

Developing a Headmasters' Paternalistic Leadership Behaviours Scale in Turkey¹

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Abstract

This research aims to develop a reliable and valid assessment tool which measures the headmaster's paternalistic leadership behaviours. The research study group consists of 390 teachers who are working at public secondary schools in Mardin/Turkey during 2015-2016 academic year. After the exploratory factor analysis which is employed for determining the scale's construct validity, a construct formed of 22 items and four factors (*benevolent leadership, moral leadership, authoritarian leadership, exploitative leadership*) is obtained. It is confirmed that each factor's variance ratio is respectively 38,568%, 4,800%, 6,730% and 9,842%. Each of the four factors clarifies the variance total and it is determined as 59,939%. As a result of the confirmatory factor analysis, the scale is confirmed to have sufficient compliance index values. On the other hand, The Cronbach's Alpha reliability coefficient was .926 for the first factor; .872 for the second factor; .610 for the third factor; .619 for the fourth factor and .898 for the whole scale. The obtained findings are found to be within the acceptable limits. The results of all validity and reliability analyses show that the scale can be used as a valid and reliable measurement tool in the studies where the teachers are in the study group.

Keywords: Paternalistic leadership scale, Headmaster, Secondary school.

1. Introduction

From past to present, social, cultural and economical changes in society because of globalization have been deeply affecting organizational lifestyle and relationships. It is impossible to think that educational organizations -being the source of education and development for the individuals- are not being affected from these changes and thus they are required to adapt to the changes and developments themselves along with all their partners. The society's expectations from the educational organizations are also changing in this process. Thus, the society expects from the educational organizations to raise individuals who can keep up with the changes, execute and conduct the change. Leadership is needed in fulfilling the necessary functions in the process of change (Higgs, 2002). Paternalistic leadership is the very model of the leadership models which are thought to expedite this change (Çalışkan, 2010).

Studies that have laid the groundwork for the conceptual basis of the paternalist leadership reveal that (Cheng, 1995; Farh and Cheng, 2000; Redding, 1990; Silin, 1976; Westwood, 1997; Westwood and Chan, 1992) in general the East societies' understanding of leadership differs from the West's. Also, Hofstede (2006) suggests that leadership studies are generally based on Western values, and in particular as a result of North American research. However, it is stated that while a leadership model developed in a culture may not be valid in other cultures (Yukl, 2008); and while leadership performances that are effective in a culture may not show similar effects in other cultures (House et al., 1997). Moreover, it is stated that arbitrary application of West leadership models in the East harms the real image of the East's leadership models (Farh and Cheng, 2000). Paternalistic leadership is applied effectively in such countries outside North America as Taiwan (Cheng et al., 2004; Farh and Cheng, 2000), Mexico (Martinez, 2003), Japan (Uhl-Bien et al., 1990) and Turkey (Pellegrini and Scandura, 2006).

Paternalistic leadership, in particular in the last two decades, has grown into a developing concept in administration literature. However, researchers still have important disagreements about the definition and effectiveness of the paternalistic leadership (Pellegrini and Scandura, 2008). When we examine the literature, it seems that Farh and Cheng (2000) made the most widely accepted definition of the paternalistic leadership. Hence, paternalistic leadership is defined as a model which combines the powerful discipline and authority with a fatherly benevolence and moral integrity in a personal atmosphere. Paternalistic leaders aim to create a family atmosphere in the workplaces (Huse and Mussolino, 2008). The relationships in the paternalistic leadership resemble to father and son relationship. Here, "father" represents the construct which favours the best for the subordinate.

Aycan (2006) conceptualises the leader's behaviours in a paternalistic relationship in five dimensions. These are (1) to create a family atmosphere in the workplace, (2) build a close and personalised relationship with the subordinates, (3) be interested in the areas off the professional field, (4) expect loyalty in return for attention and guidance, and (5) provide the continuity of the authority and position. The reaction of the audience to the behaviours of the paternalist leader is conceptualized as consisting of four dimensions. These are (1) to see the workplace as his/her family environment, (2) be loyal and amenable, (3) attend the activities off the professional

field and (4) acknowledge the authority.

