



School Leadership and Teacher Well-Being: A Systematic Review of Empirical Evidence

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ABSTRACT

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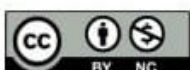
School leadership, teacher well-being, transformational leadership, teacher burnout, school climate, organizational support.

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This systematic review investigates the empirical evidence about the relationship between school leadership and teacher well-being. It examines the impact of various leadership styles (transformational, instructional, distributed and supportive) on teachers' psychological, emotional, and professional experiences. Mediating and moderating factors such as school climate, organizational support, teacher autonomy, and institutional resources are also taken into account in the review. Moreover, it recognizes gaps in the research and implications for educational practice and policy. The review emphasizes the need for supportive leadership, communication, professional recognition and equitable workload distribution to support teacher well-being. It suggests more empirical studies in a variety of educational settings.

INTRODUCTION

School leaders have a powerful influence on the school context, teaching experiences and psychological health of teachers. Teachers in modern educational environments are confronted with several challenges, such as heavier workload, administrative duties, teaching organization and management issues, ever-changing curriculum demands, and rising expectations for student performance [1]. These demands may have adverse impacts on the emotional, psychological and professional health of teachers, and can cause stress, burnout, decreased job satisfaction and professional commitment. From this context, the school leadership is an area of research that has come into importance because leadership practices can have an impact on the working conditions of teachers, on their interpersonal relationships, on their professional autonomy, as well as on their





perceived organizational support [2].

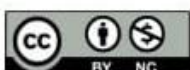
Well-being of teachers is a multi-faceted experience, and it involves psychological health, emotional stability, job satisfaction, professional satisfaction and positive relationships in the school context. More positive well-being is associated with greater capacity to stay motivated, cultivate positive relationships with students, participate in professional learning, and foster a positive school culture [3]. On the other hand, low levels of well-being can be linked to emotional exhaustion, lack of Teaching Effectiveness, absenteeism and plans to quit teaching. Hence, it is important to know what contributes to positive or negative teacher well-being to enhance the teacher experience and student learning [4].

School leaders, including head teachers and principals, have a role to play in the well-being of their teachers, in how they lead, make decisions, communicate and offer professional support. Transformational, instructional, distributed and supportive leadership practices can help to create positive working environments, by fostering collaboration, acknowledging teachers, offering constructive feedback, and supporting professional development [5]. Conversely, leadership that is authoritarian, poor communication, too much supervision, and low teacher involvement in decision making can lead to stress and dissatisfaction at work. The school leadership–teacher health relationship is complex and can differ across school cultures, institutional resources, the life stages of teachers, and broader education policies, however [6].

This review will address the connection between school leadership and teacher well-being by drawing on empirical evidence, and highlight the leadership practices that are most strongly linked to positive and/or negative outcomes, as well as the mediating and contextual factors that influence this relationship. This systematic review aims to advance the field of educational leadership research and practice by pinpointing evidence-based strategies that will help improve teacher wellbeing. The results might contribute to creating a positive psychological climate within schools, helping school leaders, policy makers, and schools to build a supportive climate for teachers' psychological health and satisfaction and to help teachers stay longer in the classroom.

TEACHERS BEING WELL-BALANCED AND EFFECTIVE SCHOOL LEADERS

Several theoretical and conceptual frameworks can help to understand the relationship between school leadership and teacher well-being, and demonstrate how teacher well-being is shaped by the nature of leadership practices [7]. The development of these are necessary prerequisites for analyzing how school leaders influence teachers' working conditions, motivation, job satisfaction and well-being. Leadership in educational research is usually defined as the process of how school leaders affect organizational objectives, the relationships within the organization, what is taught, and the





school climate [8]. Teacher well-being, on the other hand, is defined as the positive psychological functioning, emotional health, professional satisfaction, and effective management of workplace demands of teachers.

Transformational Leadership Theory is one important theoretical perspective that focuses on a leader's ability to lead by providing intellectual stimulation, individualized consideration, and a shared vision. Transformational leaders in a school foster teachers' professional development, acknowledge their work, and involve them in collaborative processes of decision making [9]. These practices can help to enhance teachers' motivation, sense of belonging, professional confidence, and job satisfaction. Transformational leadership could help to foster teachers' well-being in a positive way by establishing trust and encouragement and sharing responsibility [10].

