

| Research Article/Araştırma Makalesi |

A Correlational Study on the School Administrators' Paternalistic Leadership Characteristics and School Effectiveness*

Okul Yöneticilerinin Paternalist Liderlik Davranışları ve Okul Etkililiği Üzerine Korelasyonel Bir Çalışma

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Keywords

- 1.School Administrator
- 2.Paternalistic Leadership
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Abstract

Purpose: This study aims to examine the relationship between school administrators' paternalistic leadership characteristics and schools effectiveness.

Design/Methodology/Approach: Having a quantitative research design, this research used a relational survey model. The population of the study consisted of the teachers working at public kindergarten, primary, secondary and high schools located within the central districts of Kahramanmaraş province (Onikişubat, Dulkadiroğlu) during the 2019-2020 academic year. The sample held a total of 370 teachers who were selected by random sampling method. The study employed three data collection tools: "Paternalistic Leadership Scale", "School Effectiveness Scale" and "Personal Information Form" developed by the researcher.

Findings: The research findings revealed a positive and medium level relationship between the school administrators' paternalistic leadership behaviors and the effectiveness of the schools; moreover, there was a positive and high level relation between the sub-dimensions of "family atmosphere", "benevolence" and the effectiveness of the schools; a positive and medium level relation between "authoritarianism" sub-scale and the effectiveness of the schools; whereas, a negative and low level relationship was determined between "interventionism", "finding inadequacy" and school effectiveness. Besides, only the "family atmosphere", "benevolence" and "authoritarianism" sub-dimensions of the paternalistic leadership were identified to be significant predictors of the effectiveness of schools.

Highlights: The research findings revealed a positive and medium level relationship between the school administrators' paternalistic leadership behaviors and the effectiveness of the schools. The variables of family atmosphere, benevolence and authoritarianism together explained approximately 63% of the total variance related to school effectiveness.

Öz

Çalışmanın amacı: Bu çalışmada okul yöneticilerinin paternalist liderlik özellikleri ile okulların etkililiği arasındaki ilişkinin incelenmesi amaçlanmıştır.

Materyal ve Yöntem: Nicel yöntemde ve ilişkisel tarama modelinde gerçekleştirilen araştırmanın evrenini 2019-2020 eğitim öğretim yılında Kahramanmaraş ili merkez ilçelerinde (Onikişubat, Dulkadiroğlu) bulunan kamu anaokulu, ilkokulu, ortaokulu ve liselerinde görev yapan öğretmenler; örneklemini ise bu evren içerisinde küme örnekleme yöntemiyle seçilen okullarda görevli ve seçkisiz yöntemle belirlenen 370 öğretmen oluşturmaktadır. Araştırma verilerinin toplanması amacıyla "Paternalist Liderlik Ölçeği", "Etkili Okul Ölçeği" ve "Kişisel Bilgi Formu" kullanılmıştır.

Bulgular: Araştırma sonucunda okul müdürlerinin paternalist liderlik davranışları ile okul etkililiği arasında pozitif yönlü orta düzeyde; paternalist liderliğin alt boyutları olan "aile havası" ve "hayırseverlik" alt boyutları ile okul etkililiği arasında pozitif yönlü yüksek düzeyde; "otoriterlik" alt boyutu ile okul etkililiği arasında pozitif yönlü orta düzeyde; "müdahalecilik" ve "yetersiz görme" alt boyutları ile okul etkililiği arasında ise negatif yönlü düşük düzeyde anlamlı ilişkilerin olduğu ortaya çıkmıştır. Ayrıca paternalist liderliğin sadece "aile havası", "hayırseverlik" ve "otoriterlik" alt boyutlarının okulların etkililiği üzerinde anlamlı birer yordayıcı oldukları belirlenmiştir.

Önemli Vurgular: Okul müdürlerinin paternalist liderlik özellikleri ile okul etkililiği arasında pozitif yönlü orta düzey bir ilişkinin olduğu ortaya çıkmıştır. Aile havası, hayırseverlik ve otoriterlik alt boyutlarının okulların etkililiğine ilişkin varyansın yaklaşık %63' ünü açıkladığı belirlenmiştir.