Describing the main features of the paternalistic leaders, Farh and Cheng (2000) states that these leaders have a strong influence over the audience; they give chances to the audience for expressing their own opinions; they ensure that the decisions are taken together with the audience and they encourage the audience to be innovator.

When we examine the studies in the literature on the dimensions of paternalist leadership, we observe that two basic classifications are the most discussed. The first of them is the study in which Farh and Cheng (2000) examine the paternalistic leadership regarding “*benevolent leadership*”, “*moral leadership*” and “*authoritarian leadership*”. Kim (1994) examines the study of paternalistic leadership in terms of “*benevolent leadership*” and “*exploitative leadership*”. Scale development studies not only include the research process weighing at mostly technical dimension but also reflect the researcher’s claim of explaining a particular social matter basing on a conceptual frame. From this point of view, the conceptual framework is important in terms of the scale’s logical validity (Şencan, 2005). On the basis of this principle, in this study, among the acknowledged dimensions of the literature four dimensions are determined for representing the behaviours of paternalistic leader. These four dimensions are (1) *benevolent leadership*, (2) *moral leadership*, (3) *authoritarian leadership* and (4) *exploitative leadership*. The dimensions discussed in this study are explained below in order.

1.1. Benevolent leadership

It is the leader’s demonstration of individualized, long-term and holistic concern to his/her audience for the audience’s personal well-being. Moreover, it includes such behaviours as the leader’s interest in the audience’s personal and family-related problems, his/her protection and forgiveness (Aycaan and Fikret-Paşa, 2003; Erben and Güneşer, 2008). In other words, a benevolent leader concerns about the subordinates’ personal and domestic issues as well as job-related problems (Farh and Cheng, 2000).

1.2. Moral leadership

Moral leadership is characterised with mostly such features as personal integrity, personal improvement and selflessness. A moral leader should exhibit role-model and proper behaviours for the social norms and values; and also should show his/her authority is not only for personal benefits but also for the public welfare (Westwood, 1997). Moral behaviours include selflessness, being honest, responsible and role-model and not considering personal benefits in the professional field (Cheng, Chou and Farh, 2000).

1.3. Authoritarian leadership

Authoritarian leadership means that a leader declares his/her unquestionable and absolute authority; s/he has a strict control over the subordinates, and demands an entire obedience from them. Within the example of concrete behaviour that describes the authoritarian leadership, there are control and supremacy, undervalue of the subordinates’ abilities, a glorious picture of the leader and didactic instructions to the subordinates (Cheng, 1995).

1.4. Exploitative leadership

In the exploitative leadership, while the leader is interested in the well-being of his employees, the focal point of interest is organizational gain (Aycaan, 2006). The ultimate goal of the leader is to gain the obedience of the subordinates and the leader’s priority is the organizational yields. The reason why the subordinates are loyal is that they could get negative reactions due to their disobedience (Hayek et al., 2010). In the exploitative leadership, subordinates show respect and be loyal to the leader in order to avoid the punishment and be rewarded (Pellegrini and Scandura, 2006).

Successful management of innovations and changes in educational organizations is related to the headmaster’s leadership behaviours (Bowers, 1990). Understanding of paternalistic leadership is shown as the reason of cultural diversities among the societies (Liang et al., 2007). Revealing the way the headmasters exhibit this understanding, based on the perceptions of the teachers who are the focal point of the educational organizations propounds a great importance in terms of the educational organizations. For this reason it is quite important to have a scale in the literature, which is used in determining the teachers’ perceptions related to paternalistic leadership behaviours of the headmasters, who are seen as the educational leaders. Scales for measuring paternalistic leadership behaviours of headmasters (Hsieh and Chen, 2011) in the literature survey are quite inadequate in number. Hence, it is obvious that development of a multidimensional scale that can be used by headmasters in detecting paternalistic leadership behaviours is needed. It is hoped that the researchers, with this scale, will reveal the levels of paternalistic leadership behaviours of headmasters, based on the teachers’ perceptions; and these researchers will shed light on the other researchers. This research aims to develop a reliable and valid assessment tool which measures the headmaster’s paternalistic leadership behaviours on the basis of perceptions of the teachers working at public secondary schools.

