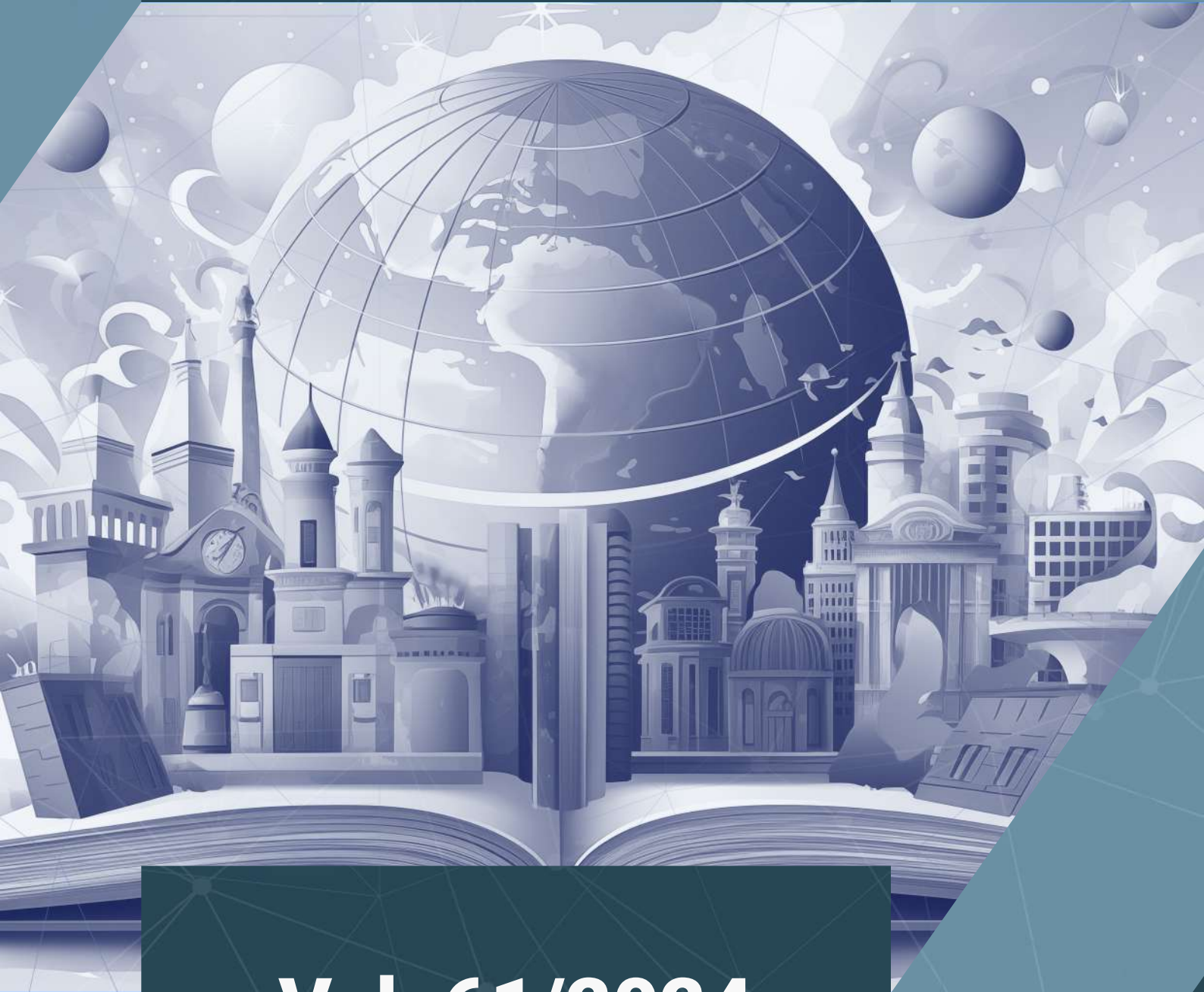




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The Relationship Between School Administrators' Paternalistic Leadership Behaviors and Teachers' Levels of Organizational Silence

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Abstract. The purpose of this study is to reveal the relationship between school administrators' paternalistic leadership behaviors and teachers' levels of organizational silence according to the views of the teachers participating in the study. Relational survey design was used in the research conducted using quantitative methods. The population of the study consists of 4836 teachers working in schools in a province of Turkey in the 2023-2024 academic year, and the sample consists of 526 teachers selected by simple random sampling method. Personal Information Form, School Principals' Paternalistic Leadership Behaviors Scale and Organizational Silence Scale were used as data collection tools. SPSS 25 statistical package program was used to analyze the data. In the process of analyzing the first two sub-problems, arithmetic mean and standard deviation were analyzed for descriptive statistics. Correlation analysis was used to analyze the third sub-problem and regression analysis was used to analyze the fourth sub-problem. As a result of the research, it was seen that school administrators' paternalistic leadership behaviors were generally at a low level and that philanthropic paternalistic leadership was dominant in the school. Teachers generally experience low levels of organizational silence, but when the sub-dimensions of organizational silence are examined, it is seen that the perception of managerial silence is the most dominant in the school. As the administrator behaviors related to the sub-dimensions of family atmosphere at school and philanthropy increase, teachers' individual silence, organizational culture, colleagues, pressure groups and general organizational silence behaviors decrease. As the administrator behaviors related to the sub-dimensions of interventionism and inadequacy at school increase, teachers' individual silence, organizational culture, colleagues, pressure groups and general organizational silence behaviors increase. As the administrator behaviors related to the sub-dimension of authoritarianism at school increase, teachers' individual silence, administrative silence, organizational culture, colleagues, pressure groups and general organizational silence behaviors increase. It was seen that the benevolence, interventionism and finding inadequate sub-dimensions of paternalistic leadership were significant predictors of teachers' organizational silence.

Keywords. Paternalistic Leadership, Organizational Silence, School, Teacher

1. Introduction

Teachers are one of the variables that make the most important contribution to the process of achieving success in educational organizations. It is important that teachers who

transfer information to students, manage and direct learning activities, and guide students have high motivation and performance in the process of fulfilling this role. It is known that the greatest responsibility for increasing teachers' motivation and performance in schools belongs to administrators.

