Paternalistic School Principal Behaviours and Teachers' Participation in Decision Making: The Intermediary Role of Teachers' Trust in Principals

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Abstract	Article Info
In this study, the effect of school principals' administrative mentality on teachers' participation in the decision-making process was analysed via the intermediary role of teachers' trust in principals. In this study, which utilised structural equation modelling (SEM) to analyse conceptual relationships, the sample consisted of 646 teachers who worked in various school types in the Çekmeköy district of Istanbul. In the findings, a positive correlation was found between benevolent and moral leadership (dimensions of paternalistic leadership behaviour), and trust in principals and teachers' participation in decision making. On the other hand, a negative and significant relationship was found between the authoritarian leadership dimension and trust in principals and teachers' participation. The results of the SEM analysis, in which the	

conceptual model was tested, indicated that the benevolent and moral leadership dimensions of paternalistic leadership could positively predict trust in the administrator and teachers' participation in decision making. As for authoritarian leadership, it negatively predicted teachers' participation in decision making, and trust in principals played a full intermediary role in this relationship. When these findings were synthesised, morality and benevolence were found to affect teachers' trust in principals and participation positively, while authoritarian leadership was found to have a negative effect.

Introduction

Educational leadership is one of the issues that needs to be prioritised by policy makers (Harris et al., 2018). Historically, leadership was first based on innate charismatic characteristics. In later periods, in behaviourist leadership theories, the attitudes and behaviour of leaders towards their subordinates became a focus of interest. Recently, leadership has been explained according to the current circumstances, and the idea that circumstances affect leadership style was put forward (Koçel, 2014). On the other hand, the idea that managerial attitudes, values, and behaviours vary depending on national cultures brought forward the concept of different types of leadership (Hofstede, 1984; Fikret Pasa et al., 2001). According to Hofstede (1980; 2001) while leadership is a universal phenomenon that goes beyond national borders, styles and applications in relation to it vary with respect to culture. The concept

of paternalistic leadership, which emerged as a consequence of cultural differences, is a research field that is flourishing in management literature (Cheng et al., 2004). In the western management literature, paternalistic leadership is based on behaviourist theories. The studies of Ohio State University and Michigan University on behavioural leadership focused on leaders' understanding of workers' emotions and ideas, dealing with their problems, and having good relationships with them. As a matter of fact, in Rensis Likert's System-3 Model, some leaders were found to be benevolent autocrats who controlled subordinates and used a reward-punishment mechanism (Koçel, 2014). Traditional behaviourist theories emphasised that managers should be paternalistic in order to form working groups that have high motivation. However, Max Weber stated that as an indicator of traditional domination, submission to leadership is the result of status in paternalistic leadership. In general, paternalistic leadership attracts a negative attitude and it is labelled as "benevolent dictatorship" (Pellegrini and Scandura, 2008).

In comparison to the perception in the western literature, in the eastern idea of paternalistic leadership, leaders keep their discipline and authority while they keep their morality and benevolence at the same time (Hayek et al., 2010). The studies undertaken in non-western cultures such as Turkey, China, Hong Kong, Indonesia, Singapore, India, Japan, Taiwan and Mexico argue that in response to their managers' paternalistic leadership, workers react positively and want their managers to protect and care for them (Farh and Cheng, 2000; Cheng et al., 2004; Chen et al., 2014; Aycan, 2006; Niu et al., 2009; Wu et al., 2012; Zhang et al., 2015; Uhl-Bien et al., 1990). In Hofstede's (Hofstede, 2001; Hofstede, 2011) study which was undertaken in 62 countries on business organisations, Turkish people

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were found to be collectivist and they were observed to have a high-power distance. On the other hand, the study showed that avoiding uncertainty, orientations to performance and the future, and gender egalitarianism were low in Turkish society. This situation is a result of the fact that businesses are usually run by family members in Turkey. In these organisations, leadership is embodied in a person, decisions are centralised, and authority is shared only in a limited way. As a matter of fact, the studies undertaken in Turkey showed that a paternalistic leadership style has significant effects on workers' attitudes and behaviours. The reason given in these studies is that leaders expect their workers to obey them. As for the workers, they see their leader as a family man who cares for them in both their business and social life (Öner, 2012; Fikret Pasa et al., 2001; Erben and Güneşer, 2008; Aycan et al., 2000). Leadership in a collectivist culture tends to be paternalistic and supportive, whereas in an individualistic culture it tends to be achievement-oriented and participative (Slater, 2011). The current developments in the East and West indicate that there is a need for research into school principals' leadership styles in schools as educational organisations within a specific cultural context.

