

Okul Yöneticilerinin Paternalist Liderlik Davranışları ile Öğretmenlerin Örgütsel Sessizlik Yaşama Düzeyleri Arasındaki İlişki: Okul Kültürü ve Örgütsel Bağlılığın Aracı Etkisi

The Relationship Between School Administrators' Paternalistic Leadership Behaviors and Teachers' Organizational Silence Levels: The Mediating Effect of School Culture and Organizational Commitment

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ABSTRACT

This study investigates the mediating influence of organizational commitment and school culture on the relationship between school administrators' paternalistic leadership behaviors and teachers' organizational silence. Employing structural equation modeling (SEM), the research examined the hypothesized relationships using data collected from 526 teachers working in public schools in Kastamonu, Türkiye, selected through simple random sampling. The results indicate that school administrators' paternalistic leadership behaviors exert a positive -though modest- impact on teachers' organizational commitment and perceptions of school culture. Furthermore, organizational commitment and school culture were found to mediate the reduction of teachers' organizational silence. The findings also reveal that school culture and organizational commitment mutually reinforce one another, and both have comparable effects on reducing organizational silence. The study enriches the existing literature by empirically demonstrating that when a benevolent paternalistic leadership approach is accompanied by strong organizational commitment and a supportive school culture, teachers' tendency to remain silent within the organization diminishes.

Keywords: paternalistic leadership, school culture, organizational commitment, organizational silence

ÖZ

Bu araştırmanın amacı, okul yöneticilerinin paternalist liderlik davranışları ile öğretmenlerin örgütsel sessizlik düzeyleri arasındaki ilişkide, örgütsel bağlılık ve okul kültürünün aracılık etkisini incelemektir. Çalışmada bu ilişkiyi test etmek amacıyla yapısal eşitlik modelinden yararlanılmıştır. Model, Türkiye'nin Kastamonu ilinde görev yapan ve basit seçkisiz örnekleme yöntemiyle belirlenen 526 öğretmenden elde edilen verilerle sınanmıştır. Araştırma bulguları, okul yöneticilerinin paternalist liderlik davranışlarının öğretmenlerin örgütsel bağlılıkları ile okul kültürüne ilişkin algılarını düşük düzeyde de olsa olumlu yönde etkilediğini göstermektedir. Ayrıca, örgütsel bağlılık ve okul kültürünün, öğretmenlerin örgütsel sessizlik yaşama düzeylerinin azalmasında aracı bir rol oynadığı belirlenmiştir. Bununla birlikte, örgütsel bağlılık ile okul kültürü değişkenlerinin birbirini pozitif yönde etkilediği ve her iki değişkenin de örgütsel sessizlik üzerindeki etkisinin benzer düzeyde olduğu tespit edilmiştir. Genel olarak elde edilen sonuçlar, olumlu

yönleri ön plana çıkan bir paternalist liderlik anlayışının, yüksek örgütsel bağlılık ve olumlu okul kültürü algısı ile bir araya geldiğinde, öğretmenlerin örgütsel sessizlik eğilimlerini azalttığını ortaya koymaktadır. Bu bulgular, okul yöneticilerinin paternalist liderlik davranışlarının öğretmenlerin sessizlik eğilimleri üzerindeki etkilerine ilişkin alanyazına katkı sağlamaktadır.

Anahtar Kelimeler: paternalist liderlik, okul kültürü, örgütsel bağlılık, örgütsel sessizlik

INTRODUCTION

Within organizational settings, employees sometimes choose to remain silent when they believe that expressing dissenting opinions may lead to social exclusion or negative reactions from colleagues (Noelle-Neumann, 1984; Pinder & Harlos, 2001; Premeaux & Bedeian, 2003; Ryan & Oestreich, 1991). This silence may lead individuals to feel undervalued, experience higher stress, and demonstrate reduced motivation and performance (Detert & Burris, 2007; Morrison & Milliken, 2000; Perlow & Repenning, 2009). In educational institutions, which are inherently social and communicative environments, organizational silence can hinder the achievement of institutional goals. Teachers who perceive that voicing concerns could endanger interpersonal relationships or result in administrative sanctions may prefer silence as a coping strategy (Cemaloğlu et al., 2013). Consequently, rather than confronting issues directly, educators may withdraw, often due to anxiety or fear of reprisal (Alqarni, 2020; Cemaloğlu, 2012).

Empirical studies suggest that organizational silence is negatively related to organizational commitment: as employees' commitment increases, their tendency to remain silent decreases (Laeque & Bakhtawari, 2014; Tangirala & Ramanujam, 2008). Furthermore, silence is often embedded in the broader cultural context of an organization (Fujio, 2004; Morrison & Milliken, 2000). Prior research has shown that organizational commitment and culture are interdependent and significantly correlated (Lok & Crawford, 1999; Mathew & Ogbonna, 2009), each shaping the other over time (Wang & Hwang, 2007). Among the factors influencing these dynamics, leadership style plays a particularly critical role. Studies confirm that leadership behaviors shape employees' levels of organizational commitment (Allen & Meyer, 1990; Mathieu & Zajac, 1990), perceptions of organizational culture (Ogbonna & Harris, 2000; Schein, 1990), and degree of organizational silence (Alqarni, 2020; Detert & Burris, 2007; Ryan & Oestreich, 1991).

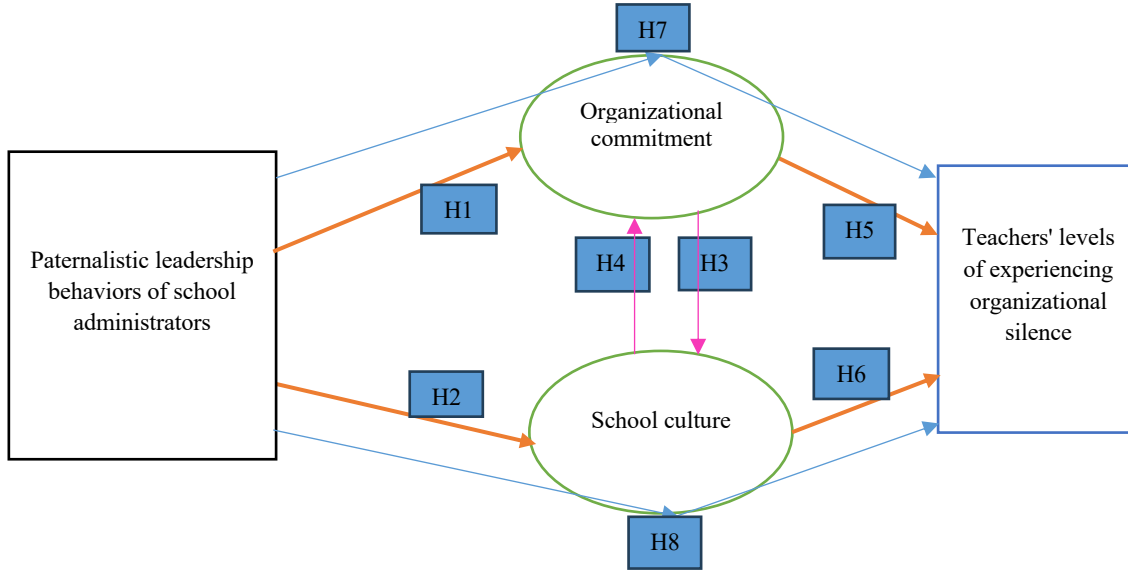
Organizational silence is particularly prevalent in educational settings characterized by dense social interactions (Alqarni, 2020; Cemaloğlu, 2011). Research indicates that managerial behaviors are among the primary causes of silence within schools (Morrison & Milliken, 2000). Paternalistic leadership -a style defined by benevolence, moral integrity, authority, and discipline (Cheng et al., 2004; Farh & Cheng, 2000; Hofstede, 2011) -is deeply rooted in Eastern cultural traditions, emphasizing hierarchy, loyalty, and collective harmony (Gelfand et al., 2007). Türkiye, reflecting high power distance and collectivist tendencies (Pagda et al., 2021), ranks among the nations where paternalistic leadership values are most pronounced (Aycan & Kanungo, 2000). These paternalistic values, embedded within Turkish cultural norms, significantly shape organizational life and workplace relationships (Aycan & Kanungo, 2000; Chen et al., 2011; Pellegrini & Scandura, 2006).