The concept of silence, which is generally understood as the absence of voice and speech (Dyne, Ang & Botero, 2003), is defined in terms of human relations and communication as the deliberate non-expression of ideas and thoughts (Scott, 1993), a kind of boycott, a conscious strategy to resist the practices and approaches faced (Brown & Coupland, 2005).

When the concept of silence is considered in terms of organizations, when the majority of employees prefer to remain silent on issues concerning the organization, this attitude turns into a collective and organized movement and this silence is defined as organizational silence (Liu, Wu & Ma Jiu-Cheng, 2009). Silence behavior, which is conscious, purposeful, deliberate and active in the organization (Bogosian, 2012; Pinder & Harlos, 2001), causes employees not to make any contribution for the good of their organizations (Bowen & Blackmon, 2003), and to deliberately withhold information and ideas from the organization (Morrison & Milliken, 2000) that would help to improve and develop their work and organizations. For this reason, organizational silence is seen as a form of behavior that is essentially undesirable, hinders organizational development and change, and harms the organization (Bowen & Blackmon, 2003; Milliken, Morrison & Hewlin, 2003; Morrison & Milliken, 2000; Nemeth & Nemeth-Brown, 2003; Pinder & Harlos, 2001).

When the researches are examined; it is seen that organizational silence is frequently encountered in schools (Alqarni, 2020; Cemaloğlu, 2012; Crockett, 2013) and the most important factor that causes silence in the organization is managerial factors (Morrison & Milliken, 2000). In the studies, the existence of problems such as unfair attitudes of managers, authoritarian management style (Pinder & Harlos, 2001) and management problems (Blase & Blase, 2004) have been mentioned among the causes of organizational silence in educational organizations.

Leadership and leadership style is an important factor that has an impact on employees' organizational silence (Alqarni, 2020; Detert & Burris, 2007; Ryan & Oestreich, 1991). Paternalistic leadership is a leadership approach that looks after employees like a father, protects them and intervenes in both their work and private lives for their well-being, establishes authority over employees (Hiller, Sin, Ponnappalli & Özgen, 2019), shows a caring and respectful attitude towards employees with father-like behaviors in the organization, and expects respect, commitment and loyalty from employees in return (Aycan, 2006; Gelfand et al., 2007; Schroeder, 2011; Westwood, 1997).

In organizations, managers' attitudes and leadership style play an important role in shaping employees' attitudes towards the organization (Blankenship, 2010; Zhang, Huai & Xie, 2015), a strict leader control and an organizational environment where this situation is accepted make it difficult for employees to express themselves, and as a result, organizational silence may emerge.

2. Literature Review

In organizations, employees tend to remain silent because they think that they may face risky situations and be excluded by their colleagues due to their opinions that do not conform to the majority opinion (Beheshtifar, Borhani & Moghadam, 2012; Noelle-Neumann, 1984; Pinder & Harlos, 2001; Premeaux, 2001; Premeaux & Bedeian, 2003; Ryan & Oestreich, 1991; Vakola & Bouradas, 2005). Employees' silence in the organization causes them to feel

worthless, increases their work stress and low motivation, which in turn leads to a decrease in the level of success (Detert & Burris, 2007; Morrison & Milliken, 2000; Perlow & Repenning, 2009).

It is seen that employees exhibit silent behavior according to the working environment, rules and management style in the organization (Özgen & Sürgevil, 2009), and many factors such as strict hierarchy and communication breaks between managers and employees (Dankoski, Bickel & Gusic, 2014), concern that relationships will deteriorate (Dyne et al., 2003), negative feedback from managers to employees and as a result, loss of self-confidence in employees (Morrison & Milliken, 2000) are effective in organizational silence. Organizational silence is considered as a dangerous phenomenon for the organization (Ellis & Dyne, 2009; Morrison & Milliken, 2000; Shojaie, Matin, & Barani, 2011) since it involves the risk of employees not contributing to the development and progress of the organization (Bowen & Blackmon, 2003; Dyne et al., 2003; Tangirala & Ramanujam, 2008).

When the research on organizational silence in the field of education is examined, it is seen that organizational silence is dominant in educational institutions, teachers do not struggle against the problems they experience; they withdraw from social environments due to factors such as anxiety, stress, etc. and prefer to remain silent (Alqarni, 2020; Cemaloğlu, Daşçı & Şahin, 2013; Crockett, 2013; Çakıcı, 2008). In educational organizations where organizational silence is dominant, positive energy (Perlow & Repenning, 2009), idea, knowledge and experience sharing (Gambarotto & Cammozzo, 2010) and teachers' contributions to the organization decrease (Bowen & Blackmon, 2003), and as a result, teacher and administrator success may decrease (Cemaloğlu, 2012).

What distinguishes the paternalistic leadership style, which expresses paternalistic benevolence, protection of individuals for their benefit, authority, strong discipline (Cheng et al., 2004; Farh & Cheng, 2000; Hayek, Novicevic, Humphreys & Jones, 2010; Hofstede, 2011), subordinate loyalty and obedience to superior (Aycan, 2006; Gelfand, Erez & Aycan, 2007), from others is that it emerged with the influence of eastern culture. Similar to the cultural characteristics of other eastern societies, Turkish culture has high power distance and collectivist characteristics. Studies have shown that Turkish leaders show a paternalistic attitude towards their employees (Aycan, 2006; Saylık, 2017).

Paternalistic leadership (Cheng et al., 2004; Feinberg, 1971), which refers to a protective, supportive and subordinate-oriented approach to dealing with and helping employees with their problems like family members, comes from the ideology of paternalism (Aycan et al., 2000). Paternalism, which is defined as intervening not only within the organization but also in their lives outside the organization in order to ensure the peace and comfort of employees, to value them and to ensure their well-being (Dworkin, 1983) and which is accepted as a cultural characteristic before a leadership trait, is frequently seen in eastern cultures with high power distance (Aycan, 2006; Kim & Jin, 2013; Pellegrini & Scandura, 2008; Yeh, Chi & Chiou, 2008). In paternalistic relationships, the superior is expected to be involved in the lives of employees with his/her authority, attitudes and behaviors (Jackson, 2016). Some studies indicate that individuals in societies that have adopted eastern culture want to work with leaders with paternalistic characteristics (Aycan & Kanungo, 2000).