In leadership research in schools, Western leadership styles (e.g. instructional, transformational, distributed and transactional) have been discussed for a long time. These studies usually underline the positive aspects of leadership styles and mostly ignore the negative sides (Harris and Jones, 2018). Having a positive perspective, researchers focused on the leadership style school principals should have in order to increase students' success and the efficiency of schools (Leithwood and Jantzi, 1990; Hallinger, 2003; Griffith, 2004; Blase and Blase, 2000; Hallinger, 2005; Southworth, 2002; Silins, 1994; Nguni et al., 2006; Marks and Printy, 2003; Bush and Glover, 2014;

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Hallinger and Bridges, 2017; Heck and Hallinger, 2014; Khalifa et al., 2016; Truong et al., 2016). However, in leadership style studies, the interaction style of a school as a society and school principals' personal choices vary with regard to cultural values. The fact that cultural values vary from country to country makes the aims and goals of schools special and personalised (Wang and Wei, 2007).

Educational policies are determined by the central government in the Turkish Education System. The objectives of the central government on education seem to be reflected in the training programs. The issue of school administration is one of the most important problems of the Turkish education system. In this system, school principals are defined as persons who are responsible for fulfilling the duties and responsibilities determined by the central government. Since the 2000s, school principals have been considered as leaders who are at the centre of the teaching processes and who actively take part in the development of teachers and schools. However, due to the fact that school administration is not regarded as a profession in the Turkish Education System and that school principals do not possess the required knowledge and skills related to their duties, they do not have significant and effective attitudes towards their profession (Beycioglu, Kılınç, and Polatcan, 2019; Karabatak and Şengür, 2018; Karabatak, 2015; Recepoğlu and Kılınç, 2014). In this context, it can be stated that school principals generally exhibit either authoritarian leadership based on strict rules or benevolent leadership behaviours in which they demonstrate intimate relationships based on cultural structure. In parallel with the studies above, there are some studies which suggest that a paternalistic leadership style is one of the appropriate leadership styles for the cultural norms of Turkish society and that it has positive effects with regard to citizenship, intimidation and cynicism

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in schools. These studies found that school principals displayed paternalistic leadership qualities frequently (Dağlı and Ağalday, 2018; Cerit, 2012; Cerit, 2013; Cerit et al., 2011; Mete and Serin, 2015; Aydıntan, 2016). Although there are intercultural comparative studies on educational leadership, there is a need for an in-depth analysis of school principals' leadership implementation in different countries in the context of different cultures (Harris, 2016; Ghamrawi, 2011). While the current studies reveal the level of paternalistic behaviour displayed by school principals, studies that analyse the effect of this behaviour on teachers' participation in decision making and their level of trust in school principals are absent in the literature. In addition, it is important to study the effects of a paternalistic leadership style on teachers in Turkish culture, which has a high power distance. Accordingly, in this study, the relationship between the school principals who display paternalistic leadership, teachers' participation in decision making and teachers' trust in the school principals was studied.

Conceptual Relationships and Hypotheses

Paternalist leadership, which is perceived as a form of authoritarianism and favouritism and which is uncommon in Western culture, is among the characteristics of traditional Asian, Middle Eastern and Latin American societies (Chen et al., 2014; Cheng et al., 2004; Farh and Cheng, 2000; Hofstede, 2001; 2011). In these societies, due to the family structures, a benevolent leader is considered to be a person who cares for the ones below him/her and forgives their errors. Benevolent leaders behave in an authoritarian way to ensure control over juniors, emphasise strict discipline and maintain the power of their status. Moral leaders prefer common

