

A Study on Leadership and Work Values as Predictors of Well-Being Among Teachers

Creah C. Prieto¹, Dr. Jocelyn Bacasmot²

¹Student, Master of Arts in Education-Educational Management, University of Mindanao

²Faculty-Adviser, Master of Arts in Education-Educational Management, University of Mindanao

ABSTRACT

This research examined the influence of leadership and work values on the well-being of teachers in the Island Garden City of Samal. Utilizing a quantitative multiple regression design, statistical tools such as mean, Pearson correlation coefficient, and regression analysis were applied to assess the relationship among these variables. Data were collected from 307 public elementary school teachers through standardized and modified survey questionnaires, employing a stratified random sampling technique. The results revealed that teachers exhibited very high levels of leadership, work values, and well-being. Additionally, findings confirmed a significant positive correlation between work values and teacher well-being, as well as between leadership and teacher well-being. Moreover, the study established that leadership played a crucial role in enhancing teachers' well-being by fostering a positive work environment. The combined effect of leadership and work values also had a substantial impact on teacher well-being, emphasizing the importance of both factors in promoting workplace satisfaction and performance. The multiple regression analysis demonstrated that integrating leadership and work values significantly influenced the well-being of public elementary school teachers in the Island Garden City of Samal. These findings highlight the necessity of strengthening leadership approaches and reinforcing ethical work values to improve teacher performance and overall well-being.

Keywords: Educational Management, Leadership, Work Values, Well-Being, Elementary Teachers, Regression, Relationship, Philippines

SDG Indicators:

3 (Good Health and Well-Being)

4 (Quality Education)

8 (Decent Work)

INTRODUCTION

The well-being of teachers has gained significant attention, leading to numerous empirical studies across various disciplines (Hascher & Waber, 2021). Studies particularly highlight that teachers often encounter various challenges and difficulties that greatly influence their overall quality of life. Burnout and work-related stress are prevalent issues within the teaching profession (Smith, 2019). As a result, ensuring teacher wellbeing has become increasingly critical. Additionally, factors such as extended working hours, managing complex classroom situations, and addressing diverse student needs may negatively impact teachers' mental health. Likewise, financial strain and job insecurity, caused by low wages or unstable

employment, may lead to anxiety and stress (Johnson, 2020), further compromising their well-being. Moreover, teachers face unique challenges brought by technology-related stress and difficulty in maintaining work-life balance (Brown, 2021). Addressing these concerns is essential to safeguard both the health and performance of teachers.

Given this concern, several studies have established a connection between teachers' well-being and their teaching effectiveness (Smith, 2018). When teachers experience stress, burnout, or mental fatigue, they may find it difficult to engage with students, deliver quality instruction, and foster a positive learning environment (Jones, 2020). Consequently, teachers with strong work values tend to create an interactive classroom setting that enhances both student academic achievement and personal development. Additionally, teachers who are passionate about their profession and receive adequate support are more inclined to remain in the teaching field (Johnson, 2019). This highlights how well-being and work values significantly influence teachers' job retention. Ultimately, promoting teachers' well-being and satisfaction through supportive policies and initiatives is a strategic approach that yields long-term benefits.

Recent research emphasizes the complex link between teachers' well-being and school leadership. According to Meidolina, Saleh, Cathlin & Winesa (2023), leadership, which focuses on providing motivation, a clear vision, and individualized support, significantly enhances teachers' job satisfaction and overall well-being. Likewise, leadership plays a crucial role in shaping teachers' work experiences, influencing factors such as workload, career development, and level of engagement (Collie & Martin, 2023). These findings suggest that promoting a proactive and empowering leadership approach is essential in fostering a positive work environment that supports and enhances teachers' well-being.

Furthermore, recent studies reveal a strong connection between teachers' work values and their overall well-being. Values such as stability, openness to new experiences, self-improvement, and ambition significantly influence teachers' confidence in their professional capabilities. Barni, Danioni, Benevene & De Stasio (2020) explored how these values contribute to enhancing self-efficacy. Likewise, a longitudinal study conducted by Wei, Ding & Sun (2025) found that teachers' mental health and workplace vitality are mutually influenced, with work-life balance serving as a key mediating factor. Based on these findings, promoting positive work values and supporting a balanced personal and professional life is essential in improving teachers' overall well-being and job satisfaction.

Nevertheless, effective leaders play a crucial role in influencing teachers' behavior, dedication, engagement, and overall professional growth. This indicates a clear connection between leadership approaches, work values, and teachers' well-being in the educational setting (Bedi & Thakur, 2019). Therefore, aligning leadership styles with those of fellow teachers is essential in fostering higher job satisfaction and improved performance. Moreover, understanding the core motivations of individuals and communities is vital in formulating policies aimed at promoting teachers' well-being and professional development.

The first independent variable, leadership, plays a vital role in influencing teachers' well-being as it shapes the professional culture and overall school environment. Studies suggest that effective leadership fosters a supportive atmosphere where teachers feel motivated and valued (Leithwood, Harris, & Hopkins, 2020). Leaders who demonstrate self-awareness, initiate change, and communicate effectively contribute to a collaborative and positive work environment that enhances teacher engagement and job satisfaction (Poekert, Alexandrou, & Shannon, 2020). Additionally, leadership that promotes inclusivity and values diversity ensures that all teachers feel respected and recognized in their roles (Khalifa, 2021). Research conducted by Rigby, Forman, Fox & Young (2019) further emphasizes that continuous improvement and

instructional proficiency are essential leadership qualities that drive professional growth, ultimately enhancing teaching outcomes and promoting teachers' overall well-being.

Likewise, maintaining self-organization within the school promotes a structured and efficient learning environment, reducing unnecessary stress for teachers (Cherkowski & Walker, 2019). Leaders who advocate for continuous improvement implement strategies that encourage mentorship, professional development, and reflective teaching practices, all of which contribute to sustained job satisfaction among teachers (Gkonou, Dewaele, & King, 2020). Moreover, effective leadership helps address workload concerns and supports work-life balance by ensuring that school policies align with teachers' needs (Hargreaves & Fullan, 2020). Therefore, research highlights the critical role of strong and adaptable leadership in education, as it directly impacts teachers' motivation, resilience, and overall well-being.