Within educational organizations, administrators' leadership behaviors and the prevailing school culture are decisive in shaping teachers' commitment and attitudes toward their institutions (Dick & Metcalfe, 2001). Excessive managerial control and rigid hierarchical structures may discourage teachers from speaking openly, thereby fostering organizational silence. While studies highlight the prevalence of paternalistic leadership among Turkish school administrators (Aycan, 2006; Aycan & Kanungo, 2000; Pagda et al., 2021), empirical research examining how organizational commitment and school culture mediate the link between paternalistic leadership and teachers' silence remains limited. Considering Türkiye's unique position at the intersection of Eastern and Western cultural influences (Bellibaş & Kılınç, 2023), this study tests a conceptual model of these relationships and aims to provide empirical evidence for the mediating roles of

organizational commitment and school culture in the relationship between paternalistic leadership and teachers' organizational silence.

Figure 1

Structural Equation Model for the Research.



THEORETICAL PERSPECTIVE

2.1. Paternalism and Paternalistic Leadership

Paternalism represents a form of authority that extends beyond the family sphere while being rooted in familial and patriarchal norms (Sennett, 2005; Aycan & Kanungo, 2000). In paternalistic relationships, leaders expect loyalty, respect, and commitment from their subordinates, whereas employees anticipate fairness, protection, and benevolence from their leaders (Farh & Cheng, 2000; Gelfand et al., 2007). Broadly defined, paternalistic leadership is a leadership style that blends authority and discipline with compassion, integrity, and fatherly care toward subordinates (Cheng et al., 2004). This leadership style is typically associated with cultures characterized by hierarchy and collectivism, where interpersonal harmony and respect for authority are highly valued (Aycan, 2006; Jackson, 2016).

Consequently, paternalistic leadership is commonly observed in Eastern and non-Western societies such as Türkiye, India, China, and Mexico, where collectivist values prevail and power distance is high (Cheng et al., 2004; Pellegrini & Scandura, 2006). In such contexts, leaders' involvement in their employees' personal and social lives is often interpreted as genuine concern and guidance. In contrast, in Western cultures, which emphasize individualism and low power distance, such involvement may be perceived as intrusive or as a violation of privacy (Jackson, 2016; Pellegrini & Scandura, 2006).

In Türkiye -a country with deep collectivist roots and pronounced power distance- paternalistic leadership has been consistently identified as a dominant managerial approach (Aycan & Kanungo, 2000; Chen et al., 2011; Hofstede, 2011; Pagda et al., 2021; Pellegrini & Scandura, 2006). Within educational contexts, school principals are expected to cultivate trust, demonstrate empathy, and engage with teachers in cooperative and supportive ways. The

paternalistic approach, when exercised through benevolence and family-like concern, can foster cohesion and loyalty among teachers; however, when it becomes overly authoritarian or interventionist, it may draw criticism (Aycan, 2006). To capture both dimensions -benevolent and authoritarian- this study employed the *Paternalistic Leadership Behaviors of School Principals Scale* developed by Saylık and Aydın (2020), which differentiates between the positive subdimensions of family atmosphere and benevolence, and the negative subdimensions of authoritarianism, interventionism, and perceived inadequacy.

2.2. Organizational Commitment

Organizational commitment represents the psychological attachment that binds individuals to their organizations and motivates them to contribute toward collective goals (Meyer & Allen, 1997). Despite its multidimensional nature, the concept is broadly understood as an employee's acceptance of organizational values, willingness to exert effort for organizational success, and intention to maintain membership (Morrow & Wirth, 1989; Mowday et al., 1979). Researchers have consistently emphasized organizational commitment as a critical construct for understanding employees' persistence, engagement, and identification with their institutions (Shaw & Reyes, 1992; Tsui & Cheng, 1999). In educational institutions, high levels of commitment among teachers are associated with reduced negative behaviors and greater contribution to school effectiveness (Okubanjo, 2014; Chughtai & Zafar, 2006). Thus, achieving strong organizational commitment -alongside professional competence- is vital for schools aiming to reach high levels of performance (Lok & Crawford, 1999; Shaw & Reyes, 1992; Tsui & Cheng, 1999). To assess this construct, the current study utilized the *Organizational Commitment Scale* originally developed by Meyer et al. (1993) and adapted into Turkish by Dağlı et al., (2018), as it aligns well with the study's conceptual framework and research objectives.

2.3. School Culture

Organizational culture has long been a focal topic in management research (Hoy & Miskel, 1996). Schein (1990) defined it as "the shared beliefs, assumptions, and values developed by members of an organization that shape their perceptions, thoughts, and feelings." School culture, as a subfield of organizational culture, encompasses the traditions, rituals, interpersonal dynamics, and symbolic practices that define a school's social environment (Hoy & Miskel, 1996). It both reflects and shapes the broader societal culture (Halsall, 1998). Waller (1932) was among the first to argue that every school possesses a distinctive culture that influences behaviors and relationships. Since the 1980s, school culture has gained prominence in educational administration research as a key determinant of teacher motivation and institutional effectiveness (Schoen & Teddlie, 2008). Numerous studies underscore the decisive role of school principals in cultivating a positive school culture (Beabout, 2010; Busher, 2006; Busher & Barker, 2003). Accordingly, this study employed the *School Culture Scale* developed by Terzi (2005), which conceptualizes school culture across four subdimensions: support culture, achievement culture, task culture, and bureaucratic culture.

2.4. Organizational Silence

Organizational silence refers to the intentional withholding of information, opinions, or suggestions that could improve organizational functioning (Fletcher & Watson, 2007; Morrison & Milliken, 2000). This phenomenon occurs when employees choose not to express their views, either due to fear of repercussions or a belief that their input will not be valued (Milliken & Morrison, 2003). Despite being a critical source of innovation and feedback, silent employees refrain from sharing insights that could enhance performance (Bowen & Blackmon, 2003). Factors contributing to organizational silence include fear of isolation, desire to maintain relationships, avoidance of conflict, and organizational cultures that discourage open communication (Perlow & Williams, 2003; Bowen & Blackmon, 2003). Silence prevents timely identification of issues, limits managerial responsiveness, and obstructs problem-solving

(Tangirala & Ramanujam, 2008). If left unchecked, silence can permeate the entire organization, weakening trust, creativity, and decision-making processes (Premeaux & Bedeian, 2003). In educational settings, this dynamic can significantly impair school effectiveness. The *Organizational Silence Scale* developed by Daşcı and Cemaloğlu (2016) was employed in this study, encompassing five subdimensions: individual, managerial, organizational culture, colleagues, and pressure groups (including political, religious, and union-based pressures).

RESEARCH HYPOTHESES

The paternalistic leadership style, often observed in collectivist cultures with high power distance, has been shown to enhance employees' motivation, trust, and loyalty toward their organizations (Jiang & Cheng, 2008). Within such cultural frameworks, paternalistic leaders are believed to improve employees' work attitudes and strengthen teamwork (Cheng, 1997; Tehrani, 1994). Employees who receive support from paternalistic leaders tend to perceive this benevolence as an expression of organizational care, which, in turn, fosters emotional attachment and a stronger desire to remain with the organization. Furthermore, leadership is a key determinant in the formation and development of school culture (Deal & Peterson, 2009). While paternalism is viewed as an authoritarian form of control in Western societies, it is considered a positive, respected, and culturally appropriate leadership model in Eastern societies characterized by high power distance (Aycan, 2006; Cheng et al., 2004; Farh & Cheng, 2000; Pagda et al., 2021; Pellegrini & Scandura, 2006). Since paternalistic leadership involves a genuine concern for employees' well-being and protection of their rights (Cheng et al., 2004), it is reasonable to expect that school administrators' paternalistic leadership behaviors will influence teachers' levels of organizational commitment (**H1**) and perceptions of school culture (**H2**).

