Technological And Interpersonal Skills of Paternal Leadership of School Heads in Public Elementary Schools: A Teacher's Perspective

Karen Mae M. Pardiñas[1], Ariel U. Cubillas[2]

[1]Caraga State University-Main CampusKM 7 NH1 Ampayon, 8600 Butuan City, Agusan Del Norte, Philippines
[2]Caraga State University-Main Campus[b]KM 7 NH1 Ampayon, 8600 Butuan City, Agusan Del Norte, Philippines

Abstract: *This study explored the technological and interpersonal skills of paternal leadership among school heads in public elementary schools in the Division of Cabadbaran, as perceived by teachers. Using a quantitative non-experimental approach, particularly a descriptive correlational design, the research aimed to investigate the extent of interpersonal skills, levels of technological capabilities, and the manifestation of paternal leadership traits among school heads. A survey questionnaire, supplemented by secondary and tertiary literature, served as the primary data collection tool. The cluster method was used to ensure the representativeness of the participants. Weighted mean and Pearson Product Moment Correlation were used as statistical treatments to analyze the data gathered. Findings revealed a high level of proficiency in interpersonal skills among school heads, as evidenced by their ability to assert needs, engage in bidirectional communication, manage conflicts, and foster interpersonal closeness. Similarly, school heads exhibited strong technological capabilities, with a significant positive correlation between technological skills and paternal leadership qualities, including benevolence, morality, and authority. The assessment of school principals' interpersonal skills revealed competence in an array of areas. Their proficiency in accomplishing work-related goals, handling disagreements skillfully, and cultivating a favorable rapport was apparent. These results highlight how important it is for educational leaders to have both excellent interpersonal skills and strong leadership qualities. The study underscored the importance of ongoing professional development programs focusing on interpersonal skills, technological proficiency, and paternal leadership traits for school leaders.*

Keywords: interpersonal skills, leadership development, paternal leadership, school heads, technological skills.

INTRODUCTION

Good interpersonal skills among school heads are crucial for fostering a positive school climate, promoting collaboration, and achieving academic excellence. Interpersonal skills are important for creating a good school environment, these include communication, confidence, sensitivity, and problem-solving (Mehmood et al. 2023). The morale of teachers and the academic accomplishment of students are both gained when administrators exercise leadership styles that are trustworthy, people-oriented, and capable of effectively managing (Justice, 2018). A study argues that the underperformance of schools, encompassing both teaching and non-teaching personnel, stems from a shortage of supervisory, interpersonal, and leadership abilities among school administrators (Villanueva et al.,2021). The study also shows that school atmosphere and director control have a direct effect on how teachers talk to each other and act around other people (Istiqomah et al. 2019) Hence, leaders in the educational sector need to hone their interpersonal skills to increase the output quality of their respective institutions.

Aside from interpersonal skills, a good leadership style affects how the school operates. Mert's (2021) study looked into how teachers' performance was affected by directors' overbearing leadership style and found gender-based differences in how teachers saw things. Qian and Walker (2021) defined paternalism as a type of leadership familiar in countries with a long and strong legacy of Confucianism. According to them, this style is seen in political and economic leadership. In the workplace, the leader is often likened to a father because of the responsibilities, which include looking out for the workers' best interests and ensuring that they are cared for, as stated by both. Working at educational institutions, school administrators strive to carry out administrative responsibilities while meeting the challenges posed by the constant need for innovation and reinvention. In addition to the typical administrative tasks, principals are also counted on to establish a culture within their schools that can adapt to the changing times by working together as a team, producing meaningful work that raises people's awareness of the world around them, and successfully handling any unforeseen circumstances that may arise (Kalkan et al., 2020). Recent studies have shown that principals must work on their emotional intelligence, connection-building, and communication skills. As has been established (Wang et al., 2018), leadership requires leaders to have strong interpersonal skills and the ability to work directly with, though, and for other people to manage complex working relationships and build a supportive social structure within and outside of schools. Relationships and

people are at the heart of leadership (Wang, 2020). Apart from fundamental leadership skills, the technological skills of school leaders have a big impact on how education works. Paglinawan et al. (2021), there is a complex link between the demographics of school administrators, their ICT skills, their 21st-century skills, and how they feel about ICT. This shows that school administrators make a big difference in e-leadership abilities. There is a strong link between teachers' techno-pedagogical ability, their level of technology leadership skills, and their desire to teach (Lambot & Yango,2023).In addition, Docdocil and Itaas (2021) looked at leadership styles, jobs, and duties for bringing technology into 21st-century schools. The study found three types of leadership: democracy, situational, and transforming. It also stressed how important school leaders are for creating a learning group that uses technology

The identified gap in the existing literature revolves around the need for a comprehensive exploration of the combined impact of technological and interpersonal skills on paternal leadership within the context of public elementary schools. Individual studies have stressed the importance of interpersonal skills, emotional intelligence, and technological proficiency. However, there is not a lot of research that looks at how these skills work together in the leadership style of paternalism, especially in an educational setting.