The second independent variable, work values, plays a critical role in shaping teachers' professional experiences and overall well-being. Studies suggest that teachers who highly prioritize comfort, recognition, and career achievement tend to demonstrate greater motivation and job satisfaction (Sortheix, Dietrich, Chow, & Salmela-Aro, 2019). When schools align work values with teachers' expectations, they create a supportive environment that enhances commitment and reduces stress (Ros, Schwartz, & Surkiss, 2020). Additionally, work values significantly influence teachers' resilience and level of engagement by shaping their perceptions of organizational support and professional growth opportunities (Shin & Hur, 2021). According to research, fostering a strong alignment between school objectives and teachers' values promotes higher retention rates and contributes to a positive work culture (Bakker & de Vries, 2021).

Notably, work values such as autonomy, security, and altruism contribute significantly to enhancing teachers' overall well-being. Teachers working in environments that recognize and uphold these values tend to experience higher job satisfaction and better mental health (Van Loon, Kjeldsen, Andersen, Vandenabeele, & Leisink, 2020). Studies indicate that when schools promote these work values, teachers develop a stronger sense of purpose, stability, and independence, positively influencing their long-term career commitment (Taris, Schreurs, & Kiers, 2021). Therefore, incorporating work values into leadership practices and school policies is crucial in fostering a supportive atmosphere where teachers feel valued and motivated to perform at their best (García Torres, 2019).

The dependent variable, well-being, significantly influences teachers' job satisfaction, performance, and retention, making it a critical aspect of their personal and professional lives. Studies reveal that various factors, such as social, mental, and physical well-being, play a key role in shaping teachers' resilience and effectiveness in the classroom (Putra, Wong, & Wong, 2021). Schools that prioritize well-being initiatives foster a more positive work environment, reducing stress and increasing overall job satisfaction (Keles, McCrae, & Grealish, 2020). Moreover, research indicates that teachers' well-being directly impacts their ability to manage classroom challenges, maintain motivation, and sustain long-term commitment to the profession (Day & Gu, 2019). Institutions that promote well-being cultivate a positive and supportive culture, ultimately improving both teaching effectiveness and student learning outcomes (Sokal, Trudel, & Babb, 2020).

Similarly, various dimensions of well-being, such as financial, spiritual, occupational, and intellectual aspects, contribute to teachers' overall job satisfaction and professional fulfillment (Collie, Guay, & Martin, 2020). Studies indicate that teachers who experience balance in these areas tend to demonstrate higher job commitment, reduced stress levels, and increased satisfaction at work (Spilt, Koomen, & Thijs, 2021). Organizations that implement policies supporting these aspects of well-being significantly enhance teachers' psychological health and extend their career longevity (Bower, van Kraayenoord, & Carroll,

2020). Consequently, research underscores the importance of continuous institutional efforts to integrate well-being frameworks that cater to these domains to maintain a sustainable and motivated teaching workforce (Benevene, De Stasio, Fiorilli, Ragni, Briegas, & Barni, 2020). This clear link between teachers' well-being and work experiences highlights the crucial role of well-being in achieving positive academic outcomes and overall institutional success.

While several studies have emphasized the significance of leadership in influencing teachers' level of engagement, there is still a need to further investigate the specific leadership indicators that contribute to improving teachers' overall well-being (Harris & Jones, 2018; Avolio & Gardner, 2018). Additionally, although existing research has recognized the impact of work values on teacher engagement (Vansteenkiste et al., 2019; Tett & Meyer, 2019), there remains insufficient understanding regarding the predictive relationship between work values and teachers' well-being.

Likewise, exploring these leadership dimensions is essential, as teachers' well-being significantly influences their job satisfaction, teaching effectiveness, and student success (Vansteenskie et al., 2019). Although extensive research has been conducted on the connection between leadership, work values, and teachers' overall well-being, a noticeable gap in understanding still exists. Therefore, addressing this gap is crucial, as gaining a clearer understanding of how leadership and work values impact well-being can support the creation of policies and programs aimed at fostering a healthier and more resilient educational environment (Collie et al., 2020).

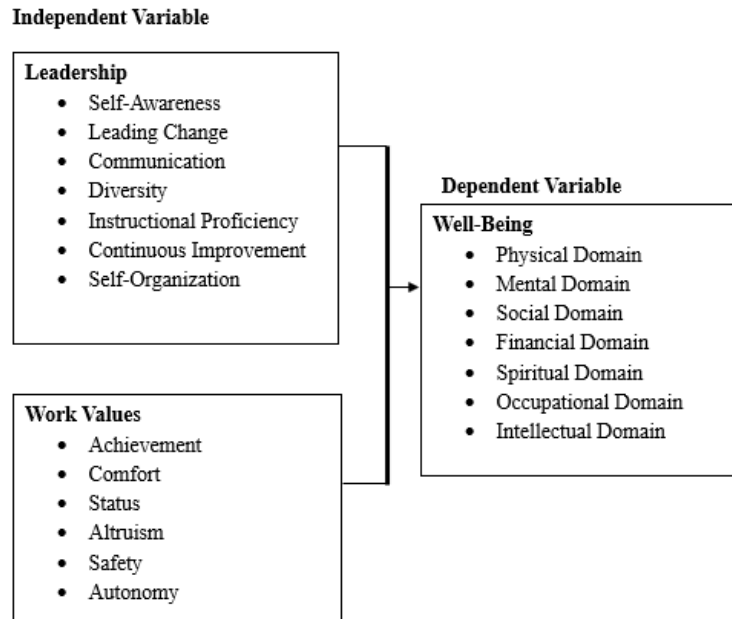
In lieu of this concern, this study aimed to gain a comprehensive understanding of effective strategies to enhance teachers' well-being, ensuring the delivery of high-quality education (Hascher & Waber, 2021). The main purpose of this research is to determine the extent to which leadership and work values impact the well-being of teachers in the Island Garden City of Samal. To fulfill this purpose, the study outlines the following objectives:

First, to ascertain the level of leadership in terms of the following: self-awareness, leading change, communication, diversity, continuous improvement, and self-organization. Second, to determine the level of work values in terms of the following: achievement, comfort, status, altruism, safety, and autonomy. Third, to determine the level of well-being in terms of the following: physical domain, mental domain, social domain, financial domain, spiritual domain, occupational domain, and intellectual domain.

