A Relational Research on Paternalist Leadership Behaviors Perceived by Teachers and Teachers' Performance

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Abstract

The aim of this study is to investigate the relationship between school principals' paternalist leadership behaviors perceived by teachers and teacher performances. In this context, 431 teachers (313 women), (118 men) working in different institutional types were included in the study using the predictive research design. Data were collected through the Paternalist Leadership Behaviors Scale (Dağlı and Ağalday 2017) and Teacher Performance Evaluation Scale (Ozgenel, 2019). Data were having been analyzed by t-test, ANOVA, correlation, and regression. As a result of the research, the moral, authoritarian and exploitative paternalistic leadership behaviors perceived by the teachers do not differ significantly according to the gender of the teachers, whereas male teachers have higher perceptions of benevolent paternalistic leadership. According to the seniority variable, benevolent, moral, authoritarian, exploitative fatherly leadership behaviors and paternalistic leadership total scores do not differ significantly. According to the schools where teachers work, the benevolent and moral paternalistic leadership behaviors and paternalistic leadership total scores do not differ significantly; However, teachers working in secondary schools see school principals more authoritative than teachers working in primary schools. Also, teachers working in high schools consider school principals more exploitative than teachers working in secondary school. As a result of the analysis of performance, female teachers 'performances are higher than male teachers, whereas teachers' performances do not differ significantly according to their seniority and school levels. Paternalist leadership is a type of leadership with high potential and the existence of paternalist leadership behaviors in educational organizations can be explained better by researching new concepts and adding new variables.

Keywords: Leadership, Paternalist Leadership, Performance, Teacher Performance.

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Introduction

Today's developments and changes in organizational structures parallel to the developments, the emergence of innovations and different demands in the field of educational sciences, new educational problems and trends such as education and school management have necessitated the emergence of various approaches. Although all these factors affect education, school and teaching profession, they emphasize the importance of teacher performance for qualified education in schools and are expected to perform better than teachers. For this reason, leadership behaviors or characteristics of school administrators that can improve teachers' performances gain importance.

In general terms, leadership styles, which take their theoretical basis from Western culture and lifestyle, are not valid in all cultures. According to Hofstede (1980), the participation of subordinates in management is an important element in American based theories. However, this does not apply to all cultures. Cultural characteristics may differ, as well as perceptions of leadership. Participatory leadership roles come to the forefront in societies where individualism is at the forefront and power distance between superiors and subordinates is low, while autocratic leadership roles come to the forefront in collective communities where power distance is wide. The concept of family is very important in collective communities. Society and work-life are based on the existence of the family. The reflection of this sentiment is reflected in business environments and leadership styles. It has strong family ties and cares for the employees of organizations and even their families. For example, the leader attends weddings, funerals, or family affairs of employees or relatives. Paternalistic leadership is one of the leadership styles in which such behaviors observed in collective cultures are observed.

In traditional leadership, after defining the work, while ordering to subordinates do the work, transformational leadership enables them to strive for individualized thinking, charisma, intellectual stimulation and achievements that exceed the expectations of others. Paternalistic leadership, on the other hand, establishes individual relationships with its subordinates as if it were family, demands loyalty and devotion similar to those of close relatives and expects the employees to behave in accordance with their positions. There are studies aiming to investigate the similarities between paternalistic leadership and transformational leadership. According to Parry and Proctor-Thomson's (2002) research that the characteristics of transformational leadership and moral paternalistic leadership were similar. On the other hand, Cheng, Chou, Wu, Huang and Farh (2004) showed that paternalistic leadership has its own characteristics and is quite different from transformational leadership.

The phenomenon of paternalism is seen in Asian countries, Middle East and Latin America, where the concept of collectivism with low individualism is high and the power range is wide. In Western society, paternalistic leadership is called a benevolent dictatorship and is thought to

undermine one's rights and freedoms (Aycan, 2001). Paternalism leadership is generally defined as a leadership style in which strong discipline and authority and special interest and interest are felt (Farh and Cheng, 2000; Cheng et al., 2004). However, researchers have developed various definitions by focusing on different dimensions of paternalistic leadership. Pellegrini, Scandur, and Jayaraman (2010) and Aycan (2006) distinguish paternalistic leadership as exploitative and benevolent. Farh and Cheng (2000) stated that paternalistic leadership is three-dimensional. These three dimensions are the authoritarian, benevolent and moral character (Aycan, 2006; Cheng et al., 2004; Farh et al., 2006). Although these three dimensions are accepted in a broad sense, some resources mention about four dimensions; benevolent leadership, moral leadership, authoritarian leadership and exploitative leadership (Dağlı & Ağalday, 2018).