The main goal of this study is to find out the relationship between paternal leadership and the interpersonal and technological skills of school heads in public elementary schools in the District of Cabadbaran. It tries to fill in this gap to show how these skills work together and how they affect the success of leadership as a whole. The results of which will be used as a basis for crafting a policy recommendation. This study is important because it could help shape educational policies and leadership development programs that are specifically designed to meet the needs of school administrators. This would help people learn more about the key skills needed for effective paternal leadership in the ever-changing world of education.

METHODOLOGY

The research design employed in this study is a quantitative approach, particularly a descriptive correlational design. It is descriptive because it describes the teachers' perspective on the technological and interpersonal skills of the paternal leadership of their male school heads/ principals, and correlational since it tests whether there is a relationship between technological, and interpersonal skills and the paternal leadership of the school heads. The study was conducted in the public elementary schools of Cabadbaran City Division in Cabadbaran City, Agusan Del Norte, Caraga Region.

The study used a probability sampling design. The method employed was cluster sampling. Particularly, the study involved 110 teachers from the public elementary schools of Cabadbaran City Division who were currently supervised by school heads. This study adopted well-established scales and survey instruments as data collection tools. To evaluate the paternalistic leadership behavior of school heads, the research utilized the well-established Paternalistic Leadership Behaviors Scale (PLBS) developed by Dağlı and Ağalday in 2017. To gauge the technological capabilities of the school heads, this study adopted the National ICT Competency Standard (NICS) encompassing four indicators. Participants were asked to rate their school heads' technological proficiency on a scale ranging from 1 (strongly disagree) to 5 (Strongly agree). To assess the interpersonal skills of school heads, a FIAT-Q Interpersonal Relationships Questionnaire by Darrow et al. (2014) is employed. This questionnaire is divided into four (4) sections: Assertion of Needs; Bidirectional Communication; Conflict; and Disclosure and Interpersonal Closeness. Designed to evaluate interpersonal skills in various dimensions Weighted mean and Pearson-r were utilized to analyze the numerical data of the study.

OBJECTIVE

To assess the significant relationship between technological and interpersonal skills and the paternal leadership of the school heads and propose a policy recommendation based on the findings of the study.

RESULT AND DISCUSION

Table 1 presents the mean distribution of the extent of interpersonal skills of the school heads in terms of assertion of needs, bidirectional communication conflict, disclosure and interpersonal closeness. Firstly, the highest mean score of 4.29, is attributed to variable 1 this indicates a strong consensus among teachers that school heads adeptly fulfil professional requirements. Contrariwise, the lowest mean score of 4.09, attributed to variable 4, still an agreed level, shows that school heads still have room for improvement when it comes to openness and closeness. Overall, the high mean score of 4.18 for all of the factors shows that teachers have a generally good view of School head interpersonal skills. According to the study important managerial skills are for running a school well. This goes along with the analysis's focus on how school heads can meet professional goals through their interpersonal skills Aquino et al. (2021). This study highlights that it is crucial that principals of schools efficiently oversee and cultivate a positive school setting (Uzun and Ayik, 2017). In addition, the study exemplified the essential conflict management in resolving conflicts that arise in or among organizations, which will bring value to an organization's goals and objectives (Guney, 2011, as cited by Uzun & Ayik ,2017) This shows how important good communication skills are for managing conflict in educational organizations. This backs up the idea in the study that school leaders who have good interpersonal skills are also good at communicating more likely to handle problems in the school community.

