INVESTIGATING THE INFLUENCE OF AUTHORITARIAN LEADERSHIP AND SUPERVISOR SATISFACTION ON TURNOVER INTENTION: THE MODERATING ROLE OF EMPLOYEE UPBRINGING

Hsiung, Ting En

Graduate Institute of Human Resource Management, National Changhua University of Education, Changhua, Taiwan
m1132022@gm.ncue.edu.tw

Chong, Tong Ming

Graduate Institute of Human Resource Management, National Changhua University of Education, Changhua, Taiwan
Tongmingchong@gmail.com

Tan, Zhi Lin

Graduate Institute of Human Resource Management, National Changhua University of Education, Changhua, Taiwan
zltan0278@gmail.com

Chen, Po Hung

Graduate Institute of Human Resource Management, National Changhua University of Education, Changhua, Taiwan
hideontrash5566@gmail.com

Abstract

Authoritarian leadership is prevalent in the Asian region, and previous research has found a positive correlation between authoritarian leadership and employees' intention to leave their jobs. However, there are employees in the workplace who can adapt to such supervisors. Therefore, we approach this study from the perspective of "fit theory" to explore whether employees with authoritarian parenting styles can match with authoritarian leadership. This study aims to investigate the impact of authoritarian leadership on employees' intention to leave, with supervisor satisfaction as the mediator and employees' authoritarian parenting style as the moderator. A total of 232 valid questionnaires were collected in this study. The results revealed that the level of authoritarian family upbringing among employees has a moderating effect on the relationship between authoritarian leadership and supervisor satisfaction.

Keywords

Authoritarian Leadership, Authoritarian Parenting Style, Supervisor Satisfaction, Turnover Intention

1. Introduction

From the past to the present, in organizations, the relationship between management and employees has not undergone significant changes. By the end of the 20th century, with the gradual dominance of Chinese influence in the Asian economy and rapid growth, research on the characteristics of management in Chinese-owned enterprises has been on the rise (Redding, 1990; Whitley, 1992; Wong, 1988). Due to notable differences in the way management interacts with employees between the Western and Chinese organizational contexts, the aforementioned studies collectively point out substantial distinctions in the approaches of superiors and subordinates in the East and West. This has led to the nomenclature of the unique leadership style in the East as "paternalistic leadership."

Paternalistic leadership is a leadership style akin to paternal authority. It carries a clear and strong sense of authority while also demonstrating care, consideration, and a high degree of personal integrity (Farh & Cheng, 2000). It comprises three vital components: authoritarianism, benevolence, and moral character leadership. Authoritarian leadership emphasizes the leader's authority as unchallengeable, and it involves strict control and demands absolute obedience from subordinates. Benevolent leadership entails individualized, comprehensive, and long-term care for

the well-being of subordinates. Moral character leadership necessitates the leader to exhibit a higher level of personal ethics, cultivation, and dedication. Among the three components of paternalistic leadership, authoritarian leadership has received the most extensive discussion (Cheng, 1995a; Silin, 1976; Redding, 1990).

Among the three elements of paternalistic leadership, the most distinct and prominent component is authoritarian leadership. It not only reflects the characteristic of "hierarchical order" in Chinese society but also best represents the cultural tradition in Chinese leadership that emphasizes parental authority (Chen & Farh, 2010). In the Chinese workplace, Chinese employees themselves have a greater familiarity with and acceptance of authoritarian leadership. Indirectly, this does not have a direct impact on supervisor satisfaction (Yan et al., 2014).

Furthermore, authoritarian leadership was the most emphasized and inspiring aspect when early researchers depicted the characteristics of top Chinese corporate leaders (Silin, 1976; Redding, 1990). As a result, it has prompted numerous scholars to investigate this leadership style (Wu, 2008; Wu et al., 2008; Chou et al., 2010). It is worth noting that while studies on supervisor leadership styles and supervisor satisfaction are relatively common, very few studies in the domestic context have incorporated employees' family upbringing methods into the research. Parents are the most influential learning agents for children during their growth and represent the most enduring social organization for interaction (Huang, 2014). Chiou et al., (2019) pointed out that parents bear the responsibility for their children's social, emotional, and personality development, indicating that family upbringing methods may have an impact on children in the workplace. Therefore, in this study, we introduce family upbringing methods as a moderating variable between authoritarian leadership and supervisor satisfaction, aiming to examine the relationship between employee satisfaction with supervisors under authoritarian family upbringing and the potential effects on their turnover intention under such conditions.

This research aims to investigate the impact of authoritarian leadership on employee turnover intention, with supervisor satisfaction as the mediating factor and employees' family backgrounds as moderators. Lin (2020), suggested that when employees' expectations of leadership styles align with their actual experiences, it may positively influence their satisfaction with their supervisors. Therefore, we hypothesize that employees' past family upbringing styles may influence their expectations regarding leadership styles. Consequently, this study focuses on the impact of varying degrees of authoritarian family upbringing styles on the relationship between

authoritarian leadership and supervisor satisfaction. Moreover, we seek to explore the influence of supervisor satisfaction on turnover intention.

2. Literature Review and Research Hypotheses

2.1. Authoritarian Leadership

Silin (1976) conducted interviews with several owners and managers of privately owned enterprises in Taiwan. After a year-long study, he described the leadership philosophies and behavior patterns of business owners and managers. These included instructional leadership, moral leadership, centralization, maintaining distance between superiors and subordinates, leadership intentions, and control. He pointed out that these leadership styles all had distinct characteristics, which were significantly different from Western leadership styles. While these styles were not explicitly termed "paternalistic leadership," they contributed to the emergence of the concept of paternalistic leadership. Following Silin (1976), Redding (1990) conducted research on management practices in Chinese family businesses in countries such as Hong Kong, Singapore, Taiwan, and Indonesia. He interviewed ten Chinese business owners and managers. After integrating his observations and interview data, he raised several issues related to Chinese business leadership. These issues included clear hierarchies, power distance between superiors and subordinates, subordinates' comprehensive and non-selective acceptance of the leader's authority, and the leader's display of biased support for loyal followers.

