it is moderate, and if it ranges between 0.70 and 1.00, it is high. The findings regarding the correlation analysis between school administrators' paternalistic leadership behaviors and teachers' job satisfaction according to teachers' perceptions are shown in Table 5 below.

Table 5: Results of the correlation analysis between school administrators' paternalist leadership behaviors and teachers' job satisfaction according to teachers' perceptions

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------------------------|--------|--------|-------|--------|--------|-------|-------|---|
| 1. Family atmosphere | 1 | | | | | | | |
| 2. Benevolence | .74** | 1 | | | | | | |
| 3. Authoritarianism | -.03 | -.13* | 1 | | | | | |
| 4. Interventionism | -.15** | -.18** | .59** | 1 | | | | |
| 5. Inadequacy | -.15** | -.24** | .61** | .85** | 1 | | | |
| 6. Intrinsic Job Satisfaction | .34** | .41** | -.09 | -.25 | -.30** | 1 | | |
| 7. Extrinsic Job Satisfaction | .37** | .48** | -.11 | -.22 | -.30** | .87** | 1 | |
| 8. Job Satisfaction (Total) | .35** | .45** | -.12* | -.25** | -.32** | .89** | .94** | 1 |

** $p < 0.1$

Table 5 reveals that there is a positive, moderate-level, and significant relationship between the family atmosphere and job satisfaction ($r = .35$, $p < .01$), a positive, moderate-level, and significant relationship between benevolence and job satisfaction ($r = .45$, $p < .01$), a negative, low-level, and significant relationship between authoritarianism and job satisfaction ($r = -.12$, $p < .01$), a negative, low-level, and significant relationship between interventionism and job satisfaction ($r = -.25$, $p < .01$), and a negative, moderate-level, and significant relationship between inadequacy and job satisfaction ($r = -.32$, $p < .01$).

It also reveals that there is a positive, moderate-level, and significant relationship between the family atmosphere and intrinsic job satisfaction ($r = .34$, $p < .01$), a positive, moderate-level, and significant relationship between benevolence and intrinsic job satisfaction ($r = .41$, $p < .01$), a negative, low-level, and significant relationship between authoritarianism and intrinsic job satisfaction ($r = -.09$, $p < .01$), a negative, low-level, and significant relationship between interventionism and intrinsic job satisfaction ($r = -.25$, $p < .01$), and a negative, moderate-level, and significant relationship between inadequacy and intrinsic job satisfaction ($r = -.30$, $p < .01$).

It finally reveals that there is a positive, moderate-level, and significant relationship between the family atmosphere and extrinsic job satisfaction ($r = .37$, $p < .01$), a positive, moderate-level, and significant relationship between benevolence and extrinsic job satisfaction ($r = .48$, $p < .01$), a negative, low-level, and significant relationship between authoritarianism and extrinsic job satisfaction ($r = -.11$, $p < .01$), a negative, low-level, and significant relationship between interventionism and extrinsic job satisfaction ($r = -.22$,

$p < .01$), and a negative, moderate-level, and significant relationship between inadequacy and extrinsic job satisfaction ($r = -.30$, $p < .01$).

3.3. Results Regarding the Fourth Sub-Problem

The results of the regression analysis made on the predictive effect of paternalistic leadership behaviors of school administrators on teachers' job satisfaction and its dimensions are shown in Table 6 below.

Table 6: Regression analysis results related to the predictive effect of paternalist leadership behaviors of school administrators on teachers' job satisfaction

| Predictor Variable (Paternalistic Leadership) | | | | | | |
|---|-------------------|--------------|------------|--------------|-----------|-------|
| | Dimensions | β | t | p | Tolerance | VIF |
| Dependent Variable (Intrinsic Job Satisfaction) | Family atmosphere | .057 | 1.406 | .161 | .444 | 2.253 |
| | Benevolence | .257 | 5.336 | .000 | .433 | 2.307 |
| | Authoritarianism | -.113 | 3.160 | .002 | .600 | 1.666 |
| | Interventionism | -.053 | -.921 | .358 | .259 | 3.854 |
| | Inadequacy | -.158 | -3.038 | .003 | .248 | 4.033 |
| | | $R^2 = .280$ | $R = .529$ | $F = 31.389$ | | |
| Dependent Variable (Extrinsic Job Satisfaction) | Family atmosphere | -.033 | -.655 | .513 | .444 | 2.253 |
| | Benevolence | .306 | 5.104 | .000 | .433 | 2.307 |
| | Authoritarianism | -.016 | -.353 | .724 | .600 | 1.666 |
| | Interventionism | .099 | 1.397 | .163 | .259 | 3.854 |
| | Inadequacy | -.206 | -3.175 | .002 | .248 | 4.033 |
| | | $R^2 = .175$ | $R = .419$ | $F = 17.172$ | | |
| Dependent Variable Job Satisfaction (Total) | Family atmosphere | .021 | .514 | .607 | .444 | 2.253 |
| | Benevolence | .276 | 5.713 | .000 | .433 | 2.307 |
| | Authoritarianism | .061 | 1.710 | .088 | .600 | 1.666 |
| | Interventionism | .008 | .143 | .886 | .259 | 3.854 |
| | Inadequacy | -.177 | -3.386 | .001 | .248 | 4.033 |
| | | $R^2 = .257$ | $R = .507$ | $F = 27.918$ | | |