Table 1 Mean Distribution of The Extent of Interpersonal Skills of the School Heads in Terms of Assertion of Needs, Bidirectional Communication Conflict, Disclosure and Interpersonal Closeness

	Variable	Overall Indicators Mean	Remark
1.	Assertion of Needs	4.29	Agree
2.	Bidirectional Communication	4.14	Agree
3.	Conflict	4.14	Agree
4.	Disclosure and Interpersonal Closeness	4.09	Agree
5.	Emotional Experience and Expression	4.24	Agree
	Overall Weighted Mean	4.18	Agree

Legend: 1.00 – 1.49 Strongly disagree; 1.50 – 2.49 Disagree; 2.50 – 3.49 Neutral; 3.50 – 4.49 Agree; 4.50 – 5.00 Strongly agree

For Table 2, the highest mean score is 4.16 exemplified by variables 1 and 2 indicating a strong consensus among participants that public school heads possess solid skills in technological operations and concepts and also, they have the knowledge and morals to make sure that technology is used in a way that is responsible and legal in schools. On the other hand, indicator 3 had the lowest mean score of 4.07, this is still in the "Agree" range, but it shows that there is room for improvement for effectively utilizing various multimedia materials in the school. With the overall high mean score of 4.13, this suggests that school heads are equipped with fundamental knowledge and skills necessary for effective technological operations within educational settings. According to a study, Technology Leadership (TL) practices help change the school's attitude as a whole, especially by giving teachers the chance to learn properly on their own and with other teachers Koksal Banoğlu et al. (2022).

Luzon and Cubillas (2022) looked at the technical, educational, and subject understanding of middle school teachers in public schools. The results help us a lot in figuring out how these things affect our work and school. Some of the teachers in the study were English language teachers in public elementary schools. What this means for knowing teaching skill and how it affects student performance is very important. School Heads who are very good at technological leadership and know how to help their schools use technology (Alayan, 2022).

Table 2 Mean Distribution of Levels of Technological Capabilities of Public-School Heads in terms of Technological Operations and Concepts, Social/ Ethical, Pedagogical and Professional

	Variable	Overall Indicators Mean	Remark
1.	Technological Operations and Concepts	4.16	Agree
2.	Social/ Ethical	4.16	Agree
3.	Pedagogical	4.07	Agree
4.	Professional	4.14	Agree
	Overall Weighted Mean	4.13	**Agree**

Legend: 1.00 – 1.49 Strongly disagree; 1.50 – 2.49 Disagree; 2.50 – 3.49 Neutral; 3.50 – 4.49 Agree; 4.50 – 5.00 Strongly agree

For table 3, the best mean score, shown by indicator 2 which has a mean score of 4.26, shows that school heads have high moral standards. These results show that school leaders do not take too much credit for the work and successes of their workers and do not use their power for personal gain. This shows that school leaders are usually seen as moral leaders who put kindness, honesty, and moral behavior at the top of their list when dealing with staff members. These kinds of leadership traits are necessary to create a good work environment where people trust each other and feel valued and appreciated. The indicator with the lowest mean score of 4.17, shown by indicator 3, is still in the "Agree", which shows that school heads tend to be authoritarian leaders. Overall, the high mean score for all of the factors which is 4.21 shows a high level of paternal traits among school heads. According to a study by Qian and Walker 2021, directors get along with teachers by being family leaders and acting like parents. These kinds of leadership traits are necessary to create a good work environment where people trust each other and feel valued and appreciated. These results are very similar to what Qian and Walker found in their study in 2021. Principals who use paternalistic leadership make sure that everyone knows what is expected of them and what their responsibilities are. This kind of leadership focuses on taking care of and protecting teachers' personal and work lives while still expecting them to teach well. In addition, this complex part of authoritarian leadership fits with the findings of Ekmen and Okcu's study from 2021, which also found that different types of parental leadership have different effects on teachers' job happiness. The results of this study support the study's main point, which is that school leaders and teachers need to build trust and good relationships in order for teachers to be more involved in making decisions (Cansoy et al., 2020).

Problem 3. Mead Distribution of the Extent of Paternal Leadership of the School Heads in Terms of Benevolent Leadership, Moral Leadership and Authoritarian Leadership.

