PATERNALISTIC LEADERSHIP AND TEACHERS' PROFESSIONAL DEVELOPMENT IN CHINA.

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Abstract

There is a growing awareness of the importance of paternalistic leadership and its impact on teachers' professional development in China, yet there is a lack of information in the Web of Science (WoS) knowledge base. From bibliometric findings, contemporary studies between 2018-2022 in the web of science have found that the keywords and Boolean operators of "Paternalistic leadership in China" OR "Teachers' professional development in China" are less trending and scarce. Bibliometric analysis using Vosviewer indicated the density, relatedness, name of authors, higher education institutions, and relevant journals that publish on these two key terms between 2018-2022. Subsequently, content analysis has highlighted that there is a lacking of research on paternalistic leadership in school contexts and that existing studies are carried out in the field of human resource management, particularly in business, health, and banking contexts. In aspects of conceptualization, it was highlighted that paternalistic leadership consists of three dimensions; mainly (a) benevolent leadership; (b) moral leadership; and (c) authoritarian leadership. Recent studies regarding the impact of paternalistic leadership on organizational development, organizational environment, and staff performance remain uncertain and challenged by scholars within and out of China. As an implication, future research should orientate between paternalistic leadership and teachers' professional development since there are indicators to hypothesize that paternalistic leadership might be crucial to teachers' professional development.

Keywords: Paternalistic leadership, Teachers' professional development, Bibliometric analysis, Benevolent leadership, Moral leadership, Authoritarian leadership

Introduction

Leaders play a critical role in today's continuously changing and increasing environment, which is both a behavioral and administrative idea. When a person or a group of people can influence the work of others and steer them toward a certain goal, it is generally defined as leadership (Kort, 2008). Research-based on the western culture tends to predominate in the study of leadership in the East (Blunt & Jones, 1997; Qian et al., 2017). There has been an increase in recent years in research based on Eastern culture and paternalism (Shi et al., 2020). Paternalistic people consider themselves as protectors of the people they care about, and as a consequence, they want their followers to be obedient to them (Lau et al., 2019).

East Asian societies, particularly those in China, are known for their paternalistic leadership style. Vertically like a father, a leader influences his or her subordinates. To stay competitive, many companies are turning to the team model of operation, which creates a new problem: shared leadership, or the way leaders and followers work together as partners (Xie, 2014). Compassion, ethics, and the authority of the father figure provide a constructed paternalistic leadership framework, as defined by the term "fatherly" (Lau et al., 2019).

Because the scope of a school administrator's responsibility as a paternalistic leader goes beyond his or her workplace, many experts in this area embrace this position (Arrindell, 2003). It was found in a study called GLOBE (Global Leadership and Organizational Behaviour Effectiveness) that included managers from 63 countries (including finance, communications, and education) that China is one of the most inclined countries in 10 different categories of paternalistic leadership (Javidan et al., 2016).

Principals and deputy principals play a key role in the administration of many educational institutions, where paternalistic leadership is most effective (Cerit, 2013). However, the fact that some teachers may feel underqualified or unmotivated as a consequence of the rise in pressures and expectations placed on them by the changing landscape of education in recent years (McCarthy, 2019). Increased stress and demands on the teaching process in recent years require paternalistic leadership on the part of school administrators (Ismail et al., 2019; Kaerner & Hoening, 2021). Over the past 40 years, teacher burnout has also been researched frequently, and it is defined as any scenario in which a teacher is burned out, unable to achieve their goals, or unable to satisfy their inner world's needs (Zivcicova & Gullerova, 2018).

As a result, the school performance may not be sustainable as teachers are not motivated or energetic to achieve educational objectives (Li et al., 2021). One of the key reasons for teacher burnout in educational institutions is the quality of teacher-student and non-classroom teacher-administrator relationships. At institutions where special education students are present, the effect of the above-mentioned aspects may be predicted to be twice (Billingsley & Cross, 1992). A lack of administrative help, oppression due to administrative processes, and the isolation of administrative operations from organizational culture have all been shown to be factors of work-related burnout in literature (da Silva et al., 2017). According to this claim, teacher burnout is directly related to the behavior of administrators, and more particularly, to the leadership styles of those administrators. Some studies are linking teachers' negative performance with the quality of professional development they received (Bellibas & Gumus,

2016). Scholars have highlighted that more skillful teachers are often more resilient in their work, and subsequently, they can rise above the challenges of the education demands (Keisa, 2009). As such, this study will look at the state of teachers' professional development in China which is also attributed to effective school leadership. The question is how related paternalistic leadership can be affecting teachers' professional leadership remains a novel area of exploration. On the other hand, why is teachers' professional development important to students?

Over the past decade, research has also demonstrated that a teacher may have a significant and positive impact on the learning of his or her students (Prasertcharoensuk et al., 2015). A good teacher may have a considerable impact on a student's academic success (Campbell et al., 2014). The OECD 2005 report also suggests that teachers' performance be enhanced to boost student learning (Campbell et al., 2014). Students' grades and attitudes about school and learning increase when teachers do their jobs well (Cuaresma, 2006). Years of research on teacher quality corroborate this claim (Kimmelmann & Lang, 2019). Besides the listed studies, there is a mountain of evidence showing a connection between high-quality education and student achievement (Prasertcharoensuk et al., 2015). Maintaining and evaluating the data is essential. In light of the importance of providing students with a high-quality education, every school should prioritize doing so. To ensure quality, there must be a system in place. School development calls for more teacher evaluation on their professional development (Su et al., 2017). As such, teachers need to be evaluated in their professional development on a regular as called for in the OECD 2009 report.

Problem Statement

Understanding the nature of the relationship between a school's paternalistic behaviors on teachers' professional development in China is crucial in relating theories and context (Berestova et al., 2020; Qian et al., 2017). There have been many instances that regard teachers' evaluation as important in schoolteachers' quality and performance (Berestova et al., 2020). Much has been debated that leadership does impact the quality of China's school systems (Li et al., 2021), but what does the body of knowledge tell between paternalistic leadership and teachers' professional development in China? This leads to the following research questions:

1. What is the state of paternalistic leadership among schools in China from the Web of Science database?
2. What is the state of teachers' professional development among schools in China from the Web of Science database?
3. From bibliometric and content analysis from the Web of Science database, how does paternalistic leadership link to teachers' professional development among schools in China?

Purpose of the study

In this paper, bibliometric and content analysis will be used to explore two key terms from the Web of Science (WoS) database, mainly: (a) schools' paternalistic leadership in China; and (b) teachers' professional development in China. There are, however, several studies in the existing

body of knowledge such as SCOPUS and EBSCO. While some research suggests an association between paternalistic leadership with teachers' performance, most of these studies used self-reported data that raises the possibility of source bias (Podsakoff et al., 2003). For this reason, this study will use only the Web of Science (Wos) Core collection to examine the relationship between paternalistic leadership and professional development among teachers in China. However, the authors do not limit to just the field of education as the aim of the bibliometric analysis is to also uncover how other fields are linked and trending along these two key terms in the WoS body of knowledge.

Research Methodology

Bibliometric analysis is used to examine the social, economic, and technological impact of scholarly publications. It provides data on how a journal publishes, what types of authors and articles are published, how scholars are cited, and where they are cited (Biscaro & Giupponi, 2014; Hallinger & Kovacevic, 2019). This type of research can be helpful in academics by analyzing different aspects of publishing and comparing them across a wide range of disciplines or institutions. It can be used to make informed decisions about where to send a paper for publication to increase its impact. It is also used by librarians and publishers in making decisions about which publications should be included in a library or collection because they are influential and have high visibility in the academic community(Biscaro & Giupponi, 2014).

In the first part of the methodology, the authors will conduct a bibliometric analysis using Vosviewer (van Eck & Waltman, 2010). The selection of keywords to extract data is shown in Table 1.

Table 1

Keywords for search from Web of Science database

Key research areas	Boolean search with Keywords	Search results
1. State of paternalistic leadership among schools in China	"Paternalistic leadership in China" Refined by: a. Country: Peoples Republic of China b. Publication years 2018 to 2022	118 results from Web of Science Core Collections Downloaded all articles for Bibliometric analysis in Vosviewer Link: https://www.webofscience.com/wos/woscc/summary/a73e21c6-bfc9-4d6a-84fb-81cf240e47d7-47f603d3/relevance/1
2. State of teachers' professional development among schools in China	"Teachers' professional development in China" Refined by: 1. Country: Peoples Republic of China 2. Publication years 2018 to 2022 3. Document types: Article	1273 results from Web of Science Core Collection Downloaded the top 1000 articles for Bibliometric analysis in Vosviewer Link: https://www.webofscience.com/wos/wos

			cc/summary/6495687b-1027-44fd-bd0d-436e66d7e6b2-47f67398/relevance/1
4.	Relationship between paternalistic leadership and teachers' professional development among schools in China	["Paternalistic leadership in China" OR "Teachers' professional development in China"] Refined by: 5. Country: Peoples Republic of China 6. Publication years 2018 to 2022 7. Document types: Article	1394 results from Web of Science Core Collection Downloaded the top 1000 articles for Bibliometric analysis in Vosviewer Link: https://www.webofscience.com/wos/woscc/summary/afb512f4-7524-4d8b-afc8-56298a93297d-47f67a13/relevance/1

In the second part of the methodology, the authors will conduct a content analysis using by reading and extracting information from top articles and prominent authors related to the key research areas. The purpose of content analysis, as a method of doing research, is to identify the existence of certain words, themes, or ideas within a particular set of qualitative data (i.e. text) (Downe & Wamboldt, 1992; Serafini & Reid, 2019). The findings from both bibliometric and content analysis are presented in the next section.