$p \leq .01$

The results of the regression analysis reveal that there is a significant relationship between the dimensions of benevolence, authoritarianism, and inadequacy and teachers' internal job satisfaction ($R = .529$, $R^2 = .280$, $p \leq .01$). The other dimensions do not have any significant effect. All dimensions of paternalistic leadership explain approximately 28% of the total variance in teachers' intrinsic job satisfaction. According to the standardized regression coefficients, the relative importance of the dimensions of paternalistic leadership on teachers' intrinsic job satisfaction is as follows: benevolence ($\beta = .257$), the family atmosphere ($\beta = .057$), interventionism ($\beta = -.053$), authoritarianism ($\beta = -.113$), and inadequacy ($\beta = -.158$). The t-test results regarding the significance of the regression coefficients reveal that benevolence ($t = 5.336$, $p \leq .01$), authoritarianism ($t = 3.160$, $p \leq .01$), and inadequacy ($t = -3.038$, $p \leq .01$) are significant predictors of teachers' intrinsic job satisfaction. Accordingly, benevolence, authoritarianism, and inadequacy are significant predictors of teachers' intrinsic job satisfaction. As a result, it can be implied that teachers'

intrinsic job satisfaction levels may increase as school administrators exhibit benevolent behaviors while teachers' intrinsic job satisfaction levels may decrease as they display authoritarian behaviors or find inadequacy.

Except for the dimensions of family atmosphere, authoritarianism, and interventionism, there is a significant relationship between benevolence and inadequacy and teachers' extrinsic job satisfaction. ($R = .419$, $R^2 = .175$, $p \leq .01$). The t-test results regarding the significance of the regression coefficients reveal that there is a significant predictive effect of the benevolence and inadequacy dimensions ($t = 5.104$, $p \leq .01$) on extrinsic job satisfaction ($t = -3.175$, $p \leq .01$). Benevolence and inadequacy dimensions of paternalistic leadership explain approximately 18% of the total variance in extrinsic job satisfaction. The other dimensions do not have any significant effect. According to the standardized regression coefficients, the relative importance of the paternalistic leadership dimensions on extrinsic job satisfaction is as follows: benevolence ($\beta = .306$), interventionism ($\beta = .099$), authoritarianism ($\beta = -.016$), the family atmosphere ($\beta = -.033$), and inadequacy ($\beta = -.206$). Accordingly, only the "benevolence and inadequacy" dimensions of paternalistic leadership have a significant predictive effect on teachers' extrinsic job satisfaction. It can be implied that as school administrators exhibit benevolent behaviors, teachers' extrinsic job satisfaction levels may increase, and as they find inadequacy, teachers' extrinsic job satisfaction levels may decrease.

Similarly, there is a statistically significant relationship between benevolence and inadequacy and teachers' job satisfaction in general ($R = .507$, $R^2 = .257$, $p \leq .01$). The t-test results regarding the significance of the regression coefficients reveal that benevolence ($t = 5.713$, $p \leq .01$) and inadequacy ($t = -3.386$, $p \leq .01$) have a significant predictive effect on teachers' job satisfaction. All dimensions of paternalistic leadership explain approximately 26% of the total variance in teachers' job satisfaction. The other dimensions do not have any significant effect. According to the standardized regression coefficients, the relative importance of paternalistic leadership on job satisfaction is as follows: benevolence ($\beta = .276$), authoritarianism ($\beta = .061$), the family atmosphere ($\beta = .021$), interventionism ($\beta = .008$), and inadequacy ($\beta = -.177$). Only "benevolence and inadequacy" are significant predictors of teachers' job satisfaction. As a result, it can be implied that as school administrators exhibit benevolent behaviors, teachers' job satisfaction levels may increase in general, and teachers' job satisfaction levels may decrease as they find inadequacy.

