PATERNALISTIC LEADERSHIP OF SCHOOL HEADS AND THE ORGANIZATIONAL COMMITMENT OF TEACHERS

Janet A. Malintad[i]
Raymunda L. Apostol
[1]Master of Arts in Education Major,
Educational Management,
University of Mindanao,
Davao City, Philippines
Master Teacher 1,
Sta. Filomena Elementary School,
Sta. Filomena, Cateel,
Davao Oriental, Philippines
[2]Professor, EdD,
Baganga Offsite,
Davao Oriental, Philippines
Public Schools Supervisor,
Baganga North District, Sto Nino,
Lambajon, Baganga,
Davao Oriental, Philippines

Abstract:

The primary goal of this research is to identify the aspect of school administrators' paternalistic leadership style that has the most impact on public school teachers' dedication to their organizations. Three hundred primary and secondary school teachers from Cateel 1, Davao Oriental, were surveyed using a quantitative, non-experimental approach with a correlational technique. Mean, Pearson, and regression analysis were the statistical techniques used by the researcher, who employed the universal sampling technique and collected data through personal interviews. The study's findings indicate that school administrators exhibit some fatherly influence, and educators demonstrate high dedication to the organization. The results also strongly correlate paternalistic leadership styles and employees' dedication to their organizations. A domain that appeared as the most influential predictor of paternalistic leadership on organizational commitment was humanitarian leadership. This means that leaders who are genuinely concerned about the well-being of their followers act in a way that serves the majority of their followers or the greater good. The results point to a course of action: enhancing teachers' commitment and moral leadership. This program, if implemented effectively,

[i] Correspondence: email janet.malintad001@deped.gov.ph, janetaballemalintad@gmail.com

holds the potential to significantly improve school administrators' leadership skills and the dedication of classroom teachers, offering a promising outlook for the future.

Keywords: paternalistic leadership, organizational commitment, teachers, correlation research design, intervention plan, Philippines

1. Introduction

Today's firms face more significant issues related to organizational commitment. Getting people to stay with an organization is more challenging for organizations to accomplish. Most of the time, workers show little dedication to the company (Guhao, 2019). There is also an urgent problem regarding poor teacher organizational commitment, which leads to withdrawal behavior, less loyalty, and less teamwork engagement (Bashir & Gani, 2020). Recently, teacher organizational commitment has also been affected by anxiety and health conditions. Teachers have a low organizational commitment during the online teaching period due to increased personal stress (Akartuna & Serin, 2022). These issues require immediate attention and action to prevent further deterioration. Therefore, developing and implementing an effective intervention plan is crucial to address these issues and improve organizational commitment.

Organizational commitment is essential for teacher performance and related measures like satisfaction. It highly influences teachers' decisions to stay or leave the organization (Meixner, 2020). Organizational commitment also plays a vital role in goal achievement, innovation, and stability. It improves the trust between teachers, school heads, stakeholders, and other concerned parties. Organizational commitment improves organizational climate, which leads to organizational development, growth, and survival (Yalcin *et al.*, 2021).

Paternalistic leadership was highly correlated with organizational commitment in the USA (Chen *et al.*, 2019). Further, employees' commitment is critical in accomplishing organizational goals, and leadership conduct is notable in preserving staff commitment. Staff outcomes, such as staff dedication, correlate directly with paternalistic leadership. Effective communication and trustworthiness between the employee and the leader are necessary to maintain an organizational commitment (Kalsoom *et al.*, 2020).

Furthermore, a previous study exploring the relationship among paternalistic leadership, teacher trust in principal, work engagement, and organizational citizenship behavior: a moderated mediation model suggests reaching a more inclusive sample by including teachers from other provinces at different socioeconomic development levels (Kavgaci, 2023). Also, in another study titled The Investigation of the Relations Between Paternalistic Leadership, Organizational Creativity and Organizational Dissent, it was recommended that future research be done at different school levels and by expanding the population (Agalday & Dagli, 2021). The researcher aimed to address concerns raised by the anticipated recipients of this study and maybe create strategies to enhance school leadership and increase teachers' organizational commitment in District 1, Cateel, Davao

Oriental. In this setting, she wanted to know if school heads' authoritative leadership affected teachers' dedication to their organizations. In District 1, Cateel, Davao Oriental, the researcher hoped to tackle the issues voiced by the study's intended audience and, perhaps, develop methods to strengthen school leadership and boost teachers' organizational engagement. She hoped to find out whether the strong leadership styles of school principals affected the loyalty of their faculty in this particular context.

The primary goal of the research was to determine which aspect of school administrators' paternalistic leadership style substantially affected teachers' organizational commitment. Moreover, it sought to answer the following specific objectives: first, to describe the level of the paternalistic leadership of school heads in terms of benevolent leadership, authoritarian leadership, and moral leadership; second, to ascertain the level of organizational commitment of teachers in terms of affective commitment, continuance commitment, and normative commitment; third, with the following goals in mind: first, to assess the strength of the correlation between school administrators' authoritarian styles of leadership and their employees' dedication to the school's mission; second, to identify the specific aspects of principals' authoritarian styles of leadership that had the most impact on teachers' dedication to the school's mission; and third, to suggest a course of action to address these issues.

The following null hypotheses were tested at the 0.05 level of significance. First, teachers' dedication to the organization is unrelated to the paternalistic leadership style of school administrators. Second, educators' dedication to their schools was unaffected by the paternalistic leadership style of principals.

The study was based on Weber's (1968) Theory of Paternalism, which states that paternalistic leadership is characterized by a strong link between the leader and the employees, who enthusiastically follow the leader and execute their work. The reason behind this is the bond they share. Positive staff encouragement is a hallmark of paternalistic leadership styles. The employees value the leader's kindness the greatest. People working for you will be dedicated and will follow your example.