Previous research has established that organizational commitment and school culture are closely interconnected (Lok & Crawford, 1999; Mathew & Ogbonna, 2009). Organizational commitment, as a positive organizational construct, contributes to employees' performance and organizational outcomes (Mathieu & Zajac, 1990; Conway & Briner, 2012; Gaertner & Nollen, 1989). For an employee to develop a strong sense of commitment, the values of the organization must align with their personal values, fostering identification with the organization's culture (Wiener, 1982). Teachers who perceive their schools as supportive, family-like environments are more likely to internalize organizational values and maintain loyalty to their schools (Hoy, 1990; Schein, 1990). Strong school cultures, in turn, nurture higher levels of teacher commitment and engagement (Hoy & Miskel, 1996; Tsui & Cheng, 1999; Wang & Hwang, 2007). Therefore, it is hypothesized that teachers' organizational commitment will positively influence school culture (**H3**), and vice versa, that school culture will positively influence organizational commitment (**H4**).

Organizational commitment encourages employees to align their efforts with organizational goals (Brewer, 1996; Tett & Meyer, 1993). Highly committed employees identify with their organizations, while those with weaker commitment tend to demonstrate counterproductive behaviors such as absenteeism, tardiness, or reduced effort (Allen & Meyer, 1990; Hofstede, 2011; Mathieu & Zajac, 1990). Research also indicates that when commitment declines, organizational silence tends to increase, whereas high commitment reduces silence (Morrison & Milliken, 2000; Tangirala & Ramanujam, 2008; Vakola & Bouradas, 2005). Accordingly, teachers' organizational commitment is expected to harm organizational silence (**H5**).

A strong and positive school culture promotes open communication and collaboration, whereas rigid hierarchies and unsupportive cultures amplify silence within organizations (Morrison & Rothman, 2009). Employees who fear being labeled as complainers or troublemakers often choose to conform to the majority opinion, suppressing dissenting views

(Dyne et al., 2003; Milliken & Morrison, 2003; Vakola & Bouradas, 2005). School administrators' leadership practices -especially their inclusiveness and cooperation with teachers- play a crucial role in shaping school culture (Beabout, 2010; Busher, 2006). In hierarchical school cultures characterized by strict rules and centralized authority, organizational silence tends to spread more easily (Cameron & Quinn, 2011). Therefore, school culture in educational institutions with paternalistic leadership is expected to influence teachers' levels of silence (**H6**).

Hofstede's (1980) cultural studies highlight that Turkish society exhibits high power distance, and Pellegrini and Scandura (2006) found that paternalistic leadership significantly affects employees' attitudes and behaviors in Türkiye. Blase and Blase (2004) also emphasize that managerial factors are key determinants of silence in educational settings. As organizational silence undermines trust and weakens employees' connection to the organization (Morrison & Milliken, 2000; Vakola & Bouradas, 2005), leaders who combine authority with benevolence are likely to mitigate silence (Zhang, 2009). Empirical studies have demonstrated that as organizational commitment increases, silence decreases (Tangirala & Ramanujam, 2008; Vakola & Bouradas, 2005). Consequently, it is proposed that organizational commitment mediates the relationship between paternalistic leadership and teachers' organizational silence (**H7**).

Leadership and organizational culture are interdependent and jointly influence employees' perceptions and attitudes (Dick & Metcalfe, 2001; Zhang, 2009). Leadership practices in Eastern cultures differ substantially from those in the West (Redding, 1990; Silin, 1976; Westwood, 1997). Given that paternalistic values are deeply embedded in Turkish culture (Aycan & Kanungo, 2000; Chen et al., 2011; Pellegrini & Scandura, 2006), these values significantly shape workplace dynamics. To foster a collaborative, trust-based environment, educational organizations must cultivate a culture that prioritizes openness and mutual respect (Dessel, 2010). In contexts where paternalistic leadership prevails, the hierarchical structure and leaders' fear of negative feedback may increase teachers' silence (Vakola & Bouradas, 2005). Since organizational culture is both shaped by and reflective of leadership behaviors, and silence often emerges as a cultural outcome (Fujio, 2004; Morrison & Milliken, 2000), it is hypothesized that school culture mediates the relationship between paternalistic leadership and teachers' organizational silence (**H8**).

METHODOLOGY

This study employed a correlational survey design and utilized structural equation modeling (SEM) to explore the mediating roles of organizational commitment and school culture in the relationship between school administrators' paternalistic leadership behaviors and teachers' organizational silence. Both organizational commitment and school culture were specified as parallel mediators in the structural model. With the application of the structural equation model, relationships between variables can be converted into visual diagrams. This feature of the model provides researchers with concrete and visible data when interpreting the relationships between results. Each arrow in the model is considered a path (Kline, 2011), and these arrows indicate the linear relationship between variables. Based on the analysis results, whether each path value is meaningful is evaluated using fit indices developed for the structural equation model. Additional explanations regarding the Structural Equation Model applied in the study (estimation method, fit indices and mediation test strategy) are provided in the data analysis section.

4.1. Sample

Before data collection, ethical approval for the study was obtained from the Gazi University Ethics Committee, which confirmed that the research met all ethical standards. Subsequently, an application was submitted to the Kastamonu Provincial Directorate of National Education, where the research would be conducted, and the necessary permission was obtained to carry out the research in the designated schools. In order for the sample to be sufficient, it was necessary to

reach at least 357 teachers during the data collection phase, and the aim was to reach approximately 10% of the teachers in the universe, regardless of school type.

Data for the research was collected through a survey. The survey forms were distributed to teachers working in public schools in Kastamonu Province, Türkiye, during the 2023–2024 academic year. Using a simple random sampling method, data were collected from 553 teachers. For cases where the survey forms could not be delivered in person, the forms were transferred to Google Forms, and data were collected by this way. Participants were provided with informed consent forms outlining the study's purpose, benefits, and confidentiality assurances. Teachers were informed that participation was voluntary and that their identities would remain anonymous. After data screening, 12 responses were excluded due to missing information. For large sample sizes ($n > 100$), Z-scores outside the ± 4 range were considered outliers (Çokluk et al., 2016). Consequently, 15 additional responses were removed, resulting in a final sample of 526 teachers. This number corresponds to 10.87% of the teachers in the universe.

4.2. Data Collection Instruments

Four validated measurement instruments were employed in the study:

4.2.1. Paternalistic Leadership Behaviors of School Principals Scale (*Saylık & Aydın, 2020*): This 30-item Likert-type scale comprises five subdimensions: family atmosphere, benevolence, authoritarianism, interventionism, and perceived inadequacy. No items are reverse-coded. The explained variance for each dimension is as follows: family atmosphere (9.1%), benevolence (17.17%), authoritarianism (10.32%), interventionism (12.01%), and perceived inadequacy (18.56%), accounting for a total variance of 67.16%.

Factor loadings range from .49 to .84, and Cronbach's alpha reliability coefficients are as follows: family atmosphere (.82), benevolence (.90), authoritarianism (.89), interventionism (.85), and perceived inadequacy (.92), with an overall reliability of .87. Fit indices demonstrated acceptable model adequacy (RMSEA = .041; AGFI = .858; CFI = .969; NFI = .902; GFI = .880). These results indicate that the scale is both valid and reliable for assessing school principals' paternalistic leadership behaviors.

4.2.2. Organizational Silence Scale (*Daşcı & Cemaloğlu, 2016*): The scale consists of 36 Likert-type items and five sub-dimensions: 'individual, managerial, organizational culture, colleagues, and pressure groups'. Items 6, 11, 13, and 28 in the scale are reversed. The variance explained by the sub-dimensions is 18.49% individual, 16.38% managerial, 16.92% organizational culture, 20.66% colleagues and 15.30% pressure groups. The total variance explained by all sub-dimensions is 87.76%. The factor loadings of the scale items are between 0.58 and 0.82.

