

# School Heads Paternalistic Leadership and Organizational Outcomes: Basis for Re-Mapping Leadership Models in Basic Education Institutions

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## ABSTRACT

Leadership in educational institutions is crucial in promoting effective teaching and learning environments. This dissertation examined the impact of Paternalistic Leadership (PL) within the context of Philippine Basic Education Institutions and explored how this culturally embedded leadership style impacts organizational outcomes and the relationships between school leaders and teachers. This study employs a descriptive-correlational research design, integrating both descriptive and predictive elements, to explore the relationship between paternalistic leadership styles of school heads and various organizational outcomes in basic education institutions.

Among the three types of Paternalistic Leadership, morality-based and benevolent leadership styles have a strong positive effect on all organizational outcomes, and authoritarian leadership significantly influences school culture and job satisfaction to a lesser extent. High levels of trust in the leader and interactional justice contribute to a positive work environment. However, these mediators do not significantly influence the relationship between leadership styles and organizational outcomes, suggesting other factors might play a more substantial role. Demographic factors do not significantly impact perceptions of leadership styles, indicating that leadership effectiveness transcends these characteristics. Significant correlations between OPCR ratings to commitment, work motivation, and school culture highlight the importance of structured performance evaluations. The strong direct influence of paternalistic leadership on organizational outcomes, as shown by SEM analysis, emphasizes the importance of supportive and caring leadership behaviors in fostering a productive and satisfied workforce, despite the non-significant mediating effects of trust in leader and interactional justice.

**Keywords:** Paternalistic Leadership, Organizational Outcomes, Leadership Model

## INTRODUCTION

Under Republic Act 9155 also known as “Governance of Basic Education Act of 2001” Section 4.m, it defines a school head as a person responsible for the administrative and instructional supervision of the school or clusters of school. They are considered the stewards of schools, who play a crucial role in the promulgation of the supportive environment for effective teaching and learning to happen. Effective leadership in schools plays a crucial role in achieving the goals and objectives of an institution as well as enhancing overall school performance (DepEd Order No. 024 series of 2020). Adopting a leadership style significantly helps in determining how to make decisions, what goals to prioritize, and how to interact with others. When choosing the right leadership style for the situation, one must be able to solve complex problems, resolve conflicts quickly, change the course of a school, or even transform educational systems (Pont et.al, 2008).

In the Philippine setting, western leadership model does not suit the cultural aspects and behaviors of leadership practitioners including in the academe (Selvarajah et al., 2020), where Paternalistic Leadership (PL) embeds organizational behaviors that cannot be ignored due to its importance and impact to institutional outcomes. For

over fifteen years of Paternalistic Leadership study, there is still a scarcity of research output, thus, this dissertation will add to the understanding of leadership excellence in the field of academe in the Philippine context. Over the last few decades, research output on educational leadership has been dominated mainly by transformational and instructional leadership (Shi et al., 2020). Numerous successful organizations in the field of work manifest the exceptional leadership styles of a leader who sets good examples for others to succeed. This study aimed to determine the relationship between a paternalistic leadership style and organizational outcomes and discover other features of this leadership style that might be useful in the context of Basic Education Institutions.

Paternalism is classified as authoritarianism, benevolence, and moral leadership. Authoritarian leaders are characterized by total control and power with a high demand for obedience from their subordinates. Benevolence leaders are commonly concerned positively about subordinates treating them as family members, while Moral leaders established integrity as leaders and lead by example that support the subordinates generously (Bai et al., 2019). Furthermore, the above-mentioned three models of Paternalistic Leadership as proposed by Farh et. al. (2000) included several empirical studies and reports on their associations with the three models. Authoritarianism is negatively correlated with Benevolence and Morality leadership, while the latter are both correlated positively (Lau et al., 2019). This study is linked with the LMX theory, Leader-member exchange originated from the vertical dyad approach that understands the relationship between the leader and the subordinates. The leader-follower relationship that build-ups through interactions, the more time, effort and support the leaders provide to the subordinates the more productive, and committed with a high degree of competence in return for the trust and loyalty to the leader (Lloyd et al., 2015). The LMX theory can be linked to paternalistic leadership where subordinates display high commitment towards work with extra effort in completing the task given, in exchange for the support and assistance coming from the leader (Nazir, 2020).