2. Methodology

In this section of the article, we describe the study group, assessment tool and data analysis.

2.1. Study group

The research study group consists of 397 teachers who are working at public secondary schools in Artuklu District in Mardin center during 2015-2016 academic year. Of the teachers who participated in the survey, 47% were female and 53% were male; 92% have a bachelor's degree, 8% have a master's degree; 65% are married, and 35% are single.

2.2. Assessment tool

During the formation process of Headmasters' Paternalistic Leadership Behaviours Scale, *in the first step* related literature is scanned and scales associated with the paternalistic leadership (Aycan, 2006; Farh and Cheng, 2000; Hsieh and Chen, 2011; Pellegrini and Scandura, 2006) are examined. As a result of the literature examination, dimensions which evaluate the paternalistic leadership in a best way are tried to be determined, and accordingly, an item pool which is formed of 59 items is composed based on the theoretical principals. *In the second step*, the draft scale was reduced to 47 items as a result of elimination of resembling expressions and items that are not related to or show lower relation with the dimensions of the research. *In the third step*, the opinion of field specialists was taken for the scope and appearance of the measurement tool (Balçı, 2001). Within this scope, 10 faculty members who are experts in educational sciences are consulted. After the examination of these experts, the number of the items is reduced to 43 through arranging the aforementioned terms in the scale. *In the fourth step*, opinions are taken from a specialist of Turkish Language and Literature in order to ensure the understanding of the assessment tool in terms of language. Scale items are passed through in line with opinions on the use of spelling rules and punctuation marks. *Finally*, the items are directly ordered without any dimensioning on the draft scale. Also, an instruction which explains the aim of the research and the response rules which are expected from the participants and 6 items which are to obtain participants' personal information are added to the scale. The draft scale that is ready for application is called the "*Headmasters' Paternalistic Leadership Behaviours Scale*". The scale is five point Likert Scale and formed in order to specify the reactions of the participants with the options of *completely agree (5)*, *strongly agree (4)*, *averagely agree (3)*, *strongly disagree (2)*, *completely disagree (1)*. In order to assess the clarity of the questions on the scale and the duration of the response is achieved by piloting final scale over 30 teachers.

2.3. Data analysis

After the scale is applied to the study group, statistical analyses are performed to reveal the psychometric properties of the assessments. The suitability of the sample is important in developing the scale. Gorsuch (1997) states that for factor analysis, it is sufficient to have three times the number of items in the sample while Crowley and Lee (1992) declares that 100 participants are inadequate, 200 are mediocre, 300 are good, 500 are very good and 1000 participants are excellent (qtd. in Akbulut, 2010). Ferguson and Cox (1993) indicate that in the factor analysis studies, the number of participants that should be taken as criteria is at least 100. According to the criteria that are counted, it can be said that the number of participants in the research group is sufficient for factor analysis. However, the Kaiser-Meyer-Olkin (KMO) and Bartlett Sphericity tests are performed to determine if the data set is suitable for the factor analysis (Akbulut, 2010; Bayram, 2009; Büyüköztürk, 2010; Izquierdo, Olea and Abad, 2013; Tavşancıl, 2010). For the reliability of the scale, Cronbach's alpha coefficient and item total correlations, which aim to obtain the internal consistency coefficient, are studied.

The factor construct of the scale was tried to be determined via applying the exploratory factor analysis. Factor analysis is a widely used method for scale development studies (Gorsuch, 1997). Factor analysis is a statistical method which aims to find new variables that are conceptually meaningful and uncorrelated in small number by gathering mutually dependent p variables (Büyüköztürk, 2010; Tavşancıl, 2010). This factor analysis tries to explore the construct validity of the assessment tool via examining the relationship construct between the items. Via exploratory factor analysis, it is tried to be determined whether the scale, which is composed of 43 items, is single or multi factor. For this purpose, *principal components* analysis and *varimax rotation* method are used.