## DISCUSSIONS ON FINDINGS

Part 1: Bibliometric analysis

The first step to investigate: (a) state of paternalistic leadership among schools in China has yielded 118 results from the Web of Science (WoS) Core Collection. The authors downloaded all the data 'containing full records and cited references from the WoS for Bibliometric analysis in Vosviewer. The criteria of bibliometric analysis are refined and shown in the following figures.

a) Paternalistic leadership in China

Bibliometric analysis revealed the following information that helped the authors to narrow down the research inquiry before conducting content analysis. This process is vital for the authors to scoop and explore information (in the form of keywords) from the last 5 years' publications about the subject in the body of knowledge, identifying the direction, trends of publications, and key authors who publish in the field of paternalistic leadership among schools in China.
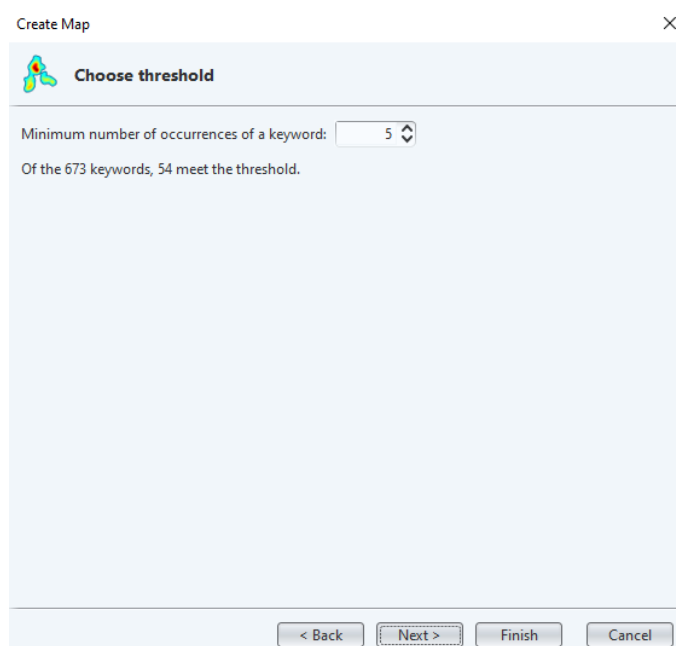
Figure 1

Analysis of co-occurrence with 'all keywords' as the unit of analysis for "Paternalistic leadership in China"
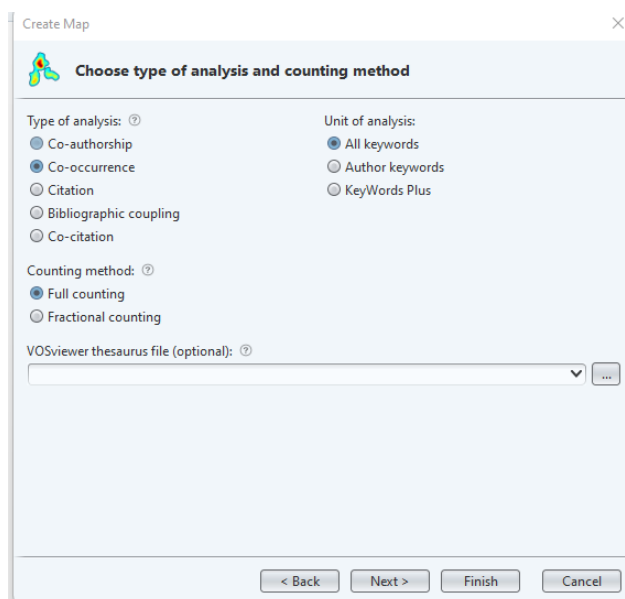
With the selection of choices from Vos viewer, 54 sources met the requirement of having at least five occurrences of a keyword from the Web of Science (as seen in Figure 2).
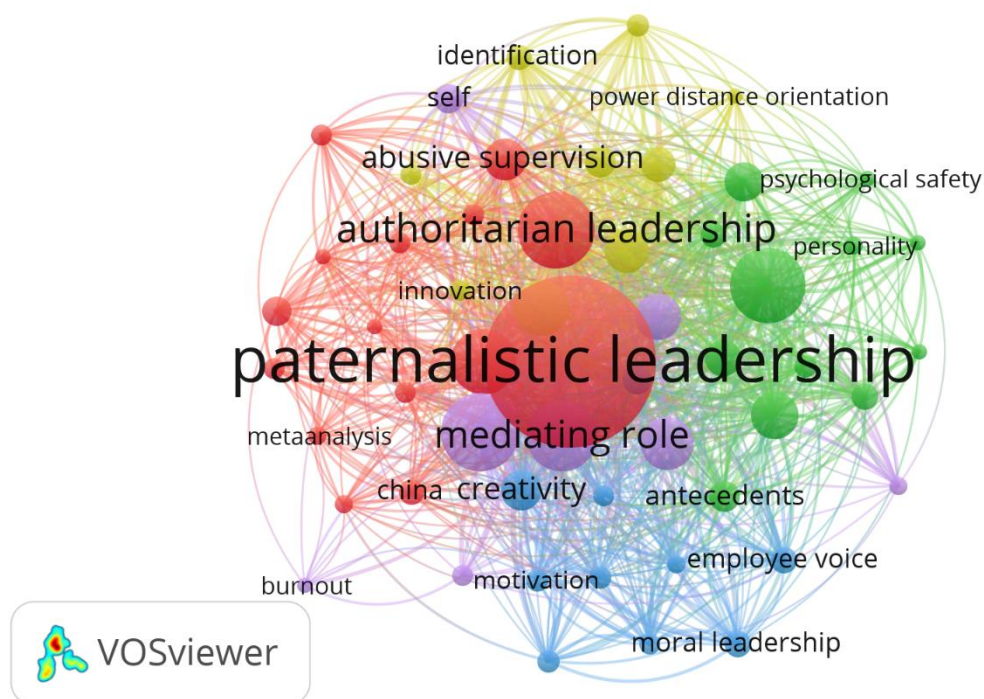
Figure 2

The setting of thresholds of co-occurrence with 'all keywords' as a unit of analysis for "Paternalistic leadership in China"

The result of the Bibliographic network visualization is shown in Figure 3.

Figure 3

Bibliographic network visualization for *"Paternalistic leadership in China" showing co-occurrence with 'all keywords' as a unit of analysis*

Subsequently, Figure 4 is presented Bibliographic density visualization to reveal the prominent keywords more clearly as found on the Web of Science.

Figure 4

Bibliographic density visualization of "Paternalistic leadership in China" showing co-occurrence with 'all keywords' as a unit of analysis

As an explanation, it is clear from the bibliometric analysis that paternalistic leadership among schools in China has overlapping studies with authoritarian leadership, mediating role, abusive supervision, innovation, and creativity. More distant links are related to burnout, moral leadership, and motivation. Hence there is evidence from China that this is trending and accumulating in the knowledge base of the Web of Science.

b) Teachers' Professional Development in China

The second step in the bibliometric analysis is to investigate: (b) Teachers' professional development in China has yielded 1273 results from the Web of Science Core Collection. From the total, the authors downloaded the top 1000 articles for Bibliometric analysis in Vosviewer. The criteria of bibliometric analysis are refined and shown in the following figures.