The Leadership-Membership Exchange (LMX) theory by Dansereau *et al.* (1975) provides theoretical backing for this study by outlining potential ways leadership impacts subordinates. Leadership development theory (LMX) seeks to clarify how leadership influences individuals, groups, and institutions. The notion states that leaders develop close connections based on faith, emotion, and regard with some team members but not others. Additionally, increased levels of follower engagement at work are a direct outcome of leaders' actions. Organizational commitment is linked to leadership behaviors simultaneously. Leaders should demonstrate leadership traits and actions to increase employee dedication to the company's goals.

Meyer and Allen's (1997) Theory of Organizational Commitment lends credence to this investigation by proposing that employees perceive commitment in three ways: emotionally, behaviorally, and conceptually. A worker's emotional investment in their company drives their affective devotion. Normative commitment is a kind of organizational loyalty that stems from a sense of duty. Employees' dedication to staying

with the company reflects the expenses they associate with quitting. Some critical results that academics use to forecast include employee turnover, civic engagement, productivity on the job, lateness, and absence.

Also, this study was based on the Theory of Social Exchange. One school of thought in psychology that seeks to shed light on the "*social factors which influence the behavior of the person in a reciprocal relationship*" is the theory of interpersonal exchange. In a positive feedback loop, when a firm treats its employees well, those workers will feel compelled to return the favor, which could manifest as more dedication or even more civic engagement (Blau, 1964). By examining organizational behavior, the social exchange theory connects dispositions and devotion to religion.

Figure 1 depicts the study's dependent and independent variables in the conceptual framework. The paternalistic leadership style of school principals is a distinct factor, and the following are indicative of this style: *benevolent leadership*, *authoritarian leadership*, and *moral leadership* (Kaygisizel & Otken, 2015). On the other hand, the study's dependent variable is teachers' organizational commitment, which has its indicators: *affective commitment*, *continuance commitment*, and *normative commitment* (Jaros, 2007).
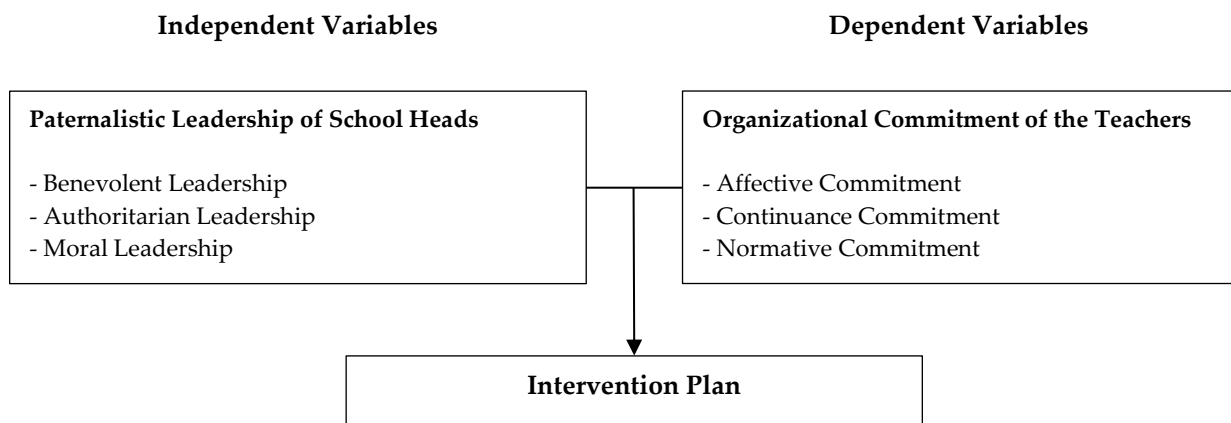
Independent Variables　　　　　　　　　　　　**Dependent Variables**

Paternalistic Leadership of School Heads - Benevolent Leadership - Authoritarian Leadership - Moral Leadership	**Organizational Commitment of the Teachers** - Affective Commitment - Continuance Commitment - Normative Commitment

Intervention Plan

Figure 1: The Conceptual Framework Showing the Variables of the Study

Paternalistic leaders genuinely care about their followers' happiness in both their personal and professional lives (Hiller *et al.*, 2019). Paternalistic leadership includes strong authority and fatherly benevolence. Such leadership style positively influences employee work-related outcomes. A benevolent paternalism pattern by school leaders is similar to paternal leadership patterns in Asian countries like China, Indonesia, the Philippines, and Malaysia, where paternalism is prevalent. Paternalistic leaders influence employee attitudes and behaviors (Gyamerah *et al.*, 2022).

Furthermore, benevolent leaders create observable benefits, actions, or results for the common good. Benevolent leaders demonstrate this quality by helping others around them sincerely and unselfishly. As a result, individuals are inclined to engage in acts of kindness and charity because they feel obligated to use love and compassion, traits that grow and are intentionally cultivated (Kopsidas & Giakoumatos, 2021). According to benevolent leadership, leadership is a process that encourages and initiates positive

change in organizations by being a moral decision-maker, motivating others to take action, and making a positive difference in the world (Grego-Planer, 2022). Moreover, through increased thankfulness, benevolent leadership affected three voluntary behaviors of employees directly and indirectly. Having benevolent leadership traits is an effective way to motivate staff, increase their gratitude, and encourage them to participate in voluntary actions (Huang, 2022).

An economic transaction is not the basis for a moral leader's relationship with their colleagues; an extended, high-quality, trusted, and beneficial connection is expected (Tsai, 2022). According to Bai, Lin, and Liu (2019), ethical leaders first influence their followers through their acts as models. Then, followers pick up on this conduct from the leader by monitoring and noting the rewards and penalties the leader offers instead. Normative moral leadership emphasizes the principles and free will of those in positions of authority. Specifically, the following qualities were listed as essential to moral leadership: truthfulness, honor, respect, decency, and honesty. Moreover, it argues that moral leadership encompasses a broader range of issues than only racial or ethnic background and ultimately pertains to democracy and social justice more generally (Berges-Puyó, 2022).