In his study '*A Definition For Paternalism*', Hershey (1985) defines paternalism as the leader's treatment of employees in the organizational management process as a father treats his children. Instead of allowing his child to make his own decisions, the father makes decisions on behalf of his child with the perspective of '*father knows best*', which constitutes the basis of the concept of paternalism (Andre & Velasquez, 1991). In the literature, paternalism is

expressed with various metaphors and descriptions such as 'acting like a father' (Suber, 1999), 'coercive and non-oppressive abuse' (Goodell, 1985), 'legitimate authority, too much attention from the employer' (Padavic & Earnest, 1994), 'benevolent dictatorship' (Northouse, 2015). In a study conducted by Aycan and Kanungo (2000) in which 10 countries were included, it was revealed that Turkey ranked second in terms of paternalism. Paternalistic values, which have been assimilated in Turkish culture, show themselves as an important element shaping organizational culture in working life (Aycan, 2006; Aycan & Kanungo, 2000; Chen, Eberly, Chiang, Farh & Cheng, 2011; Pellegrini & Scandura, 2006; Pellegrini & Scandura 2008; Pellegrini, Scandura & Jayaraman, 2010).

There are two different approaches to the source of paternalism. According to the Western perspective, paternalism is based on bureaucracy and its concepts of authority and power (Aycan, 2006; Pellegrini & Scandura, 2008). According to this view, paternalism dates back to Max Weber who conceptualized the types of legitimate authority. Traditional authority, which Weber divided into three categories as charismatic, bureaucratic and traditional, derives its source from the patriarchal structure based on personal loyalty and devotion, where rules derive from traditions (Pellegrini & Scandura, 2008). For this reason, in the western approach, traditional authority is paired with the concept of paternalism (Padavic & Earnest, 1994). In the other approach, it is stated that the principles that constitute paternalism are based on Confucian teachings with more than 2000 years of history, which advocate that employees should show respect and loyalty in return for the guidance and authority of the manager / boss (Chao, 1995; Chao et al., 1994; Cheng, 1995; Cheng et al., 2004; Farh & Cheng, 2000; Redding, 1990; Silin, 1976; Yeh et al., 2008). In Confucian teachings, the father figure has absolute power and authority over all family members (Cheng et al., 2004).

Although there are a few studies examining the relationship between paternalistic leadership and organizational silence (Chan, 2013; Liu & Liu, 2017), it is seen that the majority of these studies were conducted outside the field of education. It is considered that investigating the way this relationship is realized in educational organizations will contribute to the development of strategies to be created to solve the problem of organizational silence experienced by teachers.

3. Purpose of the Research

In this study, with the data collected and the results of the analysis, firstly, the level of school administrators' paternalistic leadership behaviors and teachers' organizational silence according to teachers' views were examined, and then the relationship between these variables was tried to be revealed. In this context, the current research aimed to answer the following questions.

- 1- What is the level of school administrators' realization of paternalistic leadership behaviors?
- 2- What is the level of teachers' perceptions about organizational silence?
- 3- What is the relationship between school administrators' paternalistic leadership behaviors and teachers' organizational silence?
- 4- Do school principals' paternalistic leadership behaviors predict teachers' organizational silence levels?

4. Method

4.1. Research Design

This study aims to determine the relationship between school administrators' paternalistic leadership behaviors and teachers' levels of organizational silence. In the study, the relational survey model, which is a research model (Karasar, 2019) used to reveal the existence and degree of change between two or more variables, was used. The independent variable of the study is the paternalistic leadership behaviors exhibited by school administrators and the dependent variable is the level of teachers' organizational silence.

4.2. Method and Participants

The population of the study consists of 4836 teachers working in schools in a province of Turkey in the 2023-2024 academic year, and the sample consists of 526 teachers selected by simple random sampling method. At the end of the data collection process, a total of 553 teachers were reached. 12 questionnaires were found to contain missing data and were removed from the data set before analysis. As a result of the outlier analysis, 15 questionnaires were removed from the data set and the analysis of the application was carried out with the remaining 526 questionnaires. This number corresponds to 10.87% of the teachers in the population. School Principals' Paternalistic Leadership Behaviors Scale and Organizational Silence Scale were used as data collection tools in the study. SPSS 25 statistical package program was used to analyze the data.

4.3. Data Collection Instruments

Personal Information Form, School Principals' Paternalistic Leadership Behaviors Scale and Organizational Silence Scale were used as data collection instruments.

Personal Information Form. The Personal Information Form was created to obtain personal information about the teachers who voluntarily participated in the study. The form includes information such as gender, age, seniority, marital status, education level and the school level of the teachers.

Paternalistic Leadership Behaviors of School Principals Scale. The Paternalistic Leadership Behaviors of School Principals Scale (Saylık & Aydın, 2020) consists of 30 Likert-type items and these items are grouped into 5 sub-dimensions. These five sub-dimensions are named as 'family atmosphere, benevolence, authoritarianism, interventionism and finding inadequate'. The responses to the measurement items are organized as '(1) Never, (2) Sometimes, (3) Often, (4) Most of the time and (5) Always'.

Organizational Silence Scale. The Organizational Silence Scale (Daşcı & Cemaloğlu, 2016) consists of 36 Likert-type items and these items are grouped into 5 sub-dimensions. These five sub-dimensions are named as 'individual, managerial, organizational culture, colleagues and pressure groups'. The answers to the measurement items are organized as '(1) Strongly disagree, (2) Disagree, (3) Moderately agree, (4) Agree, (5) Strongly agree'.

4.4. Data Analysis

In order to determine the level of realization of the variables according to the responses of the teachers participating in the study to the questions in the scales, it was necessary to determine the range width. For this purpose, the formula 'range width/number of groups to be made' (Tekin, 1996) was used and the range width was determined as $5-1/5 = 0.80$ for the two scales used in the study. Since the scores in the scales are between 1-5, the scores approaching 5 indicate that the level of school administrators' exhibiting paternalistic leadership behaviors

and the level of teachers' experiencing organizational silence are high according to the perceptions of teachers, while the scores approaching 1 indicate that the level of teachers' experiencing organizational silence is low.

