The Relationship between School Principals' Sources of Power and Preschool Teachers' Occupational Sense of Belonging Levels

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This study aims to examine the effect of sources of power used by school principals on preschool teachers' occupational sense of belonging level. Correlational survey model was used in this quantitative study. The participants of the research consisted of 396 volunteering preschool teachers currently working in 53 different cities in Turkey. 'Organizational Sources of Power Scale' and 'Occupational Sense of Belonging Scale' were used as data collection tools. Data were analysed in software package program. Pearson correlation analysis was performed to determine the relationships between sources of power and occupational sense of belonging levels. It was determined whether sources of power were predictors of occupational sense of belonging level through regression analysis. The results of the study show that school principals use legitimate power most frequently and preschool teachers have a high level of professional belonging. There is a significant and positive relationship between referent power, expert power, reward power and legitimate power used by school principals and preschool teachers' occupational sense of belonging levels. There is a significant and negative relationship between the coercive power used by school principals and preschool teachers' occupational sense of belonging levels. Referent power and reward power, which are sources of power used by school principals, are significant predictors of preschool teachers' occupational sense of belonging levels. The findings were discussed and recommendations were presented in relation to the relevant literature.

Introduction

Teaching occurs as a result of the division of labor and social life, it is a special profession that requires field knowledge, general knowledge, professional knowledge, professional skills and personal characteristics (Kocak & Alakoc-Pirpir, 2012). Preschool teaching is a particularly important profession. Because a good education given by preschool teachers makes it possible for children to grow up, develop and have a positive attitude towards learning (Ministry of National Education (MoNE), 2013). Moreover, the basic knowledge, skills and habits acquired and developed through pre-school education have long-term effects on both the individual and the society (Arı, 2003). For a good preschool education, it is important for preschool teachers to have occupational knowledge, skills and

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experience, as well as to work in an environment where they feel peaceful, safe and comfortable. Preschool teachers have an important responsibility in raising people who will determine the future of society, and therefore their occupational sense of belonging level can affect the education provided and is considered important from a social point of view. In this context, it is expected that preschool teachers with high occupational sense of belonging will be more beneficial to children.

Occupational Sense of Belonging

The need to belong has been considered as a basic need by many theories and researchers. For example, Maslow states that the need to belong follows the physiological and security needs of human-beings (Maslow, 1954). The innate sense of belonging aims to establish bonds with others such as being together, sharing, solidarity, friendship, family formation, joining groups and associations (Baumeister & Leary, 1995) and refers to perceiving oneself as a valuable and important member of the environment (Hagerty & Patusky, 1995). Many researchers (Baumeister & Leary, 1995; Ferguson, 2010; Osterman, 2000) proved that the sense of belonging, which is important for the individual, family and society, will lead to positive results. It is possible for the sense of belonging to develop in different ways, depending on the person, the culture, the place, the material object etc. (May, 2013).

Occupational sense of belonging is defined as individuals attaching importance to their profession (Greenhaus, 1971), establishing an emotional bond between individuals and their profession (Lee, Carswell, & Allen, 2000), and individuals' identification with their profession (Aranya, Pollock, & Amernic, 1981). People with a high occupational sense of belonging have work motivations (Guler, Cikrikci, & Akcay, 2020), their belief in the profession, their level of acceptance of the goals of the profession (Lord & DeZoort, 2001), job performances (Lee, Mitchell, Sablynski, Burton, & Holtom, 2004), interpersonal relationships (Lamei & Xueya, 2021) and well-being (Skaalvik & Skaalvik, 2011). In addition, teachers' occupational sense of belonging levels has an impact on the quality of teaching and the development of students (Lamei & Xueya, 2021). Occupational sense of belonging is affected by personal factors such as age, education, seniority, intelligence, personality, gender, marital status, talent and work experience and organizational factors such as the nature of the job, colleagues, wages, management, working conditions, job security, rewarding, supervision and promotion (Sahin, 2013). An important factor for teachers' occupational sense of belonging levels is school principals. School principals' rational persuasion skills, consultation skills, incentive attempts (Yukl, 2013), communication with teachers, fair behavior and empathy skills (Comert, 2014) can affect teachers' occupational sense of belonging levels. Moreover, it can be said that the sources of power that school principals use against teachers also affect teachers' occupational sense of belonging levels.

Power Sources

Power in interpersonal relationships, in general, is the ability to direct others to behaviors in the desired direction (Ward, 1998). Source of power refers to the thing that gives the said power to the person using it (Bayrak, 2001). School principals have significant power over teachers. By virtue of this power, the goals of the school can be achieved (Uludag-Kodal, 2019), and success and efficiency increase (Comert, 2014). However, school principals should use the sources of power they have in an efficient manner. Because the source of power used affects teachers' beliefs, attitudes, behaviors (Munduate & Gravenhorst, 2003), their school perceptions, perceptions of the profession, performance (Altinkurt, Yilmaz, Erol,

& Salali, 2014) and relationships (Aslanargun, 2009).