### **Statement of the Problem / Research Questions**

The study aimed to remap the paternalistic leadership model and examine its effect on organizational outcomes within basic education institutions in the province of Laguna. Specifically, the study sought to address the following research questions. First, it aimed to profile school heads based on gender, years in service, educational attainment, current position, and OPCR Rating. Second, it sought to identify the dominant type of paternalistic leadership among school heads in the Schools Division of Laguna. Third, it appraised the level of organizational outcomes of teachers in terms of work performance, productivity, commitment, job satisfaction, school quality, school culture, and work motivation. Additionally, the study explored the level of trust in the leader and the perception of interactional justice among teachers towards their school heads. It also discovered whether the type of paternalistic leadership is significantly related to organizational outcomes and whether it is significantly related to trust in the leader and interactional justice. Furthermore, the study examined if trust in leaders and interactional justice is significantly related to organizational outcomes. The relationship between the school head profile and the type of paternalistic leadership, as well as the school head profile's relation to organizational outcomes, were also assessed. Finally, the study aimed to develop a model based on the findings using Structural Equation Modeling (SEM) to provide a comprehensive remapping of the paternalistic leadership model in the given context.

## **REVIEW OF RELATED LITERATURE AND STUDIES**

Paternalistic leaders take on the role of the conventional father figure in the organization; they have strong discipline and authority over their subordinates. They have the ultimate influence over others, maintain a safe distance from their associates, and often conceal their genuine emotions and intentions. These actions make their subordinates frightened or in awe of them, which makes them more obedient. Paternalistic leadership consists of three elements: Authoritarian PL, Benevolence PL, and Moral PL (Hou et al., 2019). Three components of Paternalistic Leadership (PL) are autocratic, benevolent, and moral Leadership. These three elements were subject to the study of the relationship between Leader and employee in an organization with Paternalistic Leadership (Wang et al., 2017). Paternalism is classified as authoritarianism, benevolence, and moral leadership. Authoritarian leaders are characterized by total control and power with a high demand for obedience from their subordinates. Benevolence leaders are commonly concerned positively about subordinates treating them as

family members, while Moral leaders establish integrity as leaders and lead by example that supports the associates generously (Bai et al., 2019).

Furthermore, as Farh, Cheng, and colleagues proposed in the year 2000, the three models mentioned above are that Paternalistic Leadership have several empirical studies and reports on their associations with the three models. Authoritarianism is negatively correlated with Benevolence and Morality leadership, while the latter correlates positively (Lau et al., 2019). A meta-analysis review of Paternalistic Leadership characterized authoritarian PL when they implement total control and authority over their subordinates. They impose a stringent work environment and assume subordinates follow their decisions. On the other hand, paternalistic leaders are benevolent when they are sincerely concerned about their follower's personal and professional status in the organization. While paternalistic leaders are moral when they display high integrity, they prioritize improving the quality of their subordinates rather than their interests (Bedi, 2019).

During the time of Chinese Confucianism Paternalistic Leadership (PL) was characterized and deeply influenced by Asian cultures (Chen et al., 2018). Leadership styles are culture-dependent and can be affected based on the context where it is practiced. In Western countries, they prefer transformational and participative leadership, whereas in other non-western countries, they do not positively produce successful outcomes. Paternalistic leadership prevails in most organizations and family businesses in China (Hou et al., 2019). Paternalistic leadership is prominent in Pacific Asian, Middle Eastern, and Latin American countries. PL is similar to a collectivist culture that values collaboration between group members over individual pursuits. The subordinates were loved as members of their families who protect and care for them positively. In contrast, subordinates perceive leaders as their parents who serve as heads of the house.

