



## Paternalistic Leadership, Teachers' Commitment and their Job Satisfaction: A Panorama of Secondary Schools

**Aroona Hashmi**, Assistant Professor of Education, IER, University of the Punjab Lahore. aroonahashmi@gmail.com

**Mubashira Khalid**, Assistant Professor of Education, IER, University of the Punjab Lahore. mubushirakhalid@yahoo.com

**Samina Yasmin**, Lecturer English, University of Education Lahore, Faisalabad campus, Zunaira Abdul MajeedMPhil Scholar, IER

**Abstract-** The aim of the study was to determine the relationship among paternalistic leadership, secondary school teachers' commitment and their job satisfaction. The study also attempted to investigate the significant difference in paternalistic leadership, secondary school teachers' commitment and job satisfaction on the bases of their gender and experience. This study followed the correlational research design under the positivist research paradigm. Furthermore, it was a quantitative study. Population for this research was comprised of all the teachers teaching in public secondary schools in district Lahore (1458). A sample of 350 teachers was selected and to equalize the portion of male and female participants, stratified proportionate sampling technique was used. Three questionnaires were used to collect data from the participants. First questionnaire was titled as "paternalistic leadership" ( $\alpha=.73$ ), developed by Cheng and Farh (2004). Second questionnaire was titled as "teacher commitment questionnaire" ( $\alpha=.71$ ), developed by Mee and Razaq (2014). Third questionnaire was titled as Academic job satisfaction (JS) ( $\alpha=.73$ ) developed by Rubaish, Rahim, Abumadani and Wosornu (2016). Inferential statistics i.e. Pearson Correlation and independent sample t-test were applied to determine the relationship and difference between teachers' paternalistic leadership, teachers' commitment on the basis of their gender and experience. Analysis of the data revealed that there was a positive and strong significant relationship between paternalistic leadership and teacher's commitment ( $r=.617$ ,  $n=350$ ,  $p<0.00$ ). It was also found that there is no significant difference between secondary school teachers for paternalistic leadership, teachers' commitment on the basis of gender. Meanwhile a significant difference was observed on the basis of experience among the secondary school teachers' paternalistic leadership and their commitment. Emphasis may be given in practicing paternalistic leadership in schools so they can listen their issues more attentively and it can make more committed teachers.

**Key words:** paternalistic leadership (PL), teachers' commitment, job satisfaction, and secondary school teachers.

### I. INTRODUCTION

Paternalistic leadership (PL) is typically defined as a leadership style that is based on fatherly benevolence combined with strong discipline and authority. Paternalistic leadership (PL) is considered as a style that combines strong discipline and authority with fatherly kindness and moral integrity couched in a personalist atmosphere (Farh & Cheng, 2006). More than eight decades ago, the human relations movement suggested that if managers focused on employees rather than on mechanistic production, workers would be more satisfied and more productive. These early behavioral management theorists believed that managers should be paternalistic and nurturing to build work groups that are productive and satisfied (Chou, 2008). On the other hand, at roughly the same time Erben and Guneser, (2009) argued that paternalistic practices would become obsolete as organizations became more bureaucratic and relied on rules and the protection of