Table 1
Arithmetic Mean Ranges for the Scales Used in the Study

Answer	Score Range	Rating	Intervals of school administrators' paternalistic behaviors	level of school leadership	Ranges of teachers' level of experiencing organizational silence
5	4.20-5.00	Very high	Always		Totally agree
4	3.40-4.19	High	Most of the time		Agree
3	2.60-3.39	Middle	Frequently		Moderately agree
2	1.80-2.59	Low	Sometimes		Disagree
1	1.00-1.79	Lowest	Never		I do not agree at all

The most important indicators of normal distribution are skewness and kurtosis values. As a result of the normality analysis, it was seen that the scales used in the research provided a normal distribution. SPSS 25 application was used for data analysis. In the process of analyzing the first two sub-problems (*What is the level of school administrators' performing paternalistic leadership behaviors?*, *What is the level of teachers' experiencing organizational silence?*), arithmetic mean and standard deviation analyses were performed for descriptive statistics. Correlation analysis was used to solve the third sub-problem (*What is the relationship between school principals' paternalistic leadership behaviors and teachers' organizational silence?*) and regression analysis was used to solve the fourth sub-problem (*Do school principals' paternalistic leadership behaviors predict teachers' organizational silence levels?*). In the interpretation of these analyzes, the values for the correlation coefficient (r values) in Table 2 (Köklü, Büyüköztürk & Çokluk Bökeoğlu, 2006) were taken as basis.

Table 2
Correlation Coefficient 'r' Values and Meanings

'r' Value	Meaning
0.00	No Relationship
0.01 - 0.29	Low Level Relationship
0.30 - 0.70	Moderate Relationship
0.71 - 0.99	High Level Relationship
1.00	Perfect Relationship

**p< .01, *p< .05

5. Findings

5.1. Findings Related to the First Sub-Problem

Table 3

Distribution of Teachers' Perceptions of School Administrators' Realization of Paternalistic Leadership Behaviors

Sub-Dimensions	n	\bar{X}	S
Family Atmosphere	526	3,10	1,08
Philanthropy	526	3,18	,94
Authoritarianism	526	2,71	,94
Interventionism	526	1,59	,63
Finding Inadequate	526	1,80	,84
General	526	2,47	,42

When the distribution given in Table 3 regarding teachers' perceptions of school administrators' paternalistic leadership behaviors is examined, it is seen that according to the teachers, benevolent paternalistic leadership is dominant in the school ($\bar{X}=3,18$). The other paternalistic leadership sub-dimensions are family atmosphere ($\bar{X}=3,10$), authoritarianism ($\bar{X}=2,71$) and finding inadequate ($\bar{X}=1,80$). The paternalistic leadership sub-dimension exhibited at the lowest level was interventionism ($\bar{X}=1,59$). In other words, teachers think that paternalistic leadership at school is at 'medium' level in the sub-dimensions of benevolence, family atmosphere and authoritarianism, low in the sub-dimension of finding inadequate and 'lowest' in the sub-dimension of interventionism.

When the distribution of standard deviation values given in Table 3 is examined, it is seen that the most homogeneous distribution is in the sub-dimension of interventionism ($S=,63$) and the most heterogeneous distribution is in the sub-dimension of family atmosphere ($S=1,08$). Accordingly, while teachers' perceptions of interventionist paternalistic leadership are close to each other, their perceptions of family atmosphere sub-dimension of paternalistic leadership are diverging the most.

As a result, when the level of teachers' perception of school administrators' paternalistic leadership behaviors is examined, it is seen that teachers are generally exposed to paternalistic leadership behaviors at the level of 'Sometimes' ($\bar{X}=2,47$) and this situation shows a homogeneous distribution according to the standard deviation value ($S=,42$). In other words, according to teachers' opinions, school administrators' performing paternalistic leadership behaviors in schools is generally at a low level.

5.2. Findings Related to the Second Sub-Problem

Table 4

Distribution of Teachers' Perceptions of Organizational Silence

Sub-Dimensions	n	\bar{X}	S
Individual	526	2,42	,53
Managerial	526	2,64	,41
Organizational Culture	526	1,93	,69
Colleagues	526	2,39	,49
Pressure Groups	526	1,95	,77
General	526	2,26	,44

When the distribution given in Table 4 regarding teachers' perceptions of organizational silence is examined, it is seen that according to the teachers, the perception of managerial silence is the most dominant in the school ($\bar{X}=2,64$). Other organizational silence sub-dimensions are individual silence ($\bar{X}=2,42$), colleagues ($\bar{X}=2,39$) and pressure groups ($\bar{X}=1,95$). It is seen that the organizational silence sub-dimension exhibited at the lowest level is organizational culture ($\bar{X}=1,93$). In other words, teachers think that organizational silence is at 'medium' level in the sub-dimension of managerial silence, and at 'low' level in the sub-dimensions of individual, colleagues, pressure groups and organizational culture.

When the distribution of standard deviation values given in Table 4 is examined, it is seen that the most homogeneous distribution is in the sub-dimension of managerial ($S=,41$) and the most heterogeneous distribution is in the sub-dimension of pressure groups ($S=,77$). Accordingly, while teachers have the most similar perceptions of managerial silence, their perceptions of silence caused by pressure groups diverge the most.

As a result, when the organizational silence level of teachers is examined, it is seen that teachers generally have a 'Disagree' level of organizational silence perception ($\bar{X}=2,26$) and this situation shows a homogeneous distribution according to the standard deviation value ($S=,44$). In other words, according to teachers' opinions, teachers generally experience low level of organizational silence in schools.