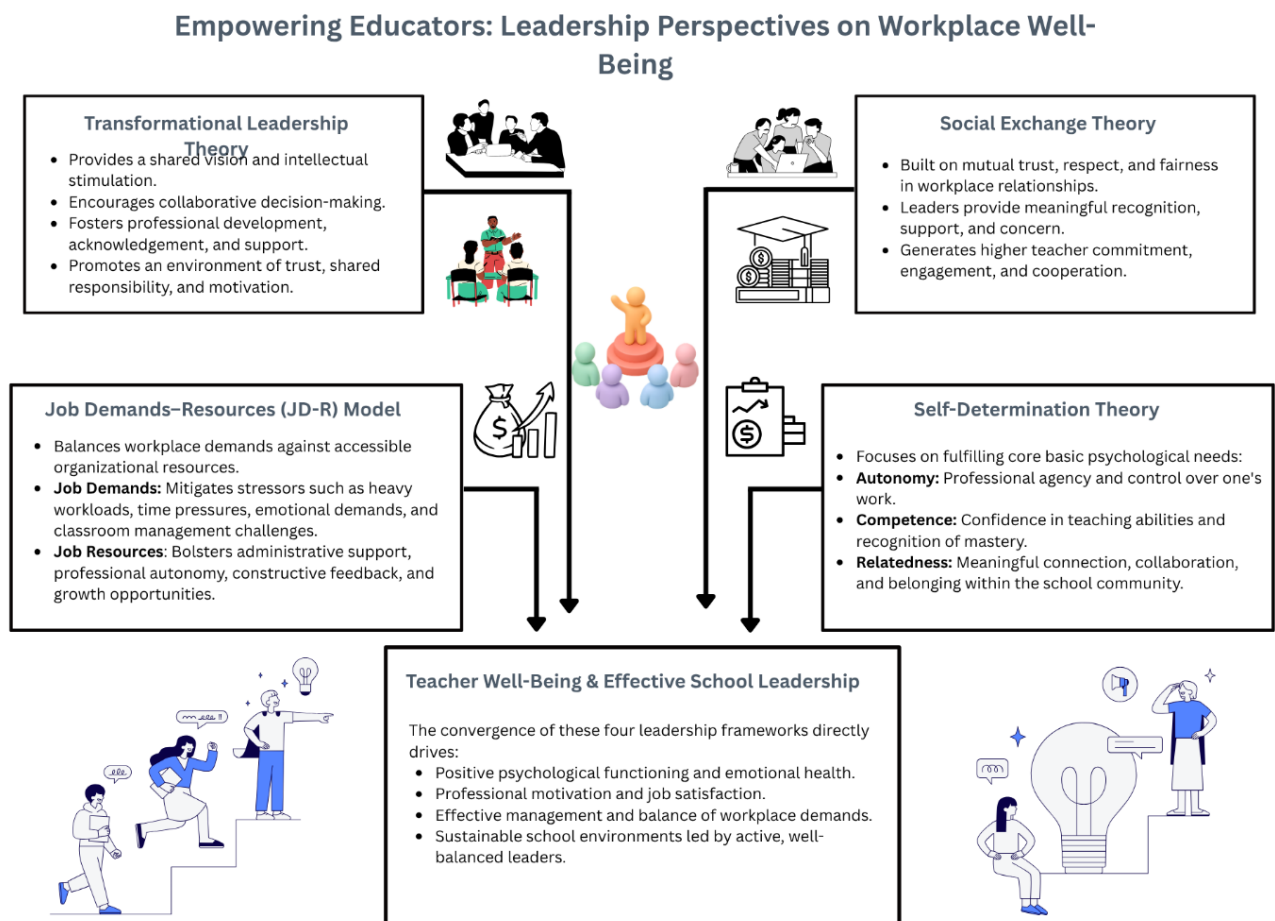


Figure 1. Empowering Educators: Leadership Perspectives on Workplace Well-Being

Social Exchange Theory has also been relevant, stating that social relationships are influenced by a give and take among individuals in relationships, regarding support, trust, and mutual responsibility. Teachers might be more engaged with their work, more cooperative, and more committed to the organization when school leaders show teachers fairness, respect, recognition, and concern [11]. Lack



of support, inappropriate treatment and/or insufficient recognition can, on the other hand, undermine trust and lead to dissatisfaction. This theory, therefore, offers a helpful explanation for the effect of behaviors on teachers' perceptions of organizational support and psychological well-being [12].