Sources of power can be grouped into two categories based on the occupational position and personality traits (Northouse, 2013). Legitimate power, rewarding power and coercive power depend on organizational position (Hoy & Miskel, 2012). Personality strengths originate from personality traits (Hitt, Black, & Porter, 2005) and include exemplary and admired personal traits (Robbins & Judge, 2013). These are referent and expert power (Hitt et al., 2005). Referent and expert powers that are not tied to organizational structure are sources of power that are more effective for both school principals and teachers. An effective and efficient leader uses personal power rather than positional power (Northouse, 2013). Previous studies have made many classifications of sources of power. The most common and popular classification is legitimate power, reward power, coercive power, referent power and expert power, which French and Raven (1959) created as a result of theoretical and experimental research. This classification also constitutes the basis of the present study.

The authoritarian power provided by the official position of the person is stated as the legitimate power. Position power is also called official authority (Hitt et al., 2005). This power comes from a person's position in the organization and refers to that person's ability to influence the behavior of others (Lunenburg, 2012). School principals, who use their legal power excessively, are very meticulous about complying with the rules and behave in a way to constantly indicate that they are legally responsible for school management (Altinkurt & Yilmaz, 2013). This situation can lead to disappointment and resistance (Lunenburg, 2012).

Reward power is based on giving rewards and retaining rewards, and refers to the manager's influencing subordinates' behaviors with rewards in order to enable them to exhibit the desired behaviors (Hoy & Miskel, 2012). Rewards can be financial (e. g. bonus, salary increase) and non-financial (e. g. praise, job promotion, flexible working hours, recognition) (Lunenburg, 2012). In order for the reward power to be effective, the rewards must be attractive and used fairly (Hoy & Miskel, 2012). Reward power can have significant effects on teachers such as an increase in attendance, productivity and performance (Kocel, 2011). However, this strategy can also have negative effects such as discouragement and loss of motivation for those who do not receive an award or who find the reward insufficient. Therefore, school principals should use the reward power very carefully (Hitt et al., 2005).

Coercive power, which is the opposite of reward power (Northouse, 2013), refers to directing people to desired behaviors by imposing punishment or threatening (Lunenburg, 2012). This power, also known as leverage (Altinkurt et al., 2014), is fundamentally based on fear (Kocel, 2011). Coercive power has negative effects and should be used with caution because it tends to cause negative feelings towards those who use it (Lunenburg, 2012). According to Altinkurt and Yilmaz (2013), coercive power leads school principals to authoritarian behaviors. For this reason, principals should not use excessive coercive force against teachers.

Referent power depends on personal characteristics and expresses the sum of the desired characteristics and potential in a person (Robbins & Judge, 2013). The use of self-admiration and identification as a means of influencing the behavior of others can be expressed as referent power (Hoy & Miskel, 2012). The perception of school principals as respectable is based on their personalities setting an example, inspiring teachers, and appealing to teachers' wishes and desires (Peker & Ayturk, 2000). These properties make teachers more easily influenced by school principals (Kocel, 2011). The greater the admiration and identification with the school principal is, the greater the effectiveness of the referent power used by the

school principal becomes (Bakan & Buyukbese, 2010).

Expert power, which is among the personal power sources, is the ability to influence the behavior of others with knowledge, skills and experiences (Lunenburg, 2012). This particular type of power emerges when those who use force have knowledge, skills and experience that others do not have (Schermerhorn, Hunti, & Osborn 2000; cited in Kosar & Calik, 2011). The extent of impact of expert power depends on teachers' perceptions (Lunenburg, 2012). In cases where school principals are perceived as knowledgeable, reliable and relevant, it is easy for teachers to be influenced by them (Luthans, 2011). The power of expert, is important because it reveals that the school principal has knowledge and skills, which are important for managing the school (Mann, 2012).