5.3. Findings Related to the Third Sub-Problem

Table 5

The Relationship Between School Administrators' Paternalistic Leadership Behaviors and Teachers' Organizational Silence

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1. Paternalistic Leadership	-	,518**	,486**	,432**	,437**	,473**	,093*	,050	,114**	,081	,074	,051
2. Family atmosphere	-	-	,762**	,251**	,304**	,354**	,277**	,219**	,046	,389**	,148**	,183**
3. Philanthropy	-	-	-	,345**	,418**	,456**	,358**	,312**	,023	,497**	,173**	,215**
4. Authoritarianism	-	-	-	-	,549**	,588**	,316**	,302**	,087*	,399**	,192**	,122**
5. Interventionism	-	-	-	-	-	,763**	,410**	,304**	,062	,525**	,232**	,270**
6. Finding Inadequate	-	-	-	-	-	-	,435**	,316**	,077	,560**	,236**	,291**
7. Organizational Silence	-	-	-	-	-	-	-	,783**	,560**	,839**	,794**	,738**
8. Individual Silence	-	-	-	-	-	-	-	-	,471**	,577**	,496**	,408**
9. Managerial Silence	-	-	-	-	-	-	-	-	-	,281**	,453**	,233**
10. Organizational Culture	-	-	-	-	-	-	-	-	-	-	,573**	,517**
11. Colleagues	-	-	-	-	-	-	-	-	-	-	-	,492**
12. Pressure Groups	-	-	-	-	-	-	-	-	-	-	-	-

**p< .01, *p< .05

When the relationship between the sub-dimensions of paternalistic leadership and organizational silence in table 5 is examined, it is seen that there is a low level, negative and significant ($r = -.219$; $p < .01$) relationship between family atmosphere and individual silence sub-dimension. There is a moderate, negative and significant ($r = -.389$; $p < .01$) relationship between family atmosphere and organizational culture sub-dimension. There is a low level, negative and significant ($r = -.148$; $p < .01$) relationship between family atmosphere and colleagues sub-dimension. There is a low, negative and significant ($r = -.183$; $p < .01$) relationship between family atmosphere and pressure groups sub-dimension. There is no significant relationship between family atmosphere and managerial silence sub-dimension. There is a low level, negative and significant ($r = -.277$; $p < .01$) relationship between family atmosphere and organizational silence.

The coefficient of determination between family atmosphere and individual silence is ($r^2 = 0,05$) and 5% of the decrease in individual silence is due to the family atmosphere sub-dimension. The coefficient of determination between family atmosphere and organizational culture is ($r^2 = 0,15$) and 15% of the decrease in silence belonging to the organizational culture sub-dimension is due to the family atmosphere sub-dimension. The coefficient of determination between family atmosphere and colleagues is ($r^2 = 0,02$) and 2% of the decrease in silence belonging to the colleagues sub-dimension is due to the family atmosphere sub-dimension. The coefficient of determination between family atmosphere and pressure groups is ($r^2 = 0,03$) and 3% of the decrease in silence belonging to the pressure groups sub-dimension is due to the family atmosphere sub-dimension. Considering the coefficient of determination ($r^2 = 0,08$) between family atmosphere and total organizational silence, it can be said that 8% of the decrease in organizational silence is caused by the family atmosphere sub-dimension. In other words, as the administrator behaviors related to the family atmosphere sub-dimension increase, teachers' individual silence, organizational culture, colleagues, pressure groups and general organizational silence behaviors decrease.

There is a moderate, negative and significant ($r = -.312$; $p < .01$) relationship between philanthropy and individual silence sub-dimension. There is a moderate, negative and significant ($r = -.497$; $p < .01$) relationship between philanthropy and organizational culture sub-dimension. There is a low, negative and significant ($r = -.173$; $p < .01$) relationship between philanthropy and colleagues sub-dimension. There is a low, negative and significant ($r = -.215$; $p < .01$) relationship between philanthropy and pressure groups sub-dimension. There is no significant relationship between philanthropy and managerial silence sub-dimension. There is a moderate, negative and significant ($r = -.358$; $p < .01$) relationship between philanthropy and organizational silence.

The coefficient of determination between philanthropy and individual silence is ($r^2 = 0,10$) and 10% of the decrease in individual silence is due to the philanthropy sub-dimension. The coefficient of determination between philanthropy and organizational culture is ($r^2 = 0,24$) and 24% of the decrease in silence belonging to the organizational culture sub-dimension is due to the philanthropy sub-dimension. The coefficient of determination between philanthropy and colleagues is ($r^2 = 0,03$) and 3% of the decrease in silence belonging to the colleagues sub-dimension is due to the philanthropy sub-dimension. The coefficient of determination between philanthropy and pressure groups is ($r^2 = 0,05$) and 5% of the decrease in silence belonging to the pressure groups sub-dimension is due to the philanthropy sub-dimension. Considering the coefficient of determination between philanthropy and total organizational silence ($r^2 = 0,13$), it can be said that 13% of the decrease in organizational silence is caused by the philanthropy sub-

dimension. In other words, as the administrator behaviors related to the philanthropy sub-dimension increase, teachers' individual silence, organizational culture, colleagues, pressure groups and general organizational silence behaviors decrease.

There is a moderate, positive and significant ($r = ,302$; $p < ,01$) relationship between authoritarianism and individual silence sub-dimension. There is a low level, positive and significant ($r = ,087$; $p < ,05$) relationship between authoritarianism and managerial silence sub-dimension. There is a moderate, positive and significant ($r = ,399$; $p < ,01$) relationship between authoritarianism and organizational culture sub-dimension, and a low, positive and significant ($r = ,192$; $p < ,01$) relationship between authoritarianism and colleagues sub-dimension. There is a low level, positive and significant ($r = ,122$; $p < ,01$) relationship between authoritarianism and pressure groups sub-dimension. There is a moderate, positive and significant ($r = ,316$; $p < ,01$) relationship between authoritarianism and organizational silence.

The coefficient of determination between authoritarianism and individual silence is ($r^2 = 0,09$) and 9% of individual silence is caused by the authoritarianism sub-dimension. The coefficient of determination between authoritarianism and managerial silence is ($r^2 = 0,01$) and 1% of the silence belonging to the managerial silence sub-dimension is caused by the authoritarianism sub-dimension. The coefficient of determination between authoritarianism and organizational culture is ($r^2 = 0,16$) and 16% of the silence belonging to the organizational culture sub-dimension is caused by the authoritarianism sub-dimension. The coefficient of determination between authoritarianism and colleagues is ($r^2 = 0,04$) and 4% of the silence belonging to the colleagues sub-dimension is caused by the authoritarianism sub-dimension.