individual rights. He suggested within a paternalistic system, obedience is owed to the leader only by virtue of his or her status, and he described paternalism as one of the most elementary types of traditional domination. Teacher commitment is considered as teachers' psychological attachment to teaching profession, professional associations and school, colleagues, parents and students (Lee, 2011). Committed teachers have a tendency to perform the roles effectively that their job requires and to establish a good teacher-student relationship in accordance with the professional values. Hackman and Oldman (1980) defined job satisfaction as feeling glad about the job done. Job satisfaction is the feeling of contentment as a result of positive attitudes towards factors such as business and social environment, wages, working conditions, opportunities of improvement. Job satisfaction is the total satisfaction of a job with all its aspects. The fact that job satisfaction is related to conditions such as commitment to the job, alienation to the job, performance, being punctual and leaving work on time, highlights the importance of this concept for organizations. More committed individual is seen as the most satisfied individual. It has also been observed by Sing and Bilingsley, (2014) teachers are highly dedicated to student affairs but sometimes restrain toward the leadership and management. Fried (2014) argued that teachers will be more committed and satisfied under the paternalistic leadership. Furthermore, teachers may be regarded as committed when their attitude towards students is assessed. On the other hand, Graham, (2012) argued that teachers may not be considered a committed teacher if the assessment is taken from the perspective of school organization and usually are not satisfied with school management and leadership. Park (2002) have also found that committed teachers are dedicated to helping students learn regardless of academic difficulties or social background. He also found that once an e has a true commitment it is hard to give up on the values that he believes in, in the organization. But due some factors i.e. economical stress, job satisfaction, family issues and leadership behavior at workplaces causes in decrease in level of commitments in teachers. This interrelationship of factors may also vary from institutes to institutes. Thus, the relationship among paternalistic leadership, teacher commitment and teachers' job satisfaction and efforts is far from a simplistic equation. So, the present study is conducted to find out the relationship among teachers' commitment, paternalistic leadership and job satisfaction in higher secondary school teachers in district Lahore, Pakistan.

### **Objectives of the Study**

Objectives of the study were to:

1. Determine Secondary School Teachers' Perceptions about Paternalistic Leadership, Commitment and Job Satisfaction.
2. Investigate the relationship among paternalistic leadership, Commitment and Job Satisfaction at secondary school Level.
3. Find out the difference in paternalistic leadership, Commitment and Job Satisfaction at secondary school Level based on demographic variables(i.e., gender, Experience).

### **Research Questions**

There were the following research questions of the study:

1. What are the Secondary school teachers' perceptions about paternalistic leadership, commitment and job satisfaction?
2. What is the relationship among paternalistic leadership, Commitment and Job Satisfaction at secondary school Level?
3. What is the difference in paternalistic leadership, Commitment and Job Satisfaction at secondary school Level based on demographic variables (i.e., gender, Experience)?

## **II. RESEARCH METHODOLOGY**

Philosophical research paradigm of the study was positivist. The study was quantitative in nature. This study followed the correlational research design to determine the relationship among paternalistic leadership, Commitment and Job Satisfaction at secondary school Level.

### **Participants of the Study**

According to the census of school education department (2018), there are total 1458 teachers are teaching in secondary schools of district, Lahore. Sample of the study was selected through multistage sampling technique. At the first stage schools were selected conveniently. According to the Gay, 2012 for the population of 1500, 20% were the sample of the study. Therefore, a sample of 350 teachers was selected to enhance the

generalization of the results. But the portion of male (92) and female teachers (257) in the sample was equalized through stratified proportionate sampling technique.

### Instrumentation

Three questionnaires were used to collect data from the participants. First questionnaire titled as paternalistic leadership (PL) ( $\alpha=.73$ ), which was developed by Cheng and Farh (2004). This instrument was consisted of 15 items while the second questionnaire was titled as teacher commitment questionnaire (TCQ) ( $\alpha=.71$ ), developed by Mee and Razaq (2014). This questionnaire was consisted of three factors i.e., Commitment to profession (8) ( $\alpha=.72$ ), Commitment to students (5) ( $\alpha=.62$ ), and Commitment to school (5) ( $\alpha=.61$ ). Third questionnaire was titled as Academic job satisfaction (JS) ( $\alpha=.73$ ) developed by Rubaish, Rahim, Abumadini and Wosornu (2016). This questionnaire was also consisted of five factors i.e., profession satisfaction (7) ( $\alpha=.61$ ), control and supervision (4) ( $\alpha=.70$ ), Interpersonal relationship (4) ( $\alpha=.53$ ), workload (6) ( $\alpha=.62$ ) and Policies and facilities (8) ( $\alpha=.71$ ). The validity of these questionnaires was ensured by experts' opinion. Three experts of the relevant field were consulted for the validation of the instrument. Pilot testing and factor analysis were also being conducted to ensure the reliability of the questionnaires.