Figure 5

Analysis of co-occurrence with 'all keywords' as unit of analysis for "Teachers' professional development in China"
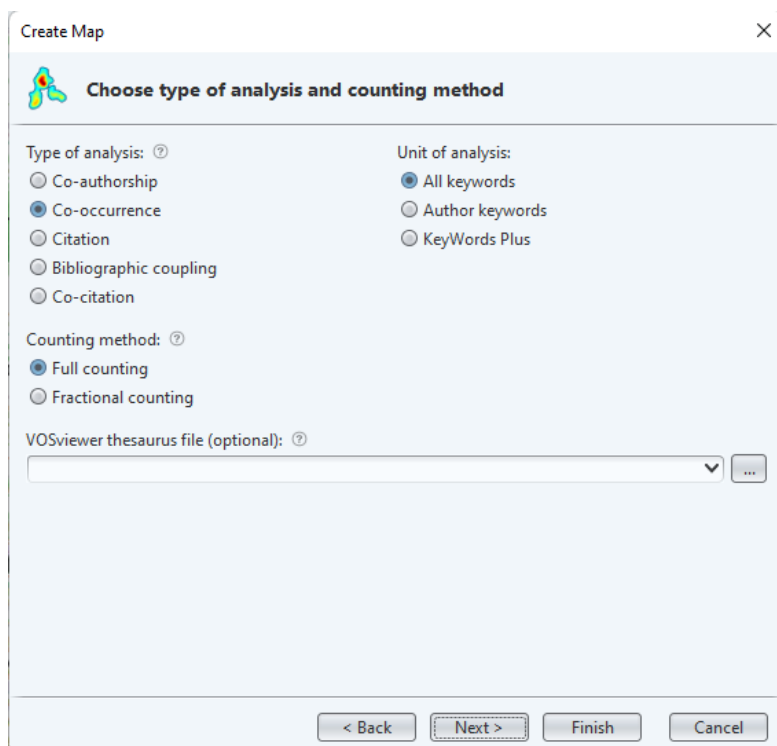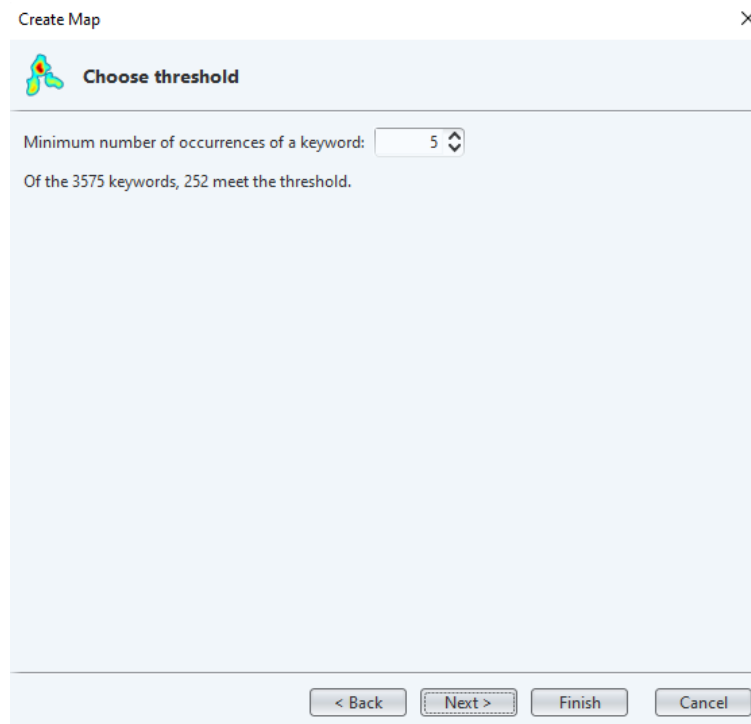
With the selection of choices from Vos viewer, the similar 252 sources met the requirement of having at least five occurrences of a keyword from the Web of Science.
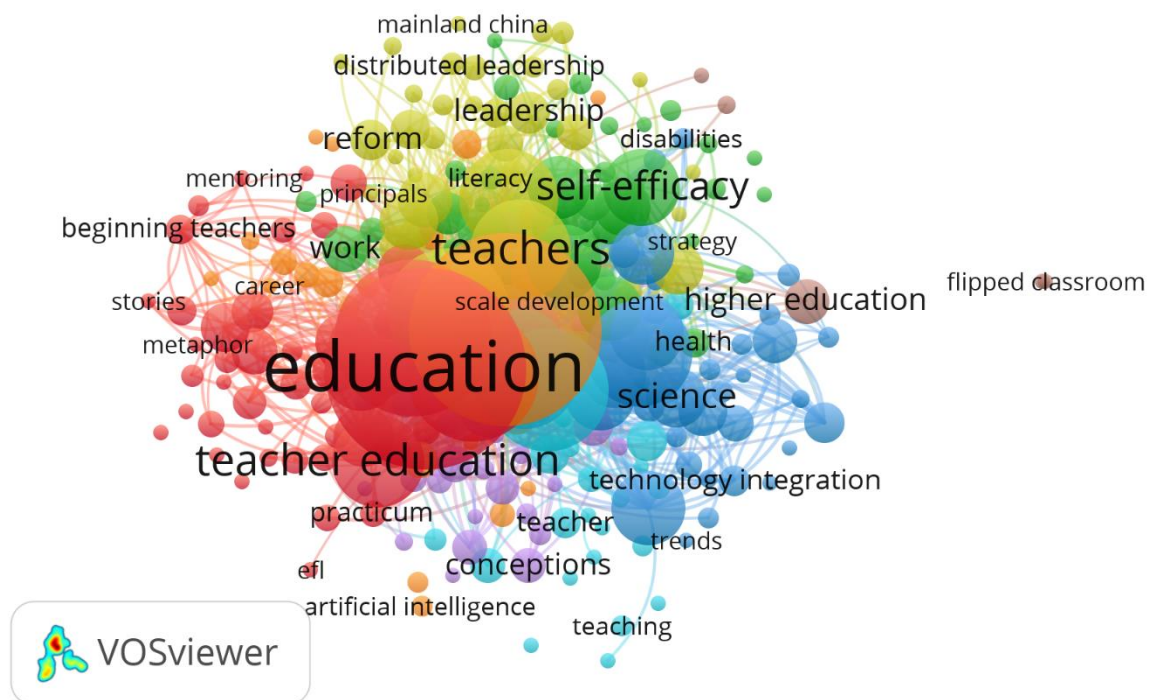
Figure 6

The setting of thresholds for analysis of co-occurrence with 'all keywords' as a unit of analysis for "Teachers' Professional Development in China"

The result of the network analysis is shown in Figure 7.

Figure 7

Bibliographic network visualization showing "Teachers' Professional Development in China"

Subsequently, Figure 8 is presented to reveal the prominent keywords clearly as found on the Web of Science.

Figure 8

Bibliographic density visualization showing "Teachers' Professional Development in China"
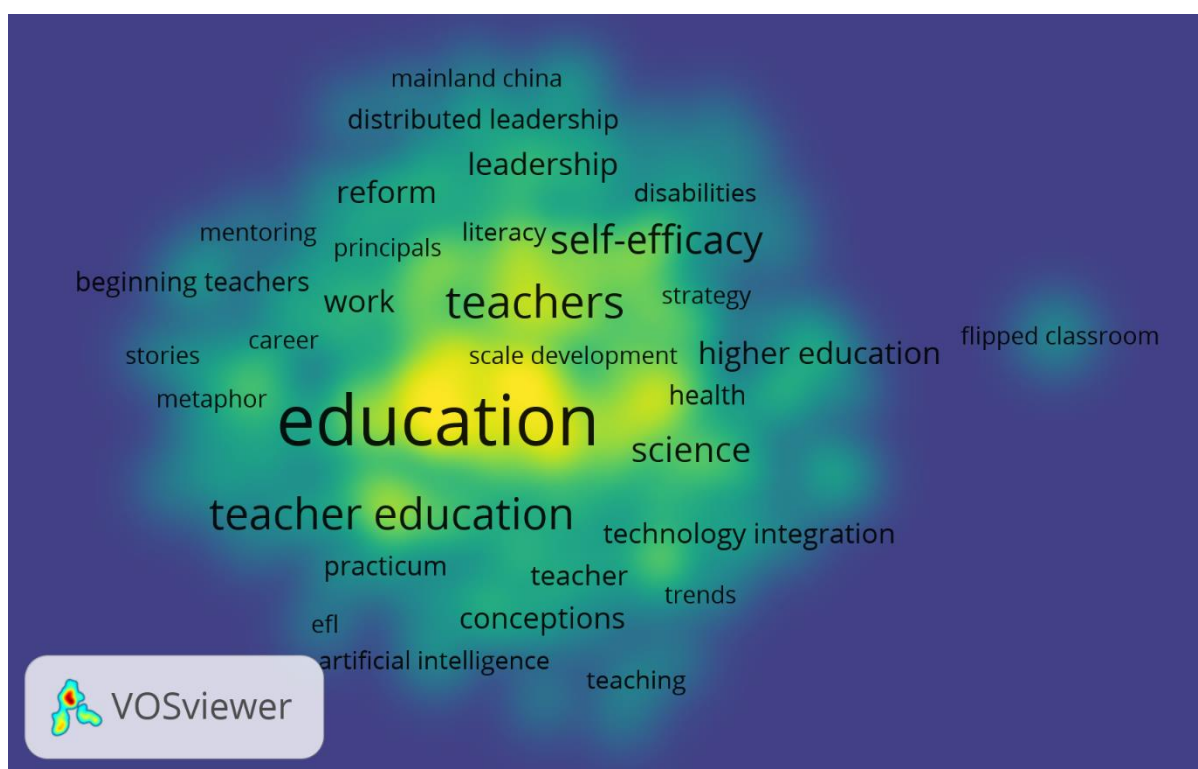
As an explanation, it is clear from the bibliometric analysis that "Teachers' Professional Development in China" are studied along with their impact /on self-efficacy, teacher education, science, technology integration, scale development, higher education, and practicum. Other studies that are slightly distant include artificial intelligence and distributed leadership. As this is a stand-alone search using one term "Teachers' Professional Development in China", there is no signal to show that paternalistic leadership is studied alongside this term as compared to distributed leadership. As such the next phase of search using "Paternalistic leadership in China" OR "Teachers' professional development in China" is important to uncover any evidence from China if this is trending or accumulating in the knowledge base of the Web of Science.

c) **"Paternalistic leadership in China" OR "Teachers' professional development in China"**