The item-test correlation of the scale ranged between 0.79 and 0.84. The Cronbach alpha reliability coefficients of the sub-dimensions are individual and managerial 0.98; organizational culture 0.97; colleagues 0.99 pressure groups 0.98 and the reliability coefficient of the scale is 0.95. The fit values calculated for the scale were 0.06 for RMSEA, 1.00 for AGFI and GFI, and 0.99 for CFI and NFI. When the Cronbach alpha coefficients of the sub-dimensions and the fit values calculated for the scale are evaluated together, it can be said that the scale is a measurement tool with acceptable model goodness and high validity and reliability.

4.2.3. Organizational Commitment Scale (*Developed by Meyer et al., 1993; adapted into Turkish: Dağlı et al., 2018*): The 18-item Likert-type scale measures three commitment types: affective, continuance, and normative. Items 3, 4, 5, and 13 are reverse-coded. Factor loadings range from .33 to .80 (with all but one above .40), and the total explained variance is 52%. Cronbach's alpha coefficients are .80 for affective and normative commitment, .73 for continuance commitment, and .88 overall. Fit indices also support the instrument's reliability and validity (RMSEA = .070; AGFI = .84; CFI = .90; NFI = .83; GFI = .88).

4.2.4. School Culture Scale (Terzi, 2005): The 29-item Likert-type scale consists of four subdimensions: support culture, achievement culture, bureaucratic culture, and task culture. Factor loadings range from .44 to .73, and Cronbach's alpha coefficients are .88, .82, .76, and .74, respectively, with a total explained variance of 50.96%. Fit indices (RMSEA = .06; AGFI = .79; CFI = .94; NFI = .94; GFI = .82) indicate satisfactory model fit, validating its use in measuring teachers' perceptions of school culture.

4.3. Data Analysis:

Since the minimum factor loading value of .30 (Costello & Osborne, 2005) and the minimum reliability value of .70 (Nunnally & Bernstein, 1994) are accepted in scale studies, it can be said that both values of the scales used in the study are at a sufficient level. Before the analysis phase, skewness and kurtosis values of the data were examined. The normal distribution values of the scales used in the study are given in Table 1.

Table 1

Normal Distribution Values of the Scales Used in the Study

Scale	Skewness	Kurtosis
School Principals' Paternalistic Leadership Behaviors Scale	.210	.298
Organizational Silence Scale	.197	.123
Organizational Commitment Scale	.525	.885
School Culture Scale	.534	1.620

According to Fisher (1950), skewness and kurtosis values between +3 and -3 are considered sufficient in terms of distribution normality. As a result of the normality analysis, it was seen that the scales used in the research provided a normal distribution. In the data analysis phase, the SPSS AMOS 21 program was used, and a structural equation model was applied to reveal the mediating role of organizational commitment and school culture in the relationship between school administrators' paternalistic leadership behaviors and teachers' organizational silence. In the interpretation of the data obtained in the model, the values for the correlation coefficient (r values) in Table 2 and the SEM results for the research model in Table 3 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 of Relationship
1.00	Perfect Relationship

Table 3

Criteria in the Literature for the Findings Obtained as a Result of the Structural Equation Model Applied in the Research

Fit Indexes	Criteria	Meaning	Source
χ^2/sd	$4 \leq \chi^2/sd \leq 5$	Adequate Fit	Hu & Bentler (1999)
RMSEA	$0,05 \leq RMSEA \leq 0,08$	Adequate Fit	Davicik (2014)
	$0,08 \leq RMSEA \leq 0,10$	Fit Medium	
SRMR	$.00 \leq SRMR \leq .05$	Perfect Fit	Hu & Bentler (1999) Browne & Cudeck (1993)
NNFI	$.95 \leq NNFI \leq 1.00$	Perfect Fit	Bentler (1980)
CFI	$.95 \leq CFI \leq 1.00$	Perfect Fit	Bentler (1980) Hu & Bentler (1999)
GFI	$.95 \leq GFI \leq 1.00$	Perfect Fit	Hu & Bentler (1999)
AGFI	$.95 \leq AGFI \leq 1.00$	Perfect Fit	Schermelleh-Engel & Moosbrugger (2003)

In assessing the statistical adequacy of the model, the ratio of the chi-square statistic to the degrees of freedom (χ^2/df) is used as a basic adequacy indicator (Kline, 2011). In this study, the χ^2/df value was found to be 4.541. Based on the obtained value, it is seen that the data set shows sufficient fit with the model (Hu & Bentler, 1999). An average root mean square error of approximation ($RMSEA \leq 0.08$) is necessary for adequate fit (Davicik, 2014), while an RMSEA between 0.08 and 0.10 is considered moderate fit (Sarmiento & Costa, 2019). In this study, this value was obtained as 0.082. A root mean square error of approximation ($RMSEA \leq 0.05$) indicates excellent fit (Browne & Cudeck, 1993; Hu & Bentler, 1999), and in this study, this value was obtained as 0.007.

The unnormalized fit index (NNFI) value obtained in the study was 0.982. An NNFI value above 0.95 indicates that the model shows excellent fit (Bentler, 1980). A comparative fit index (CFI) value between $.95 \leq$ and ≤ 1.00 indicates excellent fit (Bentler, 1980; Hu & Bentler, 1999). In this study, this value was obtained as .986. A goodness-of-fit index (GFI) value between $.95 \leq$ and ≤ 1.00 indicates excellent fit (Bentler, 1980), and this value was found to be .996 in the study. The adjusted goodness-of-fit index (AGFI) was obtained as .957 in the study. An AGFI value between $.95 \leq$ and ≤ 1.00 (Schermelleh-Engel & Moosbrugger, 2003) indicates that the model fits perfectly.

RESULTS

This section presents the findings derived from the structural equation modeling (SEM) analysis, which examined the mediating effects of organizational commitment and school culture in the relationship between school administrators' paternalistic leadership behaviors and teachers' organizational silence. In addition, the direct and indirect relationships between the variables were assessed according to teachers' perceptions. The values obtained in the applied structural equation model are given in Table 4.

Table 4*Values Obtained in the Applied Structural Equation Model*

χ^2	$(\chi^2/sd)^*$	RMSEA	SRMR	NNFI	CFI	GFI	AGFI
.033	4.541	.082	.007	.982	.986	.996	.957

*sd = 1, p < 0,05

As indicated in Table 4, the SRMR, NNFI, CFI, GFI, and AGFI values demonstrate *excellent fit*, while χ^2/sd indicates *adequate fit*, and RMSEA shows a *moderate fit*. Taken together, these values confirm that the proposed model provides an acceptable and validated fit to the observed data. The structural equation model obtained as a result of the analysis is given in Figure 2, and SEM results for the research model are given in Table 5.