In addition, the study also aims to determine the significant relationship between leadership and wellbeing of teachers; and work values and wellbeing of teachers in Island Garden City of Samal. Likewise, to discover the significant influence of leadership and work values on the wellbeing of teachers; and the combined influence of leadership and work values on the wellbeing of teachers in Island Garden City of Samal.

Moreover, the study adapted the null hypothesis, which was tested at a 0.05 level of significance that there is no significant relationship between leadership, work values, and wellbeing; and that leadership and work values have no significant influence on wellbeing.

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



Enhancing well-being is shaped by various factors such as personal control, skill development, and building meaningful connections, making it crucial to understand the link between leadership, work values, and teachers' well-being. This connection can be explained through the Self-Determination Theory (SDT) introduced by Deci and Ryan in 1985, which suggests that individuals' psychological needs for autonomy, competence, and social connection greatly impact their overall well-being.

Within this framework, the Self-Determination Theory emphasizes autonomy, allowing individuals to make choices aligned with their personal values. Consequently, developing competence is crucial in fostering a sense of accomplishment and mastery. The human need for social interaction and meaningful connections is fulfilled through the concept of relatedness.

Similarly, Seligman (2002) promotes positive psychology, which aligns with the principles of Self-Determination Theory (SDT), by emphasizing the enhancement of well-being through positive emotions, personal strengths, and the pursuit of happiness. This theory highlights the importance of fostering positive experiences, meaningful engagement, strong relationships, a sense of purpose, and the achievement of goals to improve overall well-being.

On the contrary, the concepts of hedonic and eudaimonic well-being, introduced by Waterman (1993) and Ryff and Keyes (1995) respectively, offer a broader understanding of well-being in relation to Self-Determination Theory (SDT). The hedonic perspective emphasizes the pursuit of pleasure and the avoidance of pain, while the eudaimonic perspective focuses on fostering personal growth, maximizing human potential, and finding purpose in life. Together, these theories provide valuable insights into the various dimensions of well-being as they relate to Self-Determination Theory (SDT), addressing both psychological needs and emotional experiences.

Despite the extensive literature and theoretical discussions surrounding leadership, work values, and well-being, there is still limited research exploring the complex nature of teacher well-being and the contextual factors that affect it (Hascher & Waber, 2021; Collie, 2021). Considering the crucial impact of teacher well-being on overall educational performance, gaining a deeper understanding of this complexity is essential. Additionally, the growing cases of teacher burnout highlight the urgent need for robust support systems to protect teachers' well-being, especially amid unexpected challenges and uncertainties (Skaalvik

& Skaalvik, 2020; McCallum et al., 2022). Therefore, addressing this critical concern requires the development of research-based strategies to promote a more sustainable and resilient teaching workforce (Carroll et al., 2022).

The importance of this study lies in its exploration of the connection between leadership, work values, and teachers' well-being. Aligned with the United Nations' Sustainable Development Goals (SDGs), specifically SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), and SDG 8 (Decent Work and Economic Growth), this research holds significant global relevance. Considering that teachers' physical, mental, social, financial, spiritual, occupational, and intellectual dimensions directly affect their classroom performance, ensuring their well-being is essential in advancing SDG 3. By addressing the root causes of teacher stress and burnout, not only will teachers' overall well-being improve, but it will also contribute to fostering positive learning environments that benefit both educators and students. Ultimately, a well-supported teaching workforce leads to long-term improvements in public health, social well-being, and educational outcomes.

Moreover, this study highlights the critical role of teacher well-being in enhancing the quality of education, aligning with the objectives of SDG 4. Teachers who feel valued, motivated, and satisfied with their work are more likely to deliver inclusive, engaging, and effective education, driven by supportive and competent leadership. By examining the relationship between well-being, work values, and leadership, this study provides insights that could guide the development of policies aimed at building a resilient and high-performing teaching workforce. Enhancing teacher well-being ultimately leads to better student learning outcomes, reduced dropout rates, and increased educational equity, strengthening educational systems worldwide.

Likewise, this study directly supports SDG 8, which emphasizes promoting decent work and economic growth. Teachers significantly shape future generations, yet many face job instability, unpredictable working conditions, and emotional exhaustion. By identifying key leadership practices and work values that enhance well-being, this research advocates for the establishment of equitable working conditions, institutional support systems, and policies that promote job security and professional satisfaction. Strengthening teachers' well-being fosters a more dynamic, innovative, and sustainable educational sector, which in turn drives economic progress and long-term social development.

On the other hand, this study offers practical recommendations for its direct beneficiaries, including school administrators, teachers, and future researchers, based on its findings. For school administrators, adopting leadership strategies that emphasize driving change by cultivating a positive and adaptable school culture is essential. Enhancing teachers' overall well-being requires open communication, opportunities for continuous professional development, and policies responsive to their evolving needs. Additionally, improving teachers' working conditions, ensuring access to adequate resources, and fostering a supportive school atmosphere can significantly boost morale. Addressing financial concerns through fair compensation, performance-based incentives, and financial literacy programs will further enable teachers to prioritize their instructional effectiveness and career growth while alleviating financial burdens.