Importance of Study

Previous studies were conducted on teachers' occupational sense of belonging (Lamei & Xueya, 2021; Savski & Comprendio, 2022; Sahin, 2013; Utkan & Kirdok, 2018). In addition, more studies are being conducted on the relationship between teachers' occupational sense of belonging and effective school perception (Guler et al., 2020), job satisfaction (Sorensen & McKim, 2014), organizational support and organizational climate (Kachchhap & Horo, 2021), teaching with colleagues (Pesonen, Rytivaara, Palmu, & Wallin, 2021), personality traits (Kirdok & Doganulku, 2018), belief of competency (Ware & Kitsantas, 2007), burnout (Skaalvik & Skaalvik, 2011), organizational commitment, organizational citizenship behaviour (Ahmad, Malik, Sajjad, Hyder, Hussain, & Ahmed, 2014; Bogler & Somech, 2004), foci of control (Atac & Ozgenel, 2021), teachers' performance (Ozgenel, 2019), teachers' decisions to stay and leave the organization (Skaalvik & Skaalvik, 2011), school climate and socio-emotional learning (Collie, Shapka, & Perry, 2011) teachers' socio-emotional capacities and their sensitivity to children's negative emotions (Buettner, Jeon, Hur, & Garcia, 2016). In addition to these, there are studies regarding the sources of power used by school principals (Altinkurt & Yilmaz, 2013; Aslanargun, 2009; Helvaci & Kayali, 2011; Memduhoglu & Turhan, 2016). There are studies in the literature focusing on the relationship between the school principals' sources of power and school climate (Bayrak, Altinkurt, & Yilmaz, 2014), teacher alienation (Goldberg, 1990), leadership style (Brinia & Papantoniou, 2016; Camarillo, 2019), organizational culture (Kosar & Calik, 2011), organizational commitment (Admis, Deviren, Acar, Taruk, Gumus, & Demir, 2021; Sezgin & Kosar, 2010; Uludag-Kodal, 2019), teachers' organizational cynicism behaviour (Atmaca, 2014), their job performance (Dogan & Celik, 2019), conflict management styles (Riasi & Asadzadeh, 2016). Nonetheless, no study has been found in the literature on the relationship between the sources of power used by school principals and preschool teachers' occupational sense of belonging levels.

The present study aims to determine the effect of the sources of power used by school principals on the occupational sense of belonging levels of preschool teachers. In this context, answers to the following questions were sought:

(1) What is the average of the school principals regarding the sub-dimensions of the organizational power sources scale?
(2) What is the occupational sense of belonging levels of preschool teachers?
(3) Is there a statistically significant relationship between the sources of power used by school principals and preschool teachers' occupational sense of belonging?

(4) Is the sources of power used by school principals a significant predictor of preschool teachers' occupational sense of belonging levels?

Method

Research Model

This study which aims to examine the relationship between the power sources used by the school principals and the occupational sense of belonging levels of preschool teachers employed correlational survey model. In correlational studies, it is aimed to reveal the relationship between two or more variables (Creswell, 2008). In this study, the dependent variable is preschool teachers' occupational sense of belonging levels, while the independent variable is the sources of power used by school principals.

Universe and Sample

The population of the study is consisted of preschool teachers working in public schools affiliated to the Ministry of National Education throughout Turkey in the 2020-2021 academic year. The sample was determined by the maximum variation sampling method, which is one of the non-probability sampling methods. Maximum variation sampling involves purposefully picking respondents depicting a wide range of extremes on dimension of interest studied (Singh, 2007). Preschool teachers working in 53 different cities in 7 different regions of Turkey were selected in order to provide maximum diversity. The total number of preschool teachers working in Turkey in the 2019-2020 academic year is 62004 (57069 females, 4935 males) (MoNE, 2020). Cingi (1994) states that a sample size of 383 is sufficient for a population size of 100000 and a confidence interval of 0.5. The sample size required for the 0.5 confidence interval is achieved by the voluntary participation of 396 preschool teachers. Demographic information of the participants is given in Table 1.

Table 1. Demographic Information of Participants

		Frequency (f)	Percentage (%)
Gender	Female	368	92.9
	Male	28	7.1
Age	Ages 21-30	191	48.2
	Ages 31-40	169	42.7
	41 and above	36	9.1
Education	Associate Degree	5	1.3
	Bachelor's Degree	364	91.9
	Master's Degree	26	6.6
	PhD	1	.3
Occupational Experience	1-5 years	137	34.6
	6-10 years	107	27.0
	11-15 years	113	28.5
	16 years and above	39	9.8
Tenure in the institution	1-5 years	290	73.2
	6-10 y years	76	19.2
	11 years and above	30	7.6
Type of Institution	Kindergarten	190	48
	Primary School/ Secondary School	206	52

As can be seen in Table 1, 92.9% of the teachers constituting the sample group are women; 48.2% are between the ages of 21-30; 91.9% have a bachelor's degree; 34.6% have 1-5 years of professional experience; 73.2% of them work in the same institution for 1-5 years, and 52% of them work in primary/secondary school.

Data Collection Tools

Data were obtained using three different data collection tools. The first is the 'Personal Information Form' prepared by the researcher. The second is the 'Organizational Power Scale in Schools' developed by Altinkurt and Yilmaz (2013), and the third is the 'Occupational Sense of Belonging Scale' developed by Keskin and Pakdemirli (2016). Necessary permissions were obtained from the researchers for the use of the scales.

Personal Information Form: This form includes questions about the demographic information of the participants. The content of the form consists of questions regarding the gender, age, educational background, occupational experience, tenure in the institution, and institution type of the participants.