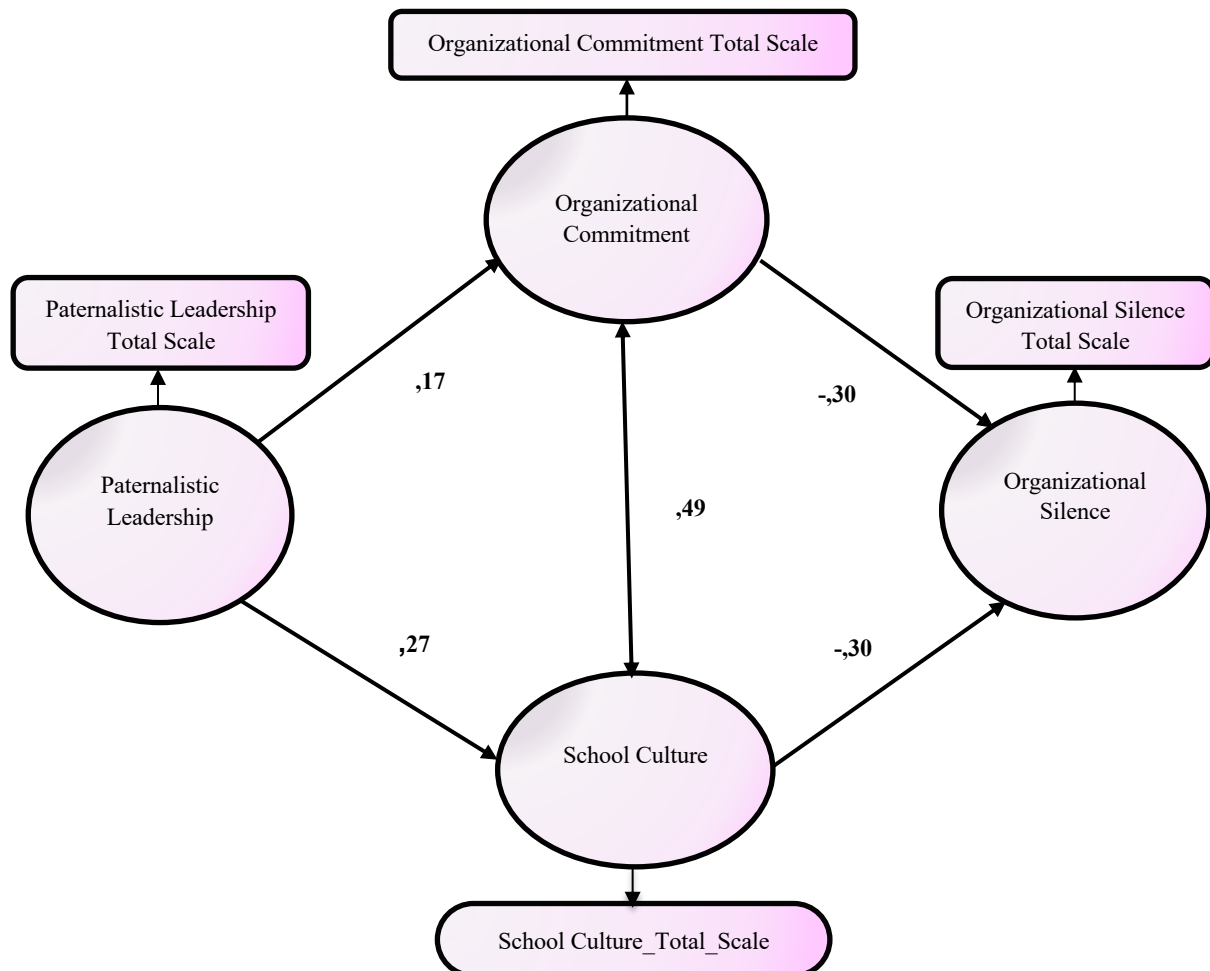
Figure 2*The Structural Equation Model Obtained as a Result of the Analysis.*

Table 5*SEM Results for the Research Model*

Latent/ Observed Variable	t-value *	Standardized Loads
Paternalistic	16.20	.176
Commitment	16.24	.434
Culture	16.30	.180
Silence	16.20	.197
Structural Relationships		
Paternalistic - Commitment	3.96	.046
Paternalistic - Culture	6.20	.048
Commitment - Culture	10.22	.138
Culture - Commitment	10.22	.138
Commitment - Silence	-6.69	-.088
Culture - Silence	-6.81	-.056

*p< 0,05

Standardized factor loads can also be interpreted as correlation values; in other words, by looking at the standardized factor loads, the predictive power of the latent variables for the observed variables can be determined (Büyüköztürk, 2002). When the data in Table 5 are examined, a low-level, positive, and significant relationship is observed between paternalistic leadership and organizational commitment (Standardized load = .046; $t = 3.96$). This value indicates that a 1 point increase in paternalistic leadership will cause a 0.046 point increase in organizational commitment, or conversely, a 1 point decrease in paternalistic leadership will cause a 0.046 point decrease in organizational commitment. In other words, as school administrators' levels of paternalistic leadership behavior increase, organizational commitment behaviors increase, even at low levels.

A low-level, negative, and significant relationship was observed between organizational commitment and organizational silence (Standardized load = -0.088; $t = -6.69$). This value indicates that a 1 point increase in organizational commitment, which plays a mediating role in the model, will cause a 0.088 point decrease in organizational silence, or conversely, a 1 point decrease in organizational commitment will cause a 0.088 point increase in organizational silence. In other words, as teachers' organizational commitment increases, their organizational silence decreases, albeit at a low level.

When examining the path coefficients in Figure 2, it is seen that school administrators' paternalistic leadership behaviors have a positive effect on teachers' organizational commitment ($r = .17$), but this effect is low. It was also found that school administrators' paternalistic leadership behaviors have a negative, moderate, and significant effect ($r = -0.30$) on teachers' organizational silence. In other words, there is a positive relationship between school administrators exhibiting paternalistic leadership behaviors and teachers' organizational commitment. However, there is an inverse relationship between school administrators exhibiting paternalistic leadership behaviors, mediated by organizational commitment, and teachers' organizational silence. School administrators' paternalistic leadership behaviors positively affect teachers' organizational commitment, even at low levels, and when the two variables come together, teachers' levels of organizational silence decrease.

A low-level, positive, and significant relationship was found between paternalistic leadership and school culture (Standardized load = .048; $t = 6.20$). This value indicates that a 1 point increase in paternalistic leadership will cause a 0.048 point increase in teachers' perceptions

of school culture, or conversely, a 1 point decrease in paternalistic leadership will cause a 0.048 point decrease in teachers' perceptions of school culture. In other words, as school administrators' levels of paternalistic leadership behavior increase, teachers' perceptions of school culture increase, even if they are at a low level.

A low-level, negative, and significant relationship was observed between school culture and organizational silence (Standardized load = -0.056; $t = -6.81$). This value indicates that a 1 point increase in teachers' perceptions of school culture will result in a 0.056 point decrease in organizational silence, or conversely, a 1 point decrease in teachers' perceptions of school culture will result in a 0.056 point increase in organizational silence. In other words, as teachers' perceptions of school culture increase, their experience of organizational silence decreases, even if only to a small extent.

The study found that school administrators' paternalistic leadership behaviors had a low, positive effect ($r = .27$) on teachers' perceptions of school culture. It was also found that school administrators' paternalistic leadership behaviors had a moderate and significant negative effect ($r = -0.30$) on teachers' organizational silence. In other words, there is a positive correlation between school administrators exhibiting paternalistic leadership behaviors and teachers' views on school culture, while there is an inverse relationship between school administrators exhibiting paternalistic leadership behaviors mediated by school culture and teachers' organizational silence. School administrators' paternalistic leadership behaviors positively influence teachers' views on school culture, and when the two variables come together, teachers' levels of organizational silence decrease.

Paternalistic leadership has a greater positive effect on school culture than on organizational commitment. The findings indicate that organizational commitment and school culture, which are included as mediating variables in the model, also positively and significantly influence each other ($r = .49$). The predictive levels of organizational commitment and school culture on organizational silence were found to be equal.

5.1. Interpretation of Results

Hypothesis 1 (H1): It was *partially supported* that school administrators' paternalistic leadership behaviors influence teachers' organizational commitment. The SEM results show a positive but low-level relationship between paternalistic leadership and commitment ($r = .17$; Standardized load = .046; $t = 3.96$). This suggests that as administrators display stronger paternalistic behaviors, teachers' organizational commitment increases slightly.

Hypothesis 2 (H2): It was *partially supported* that paternalistic leadership positively affects teachers' perceptions of school culture. The relationship is statistically significant yet modest ($r = .27$; Standardized load = .048; $t = 6.20$). This indicates that teachers perceive a more positive school culture when administrators exhibit benevolent paternalistic leadership.

Hypotheses 3 and 4 (H3 & H4): A *moderate, positive, and reciprocal relationship* was found between organizational commitment and school culture ($r = .49$; Standardized load = .138; $t = 10.22$). An increase of one unit in either construct leads to a .138 increase in the other. Thus, teachers with higher commitment levels perceive a stronger school culture, and vice versa.