Moreover, high levels of control over subordinates are characteristics of authoritarian leadership styles (Chiang et al., 2020). Authoritarian leaders pressure their followers to meet strict goals and adhere to the law (Karakitapolu-Aygün et al., 2021). Also, there are effects of authoritarian leadership communication styles. It increases productivity when the leader is present, produces more accurate solutions when the leader is knowledgeable, is more positively accepted in larger groups, enhances performance on simple tasks, is successful when there is a time urgency for completion of projects, and improves the future work of those subordinates whose skills are not very applicable or helpful without the demands of another (Shaw, 2022).

Organizational commitment is the employee's willingness to put up much effort and work hard to help the company achieve its goals and objectives, adopt its values, and show a strong desire to stay with the company (Khan & Iqbal, 2020). Committed teachers have a sense of obligation to the organization where they work. Teachers' organizational commitment reflects attitudes and actions that have convinced them to remain in the organization. The commitment shown in an organization includes the process of building relationships between employees (Lestari et al., 2023).

Further, people can work diligently, accept the goals and objectives of their employers, and contribute to the organization's success with the help of affective commitment (Hashmi et al., 2021; Ullah et al., 2021). Affective commitment should lead to more outstanding dedication, happiness, and retention at work. In addition, affective commitment happens when people fully embrace the organization's objectives and values. Employees develop an emotional attachment to the company and feel personally liable for its success; emotional solid commitment employees frequently demonstrate strong performance, a willingness to stick with the company, and favorable work attitudes. Employee emotional investment, identity, and participation with a firm are all

aspects of affective commitment. Affective commitment demonstrates a desire to stick around and develop and maintain social ties because they have joined the organization (Pramesti *et al.*, 2020).

Continuance commitment is demonstrated by the relationship between the employee and the company, based on the rewards they receive and the risks they may face if employees quit. Employees believe they genuinely need the task done now since it agrees with the results achieved. The perceived financial benefit of staying in a company instead of quitting is known as continuing commitment. "continuing commitment" refers to an employee who feels that leaving his high-paying job will ruin his family and is devoted to staying with the firm. Additionally, signs of ongoing commitment include expecting a profit if you survive, needing to continue with the company, thinking about leaving the company, and heavily abandoning the organization (Mulianti, 2019; Kuswanty *et al.*, 2019; Pratiwi, 2019). It becomes a continuance commitment when someone weighs the perceived value of the time, money, and effort engaged in the business before leaving (Muhammad *et al.*, 2021).

Regarding normative commitment, employees are more inclined to stick with a business if they feel that doing so is morally and legally correct. This element is demonstrated by the fact that certain people exist within the firm due to societal conventions or anticipated standards of conduct, meaning that employees' primary goals are compliance and formality. Employee compliance with the organization due to applicable rules and employees' sense of duty as employees are two indicators that point to this element (Hadi & Tentama, 2020). Normative commitment results from the self-value of employees who continue to work for the organization because they understand that dedication is required. Having a sense of obligation, feeling guilty about leaving, considering others' thoughts if leaving, and feeling like staying afloat are all signs of normative commitment (Firdias, 2020; Khalimah *et al.*, 2021; Aryani & Sugiyanto, 2020).

Studying paternalistic leadership organizational commitment within an organizational setting is significant globally. Hence, positive results for staff members are associated with paternalistic leadership (Anwar, 2013). Similarly, exploring organizational commitment among employees, such as school teachers, contributes to organizational effectiveness. Hence, an organizational leader is vital in increasing employee commitment (Steyrer *et al.*, 2015). Furthermore, the result of the study may give information to the Department of Education officials regarding the paternalistic school administrators' direction and instructors' dedication to their respective organizations, which may serve as the basis for the formulation of plans and programs for improving paternalistic leadership of school heads which will, in turn, develop the organizational commitment of teachers towards performing their jobs and decision to stay at school. Moreover, the result of the study may be beneficial to the school heads since they may acquire sufficient awareness and information about their level of paternalistic leadership at school and how these affect the commitment of their teachers. Moreover, they will be able to find ways to develop the weak points in their leadership and management and, on the other hand, improve their strengths.

Consequently, the findings of this study may also help teachers evaluate the paternalistic leadership behaviors of their school heads and be aware of their level of commitment at work and in school. With this study, teachers who will soon be school administrators will be able to recognize the importance of paternalistic leadership, especially in affecting commitment among teachers. In addition, augmenting teachers' organizational commitment will benefit the students by making them more committed to delivering quality and practical instruction, increasing student academic achievement. This means that with the commitment of teachers, students will also tend to increase their commitment to the investment of learning. Likewise, this study would serve as a springboard for future researchers for further studies about the related variables and related studies.

2. Method

2.1 Research Respondents

Only 300 out of 415 public elementary and secondary school teachers in Davao Oriental's Districts 1 and Cateel participated in the survey. The reason for not getting the total population is that some teachers are not around during the study because of seminars, leave, and other official business transactions. The 300 comprised 101 public secondary teachers and 199 representing the public elementary school teachers. St. Olaf College (2024) indicates that for the population under 1,000, a minimum ratio of 30 percent or 300 individuals is advisable to ensure sample representatives. The goal of using a universal population sampling method was to ensure that all eligible individuals had an equal opportunity to participate in the study. When researching using a universal population sample strategy, researchers select a subset of the general population to represent the whole and ask them about their experiences, expertise, skills, and exposures to a constant (Laerd, 2012). Here, the respondents were selected from among the public primary and high school instructors in District 1 of Cateel, Davao Oriental. Additionally, the concept is that the groups are formed so that the population units are comparable. Public elementary and secondary school teachers in District 1, Cateel, Davao Oriental, who have recently found jobs and whose plantilla numbers are with the Department of Education, are specifically included as participants in this study. They are the individuals who could provide helpful data to validate the study's hypothesis.