The coefficient of determination between authoritarianism and pressure groups is ($r^2 = 0,01$) and 1% of the silence belonging to the pressure groups sub-dimension is caused by the authoritarianism sub-dimension. Considering the coefficient of determination between authoritarianism and total organizational silence ($r^2 = 0,10$), it can be said that 10% of the organizational silence is caused by the authoritarianism sub-dimension. In other words, as the authoritarianism sub-dimension increases, teachers' individual silence, managerial silence, organizational culture, colleagues, pressure groups and general organizational silence behaviors increase.

There is a moderate, positive and significant ($r = ,304$; $p < ,01$) relationship between intrusiveness and individual silence sub-dimension. There is a moderate, positive and significant ($r = ,525$; $p < ,01$) relationship between intrusiveness and organizational culture sub-dimension. There is a low level, positive and significant ($r = ,232$; $p < ,01$) relationship between interventionism and colleagues sub-dimension. There is a low, positive and significant ($r = ,270$; $p < ,01$) relationship between intrusiveness and pressure groups sub-dimension. There is no significant relationship between intrusiveness and managerial silence sub-dimension. There is a moderate, positive and significant ($r = ,410$; $p < ,01$) relationship between intrusiveness and total organizational silence.

The coefficient of determination between intrusiveness and individual silence is ($r^2 = 0,09$) and 9% of individual silence is caused by the sub-dimension of intrusiveness. The coefficient of determination between intrusiveness and organizational culture is ($r^2 = 0,28$) and 28% of the silence belonging to the organizational culture sub-dimension is caused by the intrusiveness sub-dimension. The coefficient of determination between interventionism and colleagues is ($r^2 = 0,05$) and 5% of the silence belonging to the colleagues sub-dimension is caused by the interventionism sub-dimension. The coefficient of determination between intrusiveness and pressure groups is ($r^2 = 0,07$) and 7% of the silence belonging to the pressure groups sub-dimension is caused by the intrusiveness sub-dimension. Considering the coefficient of

determination ($r^2= 0,17$) between intrusiveness and total organizational silence, it can be said that 17% of organizational silence is caused by the sub-dimension of intrusiveness. In other words, as the administrator behaviors related to the interventionism sub-dimension increase, teachers' individual silence, organizational culture, colleagues, pressure groups and general organizational silence behaviors increase.

There is a moderate, positive and significant ($r=,316$; $p< ,01$) relationship between perceived inadequacy and individual silence sub-dimension. There is a moderate, positive and significant ($r=,560$; $p< ,01$) relationship between perceived inadequacy and organizational culture sub-dimension. There is a low level, positive and significant ($r= ,236$; $p< ,01$) relationship between finding inadequate and colleagues sub-dimension. There is a low, positive and significant ($r= ,291$; $p< ,01$) relationship between perceived inadequacy and pressure groups sub-dimension. There is no significant relationship between perceived inadequacy and managerial silence sub-dimension. There is a moderate, positive and significant ($r= ,435$; $p< ,01$) relationship between perceived inadequacy and total organizational silence.

The coefficient of determination between perceived inadequacy and individual silence is ($r^2= 0,10$) and 10% of individual silence is caused by the sub-dimension of finding it insufficient. The coefficient of determination between perceived inadequacy and organizational culture is ($r^2= 0,31$) and 31% of the silence belonging to the organizational culture sub-dimension is caused by the perceived inadequacy sub-dimension. The coefficient of determination between perceiving inadequacy and colleagues is ($r^2= 0,05$) and 5% of the silence belonging to the colleagues sub-dimension is caused by the perceiving inadequacy sub-dimension. The coefficient of determination between finding inadequate and pressure groups is ($r^2= 0,8$) and 8% of the silence belonging to the sub-dimension of pressure groups is caused by the sub-dimension of finding inadequate. Considering the coefficient of determination ($r^2= 0,19$) between finding inadequate and total organizational silence, it can be said that 19% of organizational silence is caused by the sub-dimension of finding inadequate. In other words, as the administrator behaviors related to the sub-dimension of finding inadequate at school increase, teachers' individual silence, organizational culture, colleagues, pressure groups and general organizational silence behaviors increase.

5.4. Findings Related to the Fourth Sub-Problem

Table 6

Multiple Regression Results on the Prediction of Organizational Silence

Variables	B	SH	β	t	p	Binary r	Partial r
Constant	2,12 2	,105	-	20,15 1	,000	-	-
Family Atmosphere	-,005	,024	-,012	-,199	,843	-,008	-,009
Philanthropy	-,082	,029	-,176	-2,795	,005	-,107	-,122
Authoritarianism	,023	,023	,049	1,002	,317	,038	,044
Interventionism	,102	,043	,146	2,395	,017	,092	,104
Finding Inadequate	,111	,034	,211	3,296	,001	,127	,143

$R= ,483$; $R^2= ,233$; $F(5-525) = 31,579$; $p= ,000$

When the results of the multiple regression analysis on the prediction of organizational silence in table 6 are examined, it is seen that family atmosphere, philanthropy,

authoritarianism, interventionism and finding inadequate together exhibit a significant relationship with teachers' organizational silence ($R = ,483$; $R^2 = ,233$; $p = ,000$). These predictor variables together explain 23% of the total variance in teachers' organizational silence.

According to the standardized regression coefficient (β), the relative order of importance of the predictor variables on organizational silence is inadequacy, intrusiveness, authoritarianism, philanthropy and family atmosphere. Philanthropy and family atmosphere variables have a negative relationship with organizational silence.

When the t-test results regarding the significance of the regression coefficients are examined, it is seen that the sub-dimensions of benevolence, interventionism and finding inadequate are significant predictors of teachers' organizational silence. Family atmosphere and authoritarianism sub-dimensions of paternalistic leadership do not have a significant effect on teachers' organizational silence ($p > 0.05$).