In an authoritarian dimension, paternalistic leaders use strategies such as wide power distances and strict discipline to maintain power control over their subordinates. Subordinates are expected to obey without question (Farh and Cheng, 2000). Hofstede (2001) used the term "good father for this dimension of paternalistic leadership. Hao and Lirong (2007) examined the relationship between organizational justice and paternalistic leadership. They found that there was a positive relationship between the benevolent and moral dimensions of paternalistic leadership and organizational justice. In addition to this, they found a negative relationship between the autocratic dimension. In the philanthropic dimension, paternalistic leaders are concerned with their lives of subordinates and their families (Farh and Cheng, 2000). In exploitative leadership, the main purpose of the leader is to ensure their loyalty and obedience in return for their interest in its employees (Hayek, Novicevic, Humphreys and Jones, 2010).

Related research has shown that benevolent leadership improves organizational commitment, job satisfaction, and performance (Cheng, Huang, & Chou, 2002a; Cheng, Shieh & Chou, 2002b; Liang, Ling & Hsieh, 2007). Also, helpful leaders create learning opportunities and allow their subordinates to learn from their mistakes (Wang and Cheng, 2010). In the moral dimension, the superior personal virtues and qualities of paternalistic leaders are emphasized, and leaders become role models for their subordinates (Farh & Cheng, 2000). Arslan (2016) found that moral leaders at school were more effective than benevolent and authoritarian leaders according to the participants' perceptions. The study conducted by Sevgi (2018) revealed that authoritarian paternalistic leadership has a positive relationship with on all dimensions of organizational silence, but benevolent and moral paternalistic leadership has a negative relationship.

Some research results are as follows made in Turkey. There is a positive relationship between paternalistic leadership and employees' perceptions of creative participation (Kurt, 2013); Paternalistic leadership style, positively affects organizational citizenship, employees 'organizational commitment feelings (Rehman and Afsar, 2012; Göncü, Aycan, and Johnson, 2014; Şendoğdu and Erdirençelebi,

2014; Mete and Serin, 2015) and employees' task performance increases (Hatipoğlu, Akduman, and Demir, 2019). It affects positively to bureaucratic school culture (Özgenel and Dursun, 2020) and organizational trust (Chen, et al., 2011). Turkish culture with a wide power distance creates an appropriate environment for the implementation of paternalistic leadership. In this context, it is a situation that needs to be investigated how the performances of teachers, which are the first factors that determine the quality of education in schools, can also be affected by paternalistic leadership behaviors.

Performance is very important for an organization, as the effectiveness of the school and the quality of education largely depend on the performance of school administrators and teachers. In other words, the most important resource that the organization will need to reach its goals at the desired level is the performance of the employees. According to Jordan (2009) and Palmer (1998), the competitiveness, success, efficiency, and effectiveness of the organization depend on the performance of the employees. Performance is the effort of the employee in performing his predetermined duties and job. According to another definition, it is "the desire and power to accomplish any event or situation" (TDK, 2019). Performance evaluation is to determine the degree of this desire, strength or effort. According to a broader definition, performance evaluation is a versatile and cyclical process that determines the extent and success of the organization and the individual to the intended purpose and success, reviews them regularly, benefits the individual, the team and the organization (Barutçugil, 2004; Borman, 1990; Brief and Motowidlo, 1986; Budak, 2016; Fındıkçı, 2018; Özkanlı, 1995; Sabuncuoğlu, 2000). Performance appraisal provides feedback on the organization's targeted purpose and current status, as well as employees' job success, knowledge, skills, and competencies. In this way, the organization redefines its objectives, improves the performance of its employees and provides evidence on issues such as salary and promotion of employees. In this study, the paternalistic leadership approach, which is thought to be related to teachers 'performances and even affects teachers' performances, is discussed. The main purpose of the study is to reveal whether the paternalistic leadership style perceived by teachers by school principals has an impact on teachers' performances. Besides, it is aimed to determine whether the school principals' perception of the paternalistic leadership style perceived by the teachers and the performances of the teachers differ according to their gender, their seniority and the school levels they work at. The findings to be obtained from the research will contribute primarily to the paternalistic leadership theory and practices and determine the factors affecting teachers' performance.