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INTRODUCTION

Schools are organizations that perform educational services. The organization, on the other hand, is a coalition established by the community members to achieve certain goals (Bursalıoğlu, 2015). Where there is organization, there is management which can be mentioned in every environment where two people coordinate (Sağır & Göksoy, 2016). The introduction of the concepts of organization and management homogeneously refer to the association of the concepts of school and administrator. Besides, school leadership is defined as the ability of the school administrator to help the school use human and material resources effectively (Can, 2018).

Considering the historical development of leadership, societies need leaders in almost every era and these leaders make decisions that will create turning points in history and affect the society (Güçlü & Koşar, 2019). Numerous definitions have been made regarding the concept of leadership. This concept is defined as a process by which a person can change and manage the attitudes, behaviors and activities of the group or society to which he is associated thanks to his power, reputation and social place within certain times and situations (TDK, 2019a). Saylık (2017) defined leadership as a person with leadership behavior patterns that guides and mobilizes followers, sets goals for them and combines them in line with these goals, and interacts with them, while Tahaoğlu and Gedikoğlu (2009) described the term as the ability to transcend customary practices and certain sources of authority for influencing and directing the staff's beliefs, behaviors, thoughts, feelings, value judgments. Studies on leadership revealed the undisputable significance of leadership for society. Because, it is widely accepted that leaders have guided societies in achieving their goals throughout history (Güçlü & Koşar, 2019).

The world is experiencing rapid changes today. Therefore, it is inevitable for educational organizations to stay untouched with this change. In this regard, various leadership approaches appropriate for different environmental conditions and rapidly changing educational organizations have been identified (Gürer, 2019). Beyond applying strict authority and giving orders, administrators can enable the organization to achieve its goals more easily by motivating employees, helping them realize their personal development, and allowing them to increase their performance (Korkmaz, Gökdeniz, & Zorlu, 2018). Paternalistic leadership is regarded as one of the leadership styles that provides these characteristics. The word paternalism was translated into Turkish from the French word "paternalisme" (Gürer, 2019). The meaning that corresponds to paternalism and that is frequently used is called paternalism (TDK, 2019b). Paternalistic leadership has emerged as a concept in the management literature, particularly in the last 20 years (Dağlı & Ağalday, 2018). Aycan (2006) stated that paternalistic leadership occurs in a dual and hierarchical manner, and the superiority in the subordinate-superior relationship is to provide care, protection and guidance in both work and out-of-work areas. Fettahloğlu, Akdoğan, and Özay (2018), on the other hand, considered the paternalistic leadership approach as an element that motivates employees to achieve the goals of the organization by guiding their private lives in a similar way to a family environment with the expectation of loyalty and obedience in the society where the leader is present as well as motivating them with insurance that they are united in the vision and mission of the organization. Based upon these explanations, administrators who can show a paternalistic leadership approach exhibit helpful and tolerant behavior, and as a result, employees can create positive attitudes and behaviors towards the administrator.

Farh and Cheng (2000) identified three constituent elements of paternalistic leadership. The *authoritarian* leadership refers to an instructive understanding of administrators who are empowered, who exercise strict control, who do not care much about the suggestions and contributions of subordinates, who display a dignified attitude and high self-confidence as an image, and who show higher performance than subordinates. *Benevolent* leadership indicates treating subordinates like family members, supporting them in their troubled days without any embarrassment. *Moral* leadership refers to prioritizing the interests of the group, showing interest collectively, and not abusing authority. In an organization managed with a paternalistic understanding, administrators are expected to care about the health, education, individual happiness and family life of the employees, while employees are likely to increase their commitment to the leader and have a sense of belonging (Cerit, Özdemir, & Akgün, 2011). In their research, Çıraklar, Uçar, and Sezgin (2016) also concluded that the paternalistic leadership characteristic of the administrator increases the trust of the employees within the group. Increased commitment to the organization and the presence of a sense of ownership facilitate the achievement of the group's goals. The task of management is to help the organization attain its goals. Administrators have a significant role and responsibility in helping the school, which is an organization, achieve its goals. The success of the administrator in fulfilling this role and responsibilities as required is the key for school effectiveness as the effectiveness of organizations is valid when they achieve the goals.