Lastly, the final step in the bibliometric analysis is to investigate c) "Paternalistic   leadership in China" OR "Teachers' professional development in China" which has yielded 1394 results from the Web of Science Core Collection. From the total, the authors downloaded the top 1000 articles for Bibliometric analysis in Vosviewer. The criteria of bibliometric analysis are refined and shown in the following figures.
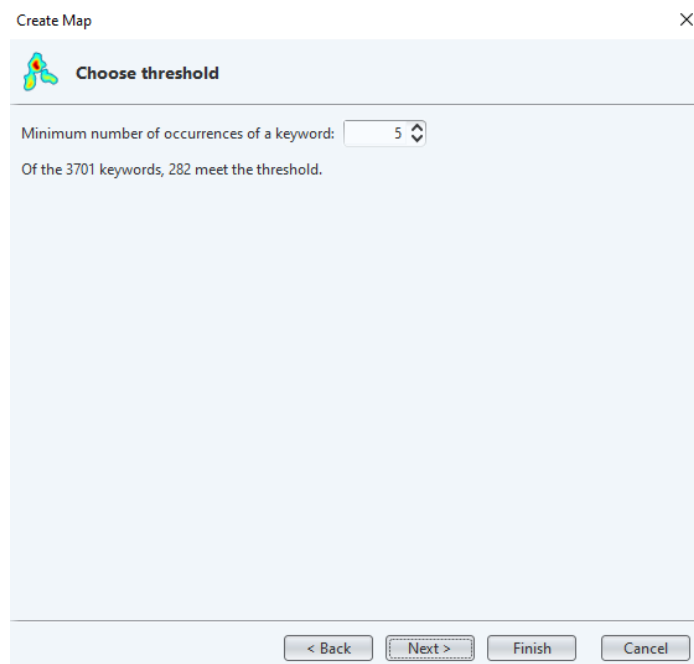
Figure 9

Analysis of co-occurrence with 'all keywords' as the unit of analysis for "Paternalistic leadership in China" OR "Teachers' professional development in China"
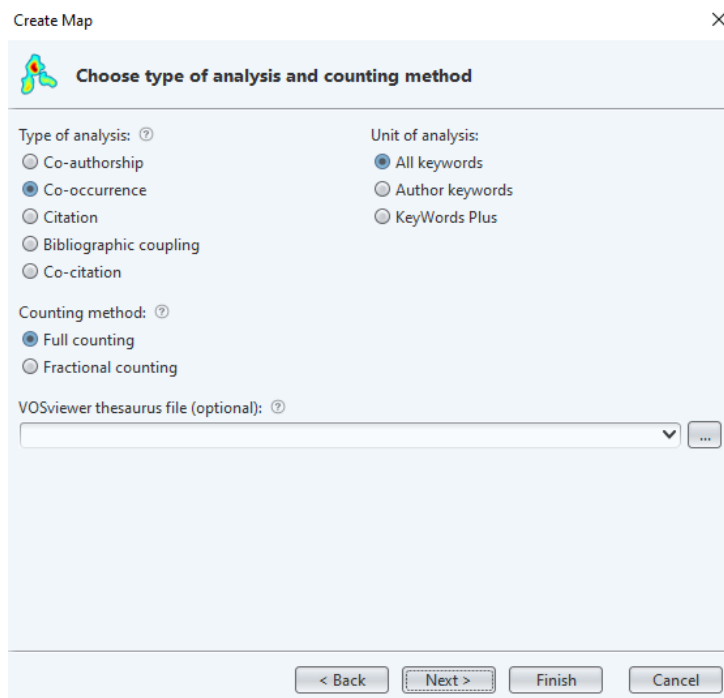
With the selection of choices from Vos viewer, 282 sources met the requirement of having at least five occurrences of a keyword from the Web of Science.
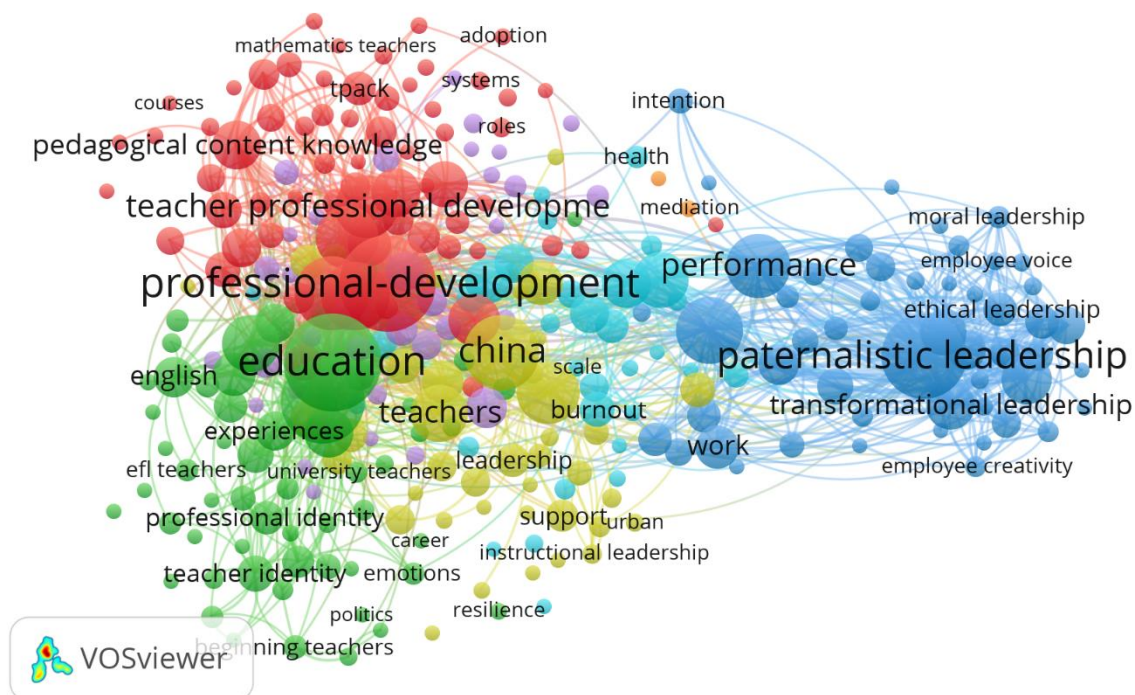
Figure 10

The setting of thresholds for analysis of co-occurrence with 'all keywords' as the unit of analysis for "Paternalistic leadership in China" OR "Teachers' professional development in China"

The result of the network analysis is shown in Figure 11.

Figure 11

Bibliographic network visualization showing "Paternalistic leadership in China" OR "Teachers' professional development in China"

Subsequently, Figure 12 is presented to reveal the prominent keywords clearly as found on the Web of Science.

Figure 12

Bibliographic density visualization showing "Paternalistic leadership in China" OR "Teachers' professional development in China"
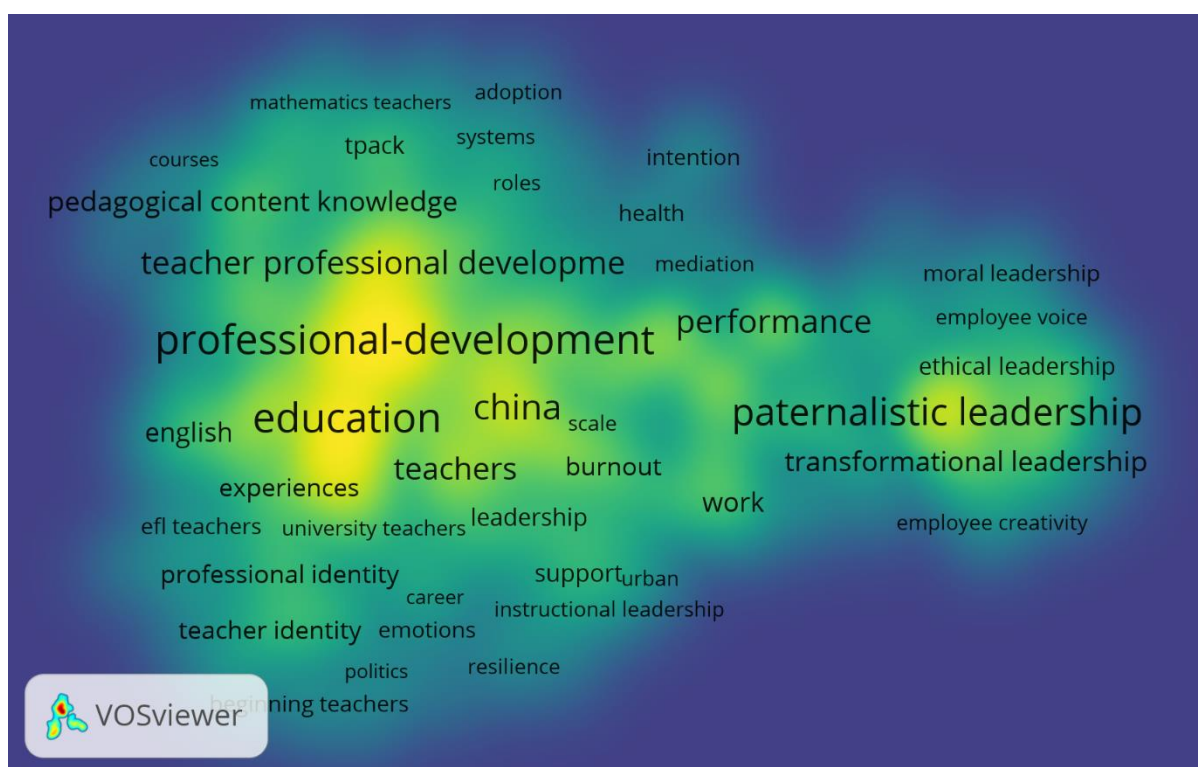
As an explanation, it is obvious from the bibliometric analysis of "Paternalistic leadership in China" OR "Teachers' professional development in China" that these two keywords are mediated by keywords such as performance, work, mediation, and health, intention, and burnout. On the right side, paternalistic leadership seems to be studied closer to transformational leadership, ethical leadership, and moral leadership. On the left side, teachers' professional development is studied alongside instructional leadership, professional identity, pedagogical content knowledge, and teacher identity. It can be synthesized that not many studies are linking Paternalistic leadership and Teachers' professional development in China. As such, there is a gap, in theory, to explore and ascertain if there is any relationship between the two variables. In other words, this finding also indicates the need for a study from China according to the knowledge base in the Web of Science.