As perceived by teachers, paternalistic benevolent leadership was higher in male teachers than female teachers, but moral, authoritarian, and exploitative paternalistic leadership doesn't differ in both genders. This finding shows that the behavior of paternalistic leaders generally does not change according to the gender of the teachers (Mert & Ozgenel, 2020). A school leader who implements a Paternalistic way of building a good relationship with teachers. According to most teachers under study, most school leaders in secondary schools are more authoritative than in primary school. The study also revealed that female teachers perform better than male teachers (Mert & Ozgenel, 2020).

## **MATERIALS AND METHODS**

### **Research Design**

A descriptive-correlational research design, specifically descriptive and predictive correlational design, was used in this study. This research design describes and predicts the relationship between paternalistic leadership and organizational outcomes to the school head profile, trust in the leader, and interactional justice to obtain new leadership models in basic education institutions. According to Grove & Gray (2018), the objective of the correlational design is to observe the connection between or among two or more variables. Furthermore, a researcher can use a descriptive-correlational design to describe the relationship among the identified variables of the study. In contrast, a predictive correlational design can predict the relationship among the specified variables.

The research design mentioned was utilized in the study to identify the type of paternalistic leadership of school heads in the division of Laguna and to describe and predict the relationship of the identified variables concerning the organizational outcomes that come up with new leadership models in basic education institutions.

### **Participants/Respondents**

This study was administered in the school's division of Laguna composed of twenty-four (24) sub-offices. The respondents of this study were three hundred sixty-seven (367) teachers and fifty-seven (57) school heads from both public Elementary and Secondary schools in the division of Laguna. Teacher respondents will answer a set of survey questionnaires that could classify and relate to the school head's paternalistic leadership style with

regards to school organizational outcomes.

According to Thomas (2020), using stratified sampling from the population must be identified as exclusive, and precisely one subgroup must ensure the sample population's diversity has a similar variance. Thus, stratified random sampling was used in choosing the school from which teachers' respondents would be coming. The entire population of schools in the division will be divided into sub-offices to ensure equal representation among the population of schools. Schools in every sub-offices were grouped based on school categorization as mentioned on DepEd Memorandum no. 43 series of 2017, enclosure no. 2 of "Brigada Eskwela Implementing Guidelines" as small, medium, large, and mega schools based on the number of teachers. After identifying the group of schools where the respondents will be coming from, the researcher randomly select a subset of the population through a random sampling process which becomes the study's sample. The researcher ensures the unbiased selection of sample respondents among the population.

### **Instrumentation**

A researcher-made survey questionnaire checklist was used to describe and predict the relationship between paternalistic leadership and organizational outcomes to the school head profile, trust in the leader, and interactional justice to obtain new leadership models in basic education institutions. To determine the type of paternalistic leadership of school heads, the respondents will complete the survey questionnaire checklist, composed of four parts. The first part will be the personal profile of the school heads, which includes gender, years in service, educational attainment, OPCR, and their current position to be accomplished by the school head respondents. The second part will be a survey checklist in a table composed of ten (10) behavioral statements, each among the three types of paternalistic leadership, with a total of thirty (30) behavioral statements. This will describe the type of paternalistic leadership employed by the school head from their respective schools.

Another set of survey questionnaire checklists was used to measure and describe the relationship and the level of the organizational outcomes concerning the type of paternalistic leadership styles of the school heads. There will be a total of 90 item indicators, 10 in each of 7 organizational outcome variables total of 70 indicators, and another 20 indicators, 10 each for the two mediating variables of the study to describe the relationship between the paternalistic leadership styles of school heads and the organizational outcomes, the second and fourth part of the questionnaires was accomplished by the teachers' respondents. After the teacher respondents accomplish the questionnaire survey, structured interview questions will be given to respondents to help the researcher further collect other vital details of this study. This could help the study describe the relationship of all the research variables to develop a comprehensive leadership model using structural equation modeling (SEM).