The survey did not include instructors who did not work for or supervise students in public elementary or secondary schools in District 1, Cateel, Davao Oriental. In addition, the study did not include instructors from Cateel 2 or private schools, regardless of whether they were assigned to the schools that were part of it, and it did not involve instructors in administrative or executive positions.

In order to ensure the respondents' anonymity, we carefully selected them before sending them the survey. Any intended responders might opt out of participating in the poll if desired. Withdrawal from the research project may be necessary when the responder has engaged in immoral violations such as fabrication or plagiarism or if the

participant has particular medical needs. Participants were not coerced into filling out the survey and were even encouraged to send it back to have it disposed of automatically. Additionally, participants were free to withdraw from the research at any point if they felt uneasy with it, as there would be no penalties or consequences for their decision to participate.

District 1, Cateel, Davao Oriental (Region XI, Philippines) was the site of the public school research. Mindanao is spread among five provinces—Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental—and Region XI occupies the island's southern portion. Davao City serves as the regional hub for the area that surrounds the Davao Gulf. Since the researcher has not encountered any previous research in the local setting utilizing the variables of paternalistic management among school heads and commitment to organization among elementary and secondary public school teachers, she reasoned that this would be the best location for the study. Additionally, the sample size is large enough to guarantee specific outcomes.

2.2 Materials and Instruments

The surveys were modified from the work of two distinct authors, and there were two sets of questionnaires. Because the authors had already tested and demonstrated the validity of the adapted standardized questionnaires, which had been modified to categorize the questions, the surveys were valid in their contents. In order to offer the respondents ease and comfort in responding to each question and interpreting the purpose of the study, the questionnaire was prepared in a highly complete form with the assistance of the expert validators on questionnaire creation. This was done in order to provide the respondents with the opportunity to express their opinions.

The survey questionnaire for paternalistic leadership was adapted from Kaygisizel and Otken (2015) which has the following indicators: benevolent leadership, authoritarian leadership, and moral leadership. The questionnaire for organizational commitment was adapted from Jaros (2007). It has the following indicators: affective commitment, continuance commitment, and normative commitment. In evaluating paternalistic leadership and organizational commitment, here is a range of means and descriptions for the 5-point Likert scale that was used: 4.20–5.00, or Very High, indicating that the values are consistently displayed; A high score (between 3.40 and 4.19), a moderate score (between 2.60 and 3.39), a low score (between 1.80 and 2.59), and a very low score (between 1.00 and 1.79) indicate that the measurements are infrequently or never displayed.

After some adjustments, the survey was content-validated by four in-house experts and one outsider in a thorough and rigorous process. The findings reveal a mean score of 4.07 and a very good description grade for the validation. The study was conducted from July to September 2021. A pilot test was also performed with a subset of educators who had not participated in the study before the research instrument was administered to the full sample. The internal validity method was used to determine the validity of the pilot test survey questionnaire. The computed reliability of the instrument

was 0.905 for paternalistic behaviors and 0.823 for organizational commitment using Cronbach Alpha.

2.3 Design and Procedures

This investigation utilized a correlational method with a quantitative, non-experimental research design. An example of a design that is not is the correlational approach, via which researchers display the relationships among variables. It is used to identify that the research was conducted after the phenomenon of interest occurred naturally. Discovering potential links between variables and, if found, developing a regression equation for use in community forecasting is the primary goal of a correlational study. The degree and direction of the association will be determined via statistical analysis. How tightly the variables connect was assessed by the degree of connection (Creswell, 2002). Quantitative and descriptive design narrows its concern on statistical analysis and interpretation of collated data from survey questionnaires answered by sets of identified populations (Creswell, 2014; Kowalczyk, 2018).

The design was appropriate to the study since it established a significant relationship or association between variables – organizational dedication of public school teachers and the paternalistic leadership of school administrators (Patidar, 2013). Additionally, it employed the organizational dedication of public school instructors and the paternalistic leadership of school administrators to relate the independent and dependent variables. However, the influence of the independent variable can only be seen without controlling the other variable.

This investigation was conducted using a methodical approach. Before completing the study, the researcher requested permission from the Superintendent of the Schools Division of the Davao Oriental Department of Education Division. Once the request was granted, the researcher forwarded the approved letter to the participants' educators, who are teachers. Subsequently, the researcher made an informal visit to the heads of the schools that were identified, addressed their concerns, and outlined the intention to conduct an in-person poll with all interested parties. The researcher physically answered any queries or requests for clarification from those who responded.

Immediately after the inquiry was provided, the survey questions were distributed to the respondents in a one-on-one setting in the public schools in District 1, Cateel, Davao Oriental. Throughout the entire process, from the dissemination of the survey questionnaire to its retrieval, the investigator adhered to the safety measures that were prescribed by the government and targeted by the Inter-Agency Task Force for the Emerging Infectious Disease (COVID-19) throughout this epidemic, including donning facial masks and removing oneself from social and physical interactions.

Also, to guarantee that specific ethical issues in research were followed, the researcher obtained a Certificate of Compliance from UMERC (UMERC Protocol Number 2022-248) before accurately collecting information. Following verification and an assessment of the integrity of the responses, all obtained questionnaires were encoded in the Excel template. Following the tallying and validation of results, the appointed

statistician examined and evaluated the data according to the investigation's goals. Based on the research results, suggestions and conclusions were developed.