Confirmatory factor analysis is an extension of the exploratory factor analysis that assesses the underlying construct of the data. While exploratory factor analysis aims to determine the factor construct and obtain information for building a hypothesis, confirmatory factor analysis is used to test whether there is a sufficient level of a relationship between determined factors; which variable is related to which factor; whether factors are independent or not; and whether factors are sufficient for the explanation of the model (Erkorkmaz et al., 2013; Gorsuch, 1997). In this framework, the suitability of the factor construct of the obtained measurement is tested with a number of criteria in the confirmatory factor analysis. The following indices are commonly applied to test the suitability of the model; Chi-Square, Comparative Fit Index (CFI), Goodness of Fit Index (GFI), Standardized

Root Mean Square Residual (SRMR), Root Mean Square Error of Approximation (RMSEA), Non-Normed Fit Index/Tucker-Lewis Index (NNFI), Parsimony Normed Fit Index (PNFI), Parsimony Goodness of Fit Index (PGFI) and Adjustment Goodness of Fit Index (AGFI). The following fit indices are studied for DFA in this paper: Chi-Square, CFI, NFI, NNFI, IFI, GFI, PNFI, PGFI, AGFI, RMSEA and SRMR. SPSS and LISREL were used for data analysis.

3. Results

Exploratory Factor Analysis and Confirmatory Factor Analysis are performed in order to test construct validity of assessments obtained from Headmasters' Paternalistic Leadership Behaviours Scale.

3.1. Exploratory factor analysis

If KMO value is greater than .60 and the Bartlett's test is meaningful, it reveals that the data is appropriate for the factor analysis (Büyüköztürk, 2010; Şencan, 2005). In this study, the KMO value of the collected data is .938 and the result of the Bartlett Sphericity test is meaningful ($p < .05$, $df = 231$). These values show that data is appropriate for the factor analysis. After KMO value is seen appropriate, the principal component analysis which is exploratory factor analysis and confirmatory factor analysis for the construct validity are taken into consideration as fundamental.

In the literature it is stated that in developing a scale while an item is decided to be included in the scale, a factor load value of .45 or greater is a good criterion for the selection (Bayram, 2009; Büyüköztürk, 2010). On the other hand, while an item is decided to be included in the scale, in addition to factor load value, it should be noted that the difference between the two high load values of an item is at least .10. Accordingly, in a multi-factor construct, an item with high load rating in multiple factors is defined as a confluent item and it is stated that the item should be removed from the scale (Akbulut, 2010; Tavşancıl, 2010). In this context, 6 items (16, 17, 22, 25, 34, 41) are removed from the scale as they are confluent. In the later analysis of items, 1 item (6), which should theoretically be included in the dimension of "benevolent leadership"; 5 items (7, 9, 15, 27, 33) that should be included in the dimension of "moral leadership"; 3 items (14, 35, 39) that should take place in the dimension of "authoritarian leadership"; 1 item (29), which should be included in the dimension of "exploitative leadership" are removed from the scale in accordance with the expert opinion since they have the greatest load value in different sizes. In the subsequent analysis of items, 3 items (3, 10, 19) are removed from the scale in accordance with the expert opinion since their load on the "authoritarian leadership" dimension is less than .45.

Then, it is determined that the total correlations of 2 items (5, 32) are less than .30 in item analysis. In the interpretation of item total correlation, it can be said that items with a value of .30 and/or greater distinguish the individuals very well (Büyüköztürk, 2010; Erkuş, 2012). Therefore, the items 5 and 32 are removed since they are not good enough to distinguish, in terms of the feature measured. Then, EFA (Exploratory Factor Analysis) is performed again. As a result of EFA, the scale yields a construct with 22 items and four factors. According to this, factor loadings of 22 items in the scale are confirmed to change between .452 and .910. The distribution of the aforementioned items according to their dimensions, the factor load values and the item total correlations are given on Table 1.