Variable	Overall Indicators Mean	Remark
1. Benevolent Leadership	4.20	Agree
2. Moral Leadership	4.26	Agree
3. Authoritarian Leadership	4.17	Agree
Overall Weighted Mean	4.21	**Agree**

Legend: 1.00 – 1.49 Strongly disagree; 1.50 – 2.49 Disagree; 2.50 – 3.49 Neutral; 3.50 – 4.49 Agree; 4.50 – 5.00 Strongly agree

Table 4 shows and presents the significant relationship between the extent of interpersonal skills (IS) and the extent of benevolent leadership of the school heads. As observed, the extent of benevolent leadership of the school heads as perceived by the teachers is highly significantly related at $\alpha=0.01$ with the extent of interpersonal skills. The rest of the relationships were found to be strong and positive with a correlation coefficient of more than 0.5. This reveals that as the interpersonal skill in terms of assertion of needs increases, the extent of benevolent leadership increases moderately. Studies show assertiveness and proactive communication are essential for good leadership according to Ismail et al. (2020), Jaidie et al. (2020), and Panol et al. (2020).

Table 4. The Significant Relationship Between the Extent of Interpersonal Skills (IS) and the Extent of Benevolent Leadership of the School Heads

Variable 1	Variable 2	Correlation Coefficient[a]	p-value	Relationship	Significance
Extent of Benevolent Leadership	IS in terms of assertion of needs	0.478	<0.001***	Moderate and positive	*Significant*
	IS in terms of bidirectional communication	0.639	<0.001***	Strong and positive	*Significant*
	IS in terms of conflict	0.612	<0.001***	Strong and positive	*Significant*
	IS in terms of disclosure and interpersonal closeness	0.607	<0.001***	Strong and positive	*Significant*
	IS in terms of emotional experience and expression	0.657	<0.001***	Strong and positive	*Significant*

Legend: [a] tested using Pearson's r correlation test; -1.0 to -0.5 or 1.0 to 0.5 strong relationship; -0.5 to -0.3 or 0.3 to 0.5 moderate relationship; -0.3 to -0.1 or 0.1 to 0.3 weak relationship; -0.1 to 0.1 none or very weak relationship; *** significant at $\alpha = 0.01$;** significant at $\alpha = 0.05$

The 5 shows that the extent of moral leadership was found to be highly significantly related to extent of interpersonal skills in all aspects. Interpersonal skills in terms of assertion of needs were found to be moderately and positively related with the extent of moral leadership as well. And similarly, the rest of the relationships were strong and positive. This means that moral leadership gets a little better as human skills get better in terms of stating needs. Research that looks at leadership styles, and how well school leaders handle disagreements backs up these links. Parlar et al.'s (2020) study looked at how teachers' trust in principals changes their part in making decisions when principals act in an authoritarian way or when they represent moral leadership.

Table 5 Significant Relationship Between the Extent of Interpersonal Skills (IS) and the Extent of Moral Leadership of the School Heads

Variable 1	Variable 2	Correlation Coefficient[a]	p-value	Relationship	Significance
Extent of Moral Leadership	IS in terms of assertion of needs	0.493	<0.001***	Moderate and positive	*Significant*
	IS in terms of bidirectional communication	0.566	<0.001***	Strong and positive	*Significant*
	IS in terms of conflict	0.581	<0.001***	Strong and positive	*Significant*
	IS in terms of disclosure and interpersonal closeness	0.591	<0.001***	Strong and positive	*Significant*
	IS in terms of emotional experience and expression	0.711	<0.001***	Strong and positive	*Significant*

*Legend: [a] tested using Pearson's r correlation test; -1.0 to -0.5 or 1.0 to 0.5 strong relationship; -0.5 to -0.3 or 0.3 to 0.5 moderate relationship; -0.3 to -0.1 or 0.1 to 0.3 weak relationship; -0.1 to 0.1 none or very weak relationship; *** significant at $\alpha = 0.01$; ** significant at $\alpha = 0.05$*

Table 6 shows the significant relationship between the extent of interpersonal skills (IS) and the extent of authoritarian leadership of the school heads. As observed, the extent of authoritarian leadership is significantly, moderately, and positively related to the extent of interpersonal skills in terms of assertion of needs, bidirectional communication, and conflict. In addition, the extent of authoritarian leadership is significantly, strongly, and positively related to the extent of interpersonal skills in terms of disclosure interpersonal closeness, and emotional experience and expression. Qian and Walker (2021) also looked into how Chinese school principals build relationships with teachers that work both ways through authoritarian leadership. This means that principals look out for and care for teachers while still expecting high standards of teaching. The study found that many leaders were able to gain the trust of their teachers, which shows that they had strong human relationships based on good feelings.