The collected data was rigorously interpreted using a range of statistical instruments. For subproblems 1 and 2, the mean was employed to characterize the degree of organizational commitment among instructors and the paternalistic leadership of school directors. For sub-problem 3, the relevance of the relationship between the company's dedication to teachers and the paternalistic leadership of school heads was ascertained using Pearson r, a widely accepted statistical tool. This comprehensive approach to data interpretation ensures the robustness of our findings.

Ethical worries and challenges were taken into account during the actions of this study, particularly before the data collection. The participation of the respondents is entirely voluntary, and the records of this study were confidential as far as permitted by law in adherence to the Data Privacy Act of 2012. Informed consent was secured from all the respondents involved in the study. This study was carried out in compliance with proper application. It did not include any high-risk scenarios related to physical, psychological, or socioeconomic issues the general public may encounter. Furthermore, the public secondary and elementary school teachers were the primary beneficiaries of the study. To avoid plagiarism, the researcher underwent turn-it-in software to ensure that there was no trace/evidence of misrepresentation of someone else's work as his own. The data and information obtained were presented in the most accurate way of writing. Since the researcher is a public school teacher from the intended research locale, there is a COI. Thus, the researcher will ensure that the COI is eliminated clearly, such as by not surveying her peers and colleagues. The researcher ensured permission from the schools. This study considered authorship qualifications for the study's conduct.

3. Results and Discussion

3.1 Level of Paternalistic Leadership of School Heads

According to Table 1, school heads' paternalistic leadership style had a mean score of 3.32, classified as vital. The table also shows that the indication of compassionate management obtained the highest mean score of 3.77, which is classified as high. A typical score of dictatorship comes next at 3.20, descriptively described as moderate—lastly, *moral leadership* with a mean score of 2.97 or Moderate.

Table 1: Level of Paternalistic Leadership of School Heads

Indicator	SD	Mean	Descriptive Level
Benevolent Leadership	0.91	3.77	High
Authoritarian Leadership	0.88	3.20	Moderate
Moral Leadership	1.28	2.97	Moderate
Overall	**0.68**	**3.32**	**Moderate**

According to Table 1, school heads' paternalistic leadership style had a mean score of 3.32, classified as moderate. The list also shows that the indication of benevolent leadership obtained the highest mean score of 3.77, classified as high. With a mean score of authoritarian leadership comes next. .. Given their high ranking for benevolent leadership, it is likely that school administrators deeply care about the well-being of their followers in all respects and make sure the people they love are cared for.

This is consistent with the claims made by several authors (Huang, 2022; Kopsidas & Giakoumatos, 2021) that altruistic leaders demonstrate sincere and selfless behaviors at work that benefit those around them. Their tendency to employ their deliberate and developing qualities of love and generosity results from a duty to conduct nice, kind, or generous deeds. It can inspire employees, foster tremendous gratitude, and persuade them to engage in voluntary activities by exhibiting benevolent leadership attributes.

Also, the moderate level of *moral leadership* implies that the school heads moderately leaders emphasize ethical values such as equity and justice. This is in line with the findings of other authors (Bai *et al.*, 2019; Tsai, 2022), who have stated that ethical leaders should have a connection with their subordinates that is long-lasting, trustworthy, and beneficial to both parties rather than one that is based solely on financial gain. Ethical leaders first influence their followers through their acts as models, and then followers pick up on this conduct from the leader by monitoring and noting the rewards and penalties the leader offers in lieu of it.

3.2 Level of Organizational Commitment of Teachers

Table 2 shows that instructors' organizational commitment is at a high level, with a mean score of 3.77 overall. Furthermore, with a mean score of 3.88, both the affective and standard dedication measures were classified as high. It is followed by *continuance commitment* with a mean score of 3.61, which is described as high. The level of organizational commitment of teachers is high, resulting from the high levels of responses. Affective commitment, normative commitment, and continuation commitment are highly rated indices of commitment. The order of these indicators is from greatest level to lowest level. The high affective commitment level grade indicates a high level of commitment determined by the emotional ties employees develop with the company, mostly from positive work experiences.

This is in consonance with various authors (Hadi & Tentama, 2020; Hashmi *et al.*, 2021; Ullah *et al.*, 2021) wherein employees develop an emotional attachment to the company and feel personally liable for its level of success, emotional solid commitment as employees frequently demonstrate strong performance, a willingness to stick with the company, and favorable work attitudes. People can work diligently, accept the goals and objectives of their employers, and contribute to the success of the organization.

Moreover, the high-level rating of *normative commitment* is indicative of the highly professed duty towards the organization rooted in the reciprocity standards.

Table 2: Level of Organizational Commitment of Teachers

Indicator	SD	Mean	Descriptive Level
Affective Commitment	0.95	3.88	High
Continuance Commitment	0.93	3.61	High
Normative Commitment	0.97	3.88	High
Overall	**0.84**	**3.79**	**High**

This claim is aligned with various authors (Firdias, 2020; Khalimah *et al.*, 2021; Aryani & Sugiyanto, 2020) stating that normative commitment results from the self-values of employees who continue to work for the organization because they understand that being dedicated to it is required or required of them. There is a feeling of connection to remaining in the organization, which results in a rising sense of shared responsibility. This includes having a sense of obligation to the company, feeling guilty about leaving, considering others' thoughts if leaving, and feeling like staying afloat, among others.

Additionally, the high-level rating of *continuance commitment* is suggestive of the high commitment based on both the social and economic cost of exiting the organization. This is coherent with various authors (Mulianti, 2019; Kuswanty *et al.*, 2019; Pratiwi, 2019) who mentioned that continued employment with a corporation will result in losses. The perceived financial benefit of staying in a company as opposed to quitting, as well as the sustained commitment correlated with the financial benefits, is realized if it stays with the organization. Such commitment includes expecting a profit if you survive, needing to continue with the company, thinking about leaving the company, and heavily abandoning the organization.