### III. DATA ANALYSIS AND INTERPRETATIONS

Collected data was analyzed through descriptive Statistics, i.e. Mean and standard deviation and inferential statistics i.e. correlational analysis was applied to investigate the relationship among paternalistic leadership, teachers' commitment and job satisfaction. While an independent samples t-test was applied to find difference in paternalistic leadership, teachers' commitment and job satisfaction on the basis of gender. One way Annona was applied to find difference in paternalistic leadership, teachers' commitment and job satisfaction on the basis of teachers' experience.

#### Descriptive Statistics for paternalistic leadership, teachers' commitment and job satisfaction

This segment includes the frequency distribution, means and standard deviation of the data on secondary school teachers' paternalistic leadership, commitment and their job satisfaction.

**Table 1.** Frequency Distribution for Paternalistic Leadership

Paternalistic leadership	SDA	DA	N	A	SA	M	SD
Discipline me for violation of his/her principles.	4.3	12.3	38.6	32.3	12.6	2.42	1.22
Often shows his/her concern about me.	5.7	15.1	30.6	36.0	12.6	4.10	1.113
Understands my preference enough to accommodate my personal requests.	6.6	10.3	24.0	42.9	16.3	3.22	1.21
Encourages me when I encounter difficulties in work.	2.9	12.9	23.1	46.9	14.3	4.21	.980
Would try to understand the real cause of my unsatisfied performance.	2.1	5.0	14.4	36.5	42.0	4.11	.970
Trains and coached me when I lack required abilities at work.	4.0	3.8	13.2	40.7	38.3	4.05	1.01
Takes responsibility on job and never shirks his/her duty.	2.2	4.3	14.0	32.8	46.6	4.17	.976
Sets an example to me in all aspects.	3.0	5.1	14.0	36.6	41.2	4.07	1.01

Well self-disciplined before demanding upon others.	4.5	6.2	19.6	37.7	32.0	3.86	1.07
Leads, rather than follows, teachers to deal with difficult tasks.	3.7	4.5	13.3	40.6	37.9	4.04	1.01
When teachers are struggling, our principal provides support for them.	2.5	5.3	12.8	37.4	42.0	4.11	.986
Our principal ensures that all students get high quality teachers.	2.4	6.3	19.9	44.7	26.7	3.87	.957
If my principal promised to do something, s/he would follow through.	2.1	5.1	15.3	47.3	30.2	3.98	.922
In general, I believe my principal's motives and intentions are good.	3.0	5.8	13.0	40.3	37.8	4.04	1.00
I feel free to discuss work problems with my principal without fear of having it used	3.3	4.2	19.9	42.7	29.5	3.90	.977

Frequency distribution in the above table (4.1) of paternalistic leadership for secondary school teachers shows that according to the majority (32%) of the secondary school teachers they get discipline me for violation of his/her principles. Results also show that heads/principals of the secondary school Often shows his/her concern about secondary school teachers (36%). Analysis of data further states that majority (43%) leaders understand their preference enough to accommodate secondary school teachers' personal requests. It has also been shown that majority of the leaders (47%) encourages secondary school teachers when they encounter difficulties in work. Statistics also shows that leaders also try to understand the real cause of secondary school teachers' unsatisfied performance (37%). Results also illustrates that majority (41%) of the secondary school teachers' leaders rains and coached me when I lack required abilities at work.