According to the regression analysis results, the regression model for predicting teachers' organizational silence is given below.

Organizational silence = $2,122 + ,111$ inadequacy + $,102$ intrusiveness + $,023$ authoritarianism + $-,082$ benevolence + $-,005$ family atmosphere

In other words, benevolence, interventionism, and finding inadequate sub-dimensions of paternalistic leadership are significant predictors of teachers' organizational silence.

6. Discussion and Conclusion

This study was conducted to reveal the relationship between school administrators' paternalistic leadership behaviors and teachers' levels of organizational silence according to teachers' views. The research was conducted using quantitative methods. The population of the research consists of 4836 teachers working in schools in a province of Turkey and the sample consists of 526 teachers.

Personal Information Form, School Principals' Paternalistic Leadership Behaviors Scale and Organizational Silence Scale were used as data collection tools. SPSS 25 application was used for data analysis. In the analysis of the first two sub-problems, arithmetic mean and standard deviation analyses were performed for descriptive statistics. Correlation analysis was used to analyze the third sub-problem and regression analysis was used to analyze the fourth sub-problem.

Based on the findings obtained as a result of the analyses, the level of school principals' performing paternalistic leadership behaviors, the level of teachers' experiencing organizational silence, the relationship between school principals' performing paternalistic leadership behaviors and teachers' experiencing organizational silence, and the extent to which school principals' paternalistic leadership behaviors predict teachers' experiencing organizational silence were discussed in connection with the related literature.

As a result of the research, according to the teachers, school administrators' paternalistic leadership behaviors were found to be at medium level in the sub-dimensions of benevolence, family atmosphere and authoritarianism, low in the sub-dimension of finding inadequate, and at the lowest level in the sub-dimension of interventionism. When the arithmetic mean scores of the findings obtained were examined in detail, it was seen that according to the teachers, philanthropic paternalistic leadership was dominant in the school, and this dimension was followed by family atmosphere, authoritarianism, finding inadequate and interventionism sub-dimensions respectively.

According to the research findings, it is possible to say that teachers associate paternalistic leadership with the figure of a leader who treats them well and helps them. In other

words, teachers see their administrators as possessive and ready to help them in case of need. The benevolent paternalistic leadership behavior exhibited by the administrator arouses a sense of gratitude and indebtedness in employees. This sense of gratitude and indebtedness creates an ongoing give-and-take situation between managers and employees, strengthens the mutual bond of trust (Chen et al., 2011) and creates a mutual protection and care-based relationship between managers and employees. According to the results of the study, it was seen that teachers interpreted their managers' behaviors in the benevolent paternalistic leadership sub-dimension at a moderate level.

Aycan (2006) states that the leader with paternalistic characteristics tries to create a family atmosphere in the organization by advising the employees. Fikret-Paşa (2000), in his research, described the ideal leader for employees as 'a parent who fulfills the need of his followers to belong to a family and shows interest and care to them'. According to the results of the research, it is possible to say that teachers interpreted their managers' behaviors in the family atmosphere sub-dimension at a medium level.

School administrators who show authoritarian paternalistic leadership behavior try to establish a strict control and supervision mechanism against those under their management, they want their opinions to be listened to in every subject and they want teachers to fully comply with the decisions taken by the administrator. Authoritarian paternalistic leader listens to the opinions and ideas of the employees but wants to make the final decision himself (Aycan et al., 2000). From this point of view, according to the results of the research, it can be said that teachers are exposed to the mentioned type of treatment at a moderate level.

Harris (1985) stated that a paternalistic leader would not respect the decisions and desires of others and would see it as his/her right to intervene in their lives. According to the results of the study, it was seen that teachers interpreted their administrators' behaviors at the lowest level in the interventionism sub-dimension.

Saylık (2017) states that the behaviors of school administrators such as not taking into account the opinions of teachers, making some decisions on their behalf, and not delegating their authority in decision-making and implementation processes stem from the school administrator's perception of teachers as inadequate. From this point of view, according to the results of the study, it can be said that teachers are exposed to the aforementioned type of treatment at a low level. When the findings of the first sub-problem of the study are analyzed in terms of the total paternalistic leadership, it is seen that teachers' perceptions of paternalistic leadership are at a low level.

Dursun (2019) sees the geographical location of the country as the reason for the low level of perceived paternalistic leadership behaviors of managers in the studies conducted in Turkey; he states that the fact that the country is located at the junction of east and west causes a cultural mix, and therefore paternalistic leadership, which is considered as a leadership style more prone to eastern culture, is less accepted in Turkey.

In different studies, it has been observed that paternalistic leadership is one of the leadership styles that employees in countries with high levels of collectivism and power distance expect from their managers (Pellegrini & Scandura, 2006), and that teachers in Turkey, a country with high levels of these cultural characteristics, are expected to have high perceptions of paternalistic leadership (Aycan & Kanungo, 2000).

When the findings obtained in the research are examined, it is seen that according to the teachers, organizational silence in the school is at a medium level in the managerial sub-dimension and at a low level in the individual, colleagues, pressure groups and organizational culture sub-dimensions. When the arithmetic mean scores of the findings obtained are examined

in detail, it is seen that according to the teachers, managerial silence is the most dominant in the school, followed by individual, colleagues, pressure groups and organizational culture sub-dimensions respectively.

In many studies in the literature (Cemaloğlu et al., 2013; Crockett, 2013; Milliken et al., 2003; Morrison & Milliken, 2000; Tangirala & Ramanujam, 2008), the negative behavioral style that managers show to their employees is seen as one of the main causes of organizational silence. For this reason, according to the teachers in the study, the finding that managerial silence is the most prevalent in the school and the fact that the highest mean of the managerial sub-dimension is related to the communication problem with the manager shows how serious the silence problem in organizations is.

When managers are open to listen to employees' ideas, opinions, suggestions and complaints, organizational silence decreases; when employees see that their managers are not open to listen to their ideas, opinions, suggestions and complaints, their tendency to remain silent increases. Amah and Okafor (2008), Premeaux and Bedeian (2003) and Saunders, Sheppard, Knight and Roth (1992) also state that managers' openness to listen to employees who share their ideas, opinions, criticisms, suggestions and complaints reduces silence behavior in organizations.