3.3 Significance of the Relationship between Paternalistic Leadership of School Heads and Organizational Commitment of Teachers

The association between teachers' organizational dedication and the indicators of paternalistic leadership displayed by school heads is shown in Table 3. The table shows that the correlation improved to an overall R-value of 0.420 and a p-value of 0.000, both of which are less significant than the 0.05 level. This suggests that there is a strong correlation between school administrators' paternalistic leadership style and the teachers' dedication to the organization. Consequently, the null hypothesis—that there is no meaningful correlation between teachers' organizational commitment and the paternalistic leadership of school administrators—is denied.

Table 3: Significance of the Relationship between Paternalistic
Leadership of School Heads and Organizational Commitment of Teachers

Paternalistic	Organization Commitment			
Leadership	Affective	Continuance	Normative	Overall
Benevolent	0.639**	0.450**	0.569**	**0.625**
	0.000	0.000	0.000	0.000
Authoritarian	0.195**	0.329**	0.231**	**0.283**
	0.000	0.000	0.000	0.000
Moral	0.001	0.120*	-0.033	**0.031**
	0.989	0.038	0.569	**0.587**
Overall	**0.370**	**0.418**	**0.332**	**0.420**
	0.000	**0.000**	**0.000**	**0.000**

The table also shows a significant correlation between teachers' organizational dedication and the paternalistic leadership of school heads, with a p-value of less than 0.05 and an overall r-value of 0.625 for benevolent leadership, 0.283 for authoritarian leadership, and 0.587 for moral leadership. The two variables are, therefore, substantially correlated. In addition, the data showed that there is a positive correlation between the organizational commitment of teachers and the paternalistic leadership of school heads. This was demonstrated by the fact that three indicators showed the following R-values: emotional commitment with a value of 0.370, normative commitment with a value of 0.332, and continuation commitment using a value of 0.418. Given that the total r-value is 0.420 and the p-value is 0.000, it can be concluded that there is a substantial association between both of them.

A substantial association was found between teachers' organizational commitment and school heads' measures of paternalistic leadership. This suggests that there is a considerable correlation between teachers' organizational engagement and the paternalistic leadership of school administrators. This study's findings are in line with those of other authors (Chen *et al.*, 2019; Kalsoom *et al.*, 2020), stating that paternalistic leadership was found to be highly correlated with organizational commitment. Further, organizational commitment of employees is a key component in accomplishing organizational goals, and leadership conduct is notable in preserving staff commitment. Staff outcomes, such as staff dedication, are directly correlated with paternalistic leadership behavior. Effective communication and trustworthiness between the employee and the leader are necessary to maintain organizational commitment.

3.4 Significance of the Influence of the Domain of Paternalistic Leadership of School Heads on Organizational Commitment of Teachers

Table 4 contains the coefficients of regression that were used to determine whether or not there is a significant relationship between the paternalistic leadership of school administrators and the collective dedication experienced by teachers. The data reveal that paternalistic leadership can predict the organizational commitment of teachers, as shown with an F-value of 72.40 and a p-value of 0.000 or significant. As a result, the null

hypothesis—that there is no area in which school administrators' paternalistic leadership has a significant impact on teachers' organizational commitment—is rejected.

Table 4: Significance of the Influence of Paternalistic Leadership
of School Heads on the Organizational Commitment of Teachers

Independent Variables	Unstandardized Beta	SE	Stand. Beta	t	p
Intercept	1.1897	0.2011		5.917**	0 .000
Benevolent	0.5454	0.0413	0.5928	13.206**	0 .000
Authoritarian	0.1811	0.0452	0.1885	4.004**	0 .001
Moral	-0.013	0.030	-0.020	-0.425	0.671
R = 0.650					
R² = 0.423					
F = 72.40					
Sig. = 0.000					

The data also revealed that when the paternalistic leadership of school heads is regressed with the organizational commitment of teachers, an R2 of 0.423 is generated. This implies that 42.3% of the variance of paternalistic leadership can be explained by the organizational commitment of teachers, and the remaining 57.7% is attributed to other factors. Further, the results indicate that *benevolent leadership* gained the highest Beta Coefficient of 0.5928.

It implies that among the indicators of paternalistic leadership of school heads, *benevolent leadership* has the highest influence on teachers' organizational commitment compared to authoritarian leadership and moral leadership, with their respective Beta Coefficients of 0.1855 and -0.020. Among the domains of paternalistic leadership of school heads, *benevolent leadership* is the domain that best influences teachers' organizational commitment. This is because the results indicated that *benevolent leadership* gained the highest Beta Coefficient of 0.5928.

According to the findings of the regression analysis conducted on the influence of the paternalistic leadership of school heads as an indicator of commitment to the organization of teachers, the overall result revealed a considerable influence. Additionally, the area of benevolent leadership has the greatest influence on the level of organizational commitment exhibited by educators. The study's findings are provided by several different publishers (Chen *et al.*, 2019; Grego-Planer, 2022), who stated that paternalistic leadership of school heads was highly correlated with workers' organizational commitment. Leaders who provide observable outcomes, acts, or benefits for the general good are benevolent. The benefit of all or the majority of the community members is the common good, wherein good leaders demonstrate sincere and sincere behavior at work for the good of others around them.

4. Intervention Program Calm: Commitment and Leadership Morality For Teachers

4.1 Rationale
There is a strong correlation between teachers' professional organization and the paternalistic leadership of school administrators. This portrays that the school heads practice paternalistic leadership, positively influencing teachers' organizational commitment. Besides staying committed to the school, organizational commitment strengthens teacher performance. Teachers are more satisfied in their jobs when they experience high organizational commitment.

However, one of the study's results is the lowest means of continuance commitment and moral leadership, which highlights the need for an intervention. Moreover, among the indicators of paternalistic leadership of school heads, moral leadership cannot predict organizational commitment of teachers. Findings showed that paternalistic leadership of school heads varies greatly in terms of moral leadership.