Organizational Sources of Power Scale: This scale was developed by Altinkurt and Yilmaz (2013) in order to determine the sources of power used by school principals. The five-point Likert-type rating options were used in the scale as (1) Never, (2) Very Rarely, (3) Sometimes, (4) Often, and (5) Always. The scale consists of 37 items and five dimensions. These dimensions are coercive power, reward power, legitimate power, referent power and expert power. Cronbach's alpha values of these dimensions are .91, .89, .84, .94 and .94, respectively, while factor loadings are between .47-.77, .53-.73, .66-.84, .71-.81 and .61-.75, respectively. For the present study, Cronbach's alpha values were calculated as .90, .83, .78, .95 and .95 for coercive power, reward power, legitimate power, referent power and expert power, respectively. The Cronbach's alpha value of the entire scale is .89. These results show that the dimensions are highly reliable, as is the scale as a whole. CFA was performed for this study in order to test the validity of the scale. The resulting fit indices ($\chi2/sd$ = 2.05, GFI = .86, AGFI = .83, NFI = .98, CFI = .99, IFI = .99, NNFI = .99, RFI = .97, RMSEA = .052 , SRMR = .072) appears to be at an acceptable level (Doll, Xia, & Torkzadeh, 1994; Schumacher & Lomax, 2004). Since the sources of power used by the school principals are in different scopes, the total score of the scale cannot be calculated and the scores of each of the five dimensions are calculated separately. A high score on a sub-dimension indicates that school principals use that dimension more.

Occupational Sense of Belonging Scale: The scale was developed by Keskin and Pakdemirli (2016) in order to determine the occupational sense of belonging levels of employees in the public and private sectors. The rating options used in the scale were determined as a five-point Likert type of (1) Strongly Disagree, (2) Disagree, (3) Neither Agree, nor Disagree, (4) Agree, (5) Totally Agree. The scale consists of 39 items and three dimensions. These dimensions are sense of belonging regarding occupational management, sense of belonging regarding occupational workplace and sense of belonging regarding occupational workplace. While the Cronbach's alpha values of these dimensions were .95, .92 and .76, respectively, the Cronbach's alpha value for the whole scale was calculated as .95. The factor loads of the scale are between 0.47-0.87, 0.47-0.76 and 0.47-0.75 for occupational management, sense of belonging regarding occupational organization and sense of belonging regarding occupational workplace dimensions, respectively. For this study, while Cronbach's alpha values were calculated as .96 for all items, they were calculated as .97, .91 and .83 for sense of belonging

regarding occupational management, sense of belonging regarding occupational organization and sense of belonging regarding occupational workplace dimensions, respectively. According to these results, it can be said that the entire scale is highly reliable. CFA was performed for this study in order to test the validity of the scale. The resulting fit indices ($\chi 2/sd$ = 2.36, GFI = .85, AGFI = .81, NFI = .97, CFI = .98, IFI = .98, NNFI = .98, RFI = .96, RMSEA = .059) , SRMR = .079) appears to be at an acceptable level (Doll, Xia, & Torkzadeh, 1994; Schumacher & Lomax, 2004).

Data Collection

Data were collected from preschool teachers working in 53 different provinces of Turkey. In the first step, school principals and preschool teachers working in different provinces were contacted by phone and informed about the present research. A form containing data collection tools was sent to preschool teachers who agreed to participate, and to fill in electronically.

Data Analysis

Software package program was used for data analysis. Frequency and percentage values of the demographic data of the participants and the mean and standard deviation values of the dimensions of the scales were calculated. Normality test was performed in order to decide on the statistical method to be used in data analysis. The normality of the data was examined based on the skewness and kurtosis values. As a result of the evaluation, the skewness values in the dimensions of coercive power, reward power, legitimate power, referent power, expert power, sense of belonging regarding occupational management, sense of belonging regarding occupational organization and sense of belonging regarding occupational workplace were 1, -.440, -. 623, -.568, -.737, -.494, -.735, -.056. The skewness value was calculated as -.276 for the total value of the Occupational Sense of Belonging Scale. The kurtosis values were calculated as .872, -.321, .721, -.450, -.081, -.213, .359, -.540 for the dimensions in the same order. The kurtosis value for the total value of the Occupational Sense of Belonging Scale was found to be -.163. For the normal distribution, the ideal statistical value range of skewness and kurtosis values is accepted as -1 to +1 (George & Mallery, 2003). Since the results of the analysis showed that the data were normally distributed, the use of parametric tests was preferred. "The Pearson product-moment correlation coefficient" was used to determine the relationships between variables. Correlation coefficients between 0.70-1.00 as absolute values were considered as high, between 0.69-0.30 as medium and between 0.29-0.00 as low correlation (Buyukozturk, Cokluk, & Koklu, 2010). "Multiple Linear Regression Analysis" was used to analyze the predictive variables.