Analysis also revealed that leaders take responsibility on job and never shirks their duty (33%). Results also revealed that leaders set an example to secondary school teachers in all aspects (37%). It has also been shown that leaders first well self-disciplined their selves before demanding upon others (38%). According to statistics majority (41%) of the secondary school leaders focus on leading rather than following, teachers to deal with difficult tasks. Results shows that according to the majority (37%) of the secondary school teachers, when teachers are struggling, their principal provides support for them. Furthermore, according to the teachers their principal ensures that all students get high quality teachers (45%). It has been also observed in the analysis that if their principal promised to do something, they would follow through (47%). Results also reveal that secondary school teachers believe that their principal's motives and intentions are good (40%). Analysis of the data also reveal that teachers feel free to discuss work problems with their principal without fear of having it used against me later (43%). All the items of paternalistic leadership tool were positive to measure the responses. All the participants rated it agree and strongly agree. Hence fore, on the basis of results it has been evidenced that paternalistic leadership is positively practices in secondary schools of Lahore.

**Table 2.** *Frequency Distribution for Teachers' Commitment (TCQ)*

Teachers' commitment	SD	DA	N	A	SA	M	SD
<b>Commitment to profession</b>							
I am ready to put extra efforts to accomplish my work.	5.5	6.1	20.4	44.5	23.5	3.74	1.05
I am aware of quality concepts while performing my duties.	5.5	6.7	22.0	42.0	23.7	3.71	1.07
I have clear achievable goals and	3.3	4.2	19.9	42.7	29.5	3.90	.977

standards for my position.

If I could get a job different from being a teacher and paying the same amount, I would take it.	4.0	38.7	19.8	8.2	29.4	3.81	1.06
If I could do it all over again ,I would not choose to my work in the teaching profession.	5.7	10.8	38.5	17.5	27.3	3.70	1.14
I enjoy teaching	4.2	4.5	26.2	39.9	25.2	3.77	1.01
I used to be more ambitious than now	4.7	34.3	23.1	6.6	31.4	3.80	1.09
Sometimes I lie at night, thinking about the next day	5.5	6.1	20.4	44.5	23.5	3.74	1.05
I always prepare myself before teaching	5.5	6.7	22.0	42.0	23.7	3.71	1.07

### **Commitment to school**

I talk up to this school to my friend as a great school to work for.	3.7	8.6	21.5	42.2	24.1	3.74	1.03
I find that my values and my school values are very similar.	4.0	6.7	17.9	39.5	31.9	3.88	1.05
I have a high degree of loyalty to this school	4.7	8.4	16.3	43.0	27.5	3.80	1.07
Often, I find it is difficult to agree with this organization's policies on important matters relating to this employee	6.3	6.7	18.6	42.6	26.9	3.79	1.07

### **Commitment to students**

It is my responsibility to advance all my students for high academic achievements.	4.0	8.3	14.5	41.1	32.1	3.89	1.06
All students can succeed and it is my mission to ensure their success.	6.5	8.4	16.1	45.3	23.7	3.71	1.11
It is my responsibility to ensure good social relations among my students.	4.5	9.2	14.1	40.8	31.4	3.85	1.09
I believe that being an educator makes me responsible for my students' integration in the classroom	3.6	7.6	15.5	41.0	32.3	3.90	1.04
I have to be aware of the social relations among students in my class and assist whenever needed to improve them.	3.8	4.1	17.7	47.2	27.3	3.89	.973

Frequency distribution of teacher commitment tool reveal that teachers put extra efforts to accomplish their work (46%). Majority (42%) of the teachers are aware of quality concepts while performing their duties. Being committed teachers, they have clear achievable goals and standards for their position (43%). Results also reveal that secondary school teachers (39%) disagree that If they could get a job different from being a teacher and paying the same amount, they would take it. It has also been illustrated that according to the majority of the teachers (39%), if they could do it all over again, they would not choose to their work in the

teaching profession. Further it has been observed that according to the majority (40%) of the teachers enjoy teaching. Majority of the teacher (34.3%) disagree with statement such that they used to be more ambitious than now. Majority of the teachers (45%) Sometimes lie at night, thinking about the next day. According to the majority (42%) of the teachers, they always prepare myself before teaching.