Hypothesis 5 (H5): The assumption that teachers' organizational commitment negatively affects organizational silence was *partially confirmed*. The results indicated a small yet statistically significant negative effect (Standardized load = -.088, $t = -6.69$). This finding indicates that teachers with higher organizational commitment tend to experience less organizational silence.

Hypothesis 6 (H6): Teachers' perceptions of school culture were also found to have a negative and significant relationship with organizational silence (Standardized load = -.056; $t = -$

6.81). This suggests that as school culture becomes more positive and supportive, the prevalence of silence among teachers decreases, though at a low level.

Hypothesis 7 (H7): The analysis indicated that *organizational commitment mediates the relationship between paternalistic leadership and organizational silence*. A significant, moderate, and negative association was found between organizational commitment and organizational silence ($r = -.30$). These findings suggest that paternalistic leadership enhances teachers' organizational commitment, which in turn reduces their tendency to remain silent.

Hypothesis 8 (H8): Similarly, *school culture was confirmed as a mediating variable between paternalistic leadership and organizational silence* ($r = -.30$). When school administrators' paternalistic leadership enhances the perceived school culture, teachers' organizational silence decreases. This finding highlights that both mediators -organizational commitment and school culture- play comparable roles in diminishing silence in educational environments.

5.2. Summary of Key Findings

1. Paternalistic leadership has a *small but positive* influence on both teachers' commitment and perceptions of school culture.
2. Organizational commitment and school culture *positively reinforce each other*.
3. Both variables contribute *negatively and significantly* to teachers' organizational silence.
4. Organizational commitment and school culture *mediate* the relationship between paternalistic leadership and silence, indicating that when teachers feel valued and supported, they are less likely to remain silent.

DISCUSSION

The findings of this study partially validate the assumption that school administrators' paternalistic leadership behaviors influence teachers' organizational commitment and their perceptions of school culture. As principals display stronger paternalistic leadership characteristics, teachers' sense of organizational loyalty and their positive perceptions of school culture tend to increase, though the effect remains modest. Dimmock (1999) highlighted that the leadership style adopted by school leaders significantly shapes teachers' performance. Consistent with the present findings, prior research in Türkiye (Aycan & Kanungo, 2000; Pellegrini & Scandura, 2006) has documented a significant association between paternalistic leadership and employees' attitudes and behavioral outcomes. A paternalistic leader (Aycan & Kanungo, 2000) who embodies values such as benevolence and familial warmth (Aycan & Kanungo, 2000) extends concern beyond the professional realm to include the personal and family problems of employees (Lu & Hsu, 2015). Such behavior often fosters a sense of indebtedness among subordinates (Cheng et al., 2004; Farh & Cheng, 2000), which in turn enhances their loyalty to both the leader and the organization (Chen et al., 2011; Cheng et al., 2004). Leadership style is therefore regarded as a key determinant of organizational success and performance (Kythreotis et al., 2010). Consequently, the leadership approach of school principals plays an essential role in cultivating a robust and cohesive school culture (Beabout, 2010; Busher, 2006; Busher & Barker, 2003; Deal & Peterson, 2009). A culture that fosters trust and acceptance (Dessel, 2010) and where teachers receive support from their leaders strengthens teachers both professionally and personally (Devos et al., 2007). The support for both hypotheses highlights meaningful implications for educational institutions.

The results also indicate a reciprocal relationship between teachers' organizational commitment and their perceptions of school culture. As organizational commitment rises,

perceptions of school culture improve, and vice versa. Organizational commitment aligns employees' behavior with institutional goals (Brewer, 1996; Tett & Meyer, 1993; Wiener, 1982) and ensures that highly committed individuals identify with their organizations and generate valuable outcomes (Allen & Meyer, 1990; Conway & Briner, 2012; Brewer, 1996; Gaertner & Nollen, 1989). When employees perceive their workplace as a family, they develop loyalty and attachment. For such a connection to emerge, individuals must feel that their personal values correspond with those of the organizational culture (Wiener, 1982). Educational institutions with high levels of teacher commitment experience fewer negative behaviors and greater contributions from teachers (Okubanjo, 2014). According to Somech and Bogler (2002), schools with strong teacher commitment are more effective and achieve organizational goals more successfully than those with weaker commitment. A solid organizational culture strengthens internal relations, fosters belonging, and enhances employees' sense of commitment (Hoy, 1990). Accordingly, the results supporting the third and fourth hypotheses suggest meaningful benefits for both teachers and educational institutions.

The assumption that teachers' organizational commitment influences their organizational silence was also partially supported. Although the effect was weak, higher levels of commitment corresponded with lower levels of silence. Koch and Steers (1978) argued that organizational commitment shapes employees' attitudes and behaviors within the workplace. Organizations seek to cultivate high levels of commitment because committed employees are more proactive, efficient, and solution-oriented (Dick & Metcalfe, 2001; Wiener, 1982). Teachers who display greater organizational commitment tend to make stronger contributions to their institutions (Chughtai & Zafar, 2006). Research further shows that employees with lower commitment are more likely to remain silent, while those with higher commitment are more inclined to voice their opinions (Morrison & Milliken, 2000; Vakola & Bouradas, 2005). Thus, even a small reduction in silence associated with stronger commitment is a valuable outcome for educational organizations.

Similarly, the hypothesis suggesting that teachers' perceptions of school culture influence their organizational silence was partially confirmed. Teachers who perceive their school culture more positively tend to experience less organizational silence, though again the relationship was modest. Deal and Peterson (2009) emphasized that organizational culture profoundly shapes teachers' thoughts and emotions. Walker (1994) argued that a school culture grounded in openness, trust, and participation is essential for effective functioning. In contrast, when formal structures dominate and collaboration is discouraged, employees may perceive speaking up as risky and thus remain silent (Premeaux & Bedeian, 2003). Organizational silence not only suppresses negative feedback but also hinders positive feedback, thereby disrupting the functioning of educational institutions (Bagheri et al., 2012). The finding that teachers' enhanced perceptions of school culture are associated with reduced silence implies the presence of a healthy and positive school environment.

The mediating role of organizational commitment in the relationship between paternalistic leadership and teachers' organizational silence was confirmed. Although the effect of paternalistic leadership on commitment was modest, it contributed to reducing organizational silence. Prior research demonstrates that national culture strongly shapes leadership styles (Shahin & Wright, 2004). In societies characterized by high power distance, employees often remain silent to avoid conflict with superiors (Morrison & Rothman, 2009); power distance thus reinforces a culture of silence (Hofstede, 2011). Studies have also shown that paternalistic leadership is particularly prevalent in collectivist societies with high power distance, such as Türkiye (Aycan & Kanungo, 2000; Pellegrini & Scandura, 2006). Employees who perceive their leaders as benevolent and caring tend to believe that their concerns are acknowledged and addressed. As a result, they develop gratitude toward their leaders and display stronger organizational loyalty (Aycan, 2006; Farh & Cheng, 2000; Tsui & Cheng, 1999). This finding supports the notion that paternalistic leadership in schools strengthens teachers' commitment and reduces organizational silence.

(Morrison & Milliken, 2000), which otherwise impedes organizational learning and development. Such an outcome can therefore be regarded as beneficial for educational settings.

Finally, the results confirmed that school culture mediates the relationship between paternalistic leadership and organizational silence. Paternalistic leadership positively influences teachers' perceptions of school culture, which in turn reduces silence. Prior studies show that hierarchical organizational structures and high power distance foster cultures that suppress employee voice (Milliken & Morrison, 2003; Morrison & Rothman, 2009). In organizations where hierarchy prevails, the belief that "the manager knows best" often leads employees to accept authority without question (Morrison & Milliken, 2000). Fear of exclusion and adherence to such cultural norms perpetuate silence and hinder organizational learning (Bowen & Blackmon, 2003; Perlow & Williams, 2003; Rusch, 2005). When leaders are receptive to employees' views and feedback, organizational silence diminishes; when they are not, silence grows (Premeaux & Bedeian, 2003). Busher and Barker (2003) and Busher (2006) similarly argued that school leaders play a central role in fostering a culture that nurtures teachers' commitment. Consequently, this study's findings indicate that the positive dimensions of paternalistic leadership -such as benevolence and support- are dominant in schools and contribute to a constructive and open school culture.