goals over individual profits and they value being responsible and honest, setting a good example and not being selfish. Due to the cultural structures of these societies, authoritarian leaders are observed to be an indisputable authority and disobedience is seen as disrespect. As a matter of fact, in these societies authority is assigned a spiritual meaning and workers are acknowledged to have limited capabilities (Aycan and Fikret-Pasa, 2003; Pellegrini and Scandura, 2008; Erben and Güneşer, 2008; Farh and Cheng, 2000). Research shows that the dimensions of paternalistic leadership, such as benevolence and morality, increase trust in the manager, while authoritarianism reduces trust in the manager (Ciraklar, Ucar, & Sezgin and 2016; Karasel, Altınay, Altınay and Dagli, 2018; Wu, et al., 2012). As a matter of fact, the leaders' ethical standards as well as their interest in the work and private lives of their employees can affect their employees' trust in them. Authoritarian leaders expect their employees to follow orders unconditionally. This situation prevents the employees' unity of purpose in management and their participation in decision-making processes (Karasel, et al., 2018; Ötken and Cenkci, 2012). The fact that Turkish society has a collectivist structure facilities managers' display of paternalistic leadership. In addition, the power distance is high in Turkish society and this situation increases the paternalistic leadership tendencies of the leaders. Consequently, in Turkish organisations which have a high power distance, managers are sincere, genial, tolerant and compassionate towards their workers and at the same time they take on the role of a family father who provides authority (Fikret Pasa, 2000; Aycan et al., 2000). Regarding this, a paternalistic leadership style in Turkish culture is associated not only with creating a family atmosphere but also with protecting and guiding the workers both in and outside the workplace, which indicates a context in which the

subordinates are dependent upon the managers. In response to this style, paternalistic leaders expect their workers to be loyal and respectful (Aycan, 2006; Aycan and Fikret-Pasa, 2003). Aycan et al. (2000) detected that the subordinates who work with paternalistic leaders cannot act independently and take the initiative. The reason for this is that paternalistic leaders, while partially having authoritarian characteristics, take decisions which they believe are good for the workers. They believe that they make decisions for the good of their workers, and they aim to protect and guide their workers as they see them as family members (Aycan, 2001). Despite this, decision making is made in the group together (Aycan and Fikret-Pasa, 2003). Considering this, effective school leaders try to have contact with the teachers all the time and they want to include them in the decision-making processes in order to increase their schools' academic performance and improve their own leadership capacity (Marks and Printy, 2003; Truong et al., 2016). In paternalistic leadership relationships, managers are not very willing to transfer their authority to workers for decision making (Pellegrini et al., 2010). Accordingly, even if paternalistic principals take teachers' views into consideration, it may be argued that the decision-making processes in these schools are not really democratic as the principals have the final say.

Paternalistic leaders expect loyalty and obedience from their workers in return for their protective attitude. Due to the sacred position of the managers, the loyalty and obedience of the workers demonstrate that they believe in the managers' trustworthy and honest personality (Fikret Pasa et al., 2001; Pellegrini et al., 2010; Wang and Wei, 2007). The high level of trust among workers in an organisation decreases conflicts in the organisation and increases organisational commitment, organisational citizenship behaviour and

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organisational performance (Verburg et al., 2017; Van Maele and Van Houtte, 2015). The emotional trust that stems from the relationship between the paternalistic leader and the worker has a critical role in workers' motivation and performance (Chen et al., 2011). As a matter of fact, Sheer (2010) found that the benevolent and moral leadership aspects of paternalistic leadership had a positive effect on workers' intrinsic motivation and that this contributed to work motivation. Moreover, the personal values the leader has may facilitate ensuring workers' trust and their participation in organisational processes. On the other hand, the subordinates, who expect the leader to display paternalistic leadership, show commitment and trust in their leaders and want them to guide themselves. However, the fatherly behaviour of the leaders may lead to favouritism among the workers and this may destabilise the sense of trust in the working environment (Aycan, 2001; Aycan, 2006). Considering this, it can be stated that the relationship between paternalistic school principals and teachers resembles a family environment, and decision making and hierarchical relationships are based on trust.