Studies conducted to increase the quality of education in schools have highlighted the concept of effective school (Helvacıoğlu & Aydoğan, 2011). The concept of effectiveness is defined as the success achieved in the outputs, the level of achieving the purpose, the ability to obtain the necessary resources, and to adapt to the environment (Ada & Baysal, 2010). In the 1930s, Bernard expressed effectiveness as "the degree to which the organization achieves its goals" (Cited by Balcı, 2014). The overall definitions suggested that effectiveness is the degree to which the organization achieves its purpose. The school organization also endeavors to accomplish the goals related to education. Hence, the effectiveness or ineffectiveness of schools can be determined depending on the accomplishment level of their goals.

School effectiveness is also defined as the school grade calculated by taking into consideration students' data (Balcı, 2014). The basis of an effective school is the student, and the school that determines the student's interests, the educational field in which s/he can be successful, and that directs and develops him/her can be considered an effective school (Baştepe, 2009).

Elements that make up the school consist of administrators, teachers, students, civil servants and other personnel along with the environment and parents, which are the factors that affect the school (Bursalıoğlu, 2015). The administrators' work and management styles at school, teachers, students, the school's curriculum, the school's environment and relations with the students' families, the school culture and environment can be listed as the dimensions that directly affect school effectiveness (Şenel & Buluç, 2016). Studies demonstrated that the school administrator, one of the elements of the school, has a key role in school effectiveness (Balci, 2014; Baştepe, 2009; Helvacı & Aydoğan, 2011). Increasing teachers' work efficiency and other staff, motivating the staff to achieve the school's goals, and realizing mechanisms that will increase the school's effectiveness are the cornerstones of management (Ada & Baysal, 2010). Today, it is unlikely to assert that all schools are effective. This may arise due to the management skills of the school administration. Motivation and increasing the work efficiency of the staff, which are among the managerial skills, are also the characteristics of administrators having paternalistic leadership. Thus, there may be a relationship between the paternalistic leadership behaviors of administrators and the school effectiveness.

Various studies were conducted on the effective school and student achievement (Günel, 2014), transformational leadership role of the effective school and school administrator (Tuncel, 2013), cultural leadership role in effective school (Dinçsoy, 2011), the relation between teacher loyalty and transformational leadership in effective school (Güngör, 2018), the effectiveness levels of schools and teachers' work engagement level (Atçioğlu, 2018). However, there is no such a study specifically published on the relationship between the paternalistic leadership characteristics of the administrators and school effectiveness (limited to the literature review conducted within the scope of this research). In this context, such a research was carried out to reveal the relationship between the paternalistic leadership characteristics of the school administrators and the effectiveness of schools.

Thus, this research aims to explore the relationship between the paternalistic leadership characteristics of the school administrators and the effectiveness of schools. In service of this aim, answers to the following questions were sought:

1. Is there a significant relationship between the paternalistic leadership characteristics of the school administrators and school effectiveness?
2. Do the paternalistic leadership characteristics of the school administrators significantly predict the effectiveness of schools?

METHOD

This section covers information regarding the research model, population and sample, data collection tools and data analysis.

Research Design

Having a quantitative research design, this study used a relational survey model. Relational survey models are a research model designed to identify relationships between two or more variables, and to allow the prediction of the degree, direction and level of these relationships (Karasar, 2012). The study focused on revealing the relationship between the paternalistic leadership characteristics of the school administrators and the effectiveness levels of schools.

Population and Sample

The population consisted of teachers working at public kindergartens, primary, secondary and high schools located within the central districts of Kahramanmaraş Province, Onikişubat and Dulkadiroğlu during the 2019-2020 academic year. At first, each school was accepted as a cluster through cluster sampling method, and the sample was selected by random sampling method among the teachers working at these schools. The calculation suggested that a sample of approximately 366 teachers would be sufficient for the present study. Karasar (2012) pinpointed that it is unlikely to give an exact number for the sample size, and that data analysis techniques require increasing the required numbers and it will be beneficial to have a large sample size due to the problems that may occur in the return of the scales. Therefore, the data were collected from 500 teachers in order to have a larger sample.