According to the majority (42%) of the teachers, they get the necessary information to accomplish their work. As concerned with commitment to school, majority (42%) they talk up to their school to friend as a great school to work for. Furthermore, majority of the teacher (40%) find that their values and their school values are very similar. Results also reveal that majority (43%) have a high degree of loyalty to their school. But results also shows that mostly (43%) Often, teachers find it is difficult to agree with their organization's policies on important matters relating to employees. Furthermore, as concerned the teachers' commitment to student majority (41%) of the teacher considered that it is their responsibility to advance all their students for high academic achievements. Most of the teachers (45%) also considered that all students can succeed and it is their mission to ensure their success. According to majority of the teacher (41%), it is their responsibility to ensure good social relations among their students. Teachers (41%) also believe that being an educator makes them responsible for their students' integration in the classroom. Results also reveal that majority (47%) of the secondary school teachers considered that they have to be aware of the social relations among students in their class and assist whenever needed to improve them.

**Table 3. Frequency Distribution for Job Satisfaction (JS)**

<b>Job satisfaction</b>	<b>SD</b>	<b>DA</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>M</b>	<b>SD</b>
<b>Profession satisfaction</b>							
In most ways, being a teacher is close to my ideal.	5.7	15.1	30.6	36.0	12.6	4.10	1.113
My condition of being a teacher is excellent.	6.6	10.3	24.0	42.9	16.3	3.2	1.21
I am satisfied with being a teacher.	2.9	12.9	23.1	46.9	14.3	4.2	.980
If I could choose my career over, I would change almost nothing.	2.1	36.5	14.4	5.0	42.0	4.1	.970
If I could do it all over again ,I would not choose to my work in the teaching profession.	4.0	3.8	13.2	40.7	38.3	4.0	1.01
I am disappointed that I ever entered the teaching profession.	2.2	4.3	14.0	32.8	46.6	4.1	.976
The best decision that I have ever made that was to become a teacher.	3.0	5.1	36.6	14.	41.2	4.1	1.01
<b>Control and supervision</b>							
I have freedom of choice when performing my duties flexible work procedure.	10.3	14.1	18.7	37.2	19.8	3.4	1.24
I have freedom of decision how to accomplish my assigned.	10.8	7.5	28.2	31.8	21.7	3.4	1.21
Clear job position, scope and responsibilities.	4.3	14.6	20.6	38.5	22.0	3.6	1.11
I have sufficient professional authorities and autonomy at work.	11.7	7.6	25.8	29.8	25.0	3.48	1.26

### Interpersonal relationships

Work relations are satisfactory.	3.7	8.6	42	17	24.1	3.74	1.03
Good interpersonal communication and cooperation coordinated and integrated.	4.0	39.5	17.9	6.7	31.9	3.88	1.05
Chance for socialization with colleague during work.	4.7	8.4	16.3	43.0	27.5	3.80	1.07
Sense of friendship and team spirit with colleagues.	6.3	6.7	42.6	18.3	26.9	3.79	1.07

### Workload

My required workload reduces the quality of performance.	3.0	4.7	10.34	44.7	37.3	4.08	.965
My work does not make me stressed.	2.1	5.0	14.4	36.5	42.0	4.11	.970
I can accomplish my assigned workload.	4.0	3.8	13.2	40.7	38.3	4.05	1.01
I get the necessary information to accomplish my work.	2.2	4.3	14.0	32.8	46.6	4.17	.976
The office/area of work is comfortable and safe.	3.0	5.1	14.0	36.6	41.2	4.07	1.01
In general, I am satisfied with my job.	4.5	6.2	19.6	37.7	32.0	3.86	1.07

### Policies and facilities

Amenities (closets, etc.) are clean.	3.0	5.8	40.3	13	37.8	4.04	1.00
There is NO shortness in financial resources.	2.8	41	16.9	16	32.8	3.94	1.00
The available equipment works properly.	3.0	5.8	40	14	37.8	4.04	1.00
Number of personnel is sufficient to run the work.	2.8	6.6	16.9	41.0	32.8	3.94	1.00
Fair school policies.	3.0	41.2	13.0	5.8	37.8	4.04	1.00
My school has a policy manual.	2.8	6.6	16.9	41.0	32.8	3.94	1.00
Capable administration in school.	3.0	50	13.0	3.0	37.8	4.04	1.00
My salary is fair and sufficient.	2.8	60	16.9	10.1	32.8	3.94	1.00