Method

Research Model

The study aims to reveal whether the school principals 'perceived leadership styles by teachers affect teachers' performances. Therefore, the study was designed according to the predictive research

pattern, which is one of the quantitative research screening patterns. Predictive research design is a research pattern designed to "predict future behaviors and determine the variables that will predict the outcome" (Creswell, 2017).

Participants

For the research population of 3687, the sample was calculated as 348 and the sample of the study was selected by the cluster sampling method. According to cluster sampling schools were divided into clusters as primary, secondary and high school, 5 schools from each cluster were randomly selected and 431 teachers who volunteered from these schools formed the sample of the research. 313 (72.6%) of the participating teachers are women and 118 (27.4%) are men. 71 (16.5%) of the teachers were 5 years and below, 91 (21.1%) were 6-10 years, 98 (22.7%) were 11-15 years, 95 (22%) were 16-20 years, 76 (17.6%) have a seniority of 21 years and above. 109 teachers (25.3%) work in primary schools, 210 (48.7%) in secondary schools and 112 (26%) in high schools.

Data Collection

Paternalistic Leadership Behaviors Scale (PLBS): It was developed by Dağlı and Ağalday (2017). Paternalistic Leadership Behaviors Scale consists of 22 items and 4 factors (benevolent leadership, moral leadership, authoritarian leadership, exploitative leadership). Items 10, 12, 15 and 16 were reversed in the scale. 1-9 benevolent leadership, 10-16 moral leadership, 17-19 authoritarian leadership, 20-22 exploitative leadership. Total scores can be obtained from both the scale and sub-dimension total scores.

Teacher Performance Evaluation Scale (TPES): The scale developed by Özgenel (2019a) consists of 34 items and 5 sub-dimensions (field knowledge, preparation of learning-teaching process, communication, conducting learning-teaching process and professional development, professional attitudes and values). The scale was rated as 5- point Likert (very little=1, little=2, medium=3, good=4 and very good=5). Teachers give themselves self- assessment of their performance. The lowest score is 34 and the maximum score is 170. The higher the score, the higher the teacher performance, the lower the score means lower performance.

Data Analysis

Descriptive values, normality values and reliability coefficients of the measurement tools were calculated to determine which tests to perform in the analysis of the data collected and are given in Table 1.

Table 1. Descriptive values of paternalistic leadership and performance scales

Variables	N	Mean	SD	Skewness	Kurtosis	a
Paternalistic Leadership	431	3.32	.344	-.132	.474	.640
Performance	431	4.08	.539	-.315	.322	.943

According to Table 1, while the principal leadership behavior of school principals perceived by teachers is "medium" (M = 3.32); teachers' performances are at "high" (M = 4.08) level. Since the kurtosis and skewness values of the obtained data were between -1 and +1, it was decided to have a normal distribution and parametric tests were performed. Also, the reliability coefficient of the paternalistic leadership scale was calculated as .640, while the reliability coefficient of the teacher performance scale was calculated as .943.

Findings

Independent t-test results are given in Table 2 to determine whether the principals 'paternalistic leadership behaviors perceived by teachers and whether teachers' performances differ significantly according to their gender.

Table 2. Paternalistic leadership behaviors and teachers' t-test results according to their gender

Variables	Groups	n	Mean	SD	t	df	p
Teacher performance	Female	313	4,12	0,52	2,065	429	,040
	Male	118	4,00	0,58			
Benevolent	Female	313	3,87	0,86	-2,425	429	,016
	Male	118	4,08	0,64			
Moral	Female	313	3,23	0,26	1,699	429	,090
	Male	118	3,19	0,27			
Authoritarian	Female	313	2,52	1,01	-1,637	429	,102
	Male	118	2,70	1,13			
Exploitative	Female	313	2,46	1,02	-1,042	429	,298
	Male	118	2,58	1,08			
Paternalistic Leadership Total Score	Female	313	3,29	0,35	-3,037	429	,003
	Male	118	3,40	0,32			

When Table 2 is analyzed, we see that the moral, authoritarian and exploitative paternalistic leadership behaviors perceived by teachers do not differ significantly according to the gender of the teachers (p>.05); benevolent paternalistic leadership behaviors and paternalistic leadership total scores and teachers' performances differ according to their gender (p<.05). While female teachers 'performance (M=4.12) is higher than male teachers (M=4.00), male teachers' benevolent paternalistic

leadership perceptions (M=4.08) and paternalistic leadership total scores (M=3.40); is higher than female teachers (M=3.87; M=3.29).