In the light of the explanations above, the aim of this study is to test a model which was formed to analyse the relationship between school principals' paternalistic behaviour in schools as educational organisations and teachers' participation in decision making, and the intermediary role of trust in principals in this relationship. Considering this focus, the following hypotheses were formed:

> H1: Trust in principals has a role in the relationship between benevolence, as an aspect of paternalistic leadership, and teachers' participation in decision making.

H2: Trust in principals has a role in the relationship between morality, as an aspect of paternalistic leadership, and teachers' participation in decision making.

H3: Trust in principals has a role in the relationship between being authoritarian, as an aspect of paternalistic leadership, and teachers' participation in decision making.

Method

Research Model

In this study, the relationship between school principals' paternalistic leadership behaviours, trust in principals and teachers' participation in decision making was analysed according to teachers' perceptions. A correlational survey design was used in the study. In correlational studies, the relationships among variables, causal patterns and theoretical background can be explained via empirical evidence in the context of causal effects (McMillan and Schumacher, 2010).

Sample

The sample of this study consists of teachers who worked in primary and secondary schools in Istanbul in the academic year of 2017-2018. The main reason for selecting the sample from Istanbul province was because it is a cosmopolitan city which hosts citizens from 81 provinces of Turkey (TUIK, 2019). The study utilised convenience sampling. Therefore, 646 teachers who worked at different primary and secondary schools in the Çekmeköy district of Istanbul make up the voluntary participants of this study. When the demographic information of the participants was analysed, it was observed that 435 of them (67%) were females and 211 of them (33%)

were males. 138 of them worked at primary schools while 508 of them worked at secondary schools.

Data Collection Tools

Paternalistic Leadership Scale: The paternalistic leadership scale is a scale consisting of 26 statements and was developed by Cheng, Chou, Wu, Huang and Farh (2004) and adapted for Turkish culture by Arslan (2004). The paternalistic leadership scale is a five-point Likert-type scale ranging between "completely disagree" and "completely agree". Among the sample items of the scale are "*The principal treats us like a family*" and "*The principal will not use me for his/her own interests*". As a result of the exploratory factor analysis (EFA), the Kaiser-Meyer-Olkin (KMO) value was found to be .95 and the Bartlett Sphericity value was found as ($\chi 2$ = 9857.97, p: 0.00). The total variance accounted for as a result of the EFA was 64%. The variances accounted for in the leadership dimensions were 42% for benevolence, 7% for morality and 15% for authoritarianism. Cronbach's Alpha internal coefficient of consistency was used to designate the current scale's reliability and the coefficient was calculated as .86 for the whole scale. It was .95 for benevolence, .84 for moral leadership and .85 for authoritarian leadership. As a result of the analysis, it can be argued that the paternalistic leadership scale is a sufficiently reliable and valid data collection tool.

The Scale of Trust in Managers: The organisational trust scale, which was developed by Daboval, Comish, Swindle and Gaster (1994), was adapted for Turkish culture by Yılmaz (2005). In the current study, the sub-scale of trust in managers was used (Ugurluoglu et al., 2018). The Scale of Trust in Managers is a five-point Likert-type scale ranging between "completely disagree" and "completely agree". Among the sample items of the scale are "*The*

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school principal deals with teachers' problems" and *"The school principal is sincere in his/her relationship with me"*. For this study, construct validity was found to be significant in the KMO and Bartlett's Sphericity results (KMO = .95, χ2 = 6497.10, p: 0.00). The factor loadings of the items in the scale were between .61 and .77. The total variance accounted for was found as 71.17%. The Cronbach's Alpha coefficient regarding the reliability of the scale was found to be .96. As a result of the current analysis, it may be argued that this scale is a reliable and valid tool.

The Scale of Participation in Decision Making: The scale of participation in decision making, which was developed by Vroom (1959) and adapted for Turkish culture by Karabağ Köse (2013), consists of 6 items. The scale is a five-point Likert-type scale ranging between "completely disagree" and "completely agree". Among the sample items of the scale are *"I find change regenerating"* and *"Change improves work enthusiasm"*. According to the results of the EFA undertaken for reliability, KMO and Bartlett Sphericity results were found to be significant (KMO = .84, χ2= 2367.95, p: 0.00). The factor loadings of the items in the scale were between .54 and .71 and the total variance accounted for was detected as 65.29%. The reliability analysis showed that Cronbach's Alpha coefficient was .84. According to the analysis, it can be stated that the scale is a valid and reliable data collection instrument.