Frequency distribution for job satisfaction tool describes that in most ways (30.6%), being a teacher is close to their ideal. According to majority of the secondary school teachers (43%) their condition of being a teacher is excellent. Majority of the teachers (47%) are satisfied being a teacher. According to most of the teachers (37%) if they could choose their career over, they would change almost nothing. But a part of a participants (41%) stated that if they could have a chance they would not choose this profession. As well some of the teachers (33%) respond that disappointed that I ever entered the teaching profession. But more than that some of the teachers (37%) considered their best decision that they have ever made that was to become a teacher. As concerned for the control and supervision according to the some of the participants (37.2%) they have freedom of choice when performing their duties flexible work procedure. According to the



most of the teachers (32%) they have freedom of decision how to accomplish their assigned. Majority of the teachers (40%) have clear job position, scope and responsibilities. Furthermore, according to most of the teachers (30%) they have sufficient professional authorities and autonomy at work. As concerned for the interpersonal relationship according to the majority of the teachers (42%) Work relations are averagely satisfactory. As well as according to the majority of the teachers (40%) there are not good interpersonal communication and cooperation coordinated and integrated. But majority of the secondary school teachers (43%) got chance for socialization with colleague during work. But these teachers have average (42%) sense of friendship and team spirit with colleagues.

As concerned for the satisfaction for workload majority of the teachers (44%) stated that their required workload reduces the quality of their performance. Most of the teachers (37%) disagree with the statement that their work does not make me stressed, which means their work cause stress in them. Majority of the teachers (41%) can accomplish their assigned workload. According to the most of the teachers (33%) they get the necessary information to accomplish my work. According to majority of the secondary school teachers (38%) their office/area of work is comfortable and safe. Overall majority of the teachers (38%) are satisfied with their job. As far as concerned for policies and facilities majority (41%) of the teachers are considered that amenities (closets, etc.) are clean. But most of the teachers (41%) also considered that there is no shortness in financial resources. Teachers also stated that the available equipment do not work properly (40%). According to the secondary school teachers (41%) number of personnel is sufficient to run the work at average rate. Most of the teachers (41%) disagree with the statement, as according to them school policies are not fair. But majority of the teachers (41%) stated that their school has a policy manual. Furthermore, half of the secondary school teachers (50%), disagree with the statement such that according to them administration in school is not capable. But according to more than half of the teachers (60%) their salary is not fair and sufficient.

**Table 4.**Correlation among Paternalistic Leadership, Teacher Commitment and Job Satisfaction

	paternalistic leaders	teacher commitment	job satisfaction
paternalistic leaders	1		
teacher commitment	.617**	1	
job satisfaction	.532**	.557**	1

Table 4.4 shows that relationship among paternalistic leadership, teachers' commitment and job satisfaction. Pearson product moment correlation was applied to investigate the relationship among the above variables. Result shows that there was a positive and strong significant relationship between paternalistic leadership and teacher's commitment ( $r = .617, n = 350, p < 0.00$ ). There is a positive and medium significant relationship between paternalistic leadership and job satisfaction ( $r = .532, n = 350, p < 0.00$ ). Analysis of data also reveal that there is positive and medium relationship between job satisfaction and teachers' commitment ( $r = .557, n = 350, p < 0.00$ ).