Additionally, this study may benefit teachers by fostering a more dynamic and responsive learning environment through the adoption of a proactive mindset and initiating positive changes within their classrooms and school communities. Teachers can actively participate in professional learning communities and decision-making processes, allowing them to contribute to the development of policies that prioritize their well-being. Promoting workplace satisfaction requires emphasizing work-life balance, building strong relationships with colleagues, and utilizing stress management techniques. Moreover,

strengthening financial security through effective budgeting, investment planning, and exploring additional income opportunities may help reduce stress and improve overall well-being.

Likewise, for future researchers, this study encourages further exploration of how initiating change at various institutional levels influences teacher retention, job satisfaction, and career development. Examining teachers' comfort, particularly regarding mental health and classroom management, may provide valuable insights for policy formulation. Furthermore, conducting in-depth financial research is necessary to develop policies that ensure teachers' long-term financial stability. This involves understanding the financial challenges faced by teachers and establishing sustainable support systems. Expanding research in these areas will lead to a deeper understanding of the factors that affect teachers' well-being, ultimately contributing to educational reform and long-term workforce sustainability.

METHOD

This section covers research method employed in the study, such as research respondents, materials and instruments, and design and procedure.

Research Respondents

The study involved 307 full-time public elementary school teachers out of 1,100 total number of the population from the Island Garden City of Samal as research participants. The selection criteria required teachers to have at least two years of teaching experience and to be actively involved in classroom instruction during the research period. This ensured that the sample represented teachers with relevant training and dedication to their profession. The 307 respondents were deemed an appropriate sample size based on Raosoft, a sample size calculator that considers population size, a 5 percent margin of error, a 95 percent confidence level, and response distribution to guarantee the reliability and validity of the findings. To ensure an accurate representation of the public elementary school teacher population in Samal, the study utilized stratified random sampling. The population was categorized based on specific factors such as school location or grade level to account for differences among subgroups. Teachers were then randomly selected from each stratum in proportion to their actual representation in the overall population, ensuring a well-balanced and diverse sample. This approach minimized sampling bias, improving the precision of results and reinforcing the study's validity (Iliyasu, Rufai, & Ilker Etikan, 2021).

The study maintained the integrity and credibility of its findings by selecting only teachers who were actively involved in teaching. Teachers who were on extended leave, assigned to administrative roles, or had recently participated in similar studies within the past six months were excluded to avoid potential biases or conflicts. Additionally, teachers planning to resign or retire were not included, as their impending departure could influence their perspectives and level of engagement. By adhering to these selection criteria, the study ensured that only committed and actively engaged teachers participated, accurately reflecting the current educational landscape.

The rights and welfare of all participants were prioritized throughout the research process. The study was conducted in a manner that respected the respondents' time and convenience. Participation was entirely voluntary, with clear withdrawal criteria allowing participants to exit under specific circumstances to uphold ethical research practices. Respondents could be removed if they experienced discomfort, faced negative consequences, engaged in misconduct, violated research protocols, or compromised the study's validity. This ensured that the research remained fair, ethical, and focused on obtaining reliable and meaningful results.

The research took place in the Island Garden City of Samal, which is part of Davao del Norte in the Davao

Region, Philippines. The city is divided into four districts: Samal, Babak, Kaputian, and Talicud, with a total of 1,100 public elementary school teachers. This location was chosen because it provides a unique educational setting influenced by its geography and socio-cultural environment. Understanding how leadership and work values affect teachers' well-being in Samal is essential, as it may help address challenges faced by public school teachers, enhance working conditions, and ultimately contribute to better teacher performance and improved student outcomes.

Materials and Instrument

The study employed three well-established questionnaires to collect data, ensuring a thorough and accurate evaluation of the research variables. To verify the reliability of these instruments, a pilot test was conducted with 30 public elementary school teachers in the Island Garden City of Samal. The Cronbach's alpha reliability coefficients were recorded as 0.959 for leadership, 0.943 for work values, and 0.969 for well-being, confirming the consistency and dependability of the instruments. Additionally, a panel of experts assessed the validity of the survey tools, awarding an overall rating of 4.54, which was classified as excellent. These meticulous validation and reliability processes ensured that the questionnaires were suitable for the study.

The leadership assessment utilized in this study was the Teacher Leadership Self-Assessment by Kelly (2001). This instrument applied a 5-point Likert scale, where 1 signified Strongly Disagree and 5 denoted Strongly Agree, allowing teachers to express their level of agreement with various statements. It measured seven essential components: self-awareness, leading change, communication, diversity, instructional proficiency, continuous improvement, and self-organization. To evaluate work values, the study used the Work Values Self-Assessment Questionnaire developed by Lindsay (2004), which also followed a 5-point Likert scale. This tool focused on six key aspects: achievement, comfort, status, altruism, safety, and autonomy. Lastly, teacher well-being was assessed using the Self-Assessment of Overall Wellness, created by Zhou and Parmanto (2020), which also used a 5-point Likert scale to measure seven domains: physical, mental, social, financial, spiritual, occupational, and intellectual well-being.

A structured interpretation matrix was applied to analyze the results related to leadership, work values, and well-being. Mean scores ranging from 4.20 to 5.00 were categorized as very high, indicating that these factors were consistently demonstrated. A score between 3.40 and 4.19 was considered high, reflecting frequent but not absolute consistency. Meanwhile, a mean between 2.60 and 3.39 was labeled moderate, suggesting occasional presence, while scores from 1.80 to 2.59 were classified as low, indicating rare occurrence. Lastly, a mean range of 1.00 to 1.79 was categorized as very low, signifying minimal or nonexistent presence of these factors. To ensure the questionnaire's relevance to the public-school setting in the Island Garden City of Samal, necessary modifications were made while preserving its original framework. Educational and measurement experts reviewed these adjustments to maintain clarity, relevance, and content validity, ensuring that the survey accurately reflected the local educational landscape.