From the studies by Silin (1976) and Redding (1990), it is evident that leaders in Chinese business organizations exhibit a leadership style akin to paternal authority, resulting in a distinct leadership approach. This style increases the social distance between leaders and subordinates, and leaders tend to centralize power, making decisions based on their ~~personal~~ will. In such a context, subordinates are expected to follow the leader's commands and display absolute obedience to the leader.

Cheng (1995a) conducted research on Taiwanese family businesses and identified distinctive leadership and management behaviors among Taiwanese business leaders compared to their Western counterparts. He summarized two types of behavior: establishing authority and bestowing favor. Establishing authority involves the leader demonstrating their authority and dominance over subordinates through four categories of behavior: (1) Authoritarian style: Leaders possess and control power, limit information sharing, avoid authorizing subordinates, engage in

top-down one-way communication, and maintain strict control.(2) Diminishing subordinates' capabilities: Leaders disregard subordinates' suggestions and contributions, taking credit for success while attributing failure to subordinates' lack of ability.(3) Image maintenance: Leaders maintain their dignity and engage in impression management to create a favorable image. This engenders trust and the belief among subordinates that the leader can solve problems.(4)Instructive behavior: Leaders emphasize the importance of performance, set high-performance expectations for subordinates, criticize low performance, and provide guidance and instructions on how to complete tasks (Cheng, 1995b; Cheng et al., 2000).

In summary, there are clear differences in the examination of authoritarian leadership between Western and Chinese perspectives. Authoritarian leadership reflects the "hierarchical" relationship between leaders and subordinates in Chinese businesses (Wu, & Liao, 2013). It also highlights the significant power distance in Chinese society, distinguishing it from traditional Western leadership theories (Wu et al., 2002).

2.2. Authoritarian Parenting Style

Many scholars have expressed their views on parenting styles. For instance, Sophie (1981), Wang (1993), and Huang (1997) have pointed out that parents react positively or negatively in their teaching and training of children based on children's behavior, hopes, emotions, and thoughts. Yang (1986) mentioned that family training and education are essential processes for socializing young children. Guo (2003) highlighted the attitudinal, emotional, and behavioral aspects of parents in raising their children. In summary, various scholars' definitions of parenting styles are quite similar, indicating that parents are influenced by their children's behavior when raising them. Moreover, the attitudes and behaviors parents display in parenting also impact their children's future growth. It's a mutual and two-way process. Whether parents possess sufficient ethics and basic knowledge before their children enter society is considered a fundamental definition of parenting styles.

Baumrind (1971) categorized parenting styles into permissive, authoritarian, and authoritative. In this study, we adopted Maccoby & Martin's (1983) classification of four parenting types based on their "responsiveness" and "demandingness." These four types are authoritative (high responsiveness and high demandingness), indulgent (high responsiveness and low demandingness), authoritarian (low responsiveness and high demandingness), and neglecting (low responsiveness and low demandingness).

Here are the definitions provided by Huang (2008) for the four parenting styles:

1. Authoritative Parenting

Authoritative parents exhibit high responsiveness and high demands in their interactions with their children. They establish clear behavioral guidelines for their children, expecting them to act according to these standards to avoid consequences. Authoritative parents also encourage independence in their children and express care with a warm and kind attitude, fostering open communication channels with their children.

2. Authoritarian Parenting

Authoritarian parents control their children's behavior using strict methods, employing power to restrain and shape their attitudes. This parenting style may include threats, control, or even physical punishment. Material incentives may be used as rewards, but it often neglects the psychological aspects and needs of the children. Authoritarian parents maintain a stern and authoritarian image in front of their children, lacking normal communication channels.

3. Indulgent Parenting

Indulgent parents are more accepting of their children's needs and provide emotional support, but they offer excessive freedom in terms of behavioral discipline. They tend to avoid control and punishment methods, choosing instead to maintain a high level of acceptance and tolerance, even in the face of their children's non-compliance with rules and norms.

4. Neglecting Parenting

Neglecting parents typically do not make excessive demands on their children for appropriate or timely behavior. They quickly fulfill their children's needs, not out of love but to avoid inconvenience. They rarely express emotional support and keep a distance from their children. While this style allows children space for self-development, it lacks the warmth that a family should provide, leading to feelings of abandonment and neglect, and children may seek to escape the family environment.

In this study, we focus on exploring the characteristics and impacts of authoritarian parenting. Authoritarian parenting is a style based on authority, emphasizing parental guidance and control over their children. However, in this context, we will no longer distinguish between parenting types but rather focus on understanding the influence of the degree of authoritarian parenting in different contexts and its effect on employees. We concentrate on examining the

impact of employees who have experienced authoritarian parenting on their perception of authoritarian leadership.

2.3. Supervisor Satisfaction

Supervisor satisfaction is one of the concepts within the broader framework of job satisfaction and can also be discussed independently. Job satisfaction, as defined by Hoppock (1935), encompasses the physiological and psychological feelings of contentment in the workplace. Among the five dimensions of job satisfaction, one pertains to the relationship with supervisors (Smith et al., 1969; Brown et al., 1998). The importance of supervision and interaction in contemporary society has been widely acknowledged, and they are crucial interpersonal factors in the context of job satisfaction. This underscores the undeniable influence of leadership on the formation of job satisfaction and highlights the significance of supervisor satisfaction as a valuable factor for exploration.

In the research framework presented here, we delve into a comprehensive examination of supervisor satisfaction, with a specific focus on its impact on subordinates. For this purpose, we do not consider the other four factors related to job satisfaction, such as salary, career advancement, relationships with colleagues, and the nature of the work itself. Subordinate satisfaction with their supervisor (satisfaction with one's supervisor) refers to employees' level of contentment with their immediate manager (Scarpello & Vandenberg, 1987).

Studies by Infante et al., (1993) have indicated that subordinates are likely to have lower satisfaction with their supervisors if the managers exhibit aggressive behavior, engage in confrontational communication, or use low-confirmation speech. This can be explained through the lens of leader power bases (Lee & Low, 2008). The effects of subordinates' satisfaction with their supervisor are influenced by reference power, expert power, and reward power, with all three factors showing a positive correlation. This suggests that when supervisors employ rewarding or expertise-based actions, subordinates tend to have higher levels of favorability. However, subordinates also evaluate the leadership behavior of supervisors and its impact on their satisfaction. Some data indicate that authoritarian leadership may affect subordinates' satisfaction with their supervisor, although the effect may vary in specific circumstances. For example, in Chinese societies, where employees may be more accustomed to and accepting of authoritarian leadership styles (Yen et al., 2014), authoritarian leadership may not significantly impact subordinates' evaluations of their supervisor's satisfaction. This stark difference in research

outcomes suggests that the relationship between authoritarian leadership and supervisor satisfaction, especially in Chinese societies, may involve cultural and educational differences between East and West. Consequently, this study will primarily focus on exploring this factor.