Table 6. The Significant Relationship Between the Extent of Interpersonal Skills (IS) and the Extent of Authoritarian Leadership of the School Heads

Variable 1	Variable 2	Correlation Coefficient[a]	p-value	Relationship	Significance
Extent of Authoritarian Leadership	IS in terms of assertion of needs	0.399	<0.001***	Moderate and positive	*Significant*
	IS in terms of bidirectional communication	0.469	<0.001***	Moderate and positive	*Significant*
	IS in terms of conflict	0.473	<0.001***	Moderate and positive	*Significant*
	IS in terms of disclosure and interpersonal closeness	0.561	<0.001***	Strong and positive	*Significant*
	IS in terms of emotional experience and expression	0.517	<0.001***	Strong and positive	*Significant*

*Legend: [a] tested using Pearson's r correlation test; -1.0 to -0.5 or 1.0 to 0.5 strong relationship; -0.5 to -0.3 or 0.3 to 0.5 moderate relationship; -0.3 to -0.1 or 0.1 to 0.3 weak relationship; -0.1 to 0.1 none or very weak relationship; *** significant at $\alpha = 0.01$; ** significant at $\alpha = 0.05$*

As observed in Table 7, the extent of benevolent leadership of the school heads as perceived by the teachers is highly significantly related at $\alpha=0.01$ with the extent of technological skills in terms of technological operations and concepts, social/ ethical, pedagogical, and professional. Moreover, all relationships were found to be strong and positive with a correlation coefficient of more than 0.5.

Table 7. Significant Relationship Between the Extent of the Technological Skills (TS) And the Extent of Benevolent Leadership of the School Heads.

Variable 1	Variable 2	Correlation Coefficient[a]	p-value	Relationship		Significance
Extent of Benevolent Leadership	TS in terms of technological operations and concepts	0.553	<0.001***	Strong positive	and	*Significant*
	TS in terms of social/ ethical	0.601	<0.001***	Strong positive	and	*Significant*
	TS in terms of pedagogical	0.562	<0.001***	Strong positive	and	*Significant*
	TS in terms of professional	0.731	<0.001***	Strong positive	and	*Significant*

*Legend: [a] tested using Pearson's r correlation test; -1.0 to -0.5 or 1.0 to 0.5 strong relationship; -0.5 to -0.3 or 0.3 to 0.5 moderate relationship; -0.3 to -0.1 or 0.1 to 0.3 weak relationship; -0.1 to 0.1 none or very weak relationship; *** significant at α = 0.01; ** significant at α = 0.05*

       Table 7 also reveals that as a technological skill the extent of benevolent leadership increases strongly. According to the study, school leaders need to have good technological skills to encourage ICT integration (Docdocil & Itaas,2021). This is in line with the fact that Table 7 shows strong positive links between helpful leadership and different types of technological skills.

       Based on the result as shown in Table 8, all relationships were found to be strong and positive with a correlation coefficient of more than 0.5. This means that as technological skill in terms of technological operations and concepts, social/ ethical, pedagogical, and professional, increases, the extent of moral leadership increases strongly. Table 8 shows that there are strong links between the level of technological skills (TS) and the level of moral leadership of school heads. School heads who are good at building relationships and dealing with people's feelings are more likely to be moral leaders (Qian and Walker, 2021). In addition, Cansoy et al. (2020) also looked at how the way school heads managed teachers affected their ability to make decisions. They stressed how important trust is for fostering shared leadership. They found that teachers were more likely to believe and take part in choices when their leaders were good people. A head who was strict, on the other hand, made teachers less likely to trust and take part. These findings complement the significant positive relationships between moral leadership and technological skills dimensions presented in Table 8.

Table 8. Significant Relationship Between the Extent of the Technological Skills (Is) and the Extent of Moral Leadership of The School Heads

Variable 1	Variable 2	Correlation Coefficient[a]	p-value	Relationship		Significance
Extent of Moral Leadership	TS in terms of technological operations and concepts	0.612	<0.001***	Strong positive	and	*Significant*
	TS in terms of social/ ethical	0.633	<0.001***	Strong positive	and	*Significant*
	TS in terms of pedagogical	0.669	<0.001***	Strong positive	and	*Significant*
	TS in terms of professional	0.671	<0.001***	Strong positive	and	*Significant*

*Legend: [a] tested using Pearson's r correlation test; -1.0 to -0.5 or 1.0 to 0.5 strong relationship; -0.5 to -0.3 or 0.3 to 0.5 moderate relationship; -0.3 to -0.1 or 0.1 to 0.3 weak relationship; -0.1 to 0.1 none or very weak relationship; *** significant at α = 0.01; ** significant at α = 0.05*

       Table 9 shows that the extent of authoritarian leadership is significantly, moderately, and positively related to extent of technological skills in terms of technological operations and concepts, social/ ethical, and pedagogical.