Bibliographic coupling based on universities for "Paternalistic leadership in China" OR "Teachers' professional development in China"

More efforts were also conducted by the authors in the bibliometric analysis to investigate conceptual and social structure in the body of knowledge. With the data downloaded from the web of science, the authors refines the search to uncover the co-occurrence of keywords and collaboration between scholars from various universities. As a result, the following figures

show the findings that would later usher the authors into selecting the right articles for content analysis.

Figure 13

Analysis of Bibliographic coupling based on universities for "Paternalistic leadership in China" OR "Teachers' professional development in China"

Thereafter, the selection threshold is set at a minimum number of five documents per organization (as shown in Figure 14). With the selection in Vos viewer, 65 organizations met the threshold requirement from the Web of Science

Figure 14

The setting of thresholds for analysis of Bibliographic coupling based on universities for "Paternalistic leadership in China" OR "Teachers' professional development in China"
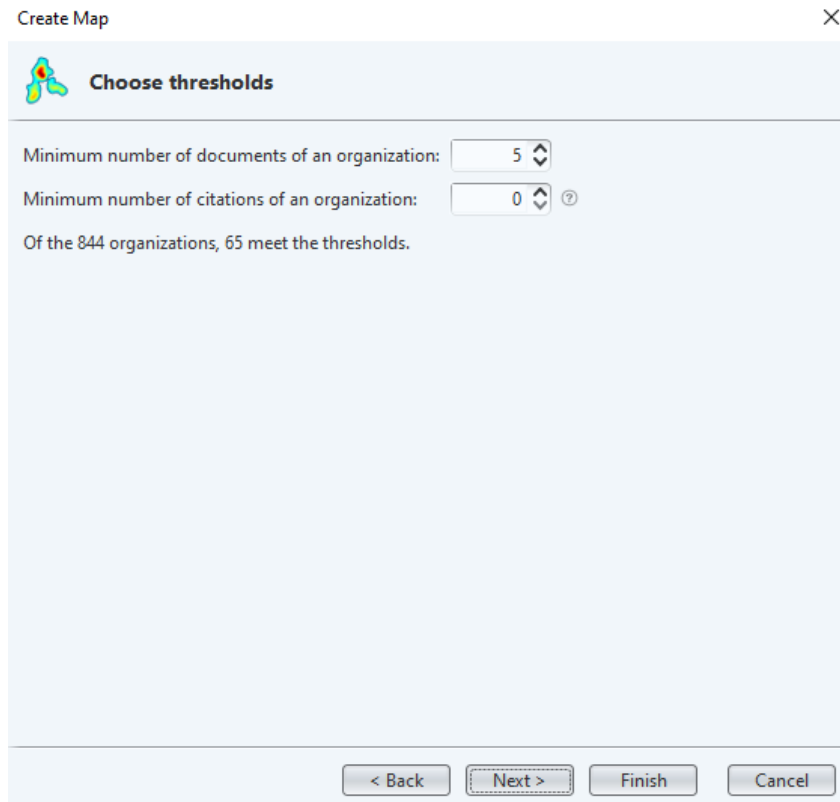
With the selection of choices from Vos Viewer, the following Figure 15 shows the universities that produced knowledge based on Bibliographic coupling based on universities.

Figure 15

Bibliographic network visualization showing bibliographic coupling based on universities

Subsequently, Figure 16 is presented to reveal the name of the universities more clearly.

Figure 16

Bibliographic density visualization showing bibliographic coupling based on universities for "Paternalistic leadership in China" OR "Teachers' professional development in China"
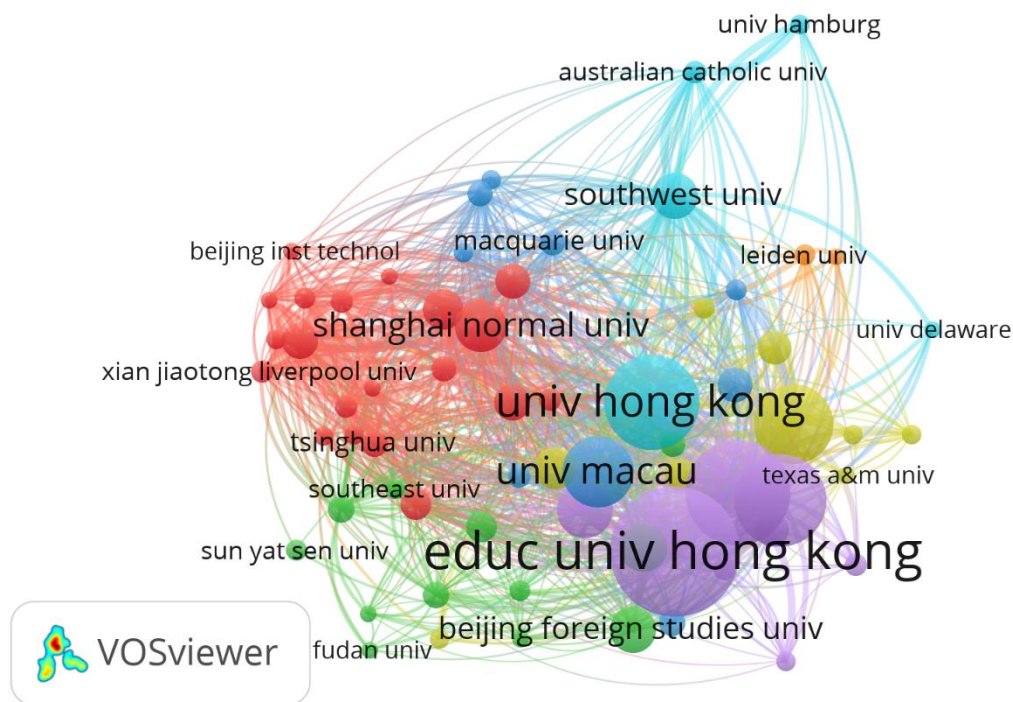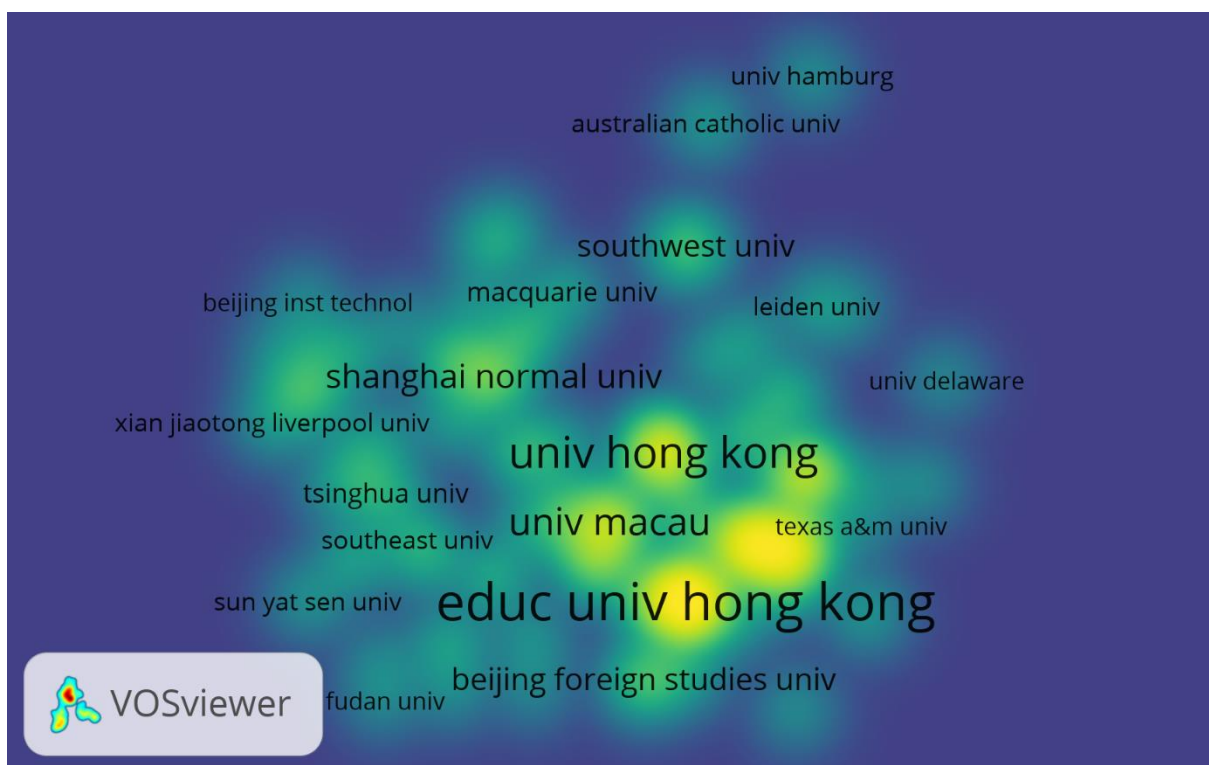
As a brief explanation, the bibliometric analysis using bibliographic coupling based on universities has revealed that Education University Hong Kong, University Macau, Tsinghua University, Sun Yat-Sen University, Shanghai Normal University, and Fudan University are prominent higher education institutions in China that published subjects "Paternalistic leadership in China" OR "Teachers' professional development in China".