CONCLUSION

This study demonstrates that when school administrators exhibit a paternalistic leadership style emphasizing its positive components -particularly benevolence and the creation of a family-like atmosphere- teachers' experiences of organizational silence diminish. The findings also indicate a mutually reinforcing relationship between teachers' perceptions of school culture and their organizational commitment. Managerial behaviors emerged as a significant determinant of organizational silence within educational settings (Blase & Blase, 2004). Dyne et al. (2003) underscored that when organizational management is open to communication, employees are more willing to express their views and feelings freely. Conversely, in organizational cultures where employees feel powerless, they tend to remain silent (Morrison & Milliken, 2000). When trust exists between teachers, their leaders, and the organizational environment, they are more likely to share their thoughts and emotions openly (Fletcher & Watson, 2007).

Accordingly, mutual trust and positive interpersonal relationships stand out as two foundational elements of a strong and constructive organizational culture (Pheysey, 1993; Terzi, 2005). Such a culture provides the organization with an identity that extends beyond formal procedures and regulations, cultivating in employees a sense of belonging and loyalty (Hoy, 1990). This sense of commitment, as an indicator of cultural strength, plays a pivotal role in enhancing organizational effectiveness (George & Jones, 2008). Hoy and Miskel (1996) also noted that a strong organizational culture is a defining feature of effective and productive schools. The leadership approach and the cultural characteristics of the organization's management significantly shape employees' attitudes and behaviors toward their work environment (Shahin & Wright, 2004; Dick & Metcalfe, 2001; Zhang, 2009).

Paternalistic leadership tends to prevail in societies characterized by collectivism and high power distance rather than in individualistic, low power-distance cultures (Gelfand et al., 2007). Consistent with Hofstede's (1980) cultural framework and the findings of prior research (Aycan, 2006; Aycan & Kanungo, 2000; Pellegrini & Scandura, 2008; Saylik, 2017), Turkish cultural values appear to align closely with paternalistic leadership principles. Therefore, in the Turkish context, school administrators who embody the caring, supportive, and family-oriented aspects of paternalism are more likely to foster trust, strengthen teachers' organizational commitment, and diminish tendencies toward silence.

Organizations in which silence is minimized -thereby allowing for open dialogue and mutual feedback- tend to exhibit higher motivation and performance among both managers and employees (Bowen & Blackmon, 2003; Milliken & Morrison, 2003; Morrison & Milliken, 2000; Pinder & Harlos, 2001). For educational institutions to achieve optimal effectiveness and fulfill their organizational goals, it is crucial that teachers are empowered to express themselves freely. A low level of silence within the school environment thus represents a critical factor in realizing teachers' potential. Consequently, a paternalistic leadership approach that highlights benevolence and the sense of family -while minimizing authoritarianism, incompetence, and excessive interference- combined with strong organizational commitment and a positive perception of school culture, constitutes a desirable model for educational institutions. Such a leadership orientation not only reduces organizational silence but also strengthens collaboration, trust, and collective responsibility within schools.

LIMITATIONS AND FUTURE RESEARCH

This study was limited to the perspectives of teachers employed in public schools within the province of Kastamonu, Türkiye. Consequently, the findings may not be fully generalizable to different educational settings or geographic regions. Future research could examine the relationships among paternalistic leadership, organizational commitment, school culture, and organizational silence in diverse populations and institutional contexts to provide a broader understanding of these dynamics. Comparative analyses involving teachers from both public and private schools could offer additional insights into how institutional structures and managerial practices influence these variables. Furthermore, subsequent studies could benefit from employing qualitative or mixed-method research designs to capture the nuanced perceptions and experiences of teachers more comprehensively.

Given the limited number of studies addressing paternalistic leadership behaviors among school administrators, it would be valuable for future research to explore the connections between this leadership style and various psychological or organizational variables. Expanding the scope of investigation to include different leadership behaviors, cultural dimensions, or contextual factors could yield a more holistic understanding of the mechanisms through which leadership affects teacher attitudes and school functioning.

These results highlight the need for targeted professional development programs designed to increase school administrators' awareness of organizational culture, power distance dynamics, and leadership approaches. Training initiatives focusing on communication and management skills may help reduce teachers' experiences of organizational silence. School leaders can also be encouraged to interpret negative feedback not as criticism but as an opportunity for institutional learning and improvement. Administrators who demonstrate openness to constructive feedback create an environment of transparent and trustworthy communication, thereby strengthening the sense of trust within the school community.

In such an atmosphere, teachers recognize that their opinions and suggestions are valued and have a tangible impact on administrative decision-making. As a result, they develop stronger attachment to their institutions and take greater ownership of school outcomes. This participatory approach enhances internal democracy, mitigates managerial silence, positively shapes teachers' perceptions of school culture, and fosters higher levels of organizational commitment. Ultimately, by cultivating trust-based communication and participatory leadership practices, educational organizations can create more resilient, collaborative, and effective learning environments.

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GENİŞLETİLMİŞ ÖZET

Giriş

Öğretmenler, eğitim kurumlarının amaçlarına ulaşmasında temel rol oynayan en kritik aktörler arasında yer almakta olup, öğretmenlerin mesleki performanslarını artırma sorumluluğunun büyük bir kısmı yöneticilere aittir (Çalık & Kurt, 2010). Çalışanlar, bulundukları örgütsel ortam, uygulanan yönetim tarzı ve mevcut kurallar doğrultusunda zaman zaman sessiz kalmayı tercih edebilmektedir (Özgen & Sürgevil, 2009). Araştırmalar, eğitim kurumlarında örgütsel sessizlik olgusunun sıkça gözlemlendiğini ve bu sessizliğin ortaya çıkmasında en etkili faktörlerden birinin yönetsel tutumlar olduğunu göstermektedir (Alqarni, 2020; Cemaloğlu, 2011;

Morrison & Miliken, 2000). Örgütsel sessizlik, genellikle örgütsel bağlılık ile ters yönlü bir ilişki içindedir (Köse, 2014). Mesleklerine ve çalıştıkları okula yüksek düzeyde bağlılık gösteren öğretmenler, daha uyumlu, üretken ve iş birliğine açık iken (Balci, 2003), bağlılık ve aidiyetin düşük olduğu kurumlarda örgütsel sessizlik daha yaygın bir şekilde ortaya çıkmaktadır (Demirtaş, 2018). Örgüt kültürü de sessizliğin oluşmasında belirleyici bir rol oynamaktadır; çünkü çalışanların iletişim biçimleri ve örgütsel gelişime katkıları, örgüt kültürünün doğrudan etkisi altında şekillenmektedir (Aktaş & Şimşek, 2014). Liderlik tarzları, çalışanların örgütsel bağlılıklarını (Allen & Meyer, 1990), örgüt kültürü algılarını (Bass, 1985; Schein, 2010) ve örgütsel sessizlik düzeylerini (Alqarni, 2020; Ryan & Oestreich, 1991) doğrudan etkileyebilmektedir. Paternalist liderlik, liderin yardımseverlik ve koruyuculuk davranışlarını, otorite ve disiplin anlayışını (Farh & Cheng, 2000; Hofstede, 2011), üstüne bağlılık ve itaati (Gelfand, Erez & Aycan, 2007) yansıtan bir yaklaşım olarak tanımlanmaktadır. Güç mesafesinin yüksek olduğu toplumlarda bu liderlik tarzı, yöneticinin çalışanlarını koruma ve gözetme rolü olarak algılanırken, düşük güç mesafesi ve bireysellik değerlerinin öne çıktığı toplumlarda kişisel sınırların ihlali şeklinde değerlendirilebilmektedir (Jackson, 2016). Liderlik biçimleri ve buna bağlı olarak ortaya çıkan örgüt kültürü, çalışanların tutum ve bağlılıklarını şekillendirmekte; katı lider kontrolü ve buna bağlı gelişen örgüt kültürü, çalışanların kendilerini ifade etmesini zorlaştırarak örgütsel sessizliğin ortaya çıkmasına zemin hazırlamaktadır (Dick & Metcalfe, 2001; Tayfun & Çatır, 2013). Bu çalışma, okul yöneticilerinin paternalist liderlik davranışları ile öğretmenlerin örgütsel sessizlik yaşamaları arasındaki ilişkide örgütsel bağlılık ve okul kültürünün aracı rolünü incelemeyi amaçlamaktadır.