Within the scope of the study, 500 data collection tools were distributed by visiting 25 selected schools. Participants filled 375 forms and the return rate of the forms was 75%. In this regard, five forms that were considered incomplete and incorrect were excluded from the data set and 370 forms were evaluated during data analysis process. Among the participants, 47.6% (n=176) were men and 52.4% (n=194) were women. 83% (n=307) of the participants were married and 17% (n=63) were single. Considering the participants' seniority, 7.8% (n=29) had 1-5 years of experience, 18.6% (n=69) had a seniority of 6-10 years, and 36.5% (n=135) had 11-15 years, 26.5% (n=98) had 16-20 years and 10.5% (n=39) had 21 years and over experience. 91.6% (n=339) of the teachers were undergraduates, while 8.4% (n=31) were postgraduates. The ratio of primary school teachers in the total of the participants was determined as 18.1% (n=67), branch teachers as 71.6% (n=265), preschool teachers as 8.1% (n=30) and guidance teachers (evaluated among branch teachers) as 2.2% (n= 8). 7.3% (n=27) of the teachers work at kindergartens, 20.8% (n=77) at primary schools, 67% (n=248) at secondary schools and 4.9% (n=18) at high schools. In terms of the number of teachers in their institutions, 17% (n=63) of them were in schools with 1-20 teachers, 23.5% (n=87) in schools with 21-40 teachers, 59.5% (n=220) in those with 40 and over teachers.

Data Collection Tools and Data Collection Process

This study employed Personal Information Form to determine the demographic information regarding teachers; "Paternalistic Leadership Scale" to identify teachers' views on the paternalistic leadership characteristics of school administrators, and the "Effective School Scale" to determine the effectiveness levels of schools. Necessary permissions were obtained from the researchers via e-mail. After obtaining official permission from Kahramanmaraş Provincial Directorate of National Education in order to administer the data collection tools, the relevant schools were visited and teachers were informed about the implementation process of the scales. Information related to data collection tools is presented as following:

Paternalistic Leadership Scale

The Paternalistic Leadership Scale (PLS) was developed by Saylık and Aydın (2019). Being a, the tool consists of 30 items based on a Likert type with 5 points "1=Never (1.00-1.80), 2=Rarely (1.81-2.60), 3=Sometimes (2.61-3.40), 4= Usually (3.41-4.20) and 5 = Always (4.21-5.00) with a view to determining teachers' views on the paternalistic leadership characteristics of school administrators. A high score in any of the sub-dimensions of the scale indicates that school administrators possess paternalistic leadership characteristics in that dimension.

The factor analysis carried out by Saylık and Aydın (2019) during the scale development process, the scale items were gathered under 5 sub-dimensions (family atmosphere, benevolence, authoritarianism, interventionism and finding inadequacy), and Cronbach's Alpha coefficients of the sub-dimensions were determined as .82, .90, .85, .89 and .92, respectively.

In the current study, the Cronbach Alpha coefficients for the sub-dimensions of the scale were identified to be .90, .91, .84, .79 and .90, respectively. Besides, Confirmatory Factor Analysis (CFA) was conducted to verify the 5-factor structure of the Paternalistic Leadership Scale. Figure 1 depicts the model regarding the CFA results:

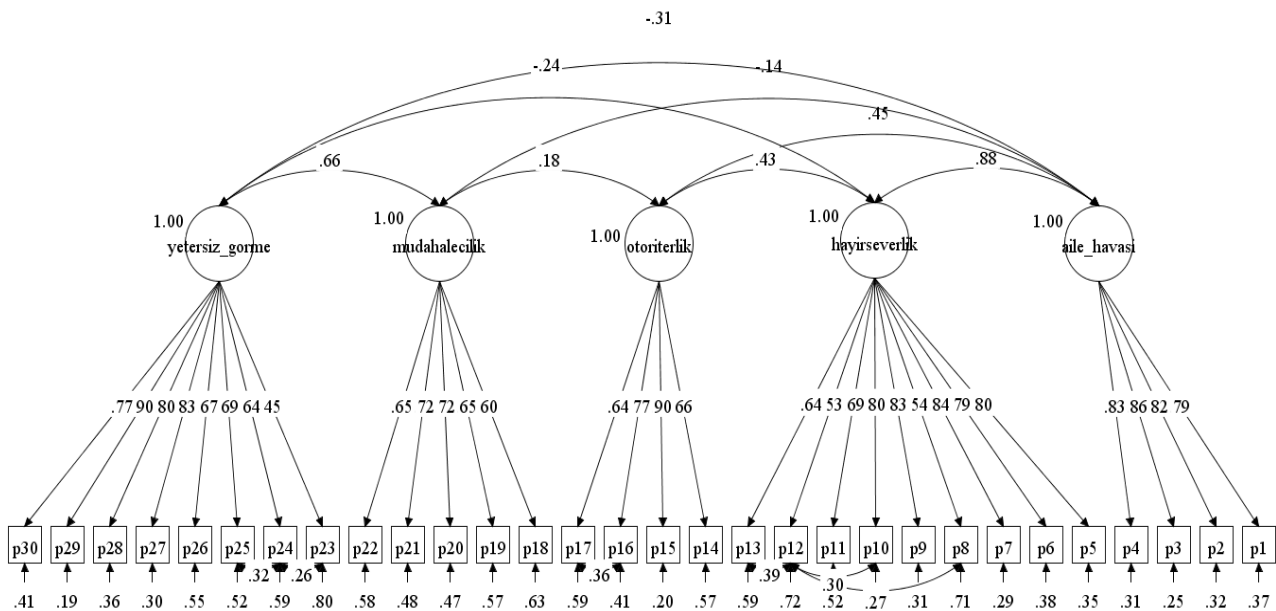


Figure 1. Paternalistic leadership scale diagram model and standardized factor loads

Figure 1 demonstrates that the scale is grouped under five subdimensions as a result of CFA. Considering model fit indices, CFI and TLI values are indicative of acceptable values, and RMSEA and SRMR values are at acceptable levels ($\chi^2/sd=2.95$, CFI=.89, TLI=.88, RMSEA=.073, SRMR=.065).

School Effectiveness Scale

The School Effectiveness Scale was developed by Abdurrezzak and Uğurlu (2019) based upon the studies of Balcı (1993), Şişman (1996), Baştepe (2002) and Ayık (2007). It has a five-point likert structure (1-“Strongly Disagree” (1.00-1.80), 2-“Agree Slightly” (1.81-2.60), 3-“Agree moderately” (2.61-3.40), 4 -“Agree” (3.41-4.20), 5-“Totally Agree” (4.21-5.00)) including 31 items and 5 sub-dimensions (administrator, teacher, student, school environment, school environment and parents). The reliability of the tool was found as (Cronbach Alpha) 0,95 by Abdurrezzak and Uğurlu (2019), and those of the dimensions- Administrator, Teacher, Student, School Environment, School Environment and Parents- were noted to be .77, .90, .88, .92 and .91, respectively. The reliability coefficient was found to be .94 for the overall scale in the current research. As for the sub-dimensions, the coefficients were determined as .86, .88, .81, .83 and .91, respectively.

Figure 2 displays the model related to the CFA conducted in order to verify the 5-factor structure of the School Effectiveness Scale (SEC):