Design and Procedure

This study employed a quantitative multiple regression design to analyze the data. Multiple regression serves as a robust method for evaluating both the collective and individual effects of various predictors, particularly in situations where experimental control is not feasible. It enables researchers to predict or explain significant phenomena, offering deeper insights into the relationships among variables, as highlighted by Johnson and Smith (2018). This research determined the appropriateness of using a multiple regression quantitative approach to assess how leadership and work values influence the well-

being of public elementary school teachers.

The researcher personally handled data collection with assistance from research experts. The process followed a structured approach. First, the researcher obtained approval from the University of Mindanao's head/dean and Research Office to conduct the study. Next, the survey questions—sourced from the internet—were adjusted and submitted for validation. Third, permission was sought and granted by school administrators to proceed with the research. Fourth, the survey questionnaires were distributed and collected, with respondents assured that their personal information and responses would remain confidential. The final step involved compiling and organizing the collected data for analysis.

To ensure a rigorous and scientific assessment, the study utilized statistical tools such as the mean, Pearson correlation coefficient, and regression analysis. The mean was used to measure central tendency, providing an understanding of the average value of the variables within the population. The Pearson correlation coefficient examined the direction and strength of linear relationships between two continuous variables. Meanwhile, regression analysis allowed the researcher to determine the extent to which predictor variables influenced an outcome variable, making it possible to analyze anticipated correlations and how changes in one factor impacted another.

Strict ethical standards were upheld throughout the study to maintain integrity and credibility before, during, and after data collection. The researcher adhered to the ethical guidelines set by the University of Mindanao Ethics Review Committee, ensuring compliance with protocols related to participant selection, withdrawal procedures, potential risks and benefits, voluntary participation, privacy, and confidentiality. Informed consent was obtained, and strict measures were taken to prevent fabrication, falsification, deception, or conflicts of interest. All ethical considerations were explicitly outlined in the informed consent form, ensuring transparency. Additionally, formal approval and a compliance certificate (UMERC-2024-230) were obtained from the University of Mindanao Ethics Review Committee on April 29, 2024, confirming that the study adhered to ethical standards.

RESULTS AND DISCUSSION

This section presented, analyzed, interpreted, and discussed the data in accordance with the previously stated research objectives. The sequence of discussions about the topic is as follows: leadership of teachers, work values of teachers, well-being of teachers, relationship between leadership and well-being of teachers, relationship between work values and well-being of teachers, influence of leadership on the well-being of teachers, influence of work values on the well-being of teachers, and combined influence of leadership and work values on the well-being of teachers.

Leadership of Teachers

Table 1 presents the leadership level, assessed through key indicators such as self-awareness, leading change, communication, diversity, instructional proficiency, continuous improvement, and self-organization. The overall mean score was 4.60, categorized as very high, with a standard deviation of 0.32, signifying that leadership traits are consistently demonstrated. Among these indicators, diversity attained the highest mean score of 4.69, also classified as very high, with a standard deviation of 0.36. Conversely, leading change had the lowest mean score of 4.51, with a standard deviation of 0.41, yet it still fell within the very high category.

Table 1: Level of Leadership

Indicators	SD	Mean	Descriptive Level
Self-Awareness	0.43	4.64	Very High
Leading Change	0.41	4.51	Very High
Communication	0.38	4.58	Very High
Diversity	0.36	4.69	Very High
Instructional Proficiency	0.38	4.68	Very High
Continuous Improvement	0.40	4.58	Very High
Self-Organization	0.45	4.54	Very High
Overall	0.32	4.60	Very High

The findings suggest that leadership is consistently exhibited at a very high level, reflecting the effectiveness of school administrators in demonstrating essential leadership qualities that contribute to academic success. The exceptionally high rating for diversity underscores a strong commitment to inclusivity and equitable practices within educational settings, fostering a supportive and positive school environment. However, the lower mean score for leading change indicates room for further development, emphasizing the need for ongoing efforts to enhance adaptability and innovation in leadership approaches. Overall, these results highlight the importance of sustaining high leadership standards to drive institutional progress and enhance teacher well-being.

The consistently high ratings for leadership imply that school heads effectively promote collaboration, transparent communication, and shared objectives which supports the study of Gumus et al. (2022). Administrators who implement transformational and instructional leadership strategies cultivate an environment of trust, motivation, and continuous professional growth, ultimately strengthening school functionality and effectiveness (López-Yáñez & Santiago, 2021). In essence, strong leadership plays a pivotal role in fostering a positive school culture, improving institutional performance, and enhancing student outcomes by reinforcing teacher engagement, job satisfaction, and organizational commitment which supports the study of Leithwood et al. (2020).

Work Values of Teachers

Table 2 presents the level of work values, evaluated through achievement, comfort, status, altruism, safety, and autonomy. The overall mean score was 4.32, categorized as very high, with a standard deviation of 0.32, signifying that work values are consistently demonstrated. Among the indicators, achievement received the highest mean score of 4.58, with a standard deviation of 0.48, indicating a very high level. In contrast, comfort recorded the lowest mean of 3.95, with a standard deviation of 0.59, classified as high.

Table 2: Level of Work Values

Indicators	SD	Mean	Descriptive Level
Achievement	0.48	4.58	Very High
Comfort	0.59	3.95	High
Status	0.57	4.16	High
Altruism	0.54	4.35	Very High
Safety	0.58	4.53	Very High
Autonomy	0.67	4.32	Very High
Overall	0.44	4.32	Very High

A very high descriptive level of work values suggests that teachers demonstrate strong dedication to professional growth and excellence, with achievement being the most emphasized aspect. While educators find fulfillment in their roles, the slightly lower rating for comfort indicates that concerns related to workload, stress management, or work-life balance may need to be addressed. This highlights the importance of creating a more supportive and comfortable work environment to sustain high motivation and job satisfaction. Strengthening work values can lead to improved performance and long-term retention, particularly in areas that enhance teachers' well-being.

Supporting these findings, Sortheix et al. (2019) found that teachers' work values significantly impact their motivation and professional commitment. Educators who closely align with their work values exhibit higher levels of engagement, resilience, and effectiveness, contributing to a more productive teaching atmosphere. Additionally, research by Froehlich et al. (2020) suggests that when personal and institutional values are aligned, burnout decreases, retention rates improve, and educators experience a stronger sense of purpose and job satisfaction.