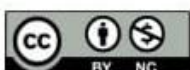
Another important framework of teacher well-being is the Job Demands–Resources (JD-R) Model. This model suggests that job demands and job resources interact to influence workplace well-being. The demands at work consist of workload, time pressure, classroom management problems, and emotional demands; the resources consist of administrative support, professional autonomy, constructive feedback, and development opportunities [13]. School leaders can make a positive difference in this balance by eliminating unnecessary demands and adding resources to help teachers manage their professional responsibilities effectively. Moreover, Self-Determination Theory focuses on autonomy, competence, and relatedness as key factors in the facilitation of psychological well-being. All staff support practices that give teachers autonomy over their work, credit their work, and create a positive working environment can enhance intrinsic motivation and job satisfaction [14].

SCHOOL LEADERSHIP AND TEACHER WELL-BEING

The review process is followed by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to enhance the transparency and the quality of the review. Academic databases like Scopus, Web of Science, ERIC, Education Source, and the Google Scholar should be used to identify any relevant empirical studies [15]. Some keywords in the search might be coupled, for example, teacher wellbeing, teacher stress, teacher job satisfaction, teacher psychological well-being, school leadership, educational leadership, principal leadership, etc. Boolean operators such as AND and OR can be used to narrow or broaden your search and find studies that focus on the link between teacher well-being and school leadership [16].

Inclusion and exclusion criteria have to be well defined to assure the relevance of selected studies. This review can involve research literature that has been peer-reviewed, published in English, and is empirical in nature, and can focus on primary, secondary, or other school settings, and on one or more of the dimensions of teacher well-being that are studied [17]. Quantitative and qualitative studies and mixed methods investigations may be considered. While quantitative research methods can offer evidence for relationships between leadership practices and well-being outcomes, qualitative methods can offer additional insights into teachers' experiences and perceptions [18]. Studies that only address students' well-being, university leadership or leadership without any reference to teachers' well-being may be left out if they do not address the review objectives.

The process should be multi-stage – records should be identified, then duplicate records removed, title/abstract screened, and the full text evaluated. Documentation of reasons for excluding at full-text





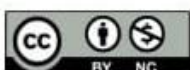
is encouraged. Relevant content of the article should be extracted, such as the authors, the year of publication, the country, the research design, the characteristics of the sample, and the role of leadership, teacher well-being measures, and the results of the study by the principal [19]. The methodological rigor, sampling, measurement validity, and potential for bias should be assessed using an evaluation tool that fits the study design.

The studies included can be synthesized in a narrative or thematic manner as appropriate to the variety of studies available. Findings might be structured by leadership style, psychological/emotional responses, moderating variables or contextual factors [20]. If studies are sufficiently similar, results can be quantitatively analyzed and used for statistical synthesis. In general, a rigorous and transparent methodology will enhance the credibility of the review and make it easier to compare across studies and will be a sound basis for evidence-informed recommendations for school leadership practice [21].

CHARACTERISTICS OF THE INCLUDED STUDIES

The nature of the empirical studies included in the review give an overview of the research evidence that exists on the relationship between school leadership and teacher well-being. These features are important to analyse, in order to understand the geographical distribution, methodological approaches, educational settings and key research themes in the literature [22]. This analysis can also inform about trends in previous studies and uncover if certain areas of teacher well-being and school leadership have been studied more than others.