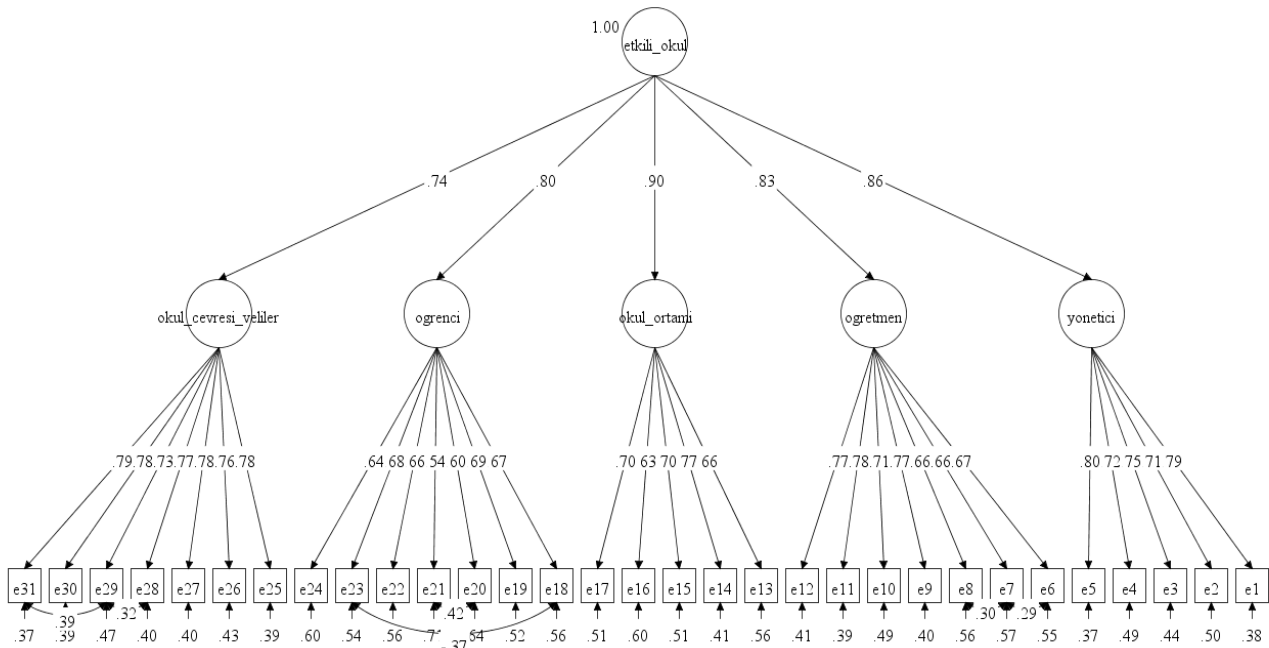


Figure 2. Diagram model of school effectiveness scale

As is seen in Figure 2, the scale was found to have five sub-dimensions, and the model fit indexes showed that the CFI and TLI values were close to acceptable values; besides, the RMSEA and SRMR values were acceptable ($\chi^2/sd=2.70$, CFI= .89, TLI=.88, RMSEA= .068, SRMR= .061).

Data Analysis

Correlation analysis was conducted to determine the relationship between the paternalistic leadership characteristics of the school administrators and the effectiveness levels of schools. Regression analysis was also used to identify the extent to which school administrators' paternalistic leadership behaviors predicted the effectiveness of schools. Prior to the multiple regression analysis, the binary correlations between the independent variables were examined to see if there was a multiple correlation between the predictor variables or not. As a result of the first stage of the multiple regression analysis using the full method (Enter Method), the sub-dimensions that did not contribute significantly to the regression model were removed from the model, and multiple regression analysis was performed again with the variables that contributed to the model significantly.

FINDINGS

This section includes the findings with regard to the research questions. The findings are presented in line with each research question.

Findings Regarding the Relationship between School Administrators' Paternalistic Leadership Characteristics and School Effectiveness

The study analyzed the relationship between school administrators' paternalistic leadership characteristics and school effectiveness. Pearson Product Moments Correlation Coefficients (r) were calculated to determine the relationship between the sub-dimensions of the scales. Büyüköztürk (2017: 32) pointed out that correlation coefficient below 0.29 indicates a low correlation, the magnitude between 0.30 and 0.69 is considered moderately correlated and that of between 0.70-1.00 shows high level of correlation. The results related to the Pearson Product-Moment Correlation Coefficient analysis are presented in Table1:

Table 1. Correlation values regarding the relationship between school administrators' paternalistic leadership characteristics and school effectiveness

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1. Paternalistic Leadership	-											
2. Family atmosphere	.592*	-										
3. Benevolence	.722*	.766*	-									
4. Authoritarianism	.605*	.385*	.353*	-								
5. Interventionism	.545*	-.112*	.015	.195*	-							
6. Finding inadequacy	.457*	-.254*	-.162*	.086*	.593*	-						
7. School effectiveness	.522*	.758*	.730*	.406*	-.105*	-.254*	-					
8. Administrator	.473*	.704*	.669*	.332*	-.102*	-.225*	.825*	-				
9. Teacher	.356*	.626*	.513*	.392*	-.137*	-.306*	.809*	.652*	-			
10. School Environment	.388*	.626*	.608*	.367*	-.137*	-.306*	.812*	.628*	.695*	-		
11. Student	.497*	.610*	.634*	.279*	.015	-.117*	.815*	.609*	.497*	.556*	-	
12. School Environment and Parents	.419*	.573*	.580*	.307*	-.045	-.189*	.825*	.563*	.511*	.548*	.626*	-

*p<.05

Table 1 revealed a positive and medium-level relationship ($r=.52$) between paternalistic leadership and school effectiveness. A positive and high-level correlation was identified between the sub-dimensions of “family atmosphere” ($r=.75$), “benevolence” ($r=.73$) and the effectiveness of the schools; whereas, a negative and low-level relationship was determined between “interventionism” ($r=-.10$), “finding inadequacy” ($r=-.25$) dimensions and the effectiveness of the schools.