Model Setup

Multiple linear regression analysis gives accurate results only when predictor and predicted variables show normal distribution. It is seen in the skewness and kurtosis values of the data that a normal distribution is obtained. In addition, there should be no multicollinearity between the predictor variables. A correlation value above .90 indicates a significant multicollinearity issue (Tabachnick & Fidell, 2007). Correlation values between predictor variables were found below .90. As a second step, tolerance (1-R2), variance inflation factor (VIF) and condition index (CI) values were examined to test the multicollinearity between independent variables. The results of the analysis showed that the tolerance values are between .201 and .728, the variance of inflation factors is between 1.373 and 4.974, and the condition indices are between 5.374 and 28,469. For all variables, it is seen that the tolerance

values are greater than .20, the VIF values are less than 10 and the condition indexes are less than 30. In this case, it can be said that there is no multicollinearity between the predictor variables (Field, 2005).

Results

In this section, the results of the analysis regarding the sub-questions of the study are presented. The mean and standard deviation values were calculated for the dimensions of sources of power used by school principals, preschool teachers' total occupational sense of belonging levels, and dimensions of occupational sense of belonging levels. The scales are in the form of a five-point likert scale. Thus, it is scored from one to five. A participant can get at least one and at most five points from each question. In this five-scale scoring system, option ranges are arranged according to the interval coefficient (4/5=0.80) calculated for four intervals (5–1=4). These are 1.00-1.79 (very low), 1.80-2.59 (low), 2.60-3.39 (medium), 3.40-4.19 (high), 4.20-5.00 (very high).

Sources of power used by school principals

The mean scores and standard deviation values obtained by preschool teachers in the 'Organizational Sources of Power Scale' dimensions are presented in Table 2.

Table 2. Sources of Power Used by School Principals

	Mean ($\bar{X}$)	Standard Deviation (SD)
Coercive Power	2.16	.85
Reward Power	3.55	.82
Referent Power	3.56	1.01
Legitimate power	3.97	.67
Expert Power	3.86	.91

As it can be seen in Table 2, preschool teachers stated that school principals use coercive power at a low level ($\bar{X}$=2.16) while they use reward ($\bar{X}$=3.55), referent ($\bar{X}$=3.56), legitimate ($\bar{X}$=3.97), and expert ($\bar{X}$=3.86) power at a high level. According to the standard deviation values, it can be said that the most homogeneous distribution is seen in the legitimate power dimension (SD= .67).

Preschool teachers' occupational sense of belonging levels

The mean scores and standard deviation values obtained by preschool teachers in the 'Occupational Sense of Belonging Scale' dimensions are given in Table 3.

Table 3. Preschool Teachers' Occupational Sense of Belonging Levels

	Mean (X̄)	Standard Deviation (SD)
Sense of belonging regarding occupational management	3.46	.89
Sense of belonging regarding occupational organization	4.10	.64
Sense of belonging regarding occupational workplace	3.29	.89
Total occupational sense of belonging	3.70	.65

Data presented in Table 3 show that while preschool teachers' sense of belonging levels regarding occupational management (X̄=3.46), occupational organization (X̄=4.10) and total sense of belonging (X̄=3.70) are high, their sense of belonging levels regarding occupational workplace (X̄=3.29) are medium. The standard deviation values show that the most homogeneous distribution is in the sense of belonging regarding occupational organization dimension (SD= .64).

Relationships between the sources of power used by school principals and preschool teachers' occupational sense of belonging levels

Pearson product-moment correlation analysis was performed to determine the correlations between the sources of power used by school principals and the sub-dimensions of preschool teachers' occupational sense of belonging levels. The results are given in Table 4.

Table 4. Relationships between the Sources of Power Used by School Principals and Preschool Teachers' Occupational Sense of Belonging Levels (n = 396)

	1	2	3	4	5	6	7	8	9
1. Coercive Power	1	-.39**	-.47**	.17**	-.41**	-.47**	-.13*	-.16**	-.38**
2. Reward Power		1	.75**	.25**	.74**	.74**	.28**	.47**	.66**
3. Referent Power			1	.26**	.87**	.78**	.37**	.51**	.73**
4. Legitimate Power				1	.38**	.19**	.14**	.17**	.21**
5. Expert Power					1	.70**	.29**	.47**	.65**
6. Sense of Belonging Regarding Occupational Management						1	.40**	.59**	.90**
7. Sense of Belonging Regarding Occupational Organization							1	.46**	.74**
8. Sense of Belonging Regarding Occupational Workplace								1	.74**
9. Total Sense of Belonging									1

**p<,01; *p<,05

As it can be seen in Table 4, various relationships were found between the sub-dimensions of sources of power used by school principals and the sub-dimensions of preschool teachers' occupational sense of belonging levels. There is a significant strong positive correlation between reward power and occupational management (r =.74), referent power and occupational management (r =.78), referent power and total sense of belonging (r =.73), and between expert power and occupational management (r =.70). There is a significant positive medium correlation between reward power and occupational workplace (r =.47), reward

power and total sense of belonging (r =.66), referent power and occupational organization (r =.37), referent power and occupational workplace (r =.51), expert power and occupational workplace (r =.47), and expert power and total sense of belonging (r =.65).