Table 1 Factor and item analysis results for the scale

Factor	Item	Factors Loadings After Varimax Rotation	Item Total Correlation
Benevolent Leadership	1	,892	,725
	2	,877	,574
	4	,827	,764
	8	,760	,772
	11	,730	,786
	13	,727	,747
	20	,645	,724
	26	,635	,692
	43	,555	,629
Moral Leadership	12	,904	,525
	18	,725	,558
	21	,715	,602
	23	,675	,566
	30	,675	,568
	40	,605	,538
	42	,581	,587
Authoritarian Leadership	36	,730	,722
	37	,685	,583
	38	,655	,612
Exploitative Leadership	24	,717	,635
	28	,805	,745
	31	,506	,504

As shown in Table 1, the items in the scale are grouped into four independent factors. Items' factor load values are high and vary from .506 to .904. Since the items, 12, 18, 21, 23, 30, 40, 42 are designed as reversing items, these items' grading are made reversibly. In its final form, it is a scale with 22 items (Appendix A). 9 items (1,2, 3, 4, 5, 6, 7, 8, 9) of 22 items in Appendix A form the *benevolent leadership* while 7 items (10, 11, 12, 13, 14, 15, 16) constitute the *moral leadership*; and 3 items (17, 18, 19) generate the *authoritarian leadership* while 3 items (20, 21, 22) form *exploitative leadership*. The English translation of Headmasters' Paternalistic Leadership Behaviours Scale is illustrated in Appendix B while the original version is as indicated in Appendix A. The validity and reliability analyses were not performed for the English version of the scale. Appendix B is demonstrated only to give an idea about the scale in original language.

The eigenvalues dependent to sub-factors of Headmasters' Paternalistic Leadership Behaviours Scale and their variance ratio are shown in Table 2.

Table 2 The eigenvalues of sub-factors of the scale and their variance

Factor	Eigenvalues	Variance (%)
Benevolent Leadership	8,485	38,568
Moral Leadership	1,056	4,800
Authoritarian Leadership	1,481	6,730
Exploitative Leadership	2,165	9,842
Total		59,939

When Table 2 is examined, as the factors whose eigenvalue is greater than or equal to 1 are seen important (Büyüköztürk, 2010), it is understood that in Table 2, 22 items, which are being analysed, are grouped into four factors whose eigenvalue is greater than 1. According to these results, it can be said that scale has a construct with four factors. According to Table 2, the variance ratio explained by each factor is 38,568% in the first factor; 4,800% in the second factor, 6,730% in the third factor and 9,842% in the fourth factor. According to Table 2, the first factor appears to be stronger than the others in terms of the variance explained. Each of the four factors clarifies the variance total and it is determined as 59,939%.

3.2. Confirmatory factor analysis

The results of confirmatory factor analysis of the scale are illustrated in Table 3.

Table 3 Results of confirmatory factor analysis of the scale

χ^2	Sd	χ^2/sd	CFI	GFI	SRMR	RMSEA	NFI	NNFI	IFI	PNFI	PGFI	AGFI
514,02	203	2.532	.97	0.89	0.076	0.066	0.96	0.97	.97	0.84	0.71	0.86

Compliance index of the model obtained via the CFA is examined and chi-square value ($\chi^2 = 514.02$, $sd = 203$, $p = 0.00$) are found meaningful. Compliance index values are CFI= .97, GFI=.89, SRMR= .076,

RMSEA= .066, NFI= .96, NNFI= .97, IFI= .97, PNFI=.84, PGFI=.71, ve AGFI=.86. The t-test values for the four-factor model obtained from the CFA results are presented in Table 4.

Table 4 T-test values obtained from CFA of the scale

Item	t	Item	t	Item	t
1	12.40	43	13.25	24	12.52
2	13.36	12	12.85	28	11.87
4	11.94	18	12.15	31	13.93
8	12.13	21	11.74	36	12.39
11	11.75	23	12.35	37	9.82
13	12.29	30	12.31	38	5.62
20	12.72	40	12.17		
26	13.05	42	12.05		

When the findings in Table 4 are examined, *t*-test values vary from 11.94 to 13.36 for the sub-dimension of “benevolent leadership”, from 11.74 to 12.85 for the sub-dimension of “moral leadership”, from 11.87 to 13.93 for the sub-dimension of “exploitative leadership” and from 5.62 to 12.39 for the sub-dimension of “authoritarian leadership”. If obtained *t* values are greater than 1.96, it shows they are at the .05 level of significance; if *t* values are greater than 2.58, it shows that they are at the .01 level of significance. According to this, all *t* values obtained in CFA are at .01 level of significance. *t* values which are not significant indicate that the items related to these *t* values should be removed from the model or the number of participants in the study is considered to be insufficient for factor analysis (Joreskog and Sorbom, 2010).