2.4. Turnover Intention

The term "resignation" refers to the termination of the relationship between an employee and an employer, signifying the employee's departure from their current organization, thereby ending the contractual ties between the two parties (Wu, 2013). According to Ferguson & Ferguson (1986), resignation represents a rupture in the relationship between both labor and management, regardless of which party initiates it.

"Resignation intention" pertains to an employee's deliberate decision, made after a period of employment and careful consideration, to voluntarily leave their current position, willingly forsaking their job responsibilities and associated benefits, to discontinue their affiliation with their current organization (Mobley, 1977). It's worth noting that a high employee turnover rate can result in a significant burden in terms of personnel costs (Wu, 2013).

As described by Chen (1994), resignation encompasses a series of behaviors undertaken by employees voluntarily, leading to the termination of their primary employment relationship within an organization. These resignation tendencies can be further categorized into voluntary and involuntary resignations. In the context of this study, the research framework is focused on investigating the impact of authoritarian parenting on voluntary resignation. Therefore, the study predominantly examines factors related to voluntary resignation, while involuntary resignation is not the primary focus of this research.

Voluntary resignation, as outlined by Ferguson & Ferguson (1986), is driven by individual choices, usually initiated by employees themselves. It can be classified into two main categories: (1) Voluntary resignation due to organizational factors and (2) Voluntary resignation for personal reasons. This study primarily explores the first category, which relates to voluntary resignation stemming from factors like dissatisfaction with the organization, and difficulties in adapting to leadership styles or organizational policies.

The study defines resignation as an employee's decision to leave their current job position within an organization after working for a certain period, often due to job dissatisfaction, and this intention to resign may be accompanied by subsequent actions (Robbins, 2007).

Mobley (1977) proposed a model outlining the decision-making process of employee resignations, which has become one of the most commonly adopted models in research. He posited that when employees evaluate their current jobs and their analysis leads to feelings of "dissatisfaction," thoughts of "resignation" or other withdrawal behaviors may gradually emerge. These withdrawal behaviors could include absenteeism, neglect of duties, and so on. In this model, the manifestation of resignation behavior depends on the strength of the resignation tendency. When employees have a stronger inclination to resign, they are more likely to exhibit resignation behaviors. Conversely, if the evaluation results in "satisfaction," employees are more likely to continue in their current positions.

2.5. The Relationship between Authoritarian Leadership and Supervisor Satisfaction

Authoritarian leadership, as described by Farh & Cheng (2000), encompasses various behaviors by supervisors. These behaviors include leading with an authoritative style, using top-down communication, intentionally ignoring suggestions and contributions from subordinates, continuously demeaning the capabilities displayed by subordinates, controlling or manipulating relevant information to maintain one's dignity and face, and harshly criticizing subordinates with poorer performance. This highly distinctive and prominent leadership behavior is commonly observed in Chinese culture (Wu, 2008). According to Cheng (1995a), authoritarian leadership utilizes methods such as teaching, criticism, or humiliation to induce feelings of shame in subordinates, even resulting in fear towards the leader, achieving management objectives through these negative psychological factors.

Experimental research focusing on authoritarian leadership as the independent variable has shown that such leadership behaviors can indeed trigger negative emotional responses in subordinates, such as anger and dissatisfaction (Wu et al., 2002). Furthermore, it is negatively associated with job satisfaction (Wu, 2008). When subordinates perceive authoritarian leadership, they tend to exhibit negative emotional reactions and provide feedback to their supervisors, which, in turn, leads to lower subordinate satisfaction with their supervisors (Yen, 1993). Therefore, this study anticipates a significant negative relationship between authoritarian leadership and employee satisfaction with their supervisors.

H1: Authoritarian leadership is negatively correlated with employee satisfaction with their supervisors.

2.6. The Relationship between Supervisor Satisfaction and Turnover Intention

Many studies consider "supervisor satisfaction" as a crucial component of subordinate reactions (Cheng et al., 2000; Yukl & Fleet, 1992). "Satisfaction" refers to the degree of positive emotional response that employees have towards a specific individual within the organization. Therefore, supervisor satisfaction can serve as an assessment of the quality of the supervisor. The definition of supervisor satisfaction involves the overall feeling of how leaders or supervisors treat their subordinates during their interactions with employees.

Parental leadership, specifically the branch of authoritarian leadership, falls under this leadership style. Leaders who exhibit this style often display qualities such as authority, dominance, secrecy, and didacticism towards their subordinates, issuing commands in a top-down manner. These behaviors can seriously disrupt the interaction and communication between leaders and subordinates (Cheng et al., 2000; Cheng et al., 2002). Authoritarian leadership is considered a unique leadership style with characteristics that include autocratic tendencies, disparagement of subordinates' abilities, image management, and didactic behavior. This type of authoritarian leadership behavior can provoke anger among subordinates (Cheng et al., 2002), and negative emotions like anger, fear, and shame play a significant mediating role in the relationship between leadership behavior and subordinate effectiveness, with anger being the primary mediating emotion in emotional mediation effects (Lee, 2006). These dynamics lead to various outcomes, including a decrease in "supervisor satisfaction" and an increase in "turnover intention "(Wu et al., 2002; Lee, 2006; Cheng et al., 2000; Cheng et al., 2002). Therefore, this study anticipates a significant negative correlation between employee satisfaction with their supervisor and their turnover intention.

H2: Employee satisfaction with their supervisor is negatively associated with their turnover intention.