Bibliographic coupling based on authors for "Paternalistic leadership in China" OR "Teachers' professional development in China"

Bibliometric analysis is also conducted by the authors to investigate bibliometric coupling among authors in the body of knowledge. With the data downloaded from the web of science, the authors refines the search to uncover the collaboration between scholars in China. As a result, the following Figure 17 shows the findings that would later usher the authors into selecting the right articles for content analysis.

Figure 17

Analysis of Bibliographic coupling based on authors for "Paternalistic leadership in China" OR "Teachers' professional development in China"
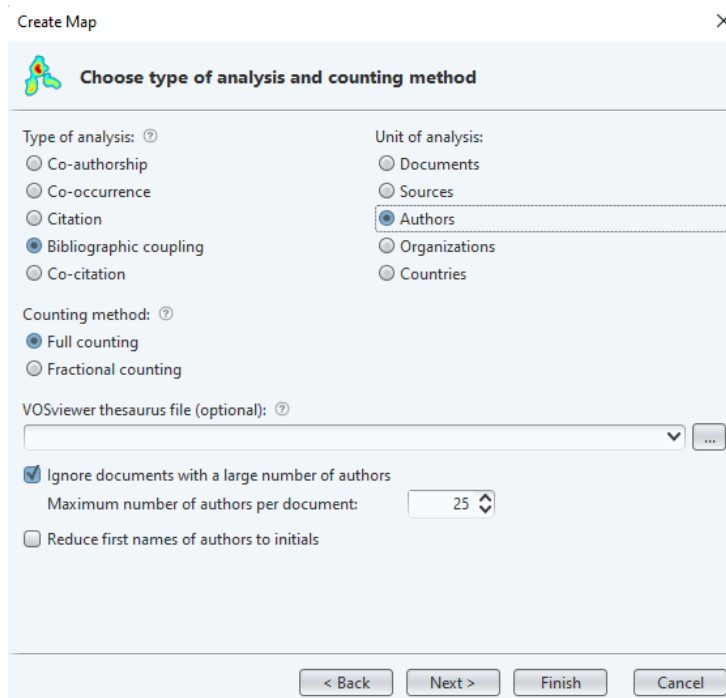
With the selection of choices from Vos viewer, 26 sources met the requirement of having at least five documents per author from the bibliographic coupling analysis.

Figure 18

The setting of thresholds for analysis of bibliographic coupling based on authors for "Paternalistic leadership in China" OR "Teachers' professional development in China"

The names of the authors are also shown in the next Figure 19.

Figure 19

Search results from bibliographic coupling based on authors for "Paternalistic leadership in China" OR "Teachers' professional development in China"

Create Map　　　　　　　　　　　　　　　　　　　　　　×

Verify selected authors

Selected	Author	Documents	Citations	Total link strength ⌄
☑	chai, ching sing	13	149	1213
☑	jong, morris siu-yung	7	73	855
☑	yang, xinrong	6	27	646
☑	kaiser, gabriele	6	32	636
☑	yuan, rui	17	70	539
☑	huang, xianhan	5	5	441
☑	zhang, hong	9	21	395
☑	lai, chun	6	30	394
☑	chan, kennedy kam ho	5	48	383
☑	yin, hongbiao	7	20	377
☑	wan, sally wai-yan	5	18	354
☑	chen, gaowei	6	39	339
☑	cao, yiming	5	3	274
☑	wang, mo	6	65	230
☑	huang, rongjin	5	7	216
☑	cai, jinfa	5	25	215
☑	admiraal, wilfried	7	11	165
☑	trent, john	5	13	160
☑	lo, leslie n. k.	5	6	158
☑	li, hui	6	25	129

[< Back]　[Next >]　[Finish]　[Cancel]

The result of the network analysis is shown in Figure 20.

Figure 20

Bibliographic network visualization showing bibliographic coupling based on authors for "Paternalistic leadership in China" OR "Teachers' professional development in China"

Subsequently, Figure 21 is presented to reveal the authors' names.

Figure 21

Bibliographic density visualization showing bibliographic coupling based on authors for "Paternalistic leadership in China" OR "Teachers' professional development in China"
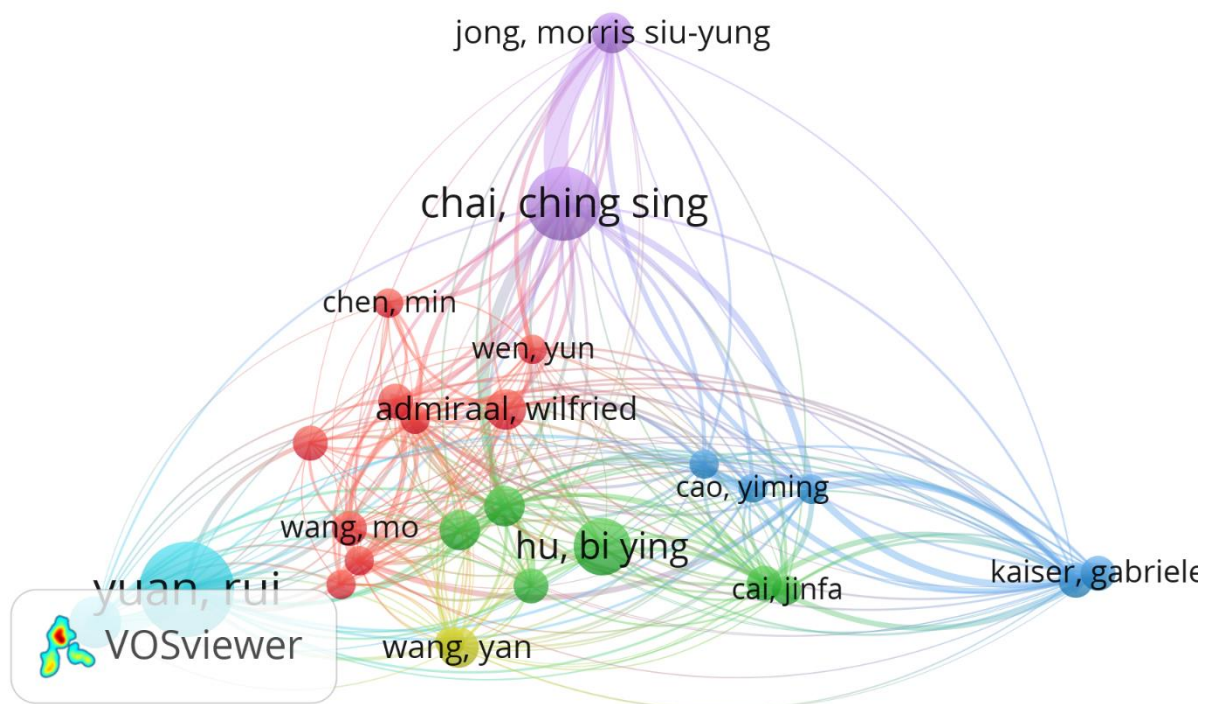
With further investigation of authors' profiles from Google Scholar, it was found that scholar Chai, Ching Sing (The Chinese University of Hong Kong) specializes in aspects of educational technology and teacher education, while Jong, Morris Siu-Yung (The Chinese University of Hong Kong) specializes in Technology-Enhanced Learning VR in Education Educational Gamification STEM Education Flipped Classroom. Alternatively, Hu, Buying specializes in Early Childhood Education, while Yuan, Rui (University of Macau) specializes in Teacher education, English medium instruction, and critical thinking, and Cai, Jinfa (University of Delaware) majors in Mathematics education, problem solving and curriculum evaluation. Uniquely, it is shown that Wilfried Admiraal (Oslo Metropolitan University) is an active co-author with Chinese scholars who specializes in Technology Enhance Teaching. As such, these scholars' are considered authorities in the field in helping the authors search for more information that is linking between the two key terms of "Paternalistic leadership in China" OR "Teachers' professional development in China". Vice versa, the authors would consider less for scholars who are not in the field of education such as Mo Wang (College of Architecture and Urban Planning, Guangzhou University), Chen, Min (Huazhong University of Science and Technology), Yiming Cao (Ecole Polytechnique fédérale de Lausanne), Yan Wang (Guangxi Medical University College of Stomatology).

Bibliographic coupling based on sources of journals

As the last process of bibliometric analysis, the data downloaded from the web of science prompted the authors to refine the search by examining the sources of publications. As a result, the following Figure 22 shows the findings that would later usher the authors into selecting the right journal for content analysis.

Figure 22

Analysis of Bibliographic coupling based on Journal Sources

With the selection of choices from Vos viewer, 42 sources met the requirement of having at least five documents per source from the bibliographic coupling analysis.