Additionally, the extent of authoritarian leadership is significantly, strongly, and positively related to the extent of technological skills in terms of professional. Cansoy et al. (2020) looked at how the way school leaders think like managers affects teachers' ability to be involved in making decisions. Indeed, their study was mostly about moral and good leadership, but it also suggests that school leaders who are good with technology may also be authoritarian, especially when they need to make choices quickly.

Table 9. Significant Relationship Between the Extent of the Technological Skills (IS) and the Extent of Authoritarian Leadership of the School Heads

Variable 1	Variable 2	Correlation Coefficient[a]	p-value	Relationship	Significance
Extent of Authoritarian Leadership	TS in terms of technological operations and concepts	0.346	<0.001***	Moderate and positive	*Significant*
	TS in terms of social/ ethical	0.419	<0.001***	Moderate and positive	*Significant*
	TS in terms of pedagogical	0.377	<0.001***	Moderate and positive	*Significant*
	TS in terms of professional	0.514	<0.001***	Strong and positive	*Significant*

*Legend: [a] tested using Pearson's r correlation test; -1.0 to -0.5 or 1.0 to 0.5 strong relationship; -0.5 to -0.3 or 0.3 to 0.5 moderate relationship; -0.3 to -0.1 or 0.1 to 0.3 weak relationship; -0.1 to 0.1 none or very weak relationship; *** significant at $\alpha = 0.01$; ** significant at $\alpha = 0.05$*

The study by Trongco and Benolirao in 2023 looked at how good elementary school principals were at managing people, leading others, and keeping things in order. Their study showed that school heads were about the same in a lot of areas, like how to deal with people. It's not clear what kind of authoritarian leadership this study looked at, but it does show how important it is to have leadership skills in schools, which can include authoritarian leadership. It indirectly backs up the idea that school leaders who are good with technology might also be strict.

Recommendation

There are links found between paternal leadership, social skills, and tech knowledge, such developing leadership may be done in a more complete way. Educational institutions may create complete leadership training programs that consider how these factors are linked. Focusing on improving both interpersonal and technical skills can give school leaders the tools they need to lead with honesty, compassion, and creativity, which will eventually improve school success and student results.

Conclusions

The assessment of school principals' interpersonal skills revealed competence in an array of areas. Their proficiency in accomplishing work-related goals, handling disagreements skillfully, and cultivating a favorable rapport was apparent. These results highlight how important it is for educational leaders to have both excellent interpersonal skills and strong leadership qualities. The assessment of technological skills showed a strong positive link between how well school heads were thought to be able to use technology and how they were seen as leaders. As school leaders get better at using technology, their leadership traits, especially their kindness, morals, and authority, tend to get stronger. This shows how important it is to include technology in programs that teach leaders how to lead.

The study of paternal leadership traits among school heads showed that a lot of them saw themselves as paternal leaders, and there were good links between paternal leadership and relationship skills. This says that good relationships with others affect how successful a leader is seen to be. It also shows how important it is for leaders to keep working on their interpersonal skills through ongoing professional development programs. The results of the association studies showed moderate to strong positive links between paternalist leadership traits and both interpersonal and technical skills. This shows that these factors are linked and play a part in making a paternal a good leader. These results show how important it is to have good interpersonal skills, know how to use technology well, and have good leadership traits from a parent when it comes to making a school setting that works for everyone. They also show how important it is to have leadership development programs that cover all of these areas.

Based on the result of the study, the establishment of a leadership development program in the Schools Division would be essential for addressing the interconnected factors of interpersonal skills, technological proficiency, and paternal leadership qualities in school leadership. By providing systematic training and resources, this initiative may enhance leadership effectiveness, foster positive school cultures, and ultimately improve student outcomes.

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AUTHORS

First Author – Karen Mae M. Pardiñas, Caraga State University (Main), karenmontero389@gmail.com
Second Author – Ariel U. Cubillas, Caraga State University (Main),aucubillas@carsu.edu.ph