A well-crafted research instrument undergo rigid reviews of available research output from a freely accessible online search engine of academic literature from various publishing setups and disciplines aligned and related to the study. With the assistance and approval from my adviser, the research instruments used undergo validity and reliability evaluation by the expert panel to ensure the accuracy of the study's results. After the validation and approval of the research instrument, pilot testing was administered by the researcher to a small number of respondents that ensure the appropriateness of the questionnaires and can easily be understood by the target respondents of the study. The survey questionnaires was administered according to the respondents' preference to ensure high participation from them; it is either through print-out survey questionnaires or through an online platform like Google Forms. A 7-point Likert scale was used by the researcher to measure and capture the respondent's nuances and perceptions. The seven-point range scale provides the respondents with a spectrum of choices ranging from strongly disagree to strongly agree.

### **Data Collection Procedure**

The researcher used primary data from the respondents and collected in different modalities based on the respondents' preferences. For easy data accessibility to be collected and to obtain efficiency in this study, in-person and online strategies for collecting data will be used. First, the researcher secured the approval and permission from the school's division superintendent before requesting approval from the concerned district supervisor up to the school heads and teachers from the identified school, school heads, and teachers based on the sampling of the chosen respondents.

Before conducting the actual distribution of questionnaires, the researcher secured the permit of validity content approval from the expert panel of all research instruments used in this study. At the same time, the distribution of survey questionnaires of this research used online google forms to consolidate the data easily. The questionnaires will be given personally whenever the respondents cannot access them online. Once all the data have been gathered, all collected data will be treated statistically to obtain a basis of interpretation based on the study's objectives. In this part, the procedure of data collection should be well-discussed in paragraph form.

## Data Analysis

The paternalistic leadership styles of the school heads were evaluated as contributory factors on how they relate to the teacher's contributions to school organizational outcomes. The collected data from the respondents was the basis for developing new leadership models that could provide a new context of leadership and management to obtain high performance toward achieving and realizing educational goals and objectives. The gathered data were tabulated, and statistical data was treated using the spreadsheet. The intended research design of this study is a descriptive and predictive correlational design. Thus, the researcher used Pearson correlation and regression analysis to describe and predict the relationship between paternalistic leadership and organizational outcomes. The school head profile, trust in the leader, and interactional justice to obtain new leadership models in basic education institutions.

In addition, Structural Equation Modelling (SEM) was also used to develop new models of paternalistic leadership style based on the gathered data statistically treated, analyzed, interpreted, and supported by the collected literature. According to Kyriazos (2018), Structural Equation Modelling (SEM) has the same idea as linear statistical models related to regression, correlation, and variance. SEM is flexible, allowing the investigation of complex relations of multiple data types and variables.

## Ethical Consideration

The research obtained informed consent from all participants, ensuring clear communication about the research's purpose and procedures, and respect for anonymity and confidentiality. Privacy and beneficence were prioritized, and measures were taken to minimize harm and maximize benefits. Participants' identities were anonymized to protect their privacy, and all data collected were kept confidential. Additionally, the research maintained academic integrity by appropriately citing all sources and ensuring the originality of findings.

## RESULTS AND DISCUSSION

The survey of 57 school heads revealed a predominant female representation (71.9%). Most held positions like Principal I (38.6%) and Principal II (26.3%), with diverse years of service and high educational qualifications. This suggests a strong foundation for implementing paternalistic leadership styles effectively within the educational institutions. Several studies support this finding, claiming that female representation in leadership roles significantly impacts organizational dynamics and outcomes. Research indicates that female leaders often adopt transformational leadership styles, fostering positive organizational climates (Alqatawenh, 2019). Additionally, diversity in leadership positions can enhance decision-making processes and leadership effectiveness (Harris, 2022).