The results of one-way analysis of variance (ANOVA) to determine whether the principals' paternalistic leadership behavior perceived by teachers and whether they differ significantly according to their seniority years are given in Table 3.

Table 3. Comparison of paternalistic leadership behaviors according to teachers' years of seniority

	Groups	N	M	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Sig.
Benevolent	5 years and under	71	4,01	0,71	Between Groups	1,46	4	,364	,553	,697	---
	6-10 years	91	3,94	0,89	Within Groups	280,42	426	,658			
	11-15 years	98	3,83	0,85	Total	281,88	430				
	16-20 years	95	3,92	0,82							
	21 years +	76	3,94	0,73							
	Total	431	3,92	0,81							
Moral	5 years and under	71	3,22	0,22	Source of Variance	0,25	4	,062	,902	,463	---
	6-10 years	91	3,20	0,23	Between Groups	29,44	426	,069			
	11-15 years	98	3,19	0,27	Within Groups	29,69	430				
	16-20 years	95	3,26	0,26							
	21 +	76	3,24	0,32							
	Total	431	3,22	0,26							
Authoritarian	5 years and under	71	2,60	1,00	Source of Variance	0,86	4	,215	,195	,941	---
	6-10 years	91	2,59	0,97	Between Groups	469,45	426	1,102			
	11-15 years	98	2,62	1,05	Within Groups	470,31	430				

		N	Mean	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	
	16-20 years	95	2,50	1,00							
	21 +	76	2,54	1,23							
	Total	431	2,57	1,05							
Exploitative	5 years and under	71	2,39	0,96	Source of Variance	6,07	4	1,517	1,415	,228	---
	6-10 years	91	2,64	1,02	Between Groups	456,73	426	1,072			
	11-15 years	98	2,52	1,03	Within Groups	462,79	430				
	16-20 years	95	2,56	1,10							
	21 +	76	2,29	1,04							
	Total	431	2,49	1,04							
Paternalistic Leadership	5 years and under	71	3,35	0,35	Source of Variance	0,28	4	,070	,585	,674	---
	6-10 years	91	3,34	0,34	Between Groups	50,84	426	,119			
	11-15 years	98	3,28	0,36	Within Groups	51,12	430				
	16-20 years	95	3,33	0,33							
	21 +	76	3,30	0,34							
	Total	431	3,32	0,34							

When Table 3 is examined, we see that the benevolent, moral, authoritarian, Exploitative paternalistic leadership behaviors and paternalistic leadership total scores of school principals do not differ significantly according to the seniority of the teachers (p>.05).

One-way analysis of variance (ANOVA) results are given in Table 4 to determine whether teachers' performances differ significantly according to their seniority years.

Table 4. Comparison of teachers' performances by seniority years

	Groups	N	M	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Sig.
Performance	5 years and under	71	4,06	0,53	Source of Variance	,969	4	,242			
	6-10 years	91	4,04	0,53	Between Groups	124,078	426	,291	,832	,505	---
	11-15 years	98	4,05	0,55	Within Groups	125,047	430				
	16-20 years	95	4,10	0,55							
	21 +	76	4,17	0,52							
	Total	431	4,08	0,54							

When Table 4 is examined, we see that it does not differ significantly according to the seniority of teachers' performances (p>.05).

The results of one-way analysis of variance (ANOVA) to determine whether the principals' paternalistic leadership behaviors perceived by the teachers differ according to the school levels they work in are given in Table 5.