Well-Being of Teachers

Table 3 presents the level of well-being across various domains, including physical, mental, social, financial, spiritual, occupational, and intellectual. The overall mean score of 4.30, classified as very high, with a standard deviation of 0.43 suggests that teachers consistently experience well-being in their professional and personal lives. Among these aspects, the spiritual domain ranked highest, with a mean of 4.58, very high, and a standard deviation of 0.53, indicating that personal values, inner purpose, and resilience play a crucial role in educators' overall well-being. Conversely, the financial domain received the lowest mean score of 3.81, high, with a standard deviation of 0.67, highlighting potential concerns about salary, financial security, or economic stability that may contribute to stress and job dissatisfaction. These results suggest that while teachers generally experience strong well-being, addressing financial stability through better compensation, benefits, and financial literacy programs could further enhance overall well-being. Ensuring a balanced approach to all aspects of well-being is essential for sustaining teacher motivation, effectiveness, and long-term dedication to the profession.

Table 3: Level of Well-Being

Indicators	SD	Mean	Descriptive Level
Physical Domain	0.66	3.96	High
Mental Domain	0.43	4.46	Very High
Social Domain	0.50	4.55	Very High
Financial Domain	0.67	3.81	High
Spiritual Domain	0.53	4.58	Very High
Occupational Domain	0.51	4.35	Very High
Intellectual Domain	0.54	4.40	Very High
Overall	0.43	4.30	Very High

This supports with Hascher & Waber's (2021) research, which emphasizes that teacher well-being is a key factor in maintaining job satisfaction, motivation, and professional performance. Similarly, Collie (2021) found that supportive school policies and well-being-centered initiatives help educators manage stress and

perform effectively. Furthermore, McCallum et al. (2022) linked strong teacher well-being to improved student outcomes and a more positive school climate, reinforcing its critical role in academic success.

Relationship between Leadership and Well-Being of Teachers

Table 4 presents the relationship between leadership and teachers' well-being in the Island Garden City of Samal. The results indicate a significant correlation, with an overall coefficient of 0.556 and a corresponding p-value at a 0.05 significance level. Given these findings, the null hypothesis—stating no significant relationship exists—was rejected. This suggests a meaningful link between leadership and teacher well-being. Further analysis showed that all leadership indicators were significantly related to well-being, with self-awareness at 0.493, leading change at 0.473, communication at 0.390, diversity at 0.334, instructional proficiency at 0.383, continuous improvement at 0.505, and self-organization at 0.535.

Table 4: Significance of the Relationship between Leadership and Well-Being of Teachers

Leadership	Well-Being							
	Physical Domain	Mental Domain	Social Domain	Financial Domain	Spiritual Domain	Occupational Domain	Intellectual Domain	Overall
Self-Awareness	.178** .002	.434** .000	.476** .000	.256** .000	.486** .000	.525** .000	.450** .000	.493** .000
Leading Change	.264** .000	.384** .000	.394** .000	.309** .000	.335** .000	.484** .000	.469** .000	.473** .000
Communication	.161* .005	.351** .000	.376** .000	.293** .000	.330** .000	.344** .000	.330** .000	.390** .000
Diversity	.118* .041	.377** .000	.371** .000	.151** .009	.353** .000	.309** .000	.247** .000	.334** .000
Instructional Proficiency	.145* .012	.375** .000	.433** .000	.179** .002	.307** .000	.400** .000	.358** .000	.383** .000
Continuous Improvement	.235** .000	.452** .000	.454** .000	.317** .000	.495** .000	.462** .000	.423** .000	.505** .000
Self-Organization	.242** .000	.505** .000	.466** .000	.325** .000	.531** .000	.497** .000	.450** .000	.535** .000
Overall	.240** .000	.513** .000	.528** .000	.327** .000	.509** .000	.540** .000	.487** .000	.556** .000

These results suggest that leadership plays a critical role in shaping teachers' well-being. A strong leadership approach that promotes self-awareness, adaptability to change, and professional growth can contribute to a more supportive work environment. Schools should emphasize leadership development programs to enhance these areas, ultimately fostering a healthier and more motivated teaching workforce. These results align with the findings of Liu et al. (2022), who emphasize the critical link between leadership and teacher well-being. Similarly, Fosco et al. (2023) found that various dimensions of teacher leadership are associated with different aspects of well-being, demonstrating that leadership roles

contribute to increased job satisfaction. Additionally, the study supports the study of Kurt (2021) which highlighted the importance of leadership skills in supporting teachers' mental health, further reinforcing the positive impact of strong leadership on overall well-being.

Relationship between Work Values and Well-Being of Teachers

Table 5 explores the relationship between work values and teacher well-being. Findings reveal a significant connection, with an overall correlation coefficient of 0.736, and a corresponding p-value at a 0.05 significance level. Given these results, the null hypothesis was rejected. This confirms that work values significantly impact teacher well-being. When analyzing specific indicators, all showed significance: achievement (0.500), comfort (0.466), status (0.688), altruism (0.583), safety (0.500), and autonomy (0.609).