Among school heads in Laguna, morality-based leadership (weighted mean of 6.44) was the most prevalent, followed by benevolent leadership (6.37), and authoritarian leadership (6.18). This indicates a preference for ethical and supportive leadership approaches. Several studies support this finding that morality-based leadership, emphasizing ethical behavior and fairness, is crucial for effective leadership. Indicators such as not exploiting authority for personal gain, assuming responsibility for job-related tasks, and setting a comprehensive example highlight the importance of ethical conduct (Grissom, 2021). These studies show that leaders who prioritize morality and fairness foster trust, respect, and a positive organizational climate (Alqatawenh, 2019). The hierarchy of paternalistic leadership styles identified in the survey—morality-based, benevolent, and authoritarian—reflects the nuanced understanding of leadership dynamics among school heads (Masud, et al., 2019).

Table 4. Data on the prevalent type of paternalistic leadership based on the surveyed school leaders in Laguna.

<b>Benevolent</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. acts like a family member when having a good rapport with us.	6.50	Strongly Agree	2
2. expresses genuine concern for my daily life beyond work-related matters.	6.45	Agree	5
3. consistently shows a kind regard for my comfort.	6.47	Agree	3
4. assist me during emergencies.	6.44	Agree	6
5. Provide thoughtful care for long-serving subordinates.	6.47	Agree	4
6. attends to my personal requests.	6.19	Agree	8
7. offers encouragement during challenging situations.	6.54	Strongly Agree	1
8. takes good care of my family members too.	6.16	Agree	10
9. seeks to understand the reasons behind my subpar performance.	6.34	Agree	7
10. manages difficult aspects of daily life for me.	6.17	Agree	9
Average Weighted Mean	6.37	Agree	
<b>Morality</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
11. does not seek personal vengeance under the pretext of public interest when offended.	6.41	Agree	8
12. hires individuals based on their virtues without envying others' abilities.	6.48	Agree	3
13. does not exploit authority for personal privileges.	6.46	Agree	5
14. does not claim credit for my accomplishments and contributions.	6.31	Agree	10
15. avoids exploiting me for personal gain.	6.47	Agree	4
16. does not use personal connections or illicit practices for personal benefit.	6.32	Agree	9
17. assumes responsibility for job-related tasks.	6.45	Agree	6
18. takes job-related responsibilities seriously and doesn't avoid duties.	6.57	Strongly Agree	1
19. sets a comprehensive example for me.	6.44	Agree	7
20. practices self-discipline before expecting it from others.	6.52	Strongly Agree	2

Average Weighted Mean	6.44	Agree	
<b>Authoritarianism</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
21. does not maintain cordial relationships with dissenting teachers.	6.25	Agree	5
22. requires complete obedience to instructions.	6.57	Strongly Agree	1
23. makes all organizational decisions, regardless of their significance.	6.22	Agree	6
24. always has the final word in meetings.	6.26	Agree	4
25. maintains an authoritative demeanor in front of employees.	6.27	Agree	3
26. can be pressured to work with.	5.50	Somewhat Agree	10
27. enforces strict discipline among subordinates.	6.22	Agree	7
28. reprimands us for failing to meet our tasks.	5.90	Agree	9
29. stresses the need for our group to outperform all other departments.	6.10	Agree	8
30. demands strict adherence to rules and imposes severe punishments for non-compliance.	6.50	Agree	2
Average Weighted Mean	6.18	Agree	

The data obtained showed exceptionally high levels of work performance, productivity, commitment, job satisfaction, school quality, school culture, and work motivation among teachers, suggesting that the paternalistic leadership styles in practice are highly effective in promoting positive organizational outcomes. The data suggests that the paternalistic leadership style of school leaders in Laguna is highly effective in fostering a productive, committed, and motivated workforce. The extremely high ratings across multiple indicators reflect a positive school culture and high-quality educational standards (Chris, 2020). By continuing to support teachers' professional growth and addressing areas for improvement, school leaders can further enhance the overall success and well-being of their schools (Fullan, 2020). High ratings across multiple indicators reflect a positive school culture and high-quality educational standards (Reza, 2020). Research indicates that by continuing to support teachers' professional growth and addressing areas for improvement, school leaders can further enhance the overall success and well-being of their schools. This leadership approach is shown to promote employee satisfaction, organizational commitment, and improved performance outcomes in educational settings (Kotamena, 2020).