2.7. Authoritarian Parenting Style Moderates the Relationship between Authoritarian Leadership and Supervisor Satisfaction

Enterprise operation is an extension of family relationships, and a family is one form of an organization. Parent-child interactions within families become one of the channels through which authoritarian leadership behaviors are manifested. Authoritarian leadership behaviors and the rules of interaction in family relationships, influenced by personal experiences, are quietly transferred to the functioning of hierarchical relationships in organizations, especially in the

context of a broad family-oriented culture. At this point, leaders or supervisors in organizations play roles similar to elders, while subordinates play roles resembling younger generations. Therefore, parenting styles and authoritarian leadership should have an inseparable relationship (Chou et al., 2014). Lin (2020) also mentioned in his article that authoritarian leadership behaviors increase employee turnover rates. Still, if employees are inclined towards authoritarian leadership as well, the positive impact on their turnover intentions is mitigated. Moreover, the fit theory is one of the theories that can explain this phenomenon.

Person-job fit, in a broad sense, refers to the degree of alignment between an individual and their job, encompassing elements such as capabilities, characteristics, interests, or personality (Chuang & Lin, 2005). The fit between supervisors and subordinates is a crucial aspect of the alignment between individuals and organizations. The scholarly focus has shifted from the early examination of supervisor leadership or individual traits and their impact on employee responses to the interaction between a subordinate's personality and a supervisor's characteristics in terms of fit (Uhl-Bien et al., 2014).

In the realm of research exploring the interaction between individuals and organizations, there have been findings that provide explanations and insights into employee behaviors and attitudes. These findings serve as valuable references for taking practical actions to enhance the internal work environment and mitigate turnover, ultimately fostering the development of companies. In an era of rapid change and constant evolution, many businesses must confront various challenges, competition, reforms, downsizing, and updates. The effective utilization of person-organization fit principles across various job domains or within corporate structures has thus become a crucial topic (Lin, 2020).

Lin (2020) also mentions similar characteristics between superiors and subordinates, which result in mutual appreciation, coordinated focus, and the creation of a common organizational context. This leads to a high degree of affirmation and satisfaction between them. In summary, an employee's upbringing can influence the implicit transfer of their leadership expectations into the workplace. When a leader's leadership style aligns with an employee's leadership expectations, it can lead to higher satisfaction, and conversely, dissatisfaction when there's a mismatch. Additionally, a high level of supervisor satisfaction can reduce the likelihood of turnover intentions. Therefore, this study anticipates that an employee's Authoritarian parenting style will moderate the effects of authoritarian leadership and supervisor satisfaction.

H3: An employee's authoritarian parenting style moderates the relationship between authoritarian leadership and supervisor satisfaction.

H3A: The degree of authoritarian parenting style among employees moderates the negative relationship between authoritarian leadership and supervisor satisfaction. When the degree of authoritarian parenting style is higher, it mitigates the negative relationship between authoritarian leadership and supervisor satisfaction.

H3B: The degree of authoritarian family upbringing among employees moderates the negative relationship between authoritarian leadership and supervisor satisfaction. When the degree of authoritarian parenting style is lower, it intensifies the negative relationship between authoritarian leadership and supervisor satisfaction.

In summary, the following Figure 1 represents the research framework for this study.

Figure 1: *The Hypothesized Model*
(Source: Authors' Own Illustration)

3. Research Method

3.1. Participants and Procedure

This study focuses on employees of small and medium-sized enterprises (SMEs) in Taiwan and employs purposive sampling for a one-time survey. Data collection is conducted in both paper-based and online questionnaire formats. For the paper-based approach, the researcher personally delivers or sends the questionnaires by mail to the designated contacts. For the online questionnaire (Surveycake), questionnaires are distributed through email and social media to the designated contacts. Before the formal survey, a pre-test is conducted to ensure the reliability and

internal consistency of each scale. The study distributes 400 questionnaires and receives 247 responses. After excluding invalid or fixed-response questionnaires, there are 232 valid questionnaires, resulting in an effective response rate of approximately 58%.

To prevent common method variance (CMV), the study also adopts the method of information anonymization. Before the formal study, a pre-test is conducted to ascertain the objectivity, practicality, and validity of the questionnaire items. The questionnaire items collect basic demographic information, including control variables such as gender, age, company name, industry, and years of tenure.

3.2. Measure

Authoritarian leadership: The measurement of authoritarian leadership used in this study is based on a scale developed by Cheng et al., (2000). The scale consists of 16 items, but after analyzing and removing 2 items with low correlations, 14 items were retained. The scoring is done on a Likert 5-point scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Sample items from this scale include "He/She demands complete obedience to his leadership," "He/She employs strict management methods," and "He/She criticizes us when tasks cannot be accomplished." The Cronbach alpha coefficient for this scale was .955.

Authoritarian parenting style: In the context of authoritarian parenting style, this study referred to a parenting style scale developed by Robinson et al. (1995). The scale is measured using a Likert 5-point scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale encompasses three dimensions: Authoritative, Authoritarian, and Permissive parenting styles, comprising a total of 62 items. For this research, the Authoritarian dimension was selected. The questionnaire items were initially translated by two graduate students majoring in foreign languages, and their translations were cross-referenced for content similarity, with their opinions considered in the process. Furthermore, the questionnaire was reviewed by ten graduate students specializing in human resource management. Subsequently, nine items were removed, leaving a total of 11 items for the scale. Sample items include, "He/she physically punishes me when I misbehave," "He/she appears to be more concerned about their ~~own~~ feelings than my feelings," and "He/she scolds or criticizes me when my behavior does not meet their expectations." The Cronbach alpha coefficient for this scale was .931.

Supervisor Satisfaction: Supervisor satisfaction is defined as "subordinates' level of satisfaction with their supervisors in terms of job-related aspects and interpersonal relationships." The scale used in this study was translated by Wang et al., (2020) and is scored using a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Based on the Minnesota Satisfaction Questionnaire (MSQ) extended version, there are a total of 9 items related to supervisors. In addition, Wang et al. (2020) included an extra item to measure overall satisfaction: "Overall, I am satisfied with my supervisor's leadership." The composite scale consists of 10 items, with sample items including "I am satisfied with the way my supervisor treats me" and "I am satisfied with the relationship between my supervisor and me." The Cronbach alpha coefficient for this scale was .945.

Turnover Intention: This scale was adapted from Wu (2013) with reference to the scale modified by Miller et al. (1979). Turnover intention is defined as the overall performance or attitude toward leaving the current job and seeking other job opportunities. After conducting the study, it was found that item factor loadings were less than .60, leading to the removal of items that did not meet this criterion, resulting in the retention of 4 items. The scale uses a Likert 5-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach alpha coefficient for this scale was .77.