Table 5: Significance of the Relationship between Work Values and Well-Being of Teachers

Work Values	Well-Being							
	Physical Domain	Mental Domain	Social Domain	Financial Domain	Spiritual Domain	Occupational Domain	Intellectual Domain	Overall
Achievement	.250** .000	.450** .000	.443** .000	.270** .000	.428** .000	.496** .000	.485** .000	.500** .000
Comfort	.358** .000	.407** .000	.462** .000	.308** .000	.338** .000	.350** .000	.362** .000	.466** .000
Status	.520** .000	.595** .000	.565** .000	.447** .000	.536** .000	.563** .000	.586** .000	.688** .000
Altruism	.477** .000	.402** .000	.479** .000	.345** .000	.427** .000	.558** .000	.522** .000	.583** .000
Safety	.325** .000	.395** .000	.489** .000	.233** .000	.552** .000	.445** .000	.374** .000	.500** .000
Autonomy	.495** .000	.444** .000	.520** .000	.375** .000	.463** .000	.535** .000	.524** .000	.609** .000
Overall	.538** .000	.589** .000	.650** .000	.436** .000	.602** .000	.645** .000	.625** .000	.736** .000

These findings highlight the importance of aligning teachers' work values with their professional environment. Schools that prioritize achievement, recognition, autonomy, and job satisfaction are more likely to retain motivated and resilient educators. Encouraging policies that support these values—such as professional development opportunities, work-life balance, and career progression—can lead to a more engaged and satisfied teaching workforce.

The results align and support with Barni, Danioni, and Benevene (2020), who emphasize that strong work values provide teachers with a sense of purpose and motivation in their profession. Teachers who can harmonize their work with their values tend to exhibit higher resilience, job satisfaction, and overall well-being. Additionally, Ortan, Simut, and Simut (2021) highlight that teachers' well-being improves when they experience job satisfaction through professional development, strong workplace relationships, and manageable workloads. These factors contribute to higher teacher retention and improve educational

performance, reinforcing the critical role of work values in shaping teachers' professional and personal well-being.

Influence of Leadership on the Well-Being of Teachers

Table 6 presents the overall influence of leadership on teacher well-being. The correlation coefficient of 0.374 indicates that leadership factors contribute to 37.4 percent of the variation in teacher well-being. Additionally, the multiple correlation coefficient of 0.611 signifies a moderately strong positive association between leadership and well-being. The statistical significance of the model is confirmed by an F-value of 24.888 and a p-value of 0.000, leading to the rejection of the null hypothesis.

Table 6: Significance of the Singular Influence of Leadership on the Well-Being of Teachers

Well-Being					
Leadership (Indicators)		<i>B</i>	B	<i>T</i>	<i>Sig.</i>
Constant		1.394		4.613	.000
Self-Awareness		.194	.193	2.850	.005
Leading Change		.144	.138	2.056	.041
Communication		-.084	-.075	-1.055	.292
Diversity		-.212	-.179	-2.555	.011
Instructional Proficiency		.047	.041	.647	.518
Continuous Improvement		.249	.230	2.997	.003
Self-Organization		.303	.319	4.124	.000
R	.611				
R ²	.374				
ΔR	.359				
F	24.888				
P	.000				

Among the leadership indicators, self-organization had the greatest influence with the highest beta of 0.319, followed by continuous improvement (0.230) and self-awareness (0.193). Interestingly, diversity (-0.179) and communication (-0.075) showed negative effects, indicating areas for further research and improvement. These findings suggest that while leadership enhances well-being, certain aspects—such as communication and diversity strategies—might need adjustments to be more effective in supporting teachers.

These results align with Fosco, Rutten, and Schussler (2023), who emphasize that teacher leadership, including identity, formality, and degree of influence, significantly impacts various aspects of well-being. Their findings suggest that providing leadership opportunities fosters autonomy and professional growth, ultimately enhancing overall well-being. However, Doyle, Brown, and Schussler (2023) caution that while leadership roles offer benefits, they can also lead to increased responsibilities and job ambiguity, potentially negatively affecting well-being. This highlights the need for clear job expectations and strong

support systems to ensure that teacher leadership initiatives positively contribute to well-being rather than causing additional stress.

Influence of Work Values on the Well-Being of Teachers

Table 7 evaluates the overall influence of work values on teacher well-being. The correlation coefficient of 0.760 indicates that leadership factors contribute to 57.7 percent of the variation in teacher well-being. Moreover, results show a multiple correlation coefficient of 0.760, reflecting a strong relationship. With an F-statistic of 66.619 and a p-value of 0.000, the null hypothesis was rejected, confirming that work values significantly influence well-being.

Table 7: Significance of the Singular Influence of Work Values on the Well-Being of Teachers in Island Garden City, Samal

Well-Being					
Work Values (Indicators)		B	B	T	Sig.
Constant		1.277		7.132	.000
Achievement		.091	.103	2.172	.031
Comfort		-.006	-.009	-.181	.857
Status		.290	.382	6.728	.000
Altruism		.143	.179	3.610	.000
Safety		.048	.065	1.327	.186
Autonomy		.136	.214	4.032	.000
R	.760				
R ²	.577				
ΔR	.568				
F	66.619				
P	.000				

The analysis further revealed that status had the strongest positive impact with the highest beta of 0.382, followed by autonomy (0.214), altruism (0.179), and achievement (0.103). Meanwhile, safety (0.065) and comfort (-0.009) had minimal influence. This suggests that while recognition, independence, and purpose in work enhance well-being, other factors like safety and comfort may require further investigation. Schools should focus on improving job satisfaction through professional autonomy and acknowledgment, while also addressing workplace comfort and security concerns.

The findings suggest that work values significantly influence teacher well-being, with status, altruism, autonomy, and achievement playing key roles in job satisfaction and motivation. The strong relationship implies that developing these values can lead to a more resilient and driven teaching workforce. However, the insignificance of comfort and safety suggests that other factors may mitigate their impact, pointing to the need for further research. To better support teacher well-being, schools should prioritize policies that promote professional growth, recognition, and meaningful work engagement.

This aligns with Feng et al. (2024), who found that work values strongly influence teachers' well-being, with work engagement serving as a key link between work values and professional growth in primary and secondary education. Similarly, Mesri et al. (2024) demonstrated that work values are closely associated

with active work behaviors, innovation culture, and autonomous motivation. These findings suggest that creating supportive organizational environments and fostering intrinsic work values can enhance both teacher well-being and professional development.

Combined Influence of Leadership and Work Values on the Well-Being of Teachers

Table 8 assesses the overall influence of leadership and work values on teacher well-being. The correlation coefficient of 0.753 indicates that leadership factors contribute to 56.7 percent of the variation in teacher well-being. The adjusted R² of 0.564, an F-value of 194.623, and a p-value of 0.000 confirm the model's statistical significance.