High scores in trust in the leader (6.55) and interactional justice (6.58) reflect a leadership style that emphasizes support, transparency, fairness, and integrity. This aligns with the principles of paternalistic leadership and suggests a positive and conducive work environment. By fostering trust, fairness, and respect, school heads can create a supportive and motivating work environment, ultimately leading to better organizational performance and employee well-being. These insights are crucial for policymakers and educational administrators aiming to improve leadership practices and enhance the quality of education in their institutions (Spitzer & Musslick, 2021).

Benevolent and morality-based leadership styles showed strong positive correlations with all organizational outcomes, indicating that these leadership styles significantly enhance work performance, productivity,

commitment, job satisfaction, school quality, school culture, and work motivation. Specifically, both benevolent and morality-based leadership styles had the strongest impact on work performance, and the weakest, though still significant, impact on commitment. In addition, Authoritarian leadership strongly impacted School Culture while scoring lower on Job Satisfaction. These findings highlight the role of authoritarian leadership in establishing structure and order in educational settings, while also suggesting the need for complementary leadership styles.

Benevolent, morality-based, and authoritarian leadership styles show non-significant correlations with trust in the leader and interactional justice, with p-values indicating no statistically significant relationships. The findings show that none of the paternalistic leadership styles show no significant correlations with Trust in Leader or Interactional Justice within the surveyed schools in Laguna. No significant correlations were found between any paternalistic leadership style and the organizational mediators (trust in leader and interactional justice), suggesting that these mediators may not strongly influence the relationship between leadership style and organizational outcomes. This implies that these leadership styles may not strongly influence perceptions of trust in the leader or fairness in employee interpersonal interactions. This indicates that leaders who prioritize ethical behavior, fairness, and accountability foster environments conducive to improved organizational performance and employee well-being (Day, 2020). The strong positive impact of morality-based leadership on organizational outcomes underscores the importance of ethical conduct in leadership (Lindsey, 2020). Leaders who act with integrity and fairness not only inspire trust and respect from their employees but also create a culture of accountability and high standards, which are essential for sustainable organizational success (Bednall, 2018). This suggests that while authoritarian leadership characterized by strict control and adherence to authority may yield positive organizational outcomes, it might not be as effective as the benevolent or morality-based approaches in promoting employee satisfaction and commitment (Ko & Chung, 2014). Authoritarian leadership may achieve high performance and productivity due to clear directives and firm control, but it may not cultivate the same level of intrinsic motivation and job satisfaction among employees as more supportive and ethical leadership styles (Grissom, 2021).

Table 8. Data on the type of paternalistic leadership in relation with the organizational mediators of the surveyed school heads in Laguna.

Paternalistic	Organizational Mediators	Statistical Treatment	r- value	p-value	Decision	Interpretation
Benevolent	Trust in Leader	Correlation Coefficient	-0.122	0.366	Failed to Reject Ho	Not Significant
	Interactional Justice	Correlation Coefficient	-0.099	0.462	Failed to Reject Ho	Not Significant
Morality	Trust in Leader	Correlation Coefficient	-0.114	0.400	Failed to Reject Ho	Not Significant
	Interactional Justice	Correlation Coefficient	-0.103	0.448	Failed to Reject Ho	Not Significant
Authoritarian	Trust in Leader	Correlation Coefficient	-0.035	0.799	Failed to Reject Ho	Not Significant
	Interactional Justice	Correlation Coefficient	-0.032	0.810	Failed to Reject Ho	Not Significant

The lack of significant correlations between trust in leader or interactional justice and various organizational outcomes indicates that other factors might play a more substantial role in influencing organizational performance and raises several considerations. It is possible that other factors not captured in this analysis may



play a more significant role in influencing organizational performance. Additionally, the specific context of the surveyed school heads in Laguna, including their unique organizational cultures and leadership practices, may influence the relationships observed in the data. Despite the non-significant correlations observed in this study, the importance of trust in leadership and interactional justice should not be overlooked. While the data suggest that these factors may not directly correlate with specific organizational outcomes in this context, they remain critical for fostering a positive organizational climate, building strong relationships among staff members, and promoting overall employee well-being (Budur, 2019). Future studies could delve deeper into the mechanisms through which trust in leader and interactional justice impact organizational dynamics and explore potential moderating or mediating factors that may influence these relationships (Masud, et al., 2019). By gaining a more nuanced understanding of these factors, educational leaders can better tailor their practices to promote organizational leadership.