Figure 23

The setting of thresholds for analysis of bibliographic coupling based on Journal Sources for "Paternalistic leadership in China" OR "Teachers' professional development in China"
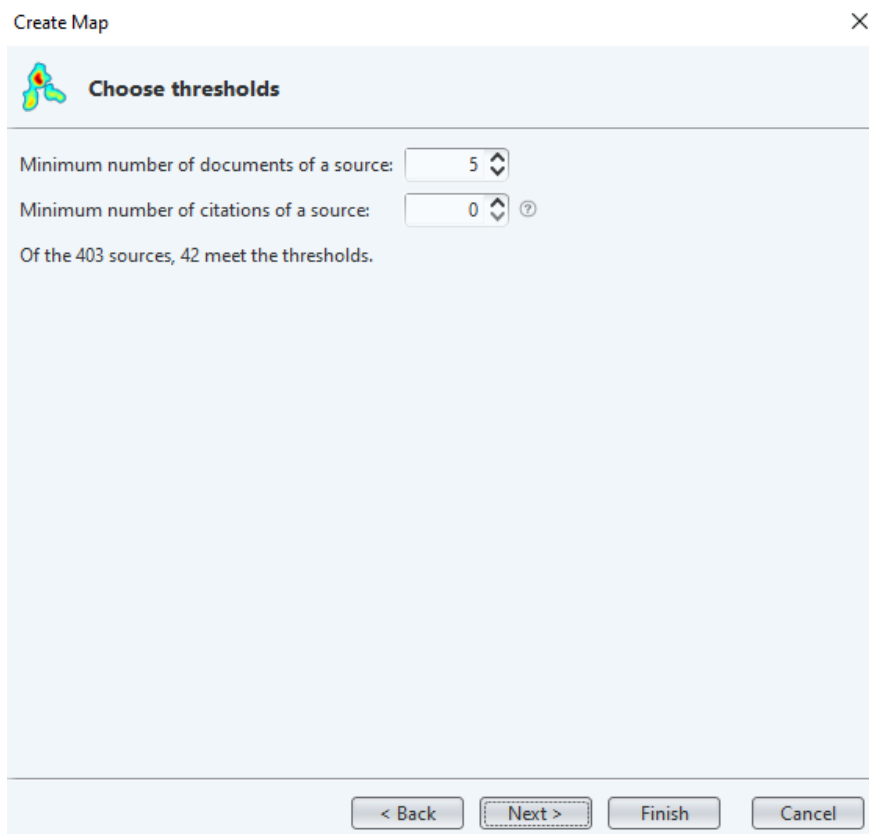
The result of the network analysis is shown in Figure 24.

Figure 24

Bibliographic network visualization showing Journal Sources for "Paternalistic leadership in China" OR "Teachers' professional development in China"
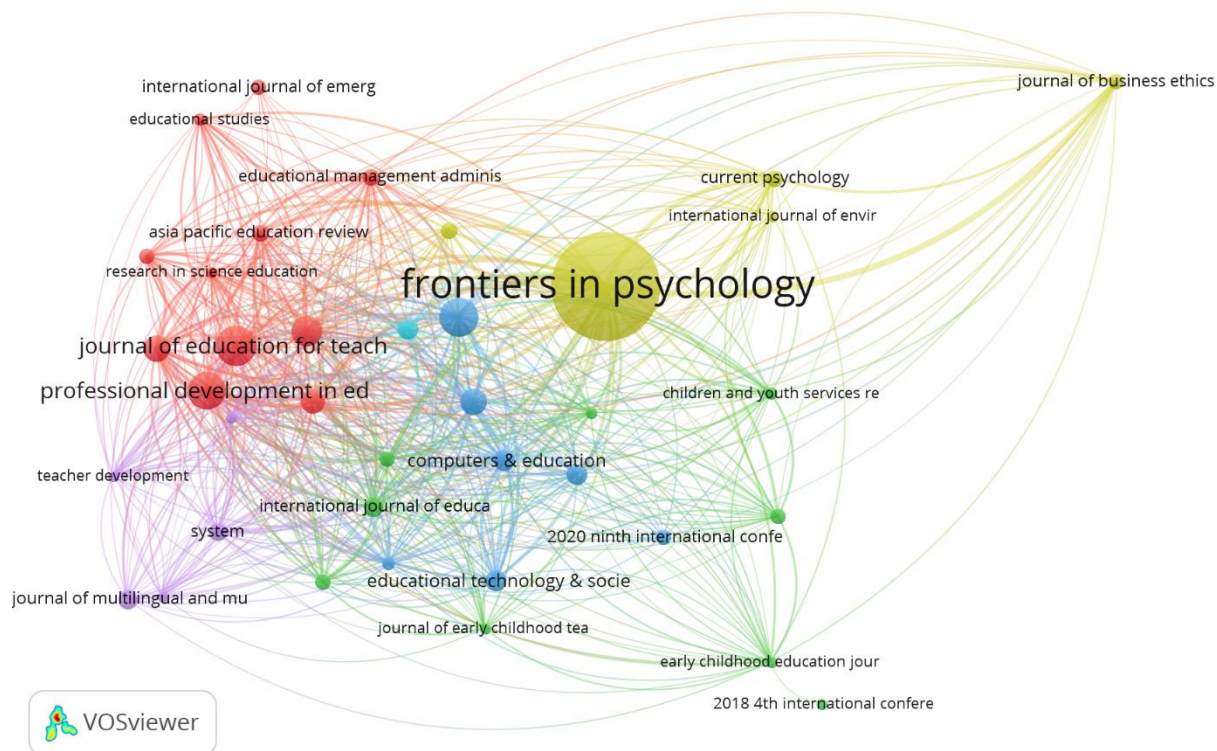
Subsequently, Figure 25 is presented to reveal the items more clearly.

Figure 25

Bibliographic density visualization showing Journal Sources for "Paternalistic leadership in China" OR "Teachers' professional development in China"
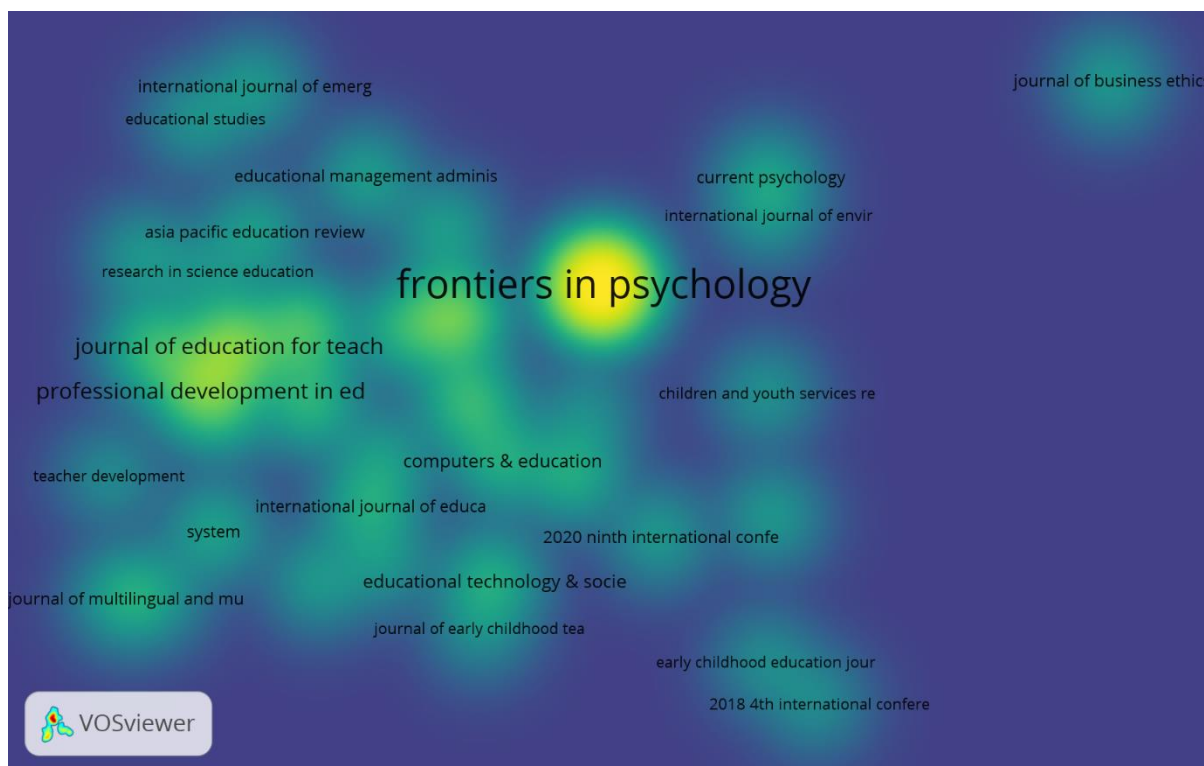
As noticed from the density visualization, the journals that publish on the topic of "Paternalistic leadership in China" OR "Teachers' professional development in China" are likely to be Frontiers in Psychology, Journal of Education for Teaching, and Professional Development in Education. The rest of the journals are fairly published in this area. This analysis has also indicated the potential journals for future publications for this studies concerning "Paternalistic leadership in China" OR "Teachers' professional development in China".