**Table 5.**Independent Sample t-test for Paternalistic Leadership, Teacher Commitment and Job Satisfaction

	Male		Female		t	Df	P
	M	SD	M	SD			
paternalistic leadership	60.7	8.11	60.6	8.53	.98	158	.922
teachers' commitment	68.2	8.99	69.0	9.52	-1.053	158	.293
job	51.0	8.95	50.1	9.36	1.382	158	.168



satisfaction

An independent samples t-test was applied to find out the difference between and female secondary school teachers for paternalistic leadership, teachers' commitment and job satisfaction. Analysis of data reveal that no significant difference is found between male and female teachers for paternalistic leadership (M= 60.7, SD =8.11; t (158) =.98, p (.922), teacher commitment (M= 68.2, SD = 8.99; t (158) = -1.053, p (.293) and job satisfaction (M= 51.0, SD = 8.95; t (158) = 1.382, p (.168). hence for, female and male secondary school teachers do not differ for paternalistic leadership, commitment and job satisfaction in schools.

**Table 6.**Independent Sample t-test for Paternalistic Leadership, Teacher Commitment and Job Satisfaction

	Group 1 (less than 5 years)		Group 2 (More than 5 years)		t	Df	P
	M	SD	M	SD			
Paternalistic leadership	61.17	8.608	60.22	8.147	157	257	.127
Teachers' commitment	67.9	9.645	69.4	8.986	2.317	255	.021
Job satisfaction	48.14	9.287	52.5	8.662	6.684	259	.000

An independent samples t-test was applied to find out the difference between secondary school teachers having teaching experience less than 5 years and those teachers having teaching experience more than 5 years. Results from the above table for paternalistic leadership shows that there is not significant difference between group 1 (M = 61.17, SD = 8.608) and group 2 (M = 60.22, SD = 8.147; t (157), p= .127). Furthermore, results from the above table for teachers' commitment shows that there is a significant difference between group 1 (M = 67.9, SD = 9.645) and group 2 (M = 69.40, SD = 8.986; t (257), p= .021). Results for job satisfaction also reveal that there is a significant difference between group 1 (M = 48.14, SD = 9.2) and group 2 (M = 52.5, SD = 8.662; t (257), p= .021).

#### IV. DISCUSSION

This research intended to investigate the secondary school perceptions about paternalistic leadership, teachers' commitment and job satisfaction. The aim of the present study was to determine the relationship among paternalistic leadership, teacher' commitment and job satisfaction. Furthermore, this study was also intended to find out the difference among paternalistic leadership, teachers' commitment and job satisfaction on the basis of secondary school teachers experience and their gender. Findings showed that in secondary schools, paternalistic leadership in getting into practice. Teachers are treated fatherly. Furthermore, teachers are committed to profession but somehow are stressed with this profession because of the increased workload. Teachers are fully committed to make their schools and students succeed. Teachers are satisfied with their profession but are not as much happy with their workload and facilities. They considered their incentives and salary is not much deserved and sufficient. Although all teachers are enjoying teaching and generally are satisfied with their job with the exception of two to three factors. Results shows that paternalistic leadership, secondary school teachers' commitment and job satisfaction are positively and significantly correlate with each other. Paternalistic leadership can make more committed teachers. Same results were found by farh and cheng (2000), in their study on paternalistic leadership. They concluded that when teachers are morally treated with kindness and generosity, they became more committed toward their profession. This could be because this kind of leadership make loyal bond between teachers and heads as described by Lee (2011). Results of the present study also describes that paternalistic leadership and teachers' commitment also cause more job satisfaction among secondary school teachers. This could be described in the term of paternalistic leadership and system which comprise of trust loyalty and kindness as well as internal commitment of teachers. Both these factors cause satisfaction in teachers because when

leaders treat them with kindness and provide timely generous feedback, eventually teachers will feel satisfaction. This view point was also given by Aycon (2006), he stated that building paternalistic leadership is situated on trustworthy, kindness and authoritative pillars which can directly satisfied the teachers. More job satisfaction, teachers will become more committed.