The analysis showed no significant relationship between the school heads' demographic factors (gender, position, years in service, highest educational attainment) and perceptions of benevolence, morality, or authoritarianism in organizational outcomes. This suggests that other factors beyond demographic characteristics may influence leadership effectiveness. While demographic factors like gender, position, years in service, and highest educational attainment did not show significant impacts on organizational outcomes, the OPCR rating did show significant correlations with commitment, work motivation, and school culture. This underscores the importance of performance evaluations in influencing organizational outcomes. The significance of OPCR Ratings points to the value of performance evaluations and their role in fostering a more effective and motivated educational leadership. This suggests that there is no substantial association between a school head's gender and their performance, productivity, commitment, job satisfaction, school quality, school culture, or work motivation (Asbari M., 2020). Similarly, the lack of significant correlations for position and years in service, as shown by Spearman's Correlation tests with p-values above 0.05, implies that these factors do not play a significant role in influencing organizational outcomes (Day, 2020).

The SEM results indicated a good fit between the hypothesized model and the observed data, highlighting the strong direct impact of paternalistic leadership on organizational outcomes. The findings emphasize the importance of supportive and caring leadership behaviors in fostering a productive and satisfied workforce, though the mediating effects of trust in leader and interactional justice were not significant.

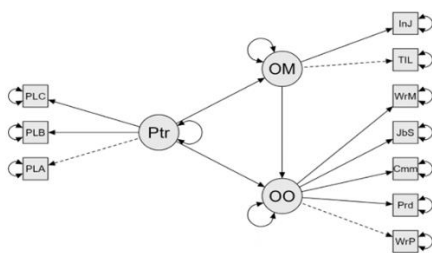


Figure 1. Hypothesized Model on Paternalistic Leadership

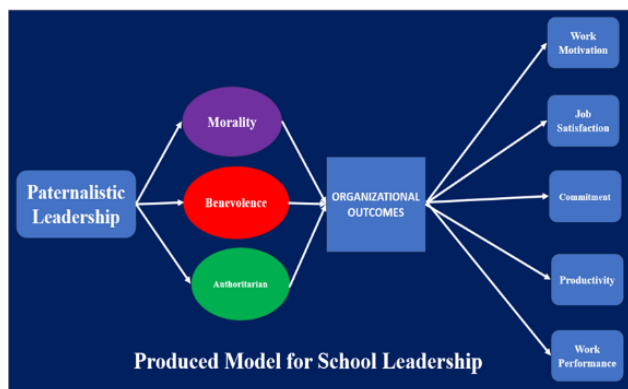


Figure 2. The developed school leadership model of Paternalistic Leadership

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## CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

### Conclusions

The significant presence of female leaders, diverse positions, and high educational qualifications among school heads in Laguna creates a robust foundation for effective paternalistic leadership implementation, indicating that demographic diversity can enhance leadership effectiveness. Morality-based leadership is the most prevalent style among school heads, emphasizing the importance of ethical behavior and fairness in fostering a positive and productive organizational climate.

Extremely high ratings across multiple organizational outcomes suggest that paternalistic leadership styles, particularly morality-based and benevolent, are highly effective in promoting work performance, productivity, commitment, job satisfaction, school quality, school culture, and work motivation. Morality-based and benevolence had a consistently highest impact to work performance and lower impact base on scores on organizational commitment. On the other hand, the analysis of correlation coefficients reveals that authoritarian leadership significantly influences various organizational outcomes, with the strongest impact on school culture and the weakest, though still significant, impact on job satisfaction.