Data Analysis

The SPSS and AMOS package programs were used in the study. Initially, some assumptions were tested to determine the appropriateness for path analysis. The normality of the research variables was checked by taking histogram, Q-Q plot graph, median,

mode and averages into consideration together. As a result of the normality analysis for trust in managers, benevolent leadership, moral leadership, authoritarian leadership, and participation in decision making, the data normality assumptions were found to be sufficient. Then, multicollinearity was checked for the variables. The correlation values between predictor variables were found as .61, -.27, and .79. The analysis detected that VIF values of the variables were less than 10 and that tolerance values were well above zero. According to these results, the data was found to be appropriate for analysis. The significance level for the analysis is .05.

In order to understand whether the factor structures of the scales were coherent with the data of this study, Confirmatory Factor Analysis (CFA) was undertaken. The references regarding CFA fit indices are as follows: when the coefficient obtained from *GFI* and *AGFI* is .85 (Anderson and Gerbing, 1984; Cole, 1987) or above .90 (Lomax and Schumacker, 2004; Kline, 2005), it is regarded as coherent. When the values that are obtained from *RMSEA* are .10 or less, this is sufficient for fitness. A $\chi2/df$ ratio between 2-5 indicates a good fit while values below 2 indicate a perfect fit (Jöreskog and Sörbom, 2001).

Procedures

In this study, the theoretical model that was designed in accordance with the relevant literature was tested regarding the relationships between the variables via structural equation modelling (SEM). As the variables in the developed model (paternalistic leadership, trust in principals and participation in decision making) were formulated by theoretical concepts and structures that cannot be observed directly, by using SEM the variables in the theoretical structure were explained via some latent variables. SEM analysis is a

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strong type of statistical analysis which tests the causality relationships between latent variables and observable variables and it is also capable of unearthing the relationships between many variables (Kenny and McCoach, 2003). Accordingly, in the model, principals' paternalistic leadership behaviours, trust in principals and participation in decision making in schools were treated as latent variables. The path analysis was studied in two steps to unearth the relationship between these variables. In the first step, the values regarding significance were calculated and in the second step insignificant paths were excluded from the analysis.

In the model that was developed in the study, the SEM was used to identify the effect of paternalistic leadership on trust in principals, which was the intermediary variable, and on participation in decision making in the context of cause and effect variables. In this way, whether the data obtained through the SEM was coherent with the model or not was checked. In the SEM analysis which was undertaken as part of the study, path analysis was used to merge the measurement error in the latent and observed variables. The theoretical model that was tested in the study is demonstrated in Figure 1.

Figure 1.