There is a significant positive weak correlation between reward power and occupational organization (r =.28), legitimate power and occupational management (r =.19), legitimate power and occupational organization (r =.14), legitimate power and occupational workplace (r =.17), legitimate power and total sense of belonging (r =.21), and expert power and occupational organization (r =.29).There is a negative, significant and moderate relationship between coercive power and occupational management (r =-.47), and between coercive power and total sense of belonging (r =-.38). There is a negative, significant and weak relationship between coercive power and occupational organization (r =-.13) and between coercive power and occupational workplace (r =-.16).

Predicting level of preschool teachers' sense of belonging levels by power sources used by school principals

The results of the regression analysis regarding the sources of power used by the school principals predicting the occupational sense of belonging levels of the preschool teachers are given in Table 5.

Table 5. Multiple Regression Analysis Results on the Prediction of Occupational Sense of Belonging Levels by Sources of Power Dimensions

Variables		Occupational Management	Occupational Organization	Occupational Workplace	Total Sense of Belonging
		$R= .819$ $R^2= .667$ $F(5,390)=158.924$ $p= .000$	$R= .386$ $R^2= .138$ $F(5,390)=13.626$ $p= .000$	$R= .534$ $R^2= .276$ $F(5,390)= 31.180$ $p= .000$	$R= .754$ $R^2= .563$ $F(5,390)= 102.805$ $p= .000$
Coercive power	β	-.120	.38	.119	-,040
	t	-3.394	.669	2.279	-.976
	p	.001	.504	.023	.330
Reward power	β	.344	.021	.201	.262
	t	7.527	.286	2.991	5.009
	p	.000	.775	.003	.000
Referent power	β	.470	.512	.378	.572
	t	7.254	4.917	3.958	7.711
	p	.000	.000	.000	.000
Legitimate power	β	.005	.064	-.017	.026
	t	.146	1.166	-.349	.664
	p	.884	.244	.727	.507
Expert power	β	-.009	-.177	.046	-.070
	t	-.145	-1.704	.478	-.940
	p	.884	.089	.633	.348

Table 5 shows that there is a significant relationship between sources of power and occupational sense of belonging level in occupational management dimension (R=.819; R²= .667; F(5.390)= 158.924; p = .000). These predictive variables explain 66.7% of the sense of belonging regarding occupational management variance. The regression coefficients obtained determined that coercive power (t= -3.394; p<.01), reward power (t = 7.527; p<.01) and referent power (t= 7.254; p<.01) variables are significant predictors of occupational sense of belonging levels in teachers' occupational management dimension. Legitimate power and expert power dimensions, on the other hand, have no effect on explaining the occupational sense of belonging levels of teachers in the occupational management dimension. The relative

order of importance (β) of the predictive variables on the occupational management variable is as follows: referent power (β = .470), reward power (β = .344) and coercive power (β = -.120).

There is a significant relationship between sources of power and occupational sense of belonging level in the dimension of occupational organization (R=.386; R²= .138; F(5.390)= 13.626; p = .000). These predictive variables explain 13.8% of the variance related to the sense of belonging regarding occupational organization. It was determined by the regression coefficients that only referent power (t= 4.917; p<.01) variable is a significant predictor of teachers' occupational sense of belonging levels in occupational organization dimension. Coercive power, reward power, legitimate power and expert power dimensions are not predictors of occupational sense of belonging level of teachers in occupational organization dimension.

There is a significant relationship between sources of power and occupational sense of belonging level in occupational workplace dimension (R=.534; R²= .276; F(5.390)= 31.180; p = .000). These predictive variables explain 27.6% of the variance of occupational workplace sense of belonging. The regression coefficients showed that coercive power (t= 2.279; p<.05), reward power (t= 2.991; p<.01) and referent power (t= 3.958; p<.01) variables are significant predictors of teachers' occupational sense of belonging levels in occupational workplace dimension. Legitimate power and expert power dimensions have no effect in explaining teachers' occupational sense of belonging levels in the occupational workplace dimension. The relative order of importance (β) of the predictor variables on the occupational workplace variable is as follows: referent power (β = .378), reward power (β = .201) and coercive power (β = .119).

There is a significant relationship between the sources of power and the total occupational sense of belonging level (R=.754; R²= .563; F(5.390)= 102.805; p = .000). 56.3% of occupational sense of belonging level is explained by these predictive variables. According to the regression coefficients, reward power (t= 5.009; p<.01) and referent power (t= 7.711; p<.01) variables are significant predictors of teachers' occupational sense of belonging levels. On the other hand, the dimensions of coercive power, legitimate power, and expert power are not effective in explaining teachers' occupational sense of belonging levels. The relative order of importance (β) of the predictor variables on the total sense of belonging is as follows: referent power (β =.572) and reward power (β =.262).