Path diagram related to the model is shown in Figure 1; when a latent variable is tried to be predicted in confirmatory factor analysis, a dependent variable in a four-factor construct, and items which try to explain latent variables are accepted as independent variables.

Figure 1 shows the effect quantities and correlation coefficients of each item on the latent dependent variable. Correlational coefficients related to items on sub-dimension of the benevolent leadership vary from .67 to .80, on sub-dimension of the moral leadership vary from .63 to .75, on sub-dimension of the authoritarian leadership vary from .33 to .63 and on sub-dimension of the exploitative leadership vary from .28 to .57.

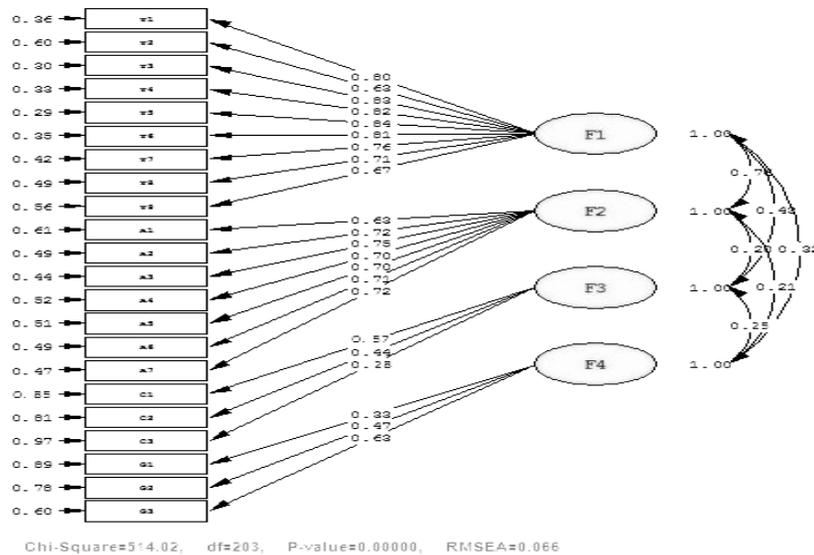


Figure 1 The diagram of confirmatory factor analysis of the scale

3.3. Reliability

For the reliability of Headmasters’ Paternalistic Leadership Behaviours Scale, Cronbach's alpha coefficient and item total correlations are studied. While Cronbach's alpha values obtained for the *Headmasters’ Paternalistic Leadership Behaviours Scale* is .926, the same coefficient is .872 for the second factor, .610 for the third factor, .619 for the fourth factor and .898 for the total scale. Item total correlations which are the indications of the reliability for the each sub-factors of four-factor the scale are calculated and items whose item total correlations are greater than or equal to .30 are included in the scale. As shown in Table 1, the items’ (which take place in the factors) item total correlations vary from .574 to .786 in the first factor, from .525 to .602 in the second factor, from .583 to .722 in the third factor and .504 and .745 in the fourth factor.

4. Discussion, Conclusion and Suggestions

This research aims to develop a reliable and valid assessment tool which measures the headmaster's paternalistic leadership behaviours. While Headmasters' Paternalistic Leadership Behaviours Scale is developed, a four dimensional construct of "benevolent leadership", "moral leadership", "authoritarian leadership" and "exploitative leadership" is taken into consideration. An item pool consisting of 59 items is created. As a result of the examinations, from the draft scale first 12 items are removed; then in order to provide the content validity and face validity to the scale, 4 items are removed in accordance with the expert opinion. Hereby, a draft scale which is formed of 43 items is attained.

In order to test construct validity of comments from the assessment of the scale, EFA and CFA are used. As a result of EFA, a four-factor construct, which is composed of 22 items and explains 59,939% of the total variance, is obtained. Items' factor load values are high and vary from .506 to .904. It is acceptable that explained variance is greater than or equal to 30% (Bayram, 2009; Büyüköztürk, 2010). Moreover, when it is considered that variance ratio varying from 40% to 60% in social sciences is acceptable (Şencan, 2005; Tavşancıl and Keser, 2001), it can be said that the obtained value 59,939% reflects a very good ratio and the scale's construct validity is in an acceptable level. Having been paid attention to items' (which are grouped into factors) contents and theoretic construct, the first factor is called "benevolent leadership"; the second factor is called "moral leadership"; the third factor is called "authoritarian leadership"; and the fourth factor is called "exploitative leadership".