The Proposed Research Model
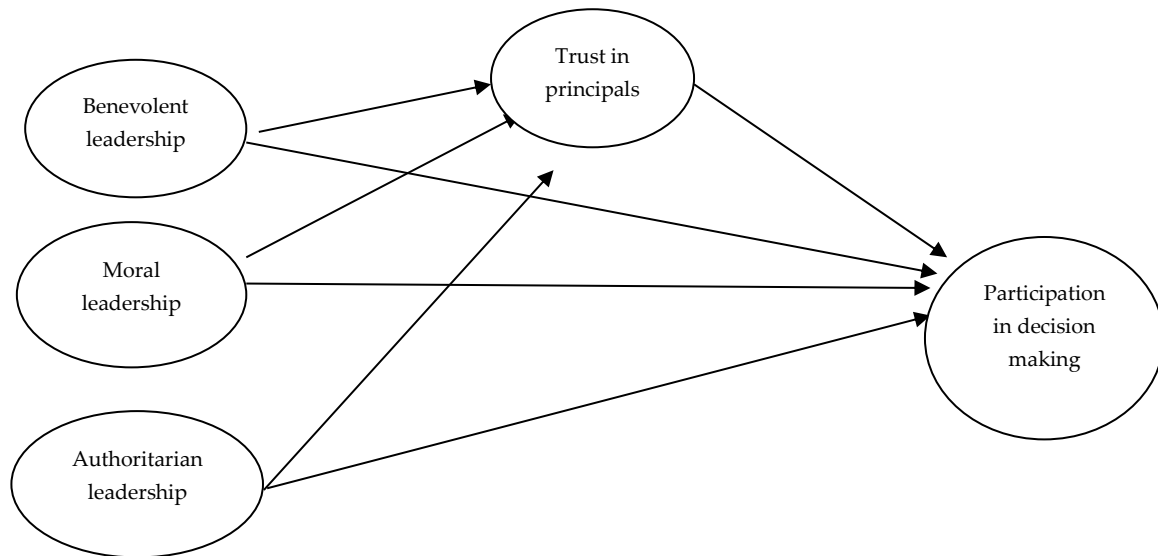
Findings

The average and standard deviation of the variables and the correlations between the variables are presented in Table 1. As seen in Table 1, teachers' perception of benevolence as a dimension of paternalistic leadership was calculated as ($\overline{X}$ =4.05), moral leadership was calculated as ($\overline{X}$ =4.34), authoritarian leadership was calculated as ($\overline{X}$ =2.13), trust in principals was calculated as ($\overline{X}$ =4.43) and participation in decision making was calculated as ($\overline{X}$ =4.04).

Table 1.

Average and Standard Deviation of Variables and Correlations between Variables

Variables	$\overline{X}$	Sd.	BL	ML	AL	PDM	TP
1-Benevolence	4.05	.81	1	.56**	-.22**	.63**	.79**
2-Moral leadership	4.34	.89		1	-.15**	.50**	.61**
3-Authoritarian leadership	2.13	.90			1	-.23**	-.27**
4-Participation in decision making	4.04	.76				1	.66**
5-Trust in principals	4.43	.70					1

** r=.001. BL: Benevolence Leadership, ML: Moral Leadership, AL: Authoritarian Leadership, PDM: Participation in Decision Making, TP: Trust in Principals

In Table 1, a significant and positive correlation was detected between participation in decision making and benevolence (r = .63, p < .01), and between participation in decision making and moral leadership (r = .50, p < .01). A significant and negative correlation (r = -.23, p < .01) was found between participation in decision making and authoritarian leadership. A significant and positive correlation was found between trust in principals and benevolent leadership (r = .79, p < .01), and between trust in principals and moral leadership (r = .61, p < .01), while a significant and negative correlation (r = -.27, p < .01) was found between trust in principals and authoritarian leadership.

Figure 2.

The Acquired Model (Insignificant paths are shown with dashed lines.)
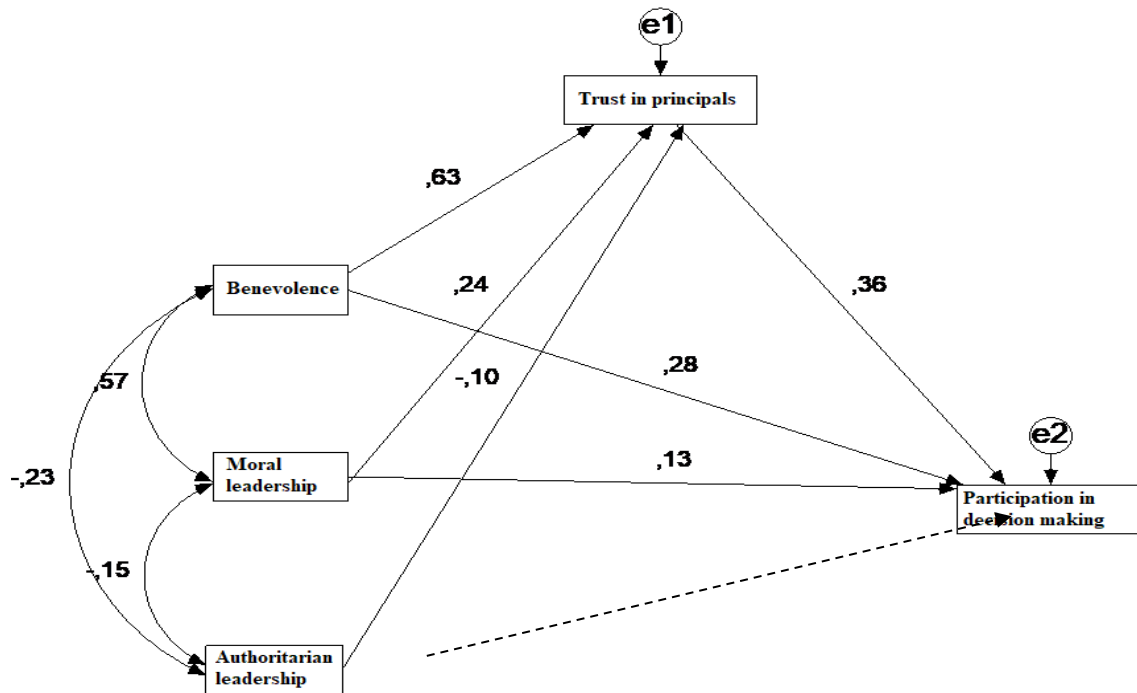
In the results of the SEM analysis of the model in Figure 2, the path coefficient between authoritarian leadership and participation in decision making was found to be insignificant. Except for this, all the correlations and path coefficients were observed to be significant. The goodness of fit indices of the tested model verified the model ($\chi^2 =$ 3.00; $p > .05$; $df = 1$; $\chi^2/df = 3$; *RMSEA* = .05; *CFI* =.99; *GFI* = .99, *AGFI* =.97). The aspects of paternalistic leadership behaviour and trust in managers accounted for 48% of the variance of teachers' participation in decision making.