High levels of trust in the leader and interactional justice indicate that school heads who demonstrate support, transparency, fairness, and integrity are perceived positively, contributing to a conducive and motivating work environment. Benevolent and morality-based leadership styles have strong positive correlations with all organizational outcomes, reinforcing the effectiveness of supportive and ethical leadership practices in enhancing organizational performance.

The lack of significant correlations between paternalistic leadership styles and organizational mediators (trust in leader and interactional justice) suggests that these mediators may not directly influence the relationship between leadership style and organizational outcomes. Trust in leader and interactional justice do not show significant correlations with various organizational outcomes, indicating that other factors might play a more substantial role in influencing organizational performance and employee satisfaction. Trust in the leader and interactional justice do not significantly mediate the relationship between paternalistic leadership styles and organizational outcomes. This suggests that other factors might play a more substantial role in influencing these outcomes.

Demographic factors such as gender, position, years in service, and highest educational attainment do not significantly impact perceptions of benevolence, morality, or authoritarianism, suggesting that leadership effectiveness transcends demographic characteristics. OPCR ratings show significant correlations with commitment, work motivation, and school culture, highlighting the importance of structured performance evaluations in enhancing organizational outcomes and leadership effectiveness.

The strong direct impact of paternalistic leadership on organizational outcomes, as evidenced by the SEM analysis, underscores the importance of supportive and caring leadership behaviors in fostering a productive and satisfied workforce, even though the mediating effects of trust in leader and interactional justice were not significant.

### Limitations

The results and findings of this study only covered the three types of Paternalistic Leadership among the school heads in the Division of Laguna. Thus, further research of this study is open to conduct in a wider scope to investigate how leaders differ from different school division offices within the region or even in the wider country. This study also limits two mediating variables, trust in the leader and interactional justice which suggest exploring other mediating variables such as employee engagement, psychological safety, or organizational commitment to uncover other mechanisms through which paternalistic leadership exerts its influence.

### Recommendations

The following are the recommendations of this study based on the findings and conclusions.

1. Encourage and support more women to pursue leadership roles by providing targeted leadership training programs and mentorship opportunities that emphasize transformational and paternalistic leadership styles. Implement training programs that focus on developing ethical leadership skills, highlighting the importance of morality-based leadership in fostering trust, respect, and a positive organizational climate. Continuously support the professional growth of school heads through advanced educational opportunities, workshops, and seminars to maintain high standards of leadership and educational excellence.
2. Establish consistent and structured performance evaluation mechanisms like the OPCR to ensure school heads are adhering to performance standards, which can enhance commitment, work motivation, and school culture. Encourage school leaders to create an environment of trust and fairness by acting transparently, maintaining ethical standards, and treating all staff members with respect and dignity. Encourage school heads to blend different paternalistic leadership styles, emphasizing benevolence and morality while appropriately incorporating authoritative elements to ensure discipline and structure.
3. Adoption of the produced paternalistic leadership model to ensure consistently high performance in different organizational outcomes of the school. School heads are encouraged to employ blended paternalistic leadership styles to improve their leadership skills to improve school outcomes. If school heads wanted to improve work performance of teachers morality-based and benevolent leadership is highly suggested to be used while authoritarian leadership style is best fitted to be use if they want to improve the school culture, this is also depends on the context of the school and the capacity of the school leaders.
4. Address factors contributing to job satisfaction, such as competitive compensation and work-life balance, to retain motivated and committed teachers. Create a culture of continuous feedback where teachers can provide input on leadership practices and organizational policies, promoting ongoing improvement and innovation. Although trust in leader and interactional justice did not show significant direct impacts, continue to strengthen these aspects to build a positive organizational climate and support overall employee well-being.
5. Encourage further research to explore other potential mediators and moderators that could explain the relationships between paternalistic leadership styles and organizational outcomes, using qualitative and mixed-method approaches for deeper insights. Explore alternative mediating variables such as employee engagement, psychological safety, or organizational commitment to uncovering other mechanisms through which paternalistic leadership exerts its influence.

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