Discussion

When the results of this study are examined, it is understood that the most legitimate power and the least coercive power are used. This result is in line with several previous studies that indicate that school principals use legitimate power frequently and coercive power less often (Admis et al., 2021; Bayrak et al., 2014; Goldberg, 1990; Sintayehu, 2020). Legitimate power represents the authority. Most scholars agree that this source of power comes from the overwork of official authority (Sintayehu, 2020). Schools in Turkey have a bureaucratic structure, hence laws are highly emphasized. At the same time, the Turkish education system has bureaucratic features in addition to its centralized structure (Altinkurt et al., 2014). These characteristics may have an effect on the school principals' greater use of their legitimate power. Nonetheless, school principals' use of their legitimate power at the highest level can be considered as a negative behavior. Because using high levels of legitimate power can lead to frustration and resistance (Lunenburg, 2012), and curbs

motivation and creativity (Singh, 2009). This approach is also undesirable in terms of contemporary management principles. The fact that coercive power is one of the least used sources of power by school principals is a desirable and positive result. Because coercive power causes teachers to feel under pressure and threat of punishment (Memduhoglu & Turhan, 2016), to experience dissatisfaction with management (Camarillo, 2019; Hornstein, 1968; cited in Aslanargun, 2019), to experience a decrease in their job performance, a negative effect on their motivation (Atmaca, 2014), to feel uncomfortable and hurt (Helvaci & Kayali, 2011), to be afraid (Altinkurt et al., 2014), job dissatisfaction, resistance, conflict and alienation (Altinkurt & Yilmaz, 2013). Therefore, it can be concluded that school principals avoid the use of coercive power in order to avoid such negative effects.

From the results of the research, it can be said that preschool teachers have a high level occupational sense of belongings. There are studies in the literature that support this result (Atac & Ozgenel, 2021; Bogler & Somech, 2004; Collie et al., 2011; Kirdok & Doganulku, 2018; Lamei & Xueya, 2021; Ozgenel, 2019; Sahin, 2013; Savski & Comprendio, 2022; Sorensen & McKim, 2014). Accordingly, it can be said that preschool teachers do their jobs willingly and lovingly, identify with their profession, make an effort while performing the profession, have positive relations with their colleagues and managers, and their working conditions are at the desired level. In addition, the low occupational experience of preschool teachers (10 years and below 61.6%) may have an effect on the high occupational sense of belonging levels of preschool teachers. Because it can be said that teachers who are at the beginning of their duties are idealistic, excited and passionate about their profession.

When the results of the research are examined, it is seen that there is a significant relationship between the power sources used by school principals and the level occupational sense of belonging preschool teachers. It can be said that the reference power, reward power, expert power and legitimate power used by the school principals have an effect on the increase in the professional belonging levels of the preschool teachers. On the contrary, coercive power has the effect of reducing the sense of occupational sense of belonging preschool teachers.

The relationship between the referent power used by school principals and the occupational sense of belonging levels of preschool teachers is positive and at a high level. Thus, we can say that school principals influence teachers with characteristics that reflect their referent power such as being respected, admired and modeled (Hoy & Miskel, 2012). The results of previous studies also indicate that there is a positive relationship between the referent power used by school principals and the organizational commitment levels of teachers (Admis et al., 2021; Atmaca, 2014; Sezgin & Kosar, 2010). The relationship between reward power and preschool teachers' occupational sense of belonging levels is positive and moderate. It is possible to say that teachers work in a supportive and cooperative manner with school administrators (Owens, 2004). School principals' use of reward power shows that teachers and teachers are valued for their work, that they are taken into account, that their efforts are rewarded, that they are treated fairly in rewarding and that successful employees are appreciated. Admis et al., (2021) also revealed that there is a positive and significant relationship between the reward power used by school principals and teachers' organizational commitment. The relationship between the expert power used by the school principals and the occupational sense of belonging levels of the preschool teachers is positive and moderate. School principals' preference for expert power shows that school principals' expertise and knowledge are valued by teachers (Mann, 2012). There are various previous studies stating that there is a positive relationship between the expert power used by school principals and organizational commitment (Admis et al., 2021; Atmaca, 2014; Sezgin & Kosar, 2010). The