Upon analyzing the relationship between independent and dependent variables, teachers' view scores related to school effectiveness were found to increase as their perception levels regarding the school administrators' paternalistic leadership behaviors in terms of the family atmosphere, benevolence and authoritarianism dimensions increased, while their scores regarding the school effectiveness decreased as those of the interventionism and finding inadequacy dimensions increased.

Regression Analysis Findings on the Prediction of School Effectiveness by School Administrators' Paternalistic Leadership Characteristics

Prior to regression analysis of the PLC dimensions, binary correlations between independent variables were examined, and the correlations of independent variables with each other and with the dependent variable were found to vary across .01 and .76. Since these coefficients were not above .80, no multiple correlation was observed (Büyüköztürk, 2017: 100). Multiple regression analysis was performed as to whether the sub-dimensions of PLC, family atmosphere, benevolence, authoritarianism, interventionism and poor vision predicted school effectiveness. As a result of the multiple regression analysis (1st Analysis) performed by using the full method (Enter Method), interventionism ($\beta = -.04$, $p > .05$) and finding inadequacy ($\beta = -.07$, $p > .05$) variables were found to be free from any significant contribution to the regression model. These two variables were excluded from the model, and the family atmosphere ($\beta = .40$, $p < .05$), benevolence ($\beta = .36$, $p < .05$) and authoritarianism ($\beta = .14$, $p < .05$), which had significant contributions to the model, were included for re-testing the model (2nd Analysis). The multiple regression analysis results suggested that family atmosphere and benevolence had a medium and significant relationship with effective school scores, and authoritarianism had a low and significant relationship with effective school scores ($R=0.799$, $R^2=.636$, $p < .01$). The variables of family atmosphere, benevolence and authoritarianism together explained approximately 63% of the total variance related to school effectiveness.

Table 2. Regression analysis results regarding the prediction of school effectiveness by paternalistic leadership

	Variable	B	Sh	β	T	P
1st Analysis	Stable	1.794	.115		15.631	.000
	Family atmosphere	.272	.035	.403	7.889	.000
	Benevolence	.253	.034	.361	7.357	.000
	Authoritarianism	.093	.023	.140	3.991	.000
	Interventionism	-.035	.030	-.047	-1.175	.241
	Finding inadequacy	-.060	.030	-.078	-1.964	.050
	R= 0.806 R ² = 0.645 F (5,364)= 135.078 p= .0000					
2nd Analysis	Stable	1.573	.096		16.437	.000
	Family atmosphere	.304	.034	.449	9.027	.000
	Benevolence	.244	.034	.347	7.069	.000
	Authoritarianism	.074	.023	.111	3.231	.001
	R= 0.799 R ² = 0.636 F (3, 366)= 215.657 p= .0000					

According to Table 2, the regression analysis results (Analysis 2) concluded that family atmosphere and benevolence had a medium level and significant relationship with effective school scores, while a low level and significant relationship was identified between authoritarianism and school effectiveness ($R=0.799$, $R^2=.636$, $p<.01$). The family atmosphere, benevolence and authoritarianism together explained about 63% of the total variance regarding the school effectiveness. Taking the values related to the significance of the regression coefficient into account, family atmosphere, benevolence and authoritarianism were found to be significant predictors of school effectiveness; whereas interventionism and finding inadequacy were not significant predictors of school effectiveness. The mathematical model for the regression equation is as follows: "School Effectiveness= 1.573 + (0.304 Family Atmosphere) + (0.244 Benevolence) + (0.74 Authoritarianism)".