The CALM project has the following objectives:

1) To facilitate school heads' moral leadership practices as the essential approach towards improving teachers' continuance commitment;
2) To aid school heads in imparting the paternalistic leadership knowledge and skills needed for the enhancement of teachers' organizational commitment and
3) To initiate cooperation between schools and the community to produce avenues for school heads' and teachers' leadership and commitment training.

4.2 Persons Involved and Their Responsibilities
The implementation of the intervention program would not be possible without the cooperation of the following individuals, namely, the school division Superintendent, school heads, and teachers with their respective responsibilities:

1) The school division Superintendent will promote the program and its objectives to the various schools in the locality.
2) The school heads will facilitate the program activities for teachers and monitor the effectiveness of the intervention program.
3) Teachers should possess the knowledge and skills they have learned from various training programs, which must improve their organizational commitment.

The table below shows the intervention program's timetable, which includes the general objectives, specific objectives, activities, and expected outcomes.

Time Frame	General Objectives	Specific Objectives	Activities	Expected Outcomes
	After the session, the school heads/teachers will be able to:	*After the session, the school heads/teachers will be able to:*		
Day 1	To facilitate school heads' moral leadership practices as the essential approach towards improving teachers' continuance commitment	Strengthen the professional virtues and values for moral leadership development.	**Leading with Morality: A Leadership Training for School Heads** The school heads will participate in leadership training focusing on moral leadership. In this leadership training, the school heads will obtain the necessary skills to improve their moral leadership.	**Moral Leadership Program**
Day 2	To aid school heads in imparting the paternalistic leadership knowledge and skills needed for the enhancement of teachers' organizational commitment	Provide the necessary knowledge and skills to teachers to enhance their commitment.	**Seminar: Moral Leadership for Continuance Commitment** The teachers will participate in a seminar on moral leadership and continuance commitment facilitated by the school heads. The teachers will receive insights on enhancing continuance commitment through moral leadership in this seminar.	**Re-Echo Seminar** **Continuance Commitment Program**
Day 3	To initiate cooperation between schools and the community to produce avenues for both school heads' and	Produce opportunities for life-long learning through engagement in activities on leadership and commitment.	**Community Workshop: Commitment And Leadership Morality in Action** The school heads and teachers will visit	**Commitment And Leadership Morality for Teachers Evaluation**

		communities and conduct activities on leadership and commitment.	
teachers' leadership and commitment training		In this workshop, the school heads and teachers can apply their leadership and commitment practices to benefit the community.	

Below is the program flow for the training, seminar, and workshop activities. The CALM project lasts three days. The school's Division Superintendent and heads select their guest speakers and activity facilitators.

4.3 Program Flow
4.3.1 Leading with Morality: A Leadership Training for School Heads (Day 1)

Time	Activity	Person In Charge
8:00 AM - 9:00 AM	Registration	Secretariat
9:00 AM - 9:15 AM	Preliminaries	Technical Team
9:15 AM - 9:25 AM	Welcome Remarks	Schools Division Superintendent
9:25 AM - 9:30 AM	Introduction of the Guest Speaker	Master of Ceremony
9:30 AM - 11:30 AM	Lecture: Leading with Morality	Guest Speaker
11:30 AM - 12:30 PM	Lunch Break	
12:30 PM - 1:00 PM	Icebreaker: Leadership Connectivity Questions	Facilitators
1:00 PM - 2:00 PM	Activity: Qualities of a Moral Leader	Facilitators
2:00 PM - 3:00 PM	Presentation of Activity Outputs	Team Representatives
3:00 PM - 3:45 PM	Panel Discussion and Open Forum	Master of Ceremony, Guest Speaker, and Facilitators
3:45 PM - 4:00 PM	Closing Rites	Master of Ceremony

4.3.2 Seminar: Moral Leadership for Continuance Commitment (Day 2)

Time	Activity	Person In Charge
8:00 AM – 9:00 AM	Registration	Secretariat
9:00 AM – 9:10 AM	Preliminaries	Technical Team
9:10 AM – 9:15 AM	Welcome Remarks	School Head
9:15 AM – 10:45 AM	Lecture: Re-Echo on Leading with Morality	School Head
10:45 AM – 11:45 AM	Lunch Break	
11:45 AM – 11:55 NN	Energizer: Commitment Word Tree	Facilitators
11:55 AM – 12:00 NN	Introduction of the Guest Speaker	Master of Ceremony
NOON NN – 1:30 PM	Lecture: Moral Leadership for Continuance Commitment	Guest Speaker
1:30 PM – 2:30 PM	Activity: Cast Your vote on Commitment	Facilitators
2:30 PM – 3:30 PM	Presentation of Activity Outputs	Team Representatives

| 3:30 PM – 3:50 PM | Open Forum | Guest Speaker and Facilitators |
| 3:50 PM – 4:00 PM | Closing Rites | Master of Ceremony |

4.3.3 Community Workshop: Commitment and Leadership Morality in Action (Day 3)

Time	Activity	Person In Charge
8:00 AM – 9:00 AM	Registration	Secretariat
9:00 AM – 9:10 AM	Preliminaries	Technical Team
9:10 AM – 9:15 AM	Welcome Remarks	Community Coordinator
9:15 AM – 9:20 AM	Introduction of the Guest Speaker	Master of Ceremony
9:20 AM – 10:50 AM	Lecture: Commitment and Leadership Morality in Action	Guest Speaker
10:50 AM – 11:50 AM	Workshop Proper	Participants
11:50 AM – 12:50 PM	Lunch Break	
12:50 PM – 1:00 PM	Game: Spot the Difference	Facilitators
1:00 PM – 2:00 PM	Workshop Proper	Participants
2:00 PM – 3:00 PM	Presentation of Activity Outputs	Team Representatives
3:00 PM – 3:45 PM	Panel Discussion and Open Forum	Master of Ceremony, Guest Speaker and Facilitators
3:45 PM – 4:00 PM	Closing Rites	Master of Ceremony