Part 2: Content analysis

In China, paternalistic leadership has been offered as an alternative to democratic leadership, referring to the authoritarian leadership paradigm in which one person maintains control and final authority. The style is also known as "benevolent autocracy," "a benevolent autocracy with Chinese features," and "democratic centralism." To analyze the paternalistic leadership paradigm, it is necessary to first recognize that most big Chinese organizations have a history of significant conflict about their structures, operations, and policies. It is impossible to determine what kind of organizational structure is best without a democratic decision-making process. Data mining from the web of science has led to content analysis on several key papers regarding this concept and its implications for other emerging key research areas, and different contexts other than educational institutions. In terms of concept, paternalistic leadership consists of three dimensions: (a) benevolent leadership; (b) moral leadership; and (c) authoritarian leadership (Huang et al., 2021; Liu et al., 2010). The following studies highlight the recent impacts of these three dimensions on organizational development (Lau et al., 2019), environment (Hou et al., 2019), and staff performance (Xie, 2014)

One research using meta-analysis involving sixty-nine studies published between 2009 and 2021 to look at the relationships between three aspects of paternalistic leadership and employee creativity in Chinese (Lu et al., 2022). It was found that employee creativity was shown to be favorably correlated with two aspects of paternalistic leadership (benevolent leadership, r = 0.396, and moral leadership, r = 0.329). Authoritarian leadership, on the other hand, was negatively associated with originality (r = -0.151). Studies of moderators found that there were four main moderators: gender, employee education level, time, and kind of evaluation. Alternatively, outcome measures, data collection method, and publication type were not shown to be significant moderators.

In terms of the impact of paternalistic leadership on organizational development, Paternalistic Leadership is accepted as an indigenous leadership style in Chinese enterprises. Scholars surveyed 419 employees and supervisors in Chinese companies to examine the nature and the effect of paternalistic leadership. Results of the study indicated the following: first, paternalistic leadership relates not only to the characteristics of the departments but also to the ownership and the size of the enterprises. All three dimensions of paternalistic leadership (including authoritarian, benevolent, and moral leadership) had significant effects on the human resource management effectiveness of the companies as measured by 5 aspects of the individual including resignation intention, job satisfaction, perceived work performance, work-related stress, and self-efficacy, with benevolent leadership and moral leadership having positive effects and authoritarian leadership having negative influences on human resource management effectiveness. All three dimensions of paternalistic leadership also had significant effects on organizational effectiveness as measured by organizational commitment, identification with the group, and group effectiveness. It also explores the potential role of environmental dynamism in bridging the gap between authoritarian management styles and creative problem solving inside organizations. According to their study of 190 boss-subordinate pairs, exploratory creativity is positively correlated with benevolent and authoritarian leadership, but not with moral leadership, All three characteristics of paternalistic leadership are shown to have a positive correlation with exploitative innovation. In terms of the impact of paternalistic leadership on the organizational environment, the connection between authoritarian leadership and creativity is tempered by the level of environmental change. Exploratory innovation benefits more from moral leadership in a dynamic situation, whereas authoritarian leadership hinders both types of innovation. (Hou et al., 2019).

In terms of the impact of paternalistic leadership on staff performance, some scholars looked at how subordinates reacted when their superiors and managers adopted paternalistic leadership styles. They collected 15 datasets from general hospitals throughout mainland China, which consisted of 2,365 ordinary workers, 270 direct supervisors, and 15 upper-level managers. Based on their findings, (a) moral leadership had a positive effect on employees' affective trust in direct leaders, while authoritarian leadership harmed employees' affective trust in leaders; (b) both moral and authoritarian leadership of direct leaders had positive impacts on employees' initiative; and (c) moral leadership of higher-level leaders had a positive moderating effect on employees' empathy (Bai et al., 2019). The results provide insight into the impact of multilevel paternalistic leadership on subordinates' attitudes and behaviors and advise managers to coordinate multilevel paternalistic leadership for better outcomes.

Another study used burnout as a moderator to analyze the relationship between three types of paternalistic leadership (authoritarian leadership, benevolent leadership, and moral leadership) and the well-being of local officials in Shandong Province, China. In 2019, a cross-sectional survey of 2064 local authorities in Shandong was conducted across 106 municipalities and administrative subdivisions. With the use of a structural equation model, researchers looked at how paternalistic leadership (PL) affects workers' happiness and whether or not burnout mediates this connection. They found that tiredness is a conduit via which authoritarian leadership (AL) negatively impacts the quality of life. Positively and directly, benevolent leadership (BL) was shown to affect people's quality of life. Burnout, however, mediated some of the connections between moral leadership (ML) and happiness. There was a direct correlation between burnout and a decline in quality of life. The findings underlined the significance of PL in evaluating burnout's impact on grassroots authorities' quality of life. The scholars propose that less authoritarian and more compassionate and moral leadership styles might benefit their well-being (Huang et al., 2021).

From the perspective of social cognition theory (Bandura, 2011), scholars have also postulated that team cohesion plays a crucial role in the mediation of the relationship between paternalistic leadership and employee engagement. A survey of 238 workers from 52 teams at manufacturing companies found that benevolent and moral leadership, two components of paternalistic leadership, are positively related to organizational commitment and that collective efficacy mediates the moral leadership-organizational commitment relationship. They have also found there was no correlation between authoritarian leadership and employee dedication. Cohesiveness within teams was also shown to attenuate the link between moral leadership and group performance, but not between group performance and loyalty to the company. Future research directions and possible explanations are discussed (Chen et al., 2019).

In a study using data from 378 employees at a major Chinese bank, researchers found that the link between the morality component of paternalistic leadership and employee creativity was tempered by the degree to which workers felt secure in their positions (Wang et al., 2019). Using corporate identity as a mediator and perceived job security as a moderator, their study also reveals a more nuanced relationship between paternalistic leadership and employee innovation. Furthermore, the morality component of paternalistic leadership and employee creativity was mediated by employees' organizational identities. These scholars consider what this means for the future of research into the relationship between paternalistic leadership and creativity in the workplace (Wang et al., 2019). On the other hand, to better comprehend Chinese management practice and to get insight into how leaders inspire subordinates Taking Control (TC), other scholars have also revealed the internal mechanism and boundary constraints of paternalistic leadership (Shen et al., 2020). They found that Paternalistic leadership styles impact subordinates' ability to exercise Taking Control (TC) within a Confucian framework and that the results show that there is a robust positive relationship between altruistic leadership and TC, with perceived insider status serving as a moderator (Shen et al., 2020).

In the context of education, principals in China adopted a paternalistic leadership style in which they looked out for the teachers' best interests in all aspects of their lives, both at work and home, while also upholding rigorous professional standards and encouraging consensus on

what constitutes acceptable conduct in the classroom (Bai et al., 2019). One study using survey responses from 101 primary school principals in six areas of China explores how administrators build mutually beneficial relationships with teachers via the display and exercise of paternalistic leadership. They found that many of the administrators had earned the respect and trust of the teachers under their charge, demonstrating the existence of a close emotional bond. This study provides a solid factual grounding for future contemplation and re-evaluation of paternalistic leadership, as well as the connection between cultural norms, leadership styles, and interpersonal dynamics (Qian & Walker, 2021).

Summary

Strong leadership is created via personal connections. Leaders and their followers need to form emotional attachments for their relationship to succeed. A strong leader cultivates and promotes relationships that benefit the school, its faculty, and its students. They do this by displaying exceptional levels of emotional maturity, self-assurance, and compassion(Qian & Walker, 2021). In the bibliometric analysis section, this article has uncovered several findings regarding the trends and directions of research from the Web of Science database. Using keywords and Boolean operation, "Paternalistic leadership in China" OR "Teachers' professional development in China" indicated the intensity, emphasis, name of authors, higher education institutions, and relevant journals that publish on these two key terms between 2018-2022. It is highlighted that there is a lacking of research on paternalistic leadership in school contexts and that existing studies are carried out in the field of human resource management, particularly in business, health, and banking contexts. In the second phase of content analysis, it was found that the key articles in the web of science have illuminated the authors' current understanding of the connection between paternalistic leadership and organizational performance in the Chinese cultural context by examining the effects of the three elements of paternalistic leadership independently and showing how these effects can be moderated by environmental dynamism. As highlighted above, most studies have also conceptualized paternalistic leadership styles as including authoritarianism, benevolent, and moral leadership (Huang et al., 2021; Liu et al., 2010). Other findings have shown that a positive association exists between paternalistic leadership and exploitative innovation across all three of its qualities. In a dynamic setting, moral leadership contributes more to the success of exploratory innovation, but authoritarian leadership is detrimental to the success of both forms of innovation. However, the degree to which the surrounding environment is subject to change moderates the link between authoritarian leadership and creative output.

In addition, the authors justifies that the relationship between paternalistic leadership and teachers' performance needs to further be ascertained in the context of education so that professional development can be enhanced in the future. There has been empirical research on how paternalistic leadership affects employee innovation in China for over a decade, but the results are mixed (Lu et al., 2022). As the gaps for future study, there ought to be more studies that challenge the existing knowledge base to accept that authoritarian leadership is not without its negative aspects. This is to support what other Chinese scholars suggest; that organizational managers should choose several leadership methods according to their own goals and trajectories (Shen et al., 2020). Moreover, Paternalistic leadership and Teachers' Professional Development will better be understood as a deliverable for future studies, for it can be

speculated that Paternalistic leadership could play an important role in teachers' professional development, and this study examines how it functions in practice. Research on trust in Western leadership styles has not yet been linked to paternalistic leadership. Following Pellegrini and Scandura (2008)'s advice for a deeper investigation of the three dimensions of paternalistic leadership, the study between paternalistic leadership and teachers' professional development ought to be continued (Cheng et al., 2004). When it comes to performance, it can also be speculated that benevolence is more strongly connected to performance than authoritarian behavior (Pellegrini & Scandura, 2008). By bringing a cultural and contextual perspective from China, it is hoped that other researchers can better understand how leadership and professional development evolve for teachers with different value systems.

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