Direct Effects: In the model, benevolent leadership was found to positively predict trust in managers (β=.63, p <.01) and teachers'

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participation in decision making (β=.28, p < .01). Moral leadership was found to positively predict trust in managers (β=.24, p < .01) and teachers' participation in decision making (β=.13, p < .01). However, authoritarian leadership was found to negatively predict trust in managers (β= -.10, p < .01). Finally, trust in managers as an intermediary variable was found to positively predict teachers' participation in decision making (β= .36, p <.01).

Indirect Effects: This model predicted the effect of benevolent leadership on teachers' participation in decision making via trust in managers. Trust in managers had a partial intermediary role between benevolent leadership and participation in decision making (t_{sobel}=6.84, p<.01). Moral leadership also predicted teachers' participation in decision making via trust in managers. Trust in managers had a partial intermediary role between moral leadership and participation in decision making (t_{sobel}=5.39, p<.01). Finally, authoritarian leadership negatively predicted teachers' participation in decision making via trust in managers. Trust in managers had a full intermediary role between authoritarian leadership and participation in decision making. To explain this more clearly, authoritarian leadership initially decreased trust in managers and this decreased trust diminished teachers' participation in decision-making processes.

Discussion and Conclusion

In this study, the goal was to test the model which was created to put forward the relationship between school principals' paternalistic leadership behaviour, trust in managers and teachers' participation in decision making from the perspective of teachers that worked at primary and secondary schools. The findings suggest that

teachers tend to distrust authoritarian school leaders, but that they
are more likely to trust those who include them in decisions.
Moreover, when the relationship between the variables was checked,
a positive and significant relationship at a medium level was found
between benevolent and moral leadership, and between trust in
managers and teachers' participation in decision making. On the
other hand, a negative and significant relationship at a low level was
detected between authoritarian leadership and teachers' participation
in decision making and trust in managers.

In this study, a linear model was formed assuming that
paternalistic leadership behaviours affect trust in managers and that
trust in managers affects teachers' participation in decision making.
In order to unearth the relationships between the latent variables of
the model, path analysis was utilised, and the high fit indices that
were obtained as a result of the analysis demonstrated that the model
was a perfect model. When the relationship between the variables in
the model was checked, significant correlations were detected
between benevolent, moral and authoritarian leadership, and
between trust in managers and teachers' participation in decision-
making processes. In the tested model, the strongest direct effects
were found between benevolent and moral leadership, and between
trust in managers and teachers' participation in decision making.
According to this finding, principals' caring about teachers' problems
that are related or unrelated to their jobs and seeing the teachers as
their own children increases trust in principals. Consequently, it may
be argued that when principals care strongly about teachers' teaching
in schools, their relationships with their colleagues, and their family
problems and personal problems, they are perceived as good school
managers by the teachers. In this context, it may be suggested that
trust in managers facilitates teachers' participation in decision-