DISCUSSION

The study results revealed a medium level and positive relationship between paternalistic leadership and school effectiveness. A positive and medium level relationship was identified between paternalistic leadership and the sub-dimensions of effective school, "administrator", "teacher", "school environment", "student" and "school environment and parents"; a high level and positive relation between effective school and "family atmosphere" and "benevolence" sub-dimensions of the paternalistic leadership scale; a low level and negative correlation was found between the effective school and the "interventionism" and "finding inadequacy" sub-dimensions. In the study conducted by Anwar (2013), benevolence was determined to have a positive effect on work. Upon analyzing the relationship between independent and dependent variables, teachers' view scores regarding school effectiveness were found to increase as their perceptions regarding the school administrators' paternalistic leadership behaviors in terms of the "family atmosphere", "benevolence" and "authoritarianism" sub-dimensions increased, while their scores regarding the effectiveness of schools decreased as their scores about the "interventionism" and "finding inadequacy" sub-dimensions increased. The high average of teachers' views on the paternalistic leadership characteristics of the school administrators indicated a high average of school effectiveness. The relationship between these two variables was positive and significant. Thus, it may be wise to mention that the school effectiveness level will increase in schools where administrators with paternalistic leadership characteristics work. The relevant literature includes no study focusing on the relationship between these two variables. In this vein, this result of the study is the first contribution to the field in this aspect. The studies conducted on the concept of effective school (school effectiveness) were identified to mostly analyze the correlation of effective school with work engagement, cultural leadership role, decision-making process, productivity, leadership styles, management processes, school culture, school climate, communication skills, student achievement and school stakeholders. Parallel to this study, various researches (focusing on the relationship between effective school and leadership) signified a relationship between leadership styles and school effectiveness (Abdurrezzak, 2015; Dinçsoy, 2011; Kazancıoğlu, 2008; Tuncel, 2013; Yılmaz, 2010).

The research results also showed that the "family atmosphere", "benevolence" and "authoritarianism" sub-dimensions of the paternalistic leadership were significant predictors of school effectiveness, while "interventionism" and "poor vision" were not. Considering the variance value explained in relation to this relationship, 63% of the school effectiveness was explained by the paternalistic leadership characteristics of the school administrators. As a result, school administrators showing paternalistic leadership behaviors significantly predicted school effectiveness. A variety of studies examined the relationship between paternalist leadership and burnout (Sevinç, 2019), employee performance (Aslan, 2015), employees' emotional commitment (Gürcan, 2018), resistance to change (Apaydın, 2017), teachers' perceptions of organizational support (Kılıç, 2019) and job satisfaction (Türesin, 2012); moreover, they were found to have significant relations between paternalistic leadership and these variables, and that paternalistic leadership was predictive at certain levels. A positive and significant relationship between

paternalistic leadership and school effectiveness shows that school administrators with paternalistic leadership characteristics will contribute to school effectiveness.

RESULT AND RECOMMENDATIONS

The study results revealed a medium level and positive relationship between paternalistic leadership and school effectiveness. In this vein, school administrators need to be aware of the theory and practices about paternalistic leadership and that they are required to pursue their management studies with this awareness. Thus, educational environments such as workshops in which theoretical information on paternalistic leadership is presented can be organized for school administrators, and the educational administration departments of universities can provide support at this point.

A positive relationship was identified between teachers' views on effective school and the dimensions of paternalistic dimensions- "family atmosphere", "benevolence", "authoritarianism", while a negative relation was determined in terms of "interventionism" and "finding inadequacy". In other words, teachers' views regarding school effectiveness were found to be positive as their perceptions regarding the school administrators' paternalistic leadership behaviors in terms of the "family atmosphere", "benevolence" and "authoritarianism" dimensions increased, while their had negative views regarding the effectiveness of schools as their scores about the "interventionism" and "finding inadequacy" dimensions increased. This is an undisputable result of the current study, which must be known in the process of increasing school effectiveness. In this respect, school administrators' awareness should be raised by referring to the fact that the behaviors they will exhibit in the "family atmosphere", "benevolence" and "authoritarianism" sub-dimensions of the paternalist leadership will have a contribution to school effectiveness.

The results also showed that the "family atmosphere", "benevolence" and "authoritarianism" sub-dimensions of the paternalistic leadership were significant predictors of school effectiveness. Qualitative research can be conducted to allow for an in-depth analysis of the underlying reasons behind this situation.

The sample consisted of teachers working at public schools. Various studies may be conducted on comparing teachers and administrators' views regarding paternalistic leadership characteristics. Besides, research can be carried out with teachers and administrators working at private education institutions.

This study examined the relationship between paternalistic leadership and school effectiveness. The relationship between school effectiveness and other types of leadership can be examined.

Declaration of Conflicting Interests

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

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Statements of publication ethics

We hereby declare that the study has no unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The first author conceived the presented idea and collected the data. The second author validated the methods. All authors discussed the results and contributed to the final version of the article.

Ethics Committee Approval Information

This study was carried out in accordance with the approval of Kahramanmaraş Sütçü İmam University Social and Human Sciences Ethics Committee. (Ethics Committee Approval Date: 05/11/2019, Approval Number: E.45361)

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