4. Discussion

4.1 Teachers' Perceptions of Paternalistic Leadership Behaviors of School Administrators

As a result of the analyses, it was determined that the general perceptions of the teachers about paternalistic leadership were at a moderate level. There are studies in the literature that support this result (Saylık, 2017; Demir, Hatipoğlu & Akduman, 2019; Koç, 2019; Nal & Tarım, 2017). As a result of the research, the highest average of teachers' perceptions in

terms of the dimensions of paternal leadership was in the "family atmosphere" dimension, while the lowest average was in the "interventionism" sub-dimension. In the study conducted by Okçu and Gider (2019), teachers' perceptions of school administrators' paternalistic leadership behaviors were at a "moderate level" in general with a "high level" of perceived the family atmosphere and benevolence, a "low level" of perceived interventionism and inadequacy, and a "moderate level" of perceived authoritarianism. Delice (2020) concluded that teachers' perceptions of school administrators' paternalistic leadership behaviors were found to be moderate. The highest average in the "family atmosphere" dimension may be because administrators act as a family elder of a large family in an attempt to establish a family atmosphere in schools, treat teachers as sons and daughters expect them to get along with each other like brothers and sisters. Accordingly, the lowest average in "interventionism" may be because administrators interfere with teachers' appearances (haircut, dressing, etc.) and make decisions without consulting on matters concerning teachers. Furthermore, they may intervene in problems that teachers can solve among themselves, criticize teachers whom they are not fond of due to private life or habits, and ignore the requests of teachers in managerial decisions and practices (assignments, watch hours, class hours, class distribution, etc.).

4.2. Pre-school Teachers' Perceptions of Job Satisfaction

According to the results, teachers' perceptions of job satisfaction are generally at a "high level". There are studies in the literature that support this result (Basaran, 2019; Okcu & Cetin, 2017). As a result of the research, the teachers' intrinsic and extrinsic job satisfaction levels are also at a "high level". There are studies in the literature that support these findings (Aslan, 2013; Cifci & Dikmenli, 2015; Köksal, 2019; Okcu & Cetin, 2015; Ozkan, 2017). Kavutcu (2016) concluded that teachers' job satisfaction levels were "very high". One may notice that teachers have the highest score from their perceived job satisfaction level in the intrinsic job satisfaction dimension. In this respect, it can be concluded that teachers have a positive attitude and approach in terms of the opportunity to make their own decisions, to use their own abilities, to work alone and to use their own methods. As regards extrinsic job satisfaction, it is thought that there should be an improvement in promotions, working conditions, and wages. In the study conducted by Msuya (2016), it was determined that teachers are happy to work with supportive colleagues and administrators who draft them into the decision-making process. Therefore, sincere relationships and group solidarity positively affect employees' job satisfaction.

4.3. The Relationship between the Paternalistic Leadership Behaviors of School Administrators and the Job Satisfaction Levels of Teachers

As a result of the correlation analysis, there was a positive and moderate-level relationship between the family atmosphere and benevolence and teachers' job satisfaction, a negative and low-level relationship between authoritarianism and interventionism and teachers' job satisfaction, and a negative and moderate-level

relationship between inadequacy and teachers' job satisfaction. It was concluded that paternalistic leadership behaviors positively affect teachers' job satisfaction in the family atmosphere and benevolence adopted by school administrators. The reason for this may be that administrators act as a family elder in schools with particular attention to creating a family atmosphere and care about teachers' personal problems one by one and treat them in good faith. Besides, administrators occasionally mediate between spouses in case of domestic problems and provide the necessary assistance and guidance for teachers when they fail to cope with such troubles. In such schools, teachers tend to put more effort forth to be useful, find solutions to problems, and improve their creativity. There are studies showing that there is a positive relationship between job satisfaction and paternalistic leadership (Koç, 2019; TÜRESİN, 2012; Nal & Tarım, 2017). Özçelik and Cencki (2015) suggested that close relations between administrators and their employees increase their commitment to work, while Tekin (2019) observed that paternalistic leadership significantly affects employees' job satisfaction and performance. Pellegrini and Scandura (2008) revealed that paternalistic leadership positively affects the relations between the administrator and the employee while increasing job satisfaction. Cerit (2012), Uhl-Bien et al. (1990), and Yardımcı (2010) claimed that paternalistic leadership is positively related to employees' job satisfaction. Delice (2020) also revealed that there is a positive and moderate relationship between paternalistic leadership and an effective school.

The behaviors of school administrators regarding authoritarianism, interventionism, and inadequacy are likely to negatively affect teachers' job satisfaction. This is because the administrators want the assigned duties to be fulfilled a priori, behave strictly against the works that are not done in accordance with the rules, make decisions without consulting, and criticize teachers due to their private life or habits. Furthermore, even if school administrators ask the opinions of teachers about work-related issues, they do not take them into consideration while making the decision and believe that teachers cannot solve the problems that may arise when they are not at school. Teachers may develop negative attitudes and behaviors towards the school as there is a contradiction in terms of authoritarianism, interventionism, and inadequacy, and doubt about tasks, administrators adopt an autocratic management approach and constantly control teachers with negative criticisms. Nal and Sevim (2019), Gurbetoglu and Yücel (2019) found a positive and low-level significant relationship between paternalistic leadership and intrinsic and extrinsic job satisfaction, which overlaps the findings of this study. In addition, Oguz, and Amirli (2019) found a positive relationship between the paternalistic leadership behaviour and intrinsic and extrinsic motivation of the employee, concluding that the paternalistic leadership behaviour displayed by administrators increased the motivation of the employee.