Yöntem

Araştırmada, okul yöneticilerinin paternalist liderlik davranışları ile öğretmenlerin örgütsel sessizlik düzeyleri arasındaki ilişkide, örgütsel bağlılık ve okul kültürünün aracılık rollerini incelemek amacıyla yapısal eşitlik modeli (YEM) kullanılmıştır. Analizler, SPSS AMOS 21 programı aracılığıyla gerçekleştirilmiştir. Örgütsel bağlılık ve okul kültürü değişkenleri modelde aracı değişken olarak yer almıştır. Veri toplama sürecinde, katılımcılardan kişisel bilgilerini içeren form ile birlikte şu ölçekler kullanılmıştır: Okul Müdürlerinin Paternalist Liderlik Davranışları Ölçeği, Örgütsel Sessizlik Ölçeği, Örgütsel Bağlılık Ölçeği ve Okul Kültürü Ölçeği. Kullanılan tüm ölçekler normal dağılım koşullarını sağlamaktadır. Faktör yük değerleri 0.33 ile 0.84 arasında değişirken, en düşük açıklanan varyans %50.96, en yüksek açıklanan varyans %87.76 olarak belirlenmiştir. Araştırmanın örnekleme, Türkiye'nin Kastamonu ilindeki devlet okullarında görev yapan öğretmenler arasından basit rastgele örnekleme yöntemiyle seçilen 526 öğretmenden oluşmaktadır.

Bulgular

Araştırma sonuçları, paternalist liderlik ile örgütsel bağlılık arasında düşük düzeyli ancak pozitif ve istatistiksel açıdan anlamlı bir ilişki bulunduğunu ortaya koymaktadır (standartlaştırılmış yük = .046; $t = 3.96$). Bu bulgu, paternalist liderlik düzeyindeki bir birimlik değişimin örgütsel bağlılıkta yaklaşık .046 birimlik paralel bir değişime yol açtığını göstermektedir. Örgütsel bağlılık ile örgütsel sessizlik arasındaki ilişkinin ise düşük düzeyde, negatif yönlü ve anlamlı olduğu belirlenmiştir (standartlaştırılmış yük = -.088; $t = -6.69$). Buna göre örgütsel bağlılıktaki bir puanlık artış, örgütsel sessizlikte .088 puanlık azalmaya; bağlılıktaki bir puanlık azalma ise sessizlik düzeyinde aynı oranda artışa neden olmaktadır. Ayrıca, okul yöneticilerinin paternalist liderlik davranışlarının öğretmenlerin örgütsel bağlılıklarını olumlu yönde etkilediği ($r = .17$), ancak bu etkinin görece zayıf düzeyde olduğu saptanmıştır. Bununla birlikte, paternalist liderlik ile örgütsel bağlılık birlikte ele alındığında, öğretmenlerin örgütsel sessizlik eğilimleri üzerinde orta düzeyde, negatif ve anlamlı bir etki oluşturduğu görülmüştür ($r = -.30$).

Paternalist liderlik ile okul kültürü arasındaki ilişki incelendiğinde, düşük düzeyde fakat pozitif ve anlamlı bir etkilene olduğu belirlenmiştir (standartlaştırılmış yük = .048; $t = 6.20$). Bu sonuç, paternalist liderlik düzeyindeki bir birimlik artışın öğretmenlerin okul kültürü algılarında .048 birimlik yükselişe karşılık geldiğini göstermektedir. Öte yandan, okul kültürü ile örgütsel sessizlik arasındaki ilişki düşük düzeyde, negatif ve anlamlıdır (standartlaştırılmış yük = -.056; $t = -6.81$). Buna göre okul kültürü algısındaki bir puanlık artış, öğretmenlerin örgütsel sessizlik düzeylerini .056 puan azaltmakta; algıdaki bir puanlık düşüş ise sessizlik düzeyini aynı oranda yükseltmektedir. Ayrıca paternalist liderlik davranışlarının öğretmenlerin okul kültürü algıları üzerinde düşük düzeyde, pozitif bir etki yarattığı ($r = .27$) ve paternalist liderlik ile okul kültürünün birlikte öğretmenlerin örgütsel sessizliklerini orta düzeyde ve anlamlı biçimde negatif yönde etkilediği belirlenmiştir ($r = -.30$).

Genel olarak değerlendirildiğinde, paternalist liderliğin okul kültürü üzerindeki olumlu etkisinin örgütsel bağlılık üzerindeki etkisinden daha güçlü olduğu görülmektedir. Modelde aracı değişken olarak yer alan örgütsel bağlılık ile okul kültürü arasındaki ilişkinin pozitif ve anlamlı olduğu ($r = .49$) saptanmıştır. Bunun yanı sıra, her iki değişkenin de örgütsel sessizlik üzerindeki yordama gücünün eşit düzeyde olduğu belirlenmiştir.

Sonuç ve Tartışma

Araştırma bulguları, okul yöneticilerinin paternalist liderlik davranışları sergilemesinin öğretmenlerin örgütsel bağlılık düzeylerini düşük de olsa pozitif yönde etkilediğini göstermektedir. Bu iki değişken birlikte ele alındığında ise öğretmenlerin örgütsel sessizlik düzeylerinde belirgin bir azalma ortaya çıkmaktadır. Benzer şekilde, paternalist liderlik uygulamalarının öğretmenlerin okul kültürüne ilişkin algılarını düşük düzeyde de olsa olumlu yönde etkilediği; paternalist liderlik ile okul kültürü etkileşiminin örgütsel sessizliği azalttığı görülmüştür. Ayrıca paternalist liderliğin, örgütsel bağlılığa kıyasla okul kültürü üzerinde daha güçlü bir pozitif etkiye sahip olduğu belirlenmiştir. Modelde aracı değişken olarak yer alan örgütsel bağlılık ve okul kültürü değişkenleri birbirlerini anlamlı ve pozitif yönde etkilemekte; her iki değişkenin örgütsel sessizlik üzerindeki etkisi ise aynı düzeyde seyretmektedir.

Uhl-Bien ve Maslyn (2005), paternalist liderliği hem arzu edilen hem de potansiyel olarak sorun yaratabilecek özellikler taşıyan bir liderlik türü olarak ele almaktadır. Buna karşılık Pellegrini ve Scandura (2006), paternalist liderliği özellikle yardımseverlik boyutu üzerinden değerlendirerek işlevsel bir örgütsel strateji olarak tanımlamaktadır. Bu iki yaklaşım arasındaki farklılığın, araştırmacıların odaklandığı boyutlardan kaynaklandığı söylenebilir. Uhl-Bien ve Maslyn (2005) paternalist liderliğin otoriterlik boyutuna vurgu yaparken, Pellegrini ve Scandura (2006) daha çok yardımseverlik boyutunu ön plana çıkarmaktadır. Doğu ve Batı kültürlerinin paternalist liderliğe ilişkin farklı bakış açılarının arka planında da bu yaklaşım farklılığı bulunmaktadır. Bu bağlamda, paternalist liderliğin olumlu yönlerinin öne çıktığı bir liderlik anlayışının örgütsel bağlılık ve olumlu okul kültürü algısıyla birlikte öğretmenlerin örgütsel sessizlik düzeylerini azaltması beklenen ve olumlu bir sonuç olarak değerlendirilmektedir.