Control Variable: This study also included gender, age, education level, tenure, and occupation as measured variables and incorporated them as control variables for analysis.

4. Data Result and Analysis

4.1. Confirmatory Factor Analysis

This study employed confirmatory factor analysis to assess the fit indices of the hypothesized model. We examined the values of χ^2, χ^2/df, RMSEA, SRMR, CFI, NNFI, and IFI to determine if they met the criteria for statistical significance. Specifically, χ^2/df should be less than 5 (Schumacker & Lomax, 2004); CFI, NNFI, and IFI values should be greater than 0.90 for a good fit, falling within the range of 0.80 to 0.90 for a reasonable fit (Bentler & Bonett, 1980); RMSEA should be less than 0.08 (McDonald & Ho, 2002); and SRMR should be less than 0.10 (Hu & Bentler, 1999). The results are presented in the table.1.

Table 1: *Confirmatory Factor Analysis*

	χ^2	χ^2/df	RMSEA	SRMR	CFI	NNFI	IFI
Hypothesis model	892.639	371	0.081	0.69	0.96	0.966	0.96

(Source: Authors' Own Illustration)

4.2. Descriptive Statistics and Pearson's Correlation

This study employed Pearson correlation analysis to investigate the relationships between variables, as shown in Table 2. According to previous research, when the correlation coefficient between variables exceeds 0.80, there may be concerns about multicollinearity (Hair et al., 2010). However, through the correlation analysis conducted in this study, it was found that the pairwise correlations of the main research variables were all below 0.80. Therefore, it can be inferred that there is no significant issue of multicollinearity among the study variables. The correlations between the main research variables are as follows: Authoritarian leadership is significantly negatively correlated with supervisor satisfaction ($r = -.39$, $p < .01$) and significantly positively correlated with turnover intention ($r = .56$, $p < .01$).Supervisor satisfaction is significantly negatively correlated with turnover intention ($r = -.27$, $p < .01$).Authoritarian parenting style is significantly negatively correlated with authoritarian leadership ($r = -.37$, $p < .01$), significantly positively correlated with supervisor satisfaction ($r = .31$, $p < .01$), and significantly negatively correlated with turnover intention ($r = -.30$, $p < .01$).

Table 2: Descriptive *Statistics and Pearson's Correlation*

Variable	M	SD	1	2	3	4	5	6	7	8
1. Gender	1.57	0.50	—							
2. Age	1.83	1.11	-.06	—						
3. Education	3.00	.085	.01	-.46***	—					
4. Tenure	1.54	0.70	-.16*	.52***	-.17*	—				
5. AL	3.54	0.94	-.12	.32***	-.03	.30***	(.955)			
6. SS	2.61	0.96	.08	-.22***	.10	-.07	-.39***	(.945)		
7. TI	3.50	0.95	-.08	.06	.16*	.20**	.56***	-.27***	(.77)	
8. APS	2.71	0.95	.14*	-.31***	.06	-.23***	-.37***	.31***	-.30***	(.931)

* p < .05, ** p < .01, *** p < .001

(Source: Authors' Own Illustration)

4.3. Testing of Hypotheses

As shown in Table 2, there is a significant negative correlation between authoritarian leadership and supervisor satisfaction (r = -.39, p < .001). Additionally, there is a significant negative correlation between supervisor satisfaction and turnover intention (r = -.27, p < .001). From these findings, it can be inferred that the first hypothesis, "Authoritarian leadership is negatively related to supervisor satisfaction," is supported. The second hypothesis, "Supervisor satisfaction is negatively related to turnover intention," is also supported.

As indicated in Table 3, there is a significant positive relationship between authoritarian leadership and supervisor satisfaction (β= -0.322, p < 0.001). This suggests that authoritarian leadership has a negative impact on supervisor satisfaction. When the moderating variable, authoritarian parenting style, is taken into account, we observe a significant moderating effect (β= 0.268, p < 0.001). Figure 2 represents the moderating effect of the authoritarian parenting style, revealing that when the degree of authoritarian family upbringing is high, it can mitigate the negative relationship between authoritarian leadership and supervisor satisfaction. Conversely, when the degree of authoritarian family upbringing is lower, it can intensify the negative relationship between authoritarian leadership and supervisor satisfaction. In summary, the findings support the third hypothesis (H3), as well as its sub-hypotheses H3a and H3b.

Table 3: *Hypotheses Testing Using Liner Regression (Moderation Effect)*

Supervisor satisfaction	β	SE	t	p	LLCI	ULCI
Constant	3.225***	.342	9.423	.000	2.551	3.900
Authoritarian Leadership（AL）	-.322***	.065	-4.934	.000	-.450	-.193
Authoritarian Parenting Style (APS）	.193***	.065	2.978	.003	-.065	.321
AL X APS	.268***	.052	5.183	.000	-.036	.152
Gender	-.14	.1	-1.393	.165	-.338	.058
Age	-.064	.091	-.701	.484	-.243	.116
Education	.416*	.155	2.688	.008	.111	.722
Tenure	-.039	.06	-.652	.516	-.157	.079