Table 5. Comparison of paternalistic leadership behaviors according to teachers' school levels

	Groups	N	M	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Sig.
Benevolent	A-Primary school	109	4,03	0,77	Source of Variance	2,35	2	1,173			
	B-Middle School	210	3,93	0,76	Between Groups	279,53	428	,653	1,797	,167	---
	C-High school	112	3,82	0,92	Within Groups	281,88	430				
	Total	431	3,92	0,81							
Moral	A-Primary school	109	3,26	0,28	Source of Variance	0,35	2	,173			
	B-Middle School	210	3,22	0,23	Between Groups	29,34	428	,069	2,529	,081	---
	C-High school	112	3,18	0,30	Within Groups	29,69	430				
	Total	431	3,22	0,26							
Authoritarian	A-Primary school	109	2,34	1,01	Source of Variance	8,49	2	4,246			
	B-Middle School	210	2,68	1,00	Between Groups	461,81	428	1,079	3,936	,020	B>A
	C-High school	112	2,59	1,13	Within Groups	470,31	430				

	Groups	N	M	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Sig.
	Total	431	2,57	1,05							
Exploitative	A-Primary school	109	2,30	0,99	Source of Variance	7,68	2	3,839			
	B-Middle School	210	2,49	0,98	Between Groups	455,12	428	1,063	3,610	,028	C>A
	C-High school	112	2,67	1,15	Within Groups	462,79	430				
	Toplam	431	2,49	1,04							
Leadership Paternalistic Total Score	A-Primary school	109	3,32	0,32	Source of Variance	0,15	2	,074			
	B-Middle School	210	3,34	0,34	Between Groups	50,97	428	,119	,617	,540	---
	C-High school	112	3,29	0,37	Within Groups	51,12	430				
	Total	431	3,32	0,34							

According to Table 5, the benevolent and moral paternalistic leadership behaviors and paternalistic leadership total scores of the school principals did not differ significantly according to the school levels of the teachers (p> .05); The authoritarian and Exploitative paternalistic leadership behaviors of school principals differ significantly according to the school levels of teachers (p<.05). According to the post-LSD test after ANOVA to determine which groups the difference is between; working in secondary schools (M=2.68) see school principals more authoritative than teachers working in primary schools (M=2.34). In addition, teachers working in high schools (M=2.67) consider school principals more exploitative than teachers working in secondary school (M=2.30).

One-way analysis of variance (ANOVA) results are given in Table 6 to determine whether the teachers' performances differ significantly according to the school levels they work at.

Table 6. Comparison of teachers' performances according to the school levels

	Groups	N	M	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Sig.
Performance	Primary school	109	4,17	,53	Source of Variance	1,429	2	,71			
	Middle School	210	4,03	,50	Between Groups	123,61	428	,28	2,47	,08	---
	High school	112	4,08	,59	Total	125,04	430				
	Total	431	4,08	,53							

When Table 6 is examined, it was determined that the performances of the teachers do not differ significantly according to the school levels they work at (p>.05).

Correlation analysis results to determine whether there is a relationship between the perceived paternalistic leadership behaviors by teachers and teachers' performances are given in Table 7.

Table 7. Results of the correlation analysis between paternalistic leadership behaviors and teachers' performances

Variables		Teacher Performance
Benevolent	r	,346**
	p	,000
	N	431
Moral	r	,124*
	p	,010
	N	431
Authoritarian	r	-,185**
	p	,000
	N	431
Exploitative	r	-,117*
	p	,015
	N	431
Paternalistic Leadership Total Score	r	,238**
	p	,000
	N	431

According to the correlation analysis given in Table 7, there is a positive and moderate relationship between teachers' performances and benevolent leadership behaviors. There is a low and positive relationship between moral paternalistic leadership behaviors and paternalistic leadership behavior total scores. There is a low level and negatively significant relationship between teachers' performances and authoritarian and exploitative paternalistic leadership behaviors ($p<.05$).

The results of the regression analysis conducted to determine whether the principals' paternalastic leadership behaviors perceived by the teachers predict their teachers' performances are given in Table 8.