4.4 Budget Proposal

Item	Cost	Quantity	Total
Leadership Training			
Speaker Honorarium	P 5,000.00	1	P 5,000.00
Lunch	P 150.00	20	P 3,000.00
Snacks (Morning and Afternoon)	P 100.00	20	P 2,000.00
Training Materials and Certificates	P 50.00	20	P 1,000.00
Total			**P 11,000.00**
Seminar			
Speaker Honorarium	P 5,000.00	1	P 5,000.00
Lunch	P 150.00	35	P 5,250.00
Snacks (Morning and Afternoon)	P 100.00	35	P 3,500.00
Seminar Materials and Certificates	P 50.00	35	P 1, 750.00
Total			**P 15,500.00**
Workshop			
Speaker Honorarium	P 5,000.00	1	P 5,000.00
Lunch	P 150.00	65	P 9,750.00
Snacks (Morning and Afternoon)	P 100.00	65	P 6,500.00
Workshop Materials and Certificates	P 50.00	65	P 3,250.00
Total			**P 24,500.00**

4.5 Evaluation Form on The Effectiveness of Calm: Commitment and Leadership Morality for Teachers

No.	Items	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Remarks
1	How satisfied were you with the CALM project and its objectives?					
2	How satisfied were you with the CALM project training/seminar/workshop presentations and their topics?					
3	How satisfied were you with the guest speakers and their topics?					
5	How satisfied were you with the materials used during the CALM project?					
6	How satisfied were you with the time and date of the CALM project?					
7	How satisfied were you with the pace of the CALM project?					
8	How satisfied were you with the CALM project organization and structure?					
9	How satisfied were you with the CALM project in charge's performance and preparation?					
10	How satisfied were you with the overall quality of the CALM project?					
Suggestions for Improvement:						

5. Conclusion and Recommendation

With consideration of the findings of the study, there is a moderate level of paternalistic leadership among school heads. Teachers also exhibit a great degree of organizational dedication. Additionally, there is a strong correlation between teachers' organizational

engagement and the paternalistic leadership of school administrators. Finally, a key factor influencing teachers' organizational commitment is the paternalistic leadership style of school administrators. Additionally, school administrators' paternalistic, benign leadership style significantly impacts teachers' organizational commitment. An intervention plan called Calm-Commitment and Leadership Morality For Teachers was developed to improve school administrators' leadership skills and teachers' dedication to their profession.

The study's findings are validated and reinforced by Weber's (1968) Theory of Paternalism, which defines paternalistic leadership as a relationship in which followers follow their commander and work enthusiastically. The elements of authoritative leadership positively inspire workers. For the staff, the most crucial thing is the leader's friendliness. Workers will follow their bosses' direction and show dedication.

Based on the study's findings, the researcher developed recommendations. It is suggested that school principals show more genuine concern for each person's affective well-being to become less cruel and empathetic in their interactions with teachers and non-teaching staff. Sensitivity workshops, focus groups, and one-on-one conversations may be held each quarter to evaluate each staff member's and teacher's unique ability to carry out their duties. For everyone involved, stress management seminars, spiritual exercises, team-building exercises, and relaxation activities could be held once a year.

Furthermore, to maintain a positive work environment, it is advised that teachers be allowed to exercise their academic freedom in their area of expertise, express or demonstrate more of their skills and abilities during their teaching careers, and receive adequate support from the school to enable them to do an excellent job of instructing the students. In this regard, school administration may conduct an assessment (with assessment instruments) to see how the teacher's performance is going.

The school has demonstrated best practices to parents, students, and instructors, demonstrating high organizational commitment. Regular interactions, such as meetings or conversations, build meaningful relationships between educators, students, and relatives. Regarding their kids' progress in the class, the teachers are free to keep in touch with the parents. The Parent-Teacher Association (PTA) might be resurrected or established. This could also entail informing parents about the accomplishments of their kids. In this situation, the teachers can think about recognizing or awarding all worthy pupils for a job accomplished in the class or throughout the school. Since the instructors and students treat each other with admiration, confidence, and dedication in whatever they do in the classroom, there is a sense of ownership of the institution where they have registered or studied. This sentiment will spread to society and the family, improving the school's reputation.

Finally, the researcher suggests that all staff members and teachers undergo a fresh perspective or redirection and that the school review its vision, mission, goals, and objectives. This will allow the school to request that all instructors who have used the VMG inspire them to renew their pledges. Teachers' dedication to their work will extend beyond providing services to kids and eventually trickle down to mothers and society as

a whole at large. Since pupils and educators are the ones who make the school successful, the school management must attend to their needs. Their role is pivotal in determining if the school's vision, purpose, and objectives are realized.

Furthermore, the findings of this study could serve as a solid foundation for more studies in the same area using quantitative methods such as modeling structural equations or quantitative studies with the inclusion of additional variables to see if the findings vary from each other qualitative study that depicts the most effective techniques of schools and is phenomenological, which additional institutions could use as a basis for improving and growth.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Janet A. Malintad is a Master Teacher 1 assigned at Sta. Filomena Elementary School, Sta Filomena, Cateel, Davao Oriental, Philippines. She is a candidate for Master of Arts in Education, Major in Educational Management, University of Mindanao, Davao City, Philippines.

Raymunda L. Apostol (EdD) is currently a Professor, Baganga Offsite, Davao Oriental, Philippines. She is a Public school supervisor, Baganga North District, Sto Nino, Lambajon Baganga, Davao Oriental, Philippines.

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