*Note.   *p<.05 ; **p<.01 ; ***p < .001*
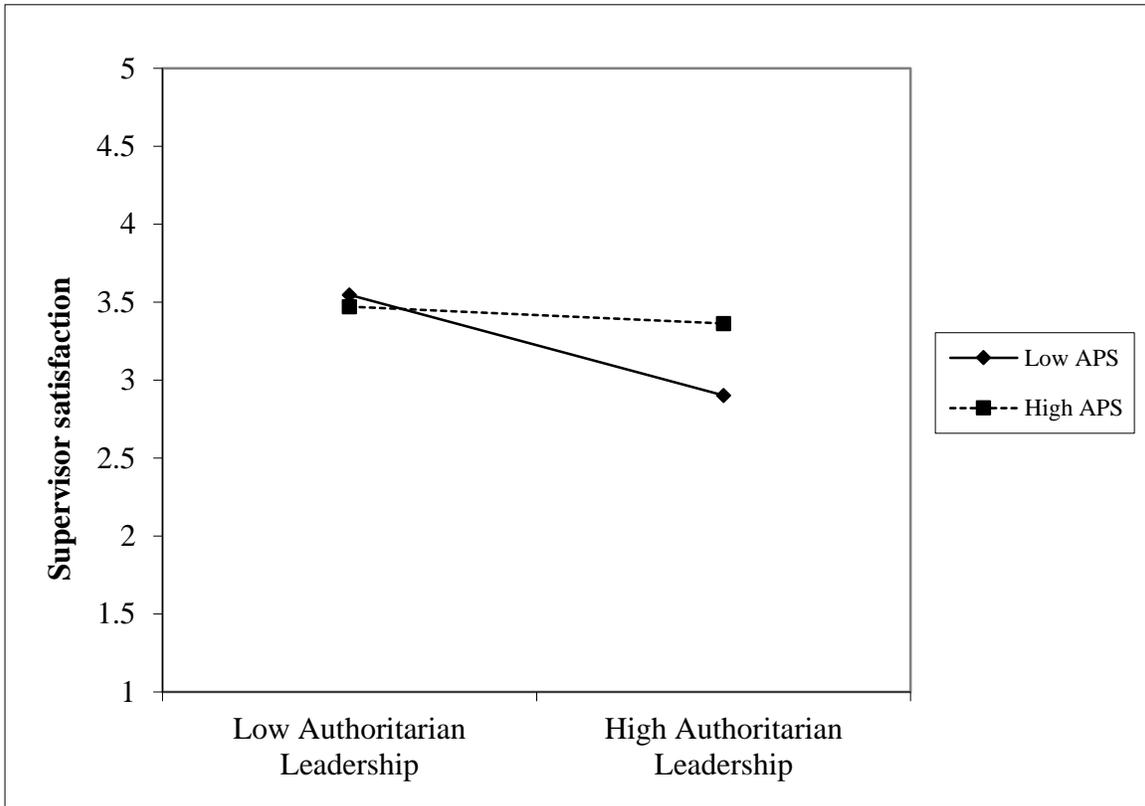
(Source: Authors' Own Illustration)

Figure 2: *Moderating Effect of Authoritarian Parenting Style (APS)*
(Source: Authors' Own Illustration)

5. Discussion

Authoritarian leadership can be considered the most representative leadership style in Chinese society. In early research, the focus was often on exploring the characteristics of senior leaders in Chinese enterprises, and numerous studies were conducted. However, very few studies have included "employees' family upbringing" as a factor to investigate. Little is known about whether differences in employees' past family upbringing styles affect their expectations of leadership styles. Therefore, this study investigates the research by examining whether there is a moderating effect on employees' authoritarian family upbringing and the relationship between authoritarian leadership and supervisor satisfaction.

Authoritarian Leadership is Negatively Correlated with Supervisor Satisfaction.

According to the empirical results of this study, when subordinates experience authoritarian leadership from their supervisors, there is a significant negative correlation between employees' satisfaction with supervisors and the use of authoritarian leadership. Authoritarian leadership, characterized by top-down communication, disregard for or indifference to

subordinates' opinions, derogatory attitudes, and the preservation of self-esteem, is a common leadership behavior in Chinese society (Wu, 2008). Authoritarian leaders can use negative psychological actions such as criticism and humiliation to instill fear in employees and achieve management goals (Cheng, 1995a).

In situations of authoritarian leadership, when subordinates experience authoritarian leadership, employees typically generate negative emotions and provide feedback to their supervisors. Such results will lead to a decrease in subordinates' satisfaction with supervisors. The research data and references from multiple studies align with the hypothesis put forth in advance, indicating a significant negative correlation between authoritarian leadership and employees' satisfaction with supervisors.

The Relationship between Supervisor Satisfaction and Turnover Intention.

Based on the findings of this study, there is a negative correlation between employees' satisfaction with their supervisors and their intention to turnover their positions. This implies that when employees are more satisfied with their supervisors, their desire to leave their jobs is lower. The underlying reason for this phenomenon lies in the profound impact of leadership style on employees' emotions and attitudes. When employees identify with and are willing to trust and respect their supervisors' leadership style, they tend to demonstrate higher levels of engagement with their work and the organization. This sense of identification fosters a positive supervisor-employee relationship, which encourages employees to remain within the organization. This emotional connection reduces employees' inclination to leave their positions as they perceive recognition and respect in their work environment. Conversely, when employees do not align with their supervisors' leadership style, they may feel misunderstood and dissatisfied with the organization. This dissatisfaction can lead to an increased intention turnover, as employees believe they may find a more suitable work environment elsewhere. In summary, leadership style significantly influences employees' emotions and attitudes, subsequently impacting their intentions turnover. A supervisor who earns trust, respect, and recognition from employees is crucial for retaining them within the organization, as this relationship fosters employee loyalty. Therefore, the leadership style and the relationship between leaders and employees are pivotal factors in talent retention, essential for the long-term stability and success of the organization.

The Moderating Effect of Authoritarian Parenting Style on the Relationship between Authoritarian Leadership and Supervisor Satisfaction.

This study, starting from the perspective of family upbringing, explores how the relationship between authoritarian leadership and supervisor satisfaction is moderated by individuals' family upbringing styles. Firstly, the study posits that family upbringing styles will subtly influence individuals' coping mechanisms with workplace stress. If individuals have been raised in a family environment inclined towards using threats, control, or punishment for one-way interaction and education, they are more likely to adapt to the interaction styles exhibited by authoritarian leadership. This implies that employees with a background of highly authoritarian family upbringing, when faced with a relatively acceptable and identifiable leadership style, will experience an increased level of satisfaction with their supervisors, leading to a harmonious and cooperative work environment. Therefore, employees' degree of authoritarian family upbringing has a moderating effect on the relationship between authoritarian leadership and supervisor satisfaction. When employees have a higher degree of authoritarian family upbringing, it mitigates the negative relationship between authoritarian leadership and supervisor satisfaction.

On the other hand, employees with a low authoritarian family upbringing may exhibit relatively lower levels of supervisor satisfaction when faced with authoritarian leadership styles. Due to their upbringing in an environment where decision-making is more open and democratic, these individuals may find it challenging to adapt to intense authoritarian styles. Such an upbringing environment may cultivate expectations of cooperation and harmony, making high authoritarian leadership styles appear contradictory or inconsistent.