## V. CONCLUSION

This research was design to investigate the secondary school teacher's perceptions about paternalistic leadership, teachers; commitment and their job satisfaction. While the aim of the study was to determine the relationship among paternalistic leadership secondary school teachers' commitment and job satisfaction. A correlational research design was followed to achieve these objectives. Person product moment coefficient was applied to determine the relationship among paternalistic leadership, teachers' commitment and job satisfaction. While independent samples t-test was applied to find out the difference among these variables on the basis of experience and gender of the teachers.

On the basis of findings, it has been concluded that in secondary schools of Lahore, Pakistan, paternalistic leadership is being practiced. Heads and principals of the schools have fatherly relations with teachers. They guide and support them. They provide necessary information and help to encourage the teachers. They understand the reasons behind under performance of their subordinates and help them to resolve the issues and help them to remove difficulties in doing tasks. It is also been concluded that teachers are committed more to students and their schools than their profession due to work load. Teachers are satisfied with their profession. They are also satisfied with organizations' supervision. They have freedom to take decision at classroom level and get needed information. But teachers are not satisfied with schools' policies and facilities. According to teachers they are not getting sufficient salary. Their workload is also stressing for them.

On the basis of findings from correlational analysis, it is concluded that paternalistic leadership, secondary school teachers' commitment and job satisfaction is positively correlate with each other. It describes that if paternalistic leadership is practices healthy, it will make teachers more committee to their profession, schools and students. Furthermore, it will also make them satisfied with their job. If teachers are committed, they will be more satisfied and vise versa for all. Paternalistic leadership, teachers' commitment and job satisfaction of secondary school teachers do not vary with gender, but meanwhile these can be differed in teachers on the basis of teachers' experience. Teachers having teaching experience more than five years will be more committed and satisfied as compared to the teachers having teaching experience less than 5 years. Overall, teachers are committed and are satisfied with their job under paternalistic leadership.

## VI. RECOMMENDATIONS

On the basis of above findings and conclusion following recommendations are made: Emphasize may be given in practicing paternalistic leadership in schools so they can listen their issues more attentively and it can make more committed teachers. For this some training workshops for better understanding of paternalistic leadership may be arrange to produce better leaders/heads. principals are suggested to undertake actions that promote the quality of trust relationships through their moral behaviors or interactions within their colleagues and subordinates. For example, they could behave as trustworthy leaders who demonstrate the characteristics of honesty, openness, and reliability, who create more opportunities to interact with the teachers, and who are consistent in their words and actions. Better incentive strategy may also apply to resolve the low insufficient salary issue. As this research was conducted on secondary school teachers of Lahore only, it may also be conducted geographically on a wider range. This research may also be conducted at other population or at a bigger sample size to study their other effects.

## REFERENCES

1. Academic job satisfaction questionnaire: Construction and validation in Saudi Arabia2011
2. DOI: 10.4103/1319-1683.
3. Abdullah M Al-Rubaish Sheikh, AbdurRahimSheikhAbdurRahimMahdi S AbumadiniMahdi S AbumadiniLadeWosornu
4. Aycan, Z. (2006). Paternalism: towards conceptual refinement and operationalization," in Scientific Advances in Indigenous Psychologies: Empirical, Philosophical, and Cultural Contributions, eds Yang K. S., Hwang K. K., Kim U. (New York, NY: Springer), 445-466. 10.1007/0-387-28662-4\_20

5. Cheng, B., Chou, L. F., & Yu Wu, T., Huang, M.P., Farh, J. (2004). Paternalistic leadership and subordinate responses: Establishing a leadership model in Chinese organizations. *Asian Journal of Social Psychology*, 7, 89–117.
6. Farh, J.L., & Cheng, B.S. (2000). A cultural analysis of paternalistic leadership in Chinese organizations
7. Lee, M., & Louis, K. S. (2019). Mapping a strong school culture and linking it to sustainable school improvement. *Teaching and Teacher Education*, 81, 84–96. <https://doi.org/10.1016/j.tate.2019.02.001>
8. Park I. (2005). Teacher commitment and its effects on student achievement in American high schools. *Educ. Res. Eval.* 11 461–485. 10.1080/13803610500146269