It is known that employees show more silent behavior in the face of power (Morrison & Rothman, 2009) and in societies with high power distance, employees are more likely to be silent in order to avoid conflicts with their managers (Hofstede, 1997). The fear of receiving negative feedback from managers may also underlie the communication problem with the manager. Because negative feedback from subordinates may be perceived as a threat by managers (Korsgaard et al., 1998). Morrison and Milliken (2000) stated that receiving negative feedback from employees is seen by such managers as a negative situation that threatens their power and credibility. The fear of being seen as an incompetent manager and being personally harmed may lead these managers to create an environment that prevents negative feedback from employees (Slade, 2008), to intimidate employees by blocking communication channels and to force them to remain silent (Tangirala & Ramanujam, 2008).

As a result of the communication problem with the administrator, teachers may become even more silent with the perception that talking about organizational issues involves risk and that trying to eliminate the problems in the organization will bring them more harm than good (Kish-Gephart et al., 2009; Morrison & Milliken 2000).

When the findings of the research are analyzed, it is seen that teachers are hesitant to voice the problems at school, they prefer to remain silent in the face of problems in order to protect themselves, and having an introverted personality structure also affects this silence attitude. The fact that the rate of teachers who stated that they would follow the opinion of the majority even if they think differently at the point of solving the problems is above the average shows that the effect of the spiral of silence and the Abilene paradox in schools is at a considerable level.

Ryan and Osterich (1991) stated that one of the common reasons why employees become silent is their belief that they cannot change things in the organization. In the study, 'the belief that nothing will change even if they speak', which was found to be the most important reason for teachers to remain silent in the organizational culture sub-dimension, shows us the level of the behavior known in the literature as acceptant silence in schools. Acceptant silence involves a high risk due to its potential to prevent organizational change and development (Morrison & Milliken, 2000).

Bowen and Blackmon (2003) stated that employees prefer to remain silent when they do not believe that they will find support from their colleagues. From this point of view, it can be said that the level of teachers' silence behavior is affected by the way their colleagues view thoughts and events.

In research on organizational silence, it is stated that there is an element of fear at the basis of silence behavior (Milliken & Morrison, 2003). It is known that silence behavior is more common in organizations where unfair practices of management are common (Pinder & Harlos, 2001); employees accept the ideas and thoughts accepted by the majority for fear that their position in the organization will be damaged. This situation creates the infrastructure of organizational silence by preventing employees from openly expressing their ideas and thoughts (Bowen & Blackmon, 2003).

When the findings of the second sub-problem of the study are examined in terms of organizational silence, it is seen that teachers' perceptions of organizational silence are generally at a low level. Milliken et al. (2003) stated that organizational silence is an ambiguous behavior with different reasons. Cemaloğlu et al. (2013) stated that employees experience silence on organizational, relational and managerial issues. Although teachers' organizational silence was found to be at a low level in this study, it is known that the existence of silence in educational organizations, even at a low level, will cause problems in many aspects. When teachers consciously prefer silence by keeping their opinions and ideas to themselves in case of problems and setbacks in the educational organization, organizational silence will turn organizational silence into an internal threat. Schools need new ideas and opinions in order to make a difference with their practices. For this to happen, it is very important for teachers to be able to express themselves comfortably. For this reason, it is important to know that today's less will be more tomorrow and to act with the goal of '*zero silence in educational organizations*'.

When the findings related to the third sub-problem of the study are examined, it is seen that as the administrator behaviors related to the sub-dimensions of family atmosphere at school and philanthropy increase, teachers' individual silence, organizational culture, colleagues, pressure groups and general organizational silence behaviors decrease. When the administrator behaviors belonging to the sub-dimensions of interventionism and inadequacy increase, teachers' individual silence, organizational culture, colleagues, pressure groups and general organizational silence behaviors increase. In addition to these dimensions, the increase in administrator behaviors related to the authoritarianism sub-dimension increases teachers' silence behaviors related to the managerial silence sub-dimension.

When the findings related to the fourth sub-problem of the study are examined, it is seen that the benevolence, interventionism and finding inadequate sub-dimensions of paternalistic leadership are significant predictors of teachers' organizational silence. Interventionism and finding inadequate variables have a positive relationship with organizational silence. On the other hand, philanthropy has a negative relationship with organizational silence.

Benevolence, interventionism and finding inadequate sub-dimensions of paternalistic leadership are significant predictors of teachers' organizational silence. Benevolent paternalistic leadership behaviors reduce the level of teachers' organizational silence. On the other hand, paternalistic leadership behaviors in the sub-dimensions of interventionism and finding inadequate increase the level of teachers' organizational silence.

In many studies in the literature (Cemaloğlu et al., 2013; Crockett, 2013; Çakıcı, 2008; Milliken et al., 2003; Morrison & Milliken, 2000; Tangirala & Ramanujam, 2008), managers' negative behaviors towards their employees and not being open to listening to employees' ideas,

opinions, suggestions and complaints (Amah & Okafor, 2008; Premeaux & Bedeian, 2003) are seen as one of the main causes of organizational silence.

Uhl-Bien and Maslyn (2005) view paternalistic leadership as both questionable and desirable. Pellegrini and Scandura (2006), on the other hand, consider paternalistic leadership as an effective strategy. The reason for this different perspective is the focus of the researchers. While Uhl-Bien and Maslyn (2005) focus on the authoritarian dimension of paternalistic leadership, Pellegrini and Scandura (2006) focus on the philanthropic/charitable dimension. In fact, this difference in approach lies at the basis of the different perspectives of eastern and western cultures on paternalistic leadership, which is explained in detail in the theoretical framework section.

For this reason, a paternalistic leadership style in which the dimensions of family atmosphere and philanthropy are at the forefront and authoritarianism, inadequacy and interventionism, which constitute the undesirable, negative dimensions of paternalistic leadership, are exhibited at a lower level, is expected to reduce the level of teachers' organizational silence.

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