Additionally, due to experiencing less strict guidance and constraint in their family upbringing, employees from low authoritarian family backgrounds may express dissatisfaction with excessive control and directive leadership styles. Authoritarian leadership often demands strict obedience, which may conflict with the autonomy and openness values instilled in these individuals during their upbringing. Therefore, employees from low authoritarian family backgrounds may seek equality and participation in interactions with supervisors. If supervisors fail to provide this leadership style aligned with their values, employees may experience frustration and dissatisfaction, thereby affecting supervisor satisfaction. In summary, individual values and expectations developed in family upbringing play a moderating role when facing leadership styles in the workplace, influencing supervisor satisfaction. Thus, when employees have a lower degree of authoritarian family upbringing, it reinforces the negative relationship between authoritarian leadership and supervisor satisfaction.

REFERENCES

Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology*, 4(1, Pt.2), 1–103. https://doi.org/10.1037/h0030372

Bentler, P. M., & Bonett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological bulletin, 88*(3), 588. https://doi.org/10.1037/0033-2909.88.3.588

Brown, M., Hohenshil, T. H., & Brown, D. (1998). Job satisfaction of school psychologists in the United States: A national study. *School Psychology International*, 19(1), 79-89. https://doi.org/10.1177/0143034398191006

Chen, C. C., & Farh, J. L. (2010). Developments in understanding Chinese leadership: Paternalism and its elaborations, moderations, and alternatives. In M. H. Bond (Ed.), *Oxford handbook of Chinese psychology* (pp. 599-622). New York: Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199541850.013.0036

Chen Tsai (1994). *Quality of Working Life, Job Satisfaction and Turnover Intention ─ Evidence from High Technology Professionals.* National Digital Library of Theses and Dissertations in Taiwan.

Cheng, B. S. (1995a). Parental authority and leadership behavior: A case study of a Taiwanese private enterprise CEO. Bulletin of the Institute of Ethnology. *Bulletin of the Institute of Ethnology, Academia Sinica, 79,* 119-173.

Cheng, B. S. (1995b). Differential Mode of the Association and Chinese Organizational Behavior. *Indigenous Psychological Research in Chinese Societies, 3,* 142-219.

Cheng, B. S., Chou, L. F., & Farh, J. L. (2000). A Triad Model of Paternalistic Leadership: Constructs and Measurement. *Indigenous Psychological Research in Chinese Societies, 14,* 3-64. https://doi.org/10.1037/t35288-000

Cheng, B. S., Shieh, P. Y., & Chou, L. F. (2002). The Principal's Leadership, Leader-member Exchange Quality, and the Teacher's Extra-role Behavior: The Effects of Transformational and Paternalistic Leadership. *Indigenous Psychological Research in Chinese Societies, 17,* 105-161.

Chiou, Jin-Lan., Hu, Hsiu-Yuan., Chiu, Shao-I (2019). The parenting style, teacher expectations and peers interaction: A case study of college students in the North district. *Yu Da Academic Journal Vol. 47, June 2019, pp.* 75-118.

Chou, W. J., Chen, B. S., & Lien, Y. H. (2014). Authoritarian Leadership: A Review and Agenda for Future Research. *Chinese Journal of Psychology, 56(2),* 165-189. http://www.cjpsy.com/_i/assets/upload/files/25_PDFsam_56_2_3_%E5%A8%81%E6 %AC%8A%E9%A0%98%E5%B0%8E%EF%BC%9A%E6%A6%82%E5%BF%B5 %E6%BA%90%E8%B5%B7%E3%80%81%E7%8F%BE%E6%B3%81%E6%AA% A2%E8%A8%8E%E5%8F%8A%E6%9C%AA%E4%BE%86%E6%96%B9%E5%90 %91.pdf

Chou, W. J., Chou, L. F., Cheng, B. S., & Jen, C. K. (2010). Juan-chiuan and shang-yan: The components of authoritarian leadership. Indigenous Psychological Research in Chinese Societies, 34, 223-284.

Chuang, A. C., & Lin, H. Y. (2005). An investigation of the effect of person-environment fit on work attitudes and behaviors. Taiwan Academy of Management Journal, 5(1), 123-148.

Farh, J. L., & Cheng, B. S. (2000). A Cultural Analysis of Paternalistic Leadership in Chinese Organization. *Indigenous Psychological Research in Chinese Societies, 13,* 126-180. https://doi.org/10.1057/9780230511590_5

Ferguson, G. H., & Ferguson, W. F. (1986). Distinguishing voluntary from involuntary nurse turnover. *Nursing Management*, 17, 43-44. https://doi.org/10.1097/00006247-198612000-00018

Guo, Fang-Jiun (2003). *The Relationships among Parenting, Ego-Resilience, Ego-Control, and Adolescent Deviance.* National Digital Library of Theses and Dissertations in Taiwan.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Advanced diagnostics for multiple regression: A supplement to multivariate data analysis. Advanced Diagnostics for Multiple Regression: A Supplement to Multivariate Data Analysis.

Hoppock, R. (1935). *Job satisfaction*. New York, NY: Random Harper.

Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural equation modeling: a multidisciplinary journal, 6*(1), 1-55. https://doi.org/10.1080/10705519909540118

Huang, De-Xiang (2008). Adolescent Development and Counseling (2nd ed.). Taipei: Wu-Nan Book Inc.

Huang, Yu-Chin (2014). *A Study on Parenting Styles, Teacher Discipline Types, and Moral Behavior: A Case of Upper-Grade Elementary School Students in Taoyuan County.* National Digital Library of Theses and Dissertations in Taiwan.

Huang, Yuh-Jen (1997). *A study of relationship of Type A behavior, parenting style and adjustment on elementary students.* National Digital Library of Theses and Dissertations in Taiwan.

Infante, D. A., Anderson, C. M., Martin, M. M., Herington, A. D., & Kim, J. (1993). Subordinates' satisfaction and perceptions of superiors' compliance-gaining tactics, argumentativeness, verbal aggressiveness, and style. *Management Communication Quarterly*, 6(3), 307-326. https://doi.org/10.1177/0893318993006003004

Lee, K. L., & Low, G. T. (2008). Bases of power and subordinates' satisfaction with supervision: The contingent effect of educational orientation. *International Education Studies*, 1(2), 3-13. https://doi.org/10.5539/ies.v1n2p3

Lee, Yi-Chen (2006). *Negative effects of different authoritarian leadership styles : The mediating role of subordinates' negative affectivities.* NTU Theses and Dissertations Repository.