4.4. The Results Regarding the Level and Extent that School Administrators' Leadership Behaviors Affect Teachers' Job Satisfaction Levels

As a result of the regression analysis, the "benevolence" and "inadequacy" dimensions of paternalistic leadership were significant predictors of teachers' overall job satisfaction. In other words, as school administrators exhibit benevolent behaviors, teachers' overall job satisfaction levels increase, and the more they find something inadequate, the overall job satisfaction levels of teachers decrease. All dimensions of paternalistic leadership explain approximately 26% of the total variance in teachers' overall job satisfaction. There are studies in the literature indicating that paternalistic leadership has positive effects on job satisfaction (Koc, 2019; Türesin, 2012; Nal & Tarım, 2017). Delice (2020) concluded that the family atmosphere", "benevolence" and "authoritarianism" were significant predictors of the effectiveness of schools, while the "interventionism" and "inadequacy" were not.

It was concluded that authoritarianism, benevolence, and inadequacy significantly predicted teachers' intrinsic job satisfaction. Accordingly, as school administrators exhibit benevolent behaviors, teachers' intrinsic job satisfaction levels increase and as they exhibit authoritarianism and find something inadequate, intrinsic job satisfaction levels decrease. The other dimensions were not found to have any significant effect. All dimensions of paternalistic leadership explain approximately 28% of the total variance in teachers' intrinsic job satisfaction.

Similarly, benevolence and inadequacy significantly predict extrinsic job satisfaction. But, as school administrators display benevolent behaviours, extrinsic job satisfaction levels increase while as they find something inadequate, extrinsic job satisfaction levels decrease. Benevolence and inadequacy dimensions of paternalistic leadership explain approximately 18% of the total variance in teachers' extrinsic job satisfaction.

As a result of the regression analysis, it was concluded that the behaviors paternalist leadership of the school administrators in the dimensions of authoritarianism, interventionism, and inadequacy had a negative effect on teachers' job satisfaction levels, and the behaviors in the family atmosphere and benevolence dimensions had a positive effect on teachers' job satisfaction levels. Similar results were obtained in the literature (Kete, 2015; Nal & Sevim 2019). Okcu, Ergül and Ekmen (2020) found that as school administrators exhibit paternalistic leadership behaviors, both the organizational trust levels and motivation of teachers are enhanced.

5. Conclusion

As a result of research, it was concluded that the paternalistic leadership in the dimensions of authoritarianism, interventionism, and inadequacy had a negative effect on teachers' job satisfaction levels, and the behaviors in the family atmosphere and benevolence dimensions had a positive effect on teachers' job satisfaction levels. All dimensions of paternalistic leadership explain about 26% of the total variance in teachers'

job satisfaction in general. All these results show that the behaviors of school administrators have an important effect on teachers' behaviors, and teachers can reflect these behaviors positively to learning activities in the classroom, which in exchange contributes to the increase of the quality of education.

6. Recommendations

- 1) Since the paternalistic leadership behaviors of school administrators were found to have an effect on teachers' job satisfaction in this study, the Provincial Directorates of National Education may include applied educational activities and in-service training programs for principals to internalize paternalistic leadership behaviors.
- 2) In this study, the job satisfaction levels of teachers who are members of the same union as their administrators were found to be higher than teachers who are not members of the same union as their administrators. Studies can be conducted to understand the reasons for this significant difference.
- 3) In the study, awareness-raising activities for school administrators can be carried out to draw attention to the consequences of such behaviors, since the behaviors in the dimensions of inadequacy and authoritarianism were found to affect teachers' job satisfaction negatively.
- 4) In today's world, the concept of leadership is highly significant, and thus, school administrators need to act as a leader rather and with an awareness that will affect the school atmosphere than as an administrator. To develop the leadership skills of school administrators, administrators should be guided to receive a Master's degree and doctoral education in the field of "Educational Administration".
- 5) This research was limited to the opinions of pre-school teachers working in Batman province. Similar studies in various provinces of Turkey and branches.
- 6) Similar studies can be conducted at different education levels (secondary education and higher education, etc.).
- 7) It can be suggested that this quantitative study on paternalistic leadership perceived by teachers and job satisfaction levels of teachers should also be conducted in the form of a qualitative study.

Author Contributions

Each step of the research was conducted by the authors together, based on an understanding of common responsibility.

Conflicts of Interest Statement

The authors declare no potential conflicts of interest with respect to the research, authorship, and/or publication of the article.

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Approval

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Data Availability Statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author upon reasonable request.

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