Compliance index of the model obtained in the CFA is examined and it is seen that the chi-square value is 2.531 and meaningful. Compliance index values are CFI=.97, GFI=.89, SRMR=.076, RMSEA=.066, NFI=.96, NNFI=.97, IFI=.97, PNFI=.84, PGFI=.71, ve AGFI=.86. Chi-square is used to evaluate the model's ensemble. The chi-square statistic shows an excellent compliance if $\chi^2/df < 2$ and an acceptable compliance if $\chi^2/df < 3$ (Schermelleh-Engel, Moosbrugger and Muller, 2003). For the index of GFI, CFI, NFI, NNFI and IFI, the value of .90 indicates acceptable compliance and the value of .95 shows excellent compliance (Bentler and Bonett, 1980; Jai and Raj, 2013). For AGFI, a value of .85 indicates acceptable compliance and a value of .90 indicates excellent compliance (Schermelleh-Engel and Moosbrugger, 2003). If the SRMR value is less than .05, it is a good compliance, if it is less than .10, it is an acceptable compliance (Hu and Bentler, 1999). If PNFI and PGFI compliance index is greater than .50, it is an acceptable compliance and if it is greater than .95, it is an excellent compliance (Meydan and Şeşen, 2011). A value of .08 for RMSEA is considered acceptable and a value of .05 for excellent compliance (Byrne and Campbell, 1999). According to these criteria, the compliance index values achieved in CFA show that the model is well compliant. Taking this data into consideration, it can be argued that the four-factor construct obtained as a the CFA result is an acceptable model. In general, the findings of the EFA and CFA results indicate that the construct validity is provided for the Headmasters' Paternalistic Leadership Behaviours Scale.

Cronbach's alpha and item total correlations are examined within the reliability of the assessments obtained from the scale. Cronbach's alpha values obtained for the Headmasters' Paternalistic Leadership Behaviours Scale is respectively .926, .872, .610, .619 and .898 for the total scale. Item total correlations are between respectively .574-.786, .525-.602, .583-.722, .504-.745 for the sub-dimensions. If the reliability coefficients are greater than or equal to .70 in the measurement, it is considered reliable (Tezbaşaran, 1997). If the number of items in the measurement is small, then when the reliability coefficient is greater than or equal to .60, it is sufficient for the reliability of the measurements (Sipahi, Yurtkoru and Çinko, 2010). Özdamar (1999) states if Cronbach's alpha reliability coefficient is between .60 and .90, then the measurements are "quite reliable" (qtd in Tavşancıl, 2010). Accordingly, it can be concluded that the Cronbach's alpha reliability coefficients for the measurements obtained are within acceptable limits. It is stated that items whose item total correlations greater than or equal to .30 are very good at distinguishing (Büyüköztürk, 2010; Erkuş, 2012). According to the acquired values, the items in the scale were evaluated that they are good at distinguishing. Headmasters' Paternalistic Leadership Behaviours Scale, consisting of 4 dimensions and 22 items, is presented in Appendix A.

Findings obtained in this research are found to be within acceptable limits. The results of all validity and reliability analyses show that the scale can be used as a valid and reliable measurement tool in the studies where the teachers are in the study group.

This research is conducted on a study group consisting of only secondary school teachers. Carrying out research, in which Headmasters' Paternalistic Leadership Behaviours Scale is performed, as well as re-performing the validity and reliability analysis through the data, which is taken from different study groups, propound a great importance. Using this scale is suggested in determining headmasters' paternalistic leadership behaviours and identifying the relationships between different organizational and administrative variables in these behaviours.

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Appendix A

Headmasters' Paternalistic Leadership Behaviours Scale in original language.

Açıklama: Her sorunun başına “Okul müdürüm” ifadesinin konulduğunu göz önünde bulundurarak size uygun olan seçeneklerden birisine “X” işareti koyunuz.