Table 8: Significance of the Combined Influence of Leadership and Work Values on the Well-Being of Teachers in Island Garden City, Samal

Well-Being					
(Variables)		B	B	T	Sig.
Constant		.450		1.906	.058
Leadership		.262	.198	4.242	.000
Work Values		.612	.621	13.310	.000
R	.753				
R ²	.567				
ΔR	.564				
F	194.623				
P	.000				

Work values had a greater predictive influence on well-being ($\beta = 0.621$) compared to leadership ($\beta = 0.198$). This indicates that while leadership plays a crucial role, work values have a stronger impact on teacher well-being. Schools should therefore prioritize fostering a value-driven work environment, promoting autonomy, achievement, and job satisfaction while also ensuring strong, supportive leadership practices.

The findings suggest that work values have a greater predictive influence on teacher well-being compared to leadership, though both factors remain important. This highlights the need for schools to create a work environment that aligns with teachers' core values to enhance their well-being. While leadership remains essential, prioritizing work values such as achievement, autonomy, and safety can further improve teacher satisfaction, retention, and engagement. Strengthening these aspects will not only enhance teachers' motivation but also positively impact student learning outcomes.

Recent studies support these findings. Mesri et al. (2024) found that transformational and interactive leadership styles, along with work values and active work behaviors, significantly enhance teachers' job engagement through innovation and self-motivation. Similarly, Kurt (2021) demonstrated a positive correlation between teachers' psychological well-being and self-leadership, indicating that empowering leadership strategies can improve teachers' mental health. These results underscore the importance of aligning leadership practices with work values to foster teacher well-being and professional fulfillment.

CONCLUSION AND RECOMMENDATION

This study explored the connection between leadership, work values, and teacher well-being in the Island Garden City of Samal, drawing conclusions from the gathered data. The findings revealed that teachers exhibited very high levels of leadership, with their work values and overall well-being also rated at a very high level. Additionally, results confirmed a strong association among leadership, work values, and well-being, leading to the rejection of the null hypothesis, which suggested no significant relationship between these factors.

Although teachers demonstrated strong leadership, the leading change indicator had the lowest mean score, signifying an area that requires further improvement. This suggests that while educators possess essential leadership qualities, they may face challenges in adapting to and facilitating change effectively. To address this, school administrators may implement professional development programs that emphasize creativity, flexibility, and change management, equipping teachers with the necessary skills to navigate evolving educational demands. Fostering collaboration, innovation, and lifelong learning can also empower teachers to take on leadership roles and drive meaningful progress within their schools. Strengthening this leadership aspect can not only enhance teacher performance but also contribute to a more engaging and dynamic learning atmosphere.

Similarly, while work values significantly influence teacher well-being, the comfort indicator received the lowest rating, pointing to possible concerns. This suggests that teachers may experience stress or dissatisfaction due to workload, work environment, or overall working conditions, despite excelling in areas like achievement, autonomy, and status. To improve this, school administrators can establish policies that promote a healthier and more balanced work environment, such as reducing excessive workloads, ensuring adequate resources, and fostering a culture of appreciation. Encouraging teachers to voice concerns and adopt self-care practices may also contribute to improved job satisfaction. By addressing comfort along with other work values, schools can create a more positive and sustainable work environment that benefits both educators and students.

Although teachers' well-being was rated very high, financial stability received the lowest mean score, indicating that financial difficulties remain a concern. This suggests that while teachers find fulfillment in their profession, financial security remains a key factor in their overall well-being. To mitigate this, school administrators could advocate for better salary structures, introduce financial literacy training, and provide incentives to support teachers' financial stability. Teachers should also be encouraged to seek career advancement opportunities that could lead to increased income and professional growth. Addressing financial concerns will foster a more supportive and motivating work environment, contributing to higher job satisfaction, long-term retention, and overall teacher performance.

These results highlight the necessity of strengthening teachers' ability to lead change, enhancing workplace comfort, and improving financial stability to boost job satisfaction and effectiveness. Ensuring teacher well-being requires not only effective leadership in managing change but also a supportive work environment and financial security. Therefore, school administrators should implement policies that promote adaptability, allocate essential resources, and advocate for financial incentives or career advancement programs. At the same time, teachers should embrace continuous professional growth, view change as an opportunity for development, and take proactive measures toward financial stability. Strengthening these aspects will lead to a more resilient, motivated, and high-performing teaching workforce, ultimately improving educational outcomes.

The results of the study align with the Self-Determination Theory (Deci & Ryan, 1985), which highlights

the significance of autonomy, competence, and relatedness in enhancing motivation and well-being. The strong connection between leadership, work values, and teacher well-being reinforces the idea that teachers experience greater intrinsic motivation and fulfillment when they receive adequate leadership support and operate in harmony with their fundamental values. Additionally, the theory posits that individuals perform at their best when their psychological needs are fulfilled, as evidenced by the substantial influence of work values on both professional and personal satisfaction. However, the lower ratings for financial well-being suggest that external factors, such as economic stability, are critical in maintaining motivation. Addressing these challenges can lead to a more rewarding and sustainable work environment, ultimately improving student performance and increasing teacher effectiveness.

Further research should explore the intricate link between leading change, comfort, financial well-being, teacher motivation, job satisfaction, and long-term retention. Since financial well-being received the lowest rating, future studies should investigate the financial difficulties teachers face and how these affect their overall well-being. Moreover, research should examine the role of school leadership in managing change and its effect on teacher resilience and adaptability in an evolving educational system. Finally, a comprehensive study of workplace comfort—including physical, emotional, and professional dimensions—could yield meaningful insights into fostering a more supportive and productive teaching environment. By delving deeper into these aspects, future research can contribute to a more thorough understanding of teacher well-being and guide the development of policies that support long-term sustainability in education.

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