Table 8. The results of the regression analysis of paternalistic leadership behaviors regarding the level of predicting teachers' performances

Independent variable	Dependent variable	B	Std. Error	(β)	t	p
Benevolent	Teacher Performance	3,178	,121		26,297	,000
		,231	,030	,346	7,644	,000
R=.346; R^2=.120; F=58.424; p<.01						
Moral	Teacher Performance	3,265	,318		10,274	,000
		,254	,098	,124	2,582	,010
R=.124; R^2=.015, F=6.667; p<.01						
Authoritarian	Teacher Performance	4,328	,068		63,758	,000
		-,096	,024	-,185	-3,906	,000
R=.185; R^2=.034; F=15.254, p<.01						
Exploitative	Teacher Performance	4,234	,067		62,964	,000
		-,061	,025	-,117	-2,449	,015
R=.117; R^2=.014; F=5.999; p<.01						
Paternalistic Leadership Total Score	Teacher Performance	2,848	,245		11,632	,000
		,372	,073	,238	5,070	,000
R=.238; R^2=.057, F=25.703; p<.01						

When Table 8 is analyzed, it is seen that school principals 'benevolent, moral, authoritarian and exploitative paternalistic leadership behaviors and paternalistic leadership behaviors total scores significantly predict teachers' performance (p<.001). In other words, the helpfulness of school principals (B=.231; β=.346; R=.346; R^2=.120; F=58.424; p<.01), moral (B=.254; β=.124; R=.124; R^2=.015; F=6.667; p<.01), authoritarian (B=-.096; β=-.185; R=.185; R^2=.034; F=58.424; p<. 01), exploitative (B=-.061; β=-.117; R=.117; R^2=.014; F=5.999; p<.01) paternalastic leadership behaviors and paternalistic leadership behaviors total scores (B=.372; β=.234; R=.238; R^2=.057; F=25.703; p<.01) predicts teachers' performances. However, moral, exploitative, and authoritarian paternalistic leadership behaviors predict teachers' performances, but at a very low level. However, particularly benevolent paternalistic leadership behaviors explain 12% of the total variance in teachers' performances. In addition, paternalistic leadership behavior total scores explain approximately 6% of the total variance in teachers' performances.

Conclusion, Discussion and Recommendations

Paternalistic leadership is an important leadership in the eastern culture business world (Farh et al., 2006; Martinez, 2003; Pellegrini and Scandura, 2006; Uhl-Bien et al., 1990). In the Western world, it is a leadership style defined as "Benevolent dictatorship" (Northouse, 1997), and it attracts

the attention of researchers today. In their research, Dağlı and Ağalday (2018) stated that male teachers' perceptions of benevolent leadership behaviors are higher than female teachers. In this study, it was revealed that although the paternalistic leadership perceptions of male teachers were higher than that of female teachers, the moral, authoritarian and exploitative paternalistic leadership behaviors perceived by the teachers did not differ significantly according to the gender of the teachers. Similarly, studies reveal that there is no significant difference between gender and paternalistic leadership behaviors (Aktaş, 2019; Aslan, 2016; Bilici, 2017; Fettahlıoğlu et al., 2018; Özgenel & Dursun, 2020; Cesur, Erkilet and Taylan, 2015). On the other hand, Cerit, Özdemir and Akgün (2011) stated that teachers' paternalistic leadership perceptions change according to gender. This finding shows that the behaviors of paternalistic school leaders generally do not change according to the gender of the teachers. School principals built good relationships with each teacher, not doing any discrimination.

According to another finding reached in the research, the benevolent, moral, authoritarian, exploitative paternalistic leadership behaviors and paternalistic leadership total scores of the principals do not differ significantly according to the seniority of the teachers. In other words, the professional seniority of teachers does not affect the perceptions of school principals about paternalistic leadership behavior. Arslan (2016), Özgenel and Durusun (2019), Fettahlıoğlu et al. (2018) and Bilici (2017) revealed that differences in working time did not cause a significant difference on the perception of paternalistic leadership. Yaman (2011), on the other hand, revealed that as the professional seniority increases, the perceptions of paternalistic leadership behavior increase. According to this finding, while a paternalistic leader protects and protects his subordinates, he acts independently of their seniority and establishes a close relationship with each other.