Lin, Wei-Hsin (2020). *The Impact of Supervisor's Authoritarian Leadership Behavior on Subordinate Behavior and Performance: The Moderating Role of Subordinates' Expectations of Supervisor's Authoritarian Leadership.* National Digital Library of Theses and Dissertations in Taiwan.

McCoby, E. E. (1983). Socialization in the context of the family: Parent-child interaction. Handbook of child psychology, 4, 1-101.

McDonald, R. P., & Ho, M. H. R. (2002). Principles and practice in reporting structural equation analyses. *Psychological methods, 7*(1), 64. https://doi.org/10.1037/1082-989X.7.1.64

Miller, H. E., Katerberg, R. & Hulin, C. L.(1979) Evaluation of the Mobley, Horner, and Hollingsworth Model of Employee Turnover, Journal of Applied Psychology, Vol. 64, No.5, pp.509-517. https://doi.org/10.1037/0021-9010.64.5.509

Mobley, W. H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of Applied Psychology*, 62, 237-240. https://doi.org/10.1037/0021-9010.62.2.237

Redding, S. G. (1990). *The spirit of Chinese capitalism*. Berlin: Walter de Gruyer & Co.
https://doi.org/10.1515/9783110887709

Robbins, S. P. (2007), Organizational Behavior (12e). Upper Saddle River. NJ: Prentice Hall Inc.

Robinson, C. C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, Authoritarian, and Permissive Parenting Practices: Development of a New Measure. Psychological Reports, 77(3), 819–830. https://doi.org/10.2466/pr0.1995.77.3.819

Scarpello, V., & Vandenberg, R. J. (1987). The satisfaction with my supervisor scale: It's utility for research and practical applications. *Journal of Management*, 13(3), 447-466. https://doi.org/10.1177/014920638701300302

Schumacker, R. E., & Lomax, R. G. (2004). A beginner's guide to structural equation modeling. psychology press. https://doi.org/10.4324/9781410610904

Silin, R. H. (1976). *Leadership and value: The organization of large-scale Taiwan enterprises*. Cambridge, MA: Harvard University Press. https://doi.org/10.1163/9781684171934_009

Smith, P. C. (1969). The measurement of satisfaction in work and retirement: A strategy for the study of attitudes. Chicago, IL: Rand McNally. https://eric.ed.gov/?id=ED051271

Sophie Woo (1981). The Relationship between Parental Discipline Attitudes and Self-Concept of Delinquent Adolescents. *The Journal of Guidance & Counseling, 4,* 135-158.

Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014). Followership theory: A review and research agenda. The leadership quarterly, 25(1), 83-104. https://doi.org/10.1016/j.leaqua.2013.11.007

Wang, Jong-Her (1993). *A study of family structure? parent rearings and children behavior*. National Digital Library of Theses and Dissertations in Taiwan.

Wang, Ting-Hung., Dong, Hsiang-Kai., Jan, Chung-Yuang. (2020). Does Similarity Increase Subordinates' Satisfaction? A Perspective of Leader-Member Exchange Theory. *Public Service Quarterly, 12(4),* 99-135.

Whitley, R. (1992). Business systems in East Asia: Firms, markets and societies. Sage. https://books.google.co.in/books?hl=en&lr=&id=rEU7vV3A61wC&oi=fnd&pg=PP9&dq=Whitley,+R.+(1992).+Business+systems+in+East+Asia:+Firms,+markets+and+societies.+London,+UK:+Sage.+&ots=wliRIstxKt&sig=Ymoz6c-wAhC028yLwoYAp15SifQ&redir_esc=y#v=onepage&q&f=false

Wong, S. L. (1988). *Emigrant entrepreneurs: Shanghai industrialists in Hong Kong*. Hong Kong: Oxford University Press. https://hub.hku.hk/handle/10722/117560

Wu, Feng-Chou (2013). *Relationships among leadership style, personality traits, work performance and Employee turnover intention–As Tainan area OA office furniture an example.* National Digital Library of Theses and Dissertations in Taiwan.

Wu, T. Y. (2008). The mediating process of trust and the moderating effect of emotional intelligence on a Chinese supervisor's authoritarianism leadership and a subordinate's job satisfaction and organizational commitment. Indigenous Psychological Research in Chinese Societies, 30, 3-63.

Wu, T. Y., Chou, L. F., & Cheng, B. S. (2008). Exploring the antecedents of authoritarianism leadership in Chinese enterprises: The predictive effects of supervisors' obedience-to-authority orientation and their perception of their subordinates' compliance and fear. Indigenous Psychological Research in Chinese Societies, 30, 65-115.

Wu, T. Y., Hsu, W. L., & Cheng, B. S. (2002). Expressing or suppressing anger: Subordinate's anger responses to supervisors' authoritarian behaviors in a Taiwan enterprise. Indigenous Psychological Research in Chinese Societies, 18(3), 3-49.

Wu, T. Y., & Liao, H. Y. (2013). Does Chinese authoritarian leadership always lead to employee negative outcomes? Using uncertainty management theory to explore the moderating effect of authoritarian leadership on the relationship between distributive injustice-procedural injustice interaction and employee job satisfaction. Chinese Journal of Psychology. https://psycnet.apa.org/record/2014-05530-001

Yang, K. S. (1986). Effects of family factors on child behavior: A review of empirical studies in Taiwan. Acta Psychologica Taiwanica, 28(1), 7-28.

Yen, G. F. (1993). The theory of interactive balance: An exploration of interpersonal interaction in harmonious relationships from the perspectives of Confucian ethics and justice. *Chung Yuan Journal, 12,* 154-164.

Yen, G. F., Cho, M. T., & Lee, Y. C. (2014). Examining the Relationships among Leader-positioning, Leadership Behavior and Subordinate & Satisfaction--Situational Perspective of Chinese Dyads. *Journal of Strategic Studies, 6(2),* 105-132.

Yukl, G., & Van Fleet, D. D. (1992). Theory and research on leadership in organizations. https://psycnet.apa.org/record/1993-97201-003