relationship between the legitimate power used by the school principals and the occupational sense of belonging levels of the preschool teachers is positive and at a low level. Although preschool teachers' occupational sense of belonging levels increase when school principals use legitimate power, this increase occurs at a low level and is not as effective as in referent, reward and expert powers. This can be interpreted as school principals' use of legitimate power is insufficient to influence teachers. According to Hale & Moorman (2003), there is a consensus that "order-command" type of practices no longer make sense in today's school systems. Disproportionate use of legitimate power may cause some negative consequences due to this source of power being transformed into coercive power (Altinkurt & Yilmaz, 2013). For this, school principals should be careful when using their legitimate powers. Sezgin and Kosar (2010) also determined that there is a weak positive significant relationship between the legitimate power used by school principals and teachers' organizational commitment levels. The relationship between the coercive power used by the school principals and the occupational sense of belonging levels of the preschool teachers is negative and moderate. This shows that school principals using coercive power is negatively evaluated by teachers and leads to a decrease in teachers' occupational sense of belonging levels. Because in coercive power, school principals use threats and fear of punishment to get teachers to work. It seems difficult to expect teachers to have a high occupational sense of belonging in a school where fear and punishment are at the forefront (Lunenburg, 2012). In the study of Admis et al. (2021), it was determined that there is a negative significant relationship between the coercive power used by school principals and the organizational commitment levels of teachers.

Regression coefficients determined that referent power and reward power variables are positive significant predictors of preschool teachers' occupational sense of belonging levels. In addition, the dimensions of expert power, legitimate power and coercive power do not predict the occupational sense of belonging levels of preschool teachers. Referent power has more significant predictive power than reward power according to standardized regression coefficient. These results show that referent and reward sources of power used by school principals are important predictors of preschool teachers' occupational sense of belonging levels. This finding also emphasizes the magnitude of the effect of school principals on occupational sense of belonging.

In referent power, exemplary and admired personal characteristics are important (Robbins & Judge, 2013). This result suggests that school principals, in addition to being exemplary, loved, respected, also display admirable personal traits. Moreover, it is known that school principals who use referent power more have more influencing skills (Singh, 2009). This was also supported by the result of the present study, and the referent power used by school principals was found to be the most effective predictor of preschool, teachers' occupational sense of belonging levels. The study of Sezgin and Kosar (2010) also states that referent power is a significant predictor of organizational commitment. Reward power refers to the case in which the school principal influences teachers to exhibit the desired behaviors (Hoy & Miskel, 2012). The results of the present study suggest that school principals appreciate successful teachers, be fair in rewarding, value teachers' work, display democratic attitudes, and appreciate the teachers. In the study of Sezgin and Kosar (2010), reward power is a significant predictor of teachers' organizational commitment as well.

Limitations

Of course, the research also has some limitations. First, the study was conducted with 396 teachers working in public schools. Another limitation is the use of quantitative methods. As the last of these, it can be said that the present study is limited by 'Organizational Sources of Power Scale' and 'Occupational Sense of Belonging Scale'.

Conclusion and Recommendations

In conclusion, school principals use their legitimate power the most while they use the coercive power the least. In addition, preschool teachers' occupational sense of belonging levels was found to be high. Referent power, expert power, reward power and legitimate power used by school principals lead to a positive occupational sense of belonging, while coercive power creates a negative occupational sense of belonging. Among these sources of power, referent power and reward power are meaningful predictors of preschool teachers' occupational sense of belonging levels. It was found that the sources of power used by school principals affect the occupational sense of belonging levels of preschool teachers. It is thought that the results of the present research, in which this relationship is revealed, will contribute to both the academicians working in this field and the school principals. The present study is of great importance in that it is the first to be conducted on this subject. The results we present here provide scientific evidence for preschool teachers to have more effective and productive working opportunities. The study has high generalizability, since it was conducted with preschool teachers working in 53 different provinces of Turkey. It can be said that the sample group represents the universe in terms of gender, since the distribution of participant teachers by gender is similar to that of preschool teachers working in public institutions in Turkey.

The results of the research clearly showed that the sources of power used by school principals have positive and negative effects on preschool teachers. This emphasizes the fact that school principals should be more careful in using their sources of power and exhibit effective leadership behaviors. For this purpose, in-service training can be organized for school principals on sources of power and their effective use. Based on the conclusion that referent power is the most effective source of power in predicting the occupational sense of belonging levels of preschool teachers, leadership training can be given to school principals so that they can use this specific power effectively. Policy makers should review the criteria for assigning administrators to schools. For example, the leadership capacities and skills of the principal candidates can be taken into consideration, as well as providing them with postgraduate training in management. Alternatively, courses that contribute to effective management/leadership can be provided to prospective teachers. Future studies can be conducted on other factors affecting the occupational sense of belonging levels of preschool teachers. Similarly, the different effects of sources of power used by school principals on preschool teachers can be examined in detail. Comparisons can be made by conducting the study on the same subject on teachers working in private and public education institutions. In addition, a study with school principals may offer a different research framework. Qualitative research can be conducted to examine the reasons behind the high occupational sense of belonging levels of preschool teachers. The reasons for the predictive effects of referent and reward power on occupational sense of belonging can be examined in depth with qualitative research. Finally, future studies can be planned by considering the variables of teachers, gender, age, occupational experience, working age group and type of institution.

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