While the school principals' benevolent and moral paternalistic leadership behaviors and paternalistic leadership total scores do not differ significantly according to the school levels where the teachers work; teachers working in secondary schools see school principals more authoritative than teachers working in primary schools. In addition, teachers working in high schools consider school principals more exploitative than teachers working in secondary school. However according to the research findings of Özgenel and Dursun (2020), while the paternalistic leadership perceptions of teachers do not differ significantly from the type of school, they work in. Similarly, in the research conducted by Arslan (2016), while teachers working in high schools perceive moral paternalistic behaviors of school administrators more; It was stated that teachers working in secondary school perceive authoritarian paternalistic behaviors of their administrators more than teachers working in high school. This result indicates that while school principals working in high school tend to show paternalistic leader behaviors as role models, and school principals working in the secondary school show paternalistic leader behaviors by establishing more authority.

According to the findings of the research, while the performances of female teachers are higher than the male teachers, the performances of the teachers do not differ significantly according to their seniority and the school levels they work at. Some studies determine that the performances of female teachers are higher than the performances of male teachers when analyzed in studies related to performance (Özgenel & Mert, 2019), again some studies determine that the gender of the teachers does not differ in their performance (Teel, 2003). Similarly, the seniority of teachers does not make a significant difference in their performance (Dilbaz Sayın & Arslan, 2017; Özgenel & Mert, 2019; Teel, 2003). However, in some studies on performance, the performance of teachers decreases as the school level progresses from kindergarten to primary school, middle school, and high school (Koç, Yazıcıoğlu & Hatipoğlu, 2009, Özgenel, 2019b, Özgenel & Mert, 2019; Teel, 2003). Because as the school level progresses to the top, teachers focus more on academic achievement, and as the students' development stages progress, teachers deal with more complex and different student problems.

There is a positive and moderate relationship between teachers' performances and benevolent paternalistic leadership behaviors. There is a low and positive correlation between teachers' performances and moral paternalistic leadership behaviors and paternalistic leadership total scores. There are a low level and negatively significant relationship between teachers' performances and authoritarian and exploitative paternalistic leadership behaviors. However, moral, exploitative, and authoritarian paternalistic leadership behaviors predict teachers' performances, but their predictive level is very low. Benevolent paternalistic leadership behaviors and paternalistic leadership total scores affect the teachers' performances positively. While studies show that exploitative paternalistic leadership behaviors are insufficient in achieving the goals of organizations (Uhl-Bien & Maslyn, 2005), Benevolent paternalistic leadership behaviors have positively influenced employee attitudes (Gelfand et al. 2007; Pellegrini et al. 2007). Benevolent paternalistic prioritizes values of equality and justice and places importance on displaying these values. Also, research reveals that organizations with a traditional hierarchical approach have high performing, productive, loyal and dedicated employees (Tsui, Pearce, Porter, and Tripoli, 1997). Relevant researches show that the benevolent and moral paternalistic leadership had a positive effect, but autocratic paternalistic leadership had negative effects (Chen, Eberly, Chiang, Farh and Cheng, 2011; Kai, 2013; Uğurluoğlu et al., 2018). Thanks to benevolent and moral leadership, gratitude and positive feelings occur in employees who have a significant impact on a leader (Cheng and Farh, 2001). Autocratic paternalistic leadership negatively affects the creativity of employees (Wang, Ann-Chih; Shu Yang. Kuo; Bor Shiuan Cheng; Chou Yu Tsai, 2009). On the other hand, autocratic leaders affect only authority-centered employees positively (Cheng, Chou, Wu, Huang, and Farh, 2004). However, there are studies that show that both overly benevolent paternalistic leadership and overly autocratic paternalistic leadership are hindering employee performance (Li et al., 2018). In any case, saying "okay-yes" continuously will cause misconduct, and constantly saying "not-no" will cause negative feelings towards the manager after a

while and may negatively affect the performance of the employees. Therefore, the balance of authoritarian and benevolent paternalistic leadership should be carefully considered and applied.

The potential of paternalistic leadership can be quite high, as we are in a time when social relations are at the forefront in the organizations. On the other hand, more studies are needed on paternalistic leadership behaviors in educational organizations. Because of its structure, processes, service area and employees, educational organizations differ from other organizations. In educational organizations, there are no strict hierarchical structures between the principal and the teacher. Teachers and administrators have undergone similar training and there are no major differences between their competencies. School administrators are defined as teachers and do not have a separate legally specified administrative status. For this reason, as in this study, the level of predicting teachers' performance of the principal's paternalistic leadership behavior is quite low. The existence of paternalistic leadership behaviors in educational organizations can be explained better by researching new concepts and adding new variables.

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