Okul müdürüm:

Sıra no	Maddeler	Hiç katılmıyorum	Az katılıyorum	Orta düzeyde katılıyorum	Çok katılıyorum	Tamamen Katılıyorum
1	öğretmenlere bir “ebeveyn” gibi yaklaşarak onlara kol kanat gerer.	1	2	3	4	5
2	öğretmenlerin özel hayatlarındaki sorunlarıyla ilgilenir.	1	2	3	4	5
3	okulda bir aile iklimi oluşturmak için çabalar.	1	2	3	4	5
4	öğretmenlerle uyum içinde çalışır.	1	2	3	4	5
5	dostluğu önemser.	1	2	3	4	5
6	öğretmenlere karşı hoşgörülüdür.	1	2	3	4	5
7	öğretmenlerin sevinçlerini paylaşır.	1	2	3	4	5
8	öğretmenlerle bire bir ilgilenir.	1	2	3	4	5
9	öğretmenlerin inisiyatif almalarını destekler.	1	2	3	4	5
10	öğretmenlerin sağlığına özen göstermez.	1	2	3	4	5
11	ödül verirken adil davranmaz.	1	2	3	4	5
12	öğretmenlerin mesleki gelişimine önem vermez.	1	2	3	4	5
13	okul dışından gelen haksız eleştirilere karşı öğretmenlerini korumaz.	1	2	3	4	5
14	farklı görüşteki öğretmen gruplarıyla uyumlu ilişkiler sürdürmez.	1	2	3	4	5
15	otoritesini kendisine menfaat sağlamak için kullanır.	1	2	3	4	5
16	öğretmenlerin başarılarını kendine mal eder.	1	2	3	4	5
17	okul ile ilgili her konunun kendi kontrolü altında olmasını ister.	1	2	3	4	5
18	öğretmenlerle iletişimde mesafeli davranır.	1	2	3	4	5
19	kararlarına, öğretmenlerin kayıtsız şartsız itaat etmelerini ister.	1	2	3	4	5
20	öğretmenler ile kurduğu yakın bir iletişimin sonucu olarak onlardan bağlılık bekler.	1	2	3	4	5
21	güvendiği öğretmenlerden kendisini desteklemelerini bekler.	1	2	3	4	5
22	muhalefeti etkisiz hale getirmek için özel stratejiler kullanır.	1	2	3	4	5

Appendix B

English translation of Headmasters' Paternalistic Leadership Behaviours Scale.

My headmaster:		Completely disagree	Strongly disagree	Averagely agree	Strongly agree	Completely agree
No	Items					
1	approaches teachers like a parent and guards them.	1	2	3	4	5
2	takes care of teachers' private problems.	1	2	3	4	5
3	endeavours to create a family milieu in school.	1	2	3	4	5
4	works in harmony with teachers.	1	2	3	4	5
5	cares about friendship.	1	2	3	4	5
6	is tolerant of teachers.	1	2	3	4	5
7	shares teachers' joy.	1	2	3	4	5
8	takes care of teachers in one-to-one relationship.	1	2	3	4	5
9	supports teachers to take the initiative.	1	2	3	4	5
10	does not care about teachers' health.	1	2	3	4	5
11	treats unjustly when awarding.	1	2	3	4	5
12	does not attach importance to vocational development.	1	2	3	4	5
13	does not protect teachers from outside and unfair criticisms.	1	2	3	4	5
14	does not maintain harmonious relationship with teachers who disagree with him/her.	1	2	3	4	5
15	uses his/her authority for his/her personal benefit.	1	2	3	4	5
16	arrogates to himself/herself teachers' achievements.	1	2	3	4	5
17	wants to keep all school matters under his/her control.	1	2	3	4	5
18	keeps teachers at arm's length in his/her communication with them.	1	2	3	4	5
19	wants teachers to obey his/her decisions unconditionally.	1	2	3	4	5
20	expects loyalty from teachers as a result of his/her close communication with them.	1	2	3	4	5
21	expects endorsement from teachers whom s/he trusts.	1	2	3	4	5
22	utilizes specific strategies to neutralize dissent.	1	2	3	4	5

ⁱ This study is the revised edition of the paper having been presented in 8th International Congress of Education Supervision on 13-15 October 2016.