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making processes. This result is in line with the empirical studies in the literature (Chen et al., 2014; Cheng et al., 2004). According to Aycan (2006), in the Eastern culture benevolent leaders try to ensure a peaceful working environment. The goal of this type of leader is to make workers happy in the workplace. The workers who are aware of this situation feel grateful to the managers, and so they trust them.

In this study, trust in managers was found to have a partial intermediary role in the relationship between benevolent and moral leadership, and teachers' participation in decision making. To clarify this, teachers' view that school principals display moral and benevolent behaviour increases their trust in their principals and this positively affects teachers' participation in decision making. Ötken and Cenkci (2012), in their study on businesses, concluded that trust in managers had an intermediary role in the effect of paternalistic leadership on ethical climate. In their study on businesses in Turkey and China, Wasti, Tan and Erdil (2011) demonstrated that the awareness about benevolent behaviours that leaders created among their workers had a strong effect on workers' showing loyalty and dependence. Similarly, according to Pellegrini and Scandura (2008), paternalism is equated with an individual's voluntary compliance and they stated that trust is an important factor in the relationship between workers and a paternalistic leader who is in the position of a father. In the same vein, Aycan (2006) stated that benevolent leadership has a fundamental role in the construction of trust among workers. The results of these studies suggest that via trust in managers, paternalistic leadership behaviour can positively affect workers' participation. The results of the present study show that school principals' assistance to teachers increases teachers' trust in their managers. In addition, the fact that school leaders prioritise organisational goals rather than individual profits and avoid

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discrimination among workers indicates their morality. In this way, this may help teachers try to perform their duties as well as possible and focus on organisational goals rather than individual interests in the school environment. Considering this, it may be argued that trust in managers is a significant concept in the formation of the relationship between benevolent and moral leadership, and teachers' participation in decision making.

Finally, the results showed that principals' authoritarian leadership decreased trust in principals and that the decreased trust negatively affected teachers' participation in decision making regarding the processes in their jobs. In this relationship, trust in managers has a full intermediary role. In the literature, authoritarian leadership is defined as the leader's requiring unconditional obedience to his orders. Moreover, the workers must display their respect and loyalty to their leaders explicitly. In this leadership style, workers are completely controlled by the managers. Participation in decision-making processes is very low. The relationship between workers and managers is formal and managers' interaction with workers is rather weak (Cheng et al., 2004). In addition, as authoritarian leaders are afraid of their workers, they avoid sharing their authority. Accordingly, school principals' authoritarian leadership behaviours may hinder the operation of the management and teaching services, which are interrelated. It can be suggested that this situation negatively affects the development and success of a school.

Limitations and Implications

The fact that the study was undertaken only on teachers limits the power of analysis and evaluation and accordingly, studies that are undertaken on school principals may unearth different perspectives on this subject. Studies undertaken in different regions of the country will make the results more representative and this will lead to more generalisable findings. Presenting paternalistic leadership and its relationship with variables can lead to the emergence of rich theoretical and applied knowledge based on Turkey as an Eastern society in which a paternalistic leadership style is more suited to the characteristics of leaders.

Some suggestions may be provided considering the results obtained in this study. According to the findings, school principals' benevolent behaviours, such as solving teachers' problems in work or personal lives, may increase teachers' trust in the principals and facilitate teachers' participation in decision making. When school principals assign roles fairly and promote merit in accordance with the goals and objectives of the school in comparison to focusing on personal benefit, this may increase teachers' trust in school principals. In this way, trust in school principals who have high moral values may facilitate teachers' participation in decision making. On the other hand, displaying authoritarian styles, in which the interaction between principals and teachers is weak and strict, less frequently may increase teachers' trust in principals. Accordingly, it can be argued that when a principal enables a trust environment in a school and takes into consideration teachers' views and suggestions in decision making, this may develop a school and its atmosphere.

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