The methodological quality and characteristics of the empirical studies contained within the systematic review might differ across studies, including in regard to the study design, sample size, geographical location and participant characteristics. Questionnaires, standardized scales, and statistical analysis are typical quantitative tools used to examine the relationship between leadership practices and indicators of teacher stress, burnout, job satisfaction, psychological well-being, and professional commitment [23]. Qualitative studies, such as interviews, focus groups and case studies, offer detailed descriptions of teachers' perceptions of leadership practice and their experiences in school contexts. Mixed methods studies integrate quantitative and qualitative methods in order to have a more holistic perspective on the relationship between leadership and teacher well-being [24]. Another key attribute of the studies reviewed is geographical distribution. Comparative studies across a range of countries and educational systems can address issues of how cultural expectations, organizational frameworks, access to resources and educational policies affect leadership practice and teachers' professional lives. Research in different settings can show that supportive leadership is a key factor in all settings, but can also reveal variations in how teachers experience autonomy, recognition, collaboration, and administrative support [25].





Studies included may also vary based on the level, type of education and demographics of participants. For instance, the nature of the professional demands for teachers in primary and secondary schools might differ, as might the opportunities for leadership support or institutional resources to teachers in rural, urban, public and private schools [26]. Moreover, the perceptions of teachers on leadership practices can be a function of their teaching experience, stage of their career and professional roles. Another critical feature is in relation to the conceptualization and measurement of teacher well-being. Some research focuses on psychological well-being and emotional burnout, while other research looks at job satisfaction, job engagement, professional fulfillment, or overall job well-being [27]. Likewise, leadership can be looked at from a transformational, instructional, distributed, ethical or supportive perspective.

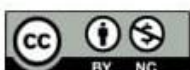
RELATIONSHIP BETWEEN LEADERSHIP STYLES AND TEACHER WELL-BEING

The leadership approach has a profound impact on teachers' professional experiences, psychological well-being, emotional balance, and satisfaction with their jobs. The communication style, decision-making process, interpersonal relationships and teacher management practices of school leaders shape the working environment. The impact on teacher well-being may vary by leadership style depending on how well the leadership team meets teachers' needs, fosters collaboration and creates a positive school environment [28]. Knowing these leadership styles, therefore, is a key to defining what practices may foster positive teacher well-being.

Transformational leadership is often mentioned in educational research due to its focus on inspiring, motivating, professional development and common company goals. Transformational school leaders promote teachers to be innovative in teaching practice, to acknowledge and celebrate teachers' professional success, and to participate in school improvement [29]. These practices can help to reinforce the motivation, confidence and belonging of teachers. Transformational leadership can also help alleviate feelings of emotional burnout and professional isolation, as it builds trust and offers personalized support [30].

Instructional leadership concerns itself with enhancing the quality of instruction, implementation of curriculum, classroom practices and student outcomes. Constructive feedback, professional development, and access to instructional materials by school leaders can enhance teachers' competence and confidence [31]. But there can be negative consequences to instructional leadership if there is too much oversight, if teachers have unrealistic expectations for their performance and if they feel they are constantly paced. Thus, professional guidance and supportive supervision might need to be balanced to determine the impact of instructional leadership [32].

Distributed leadership is about shared responsibility, joint decision making and the involvement of





teachers in school leadership. This method sees teachers not as implementers, but as active participants in educational improvement. Teachers can benefit from a greater sense of autonomy, professional recognition, and organizational commitment when their responsibilities are fairly distributed and they are afforded opportunities to engage in decision-making [33]. However, if the distributed leadership is poorly managed, it can lead to an increase in workload if extra responsibilities are added without sufficient time, resources and recognition.

The focus of servant and supportive leadership practices is on the needs, professional development, emotional well-being and interpersonal relations of teachers. Empathetic, fair, listening, and appreciative leaders can contribute to a psychologically safe culture where teachers feel appreciated and respected [34]. These can foster collaboration, ease workplace tensions and help improve emotional health.

On the other hand, authoritarian and unsupportive leadership can have a negative impact on teachers' well-being when the leadership is too controlling, communication is lacking, teachers feel treated unfairly, or their professional autonomy is limited. Such practices may lead to stress, discontent, decrease in motivation and tiredness [35]. The impact of leadership styles, however, should be considered in the context of the school's culture, resources and teachers' personal contexts.

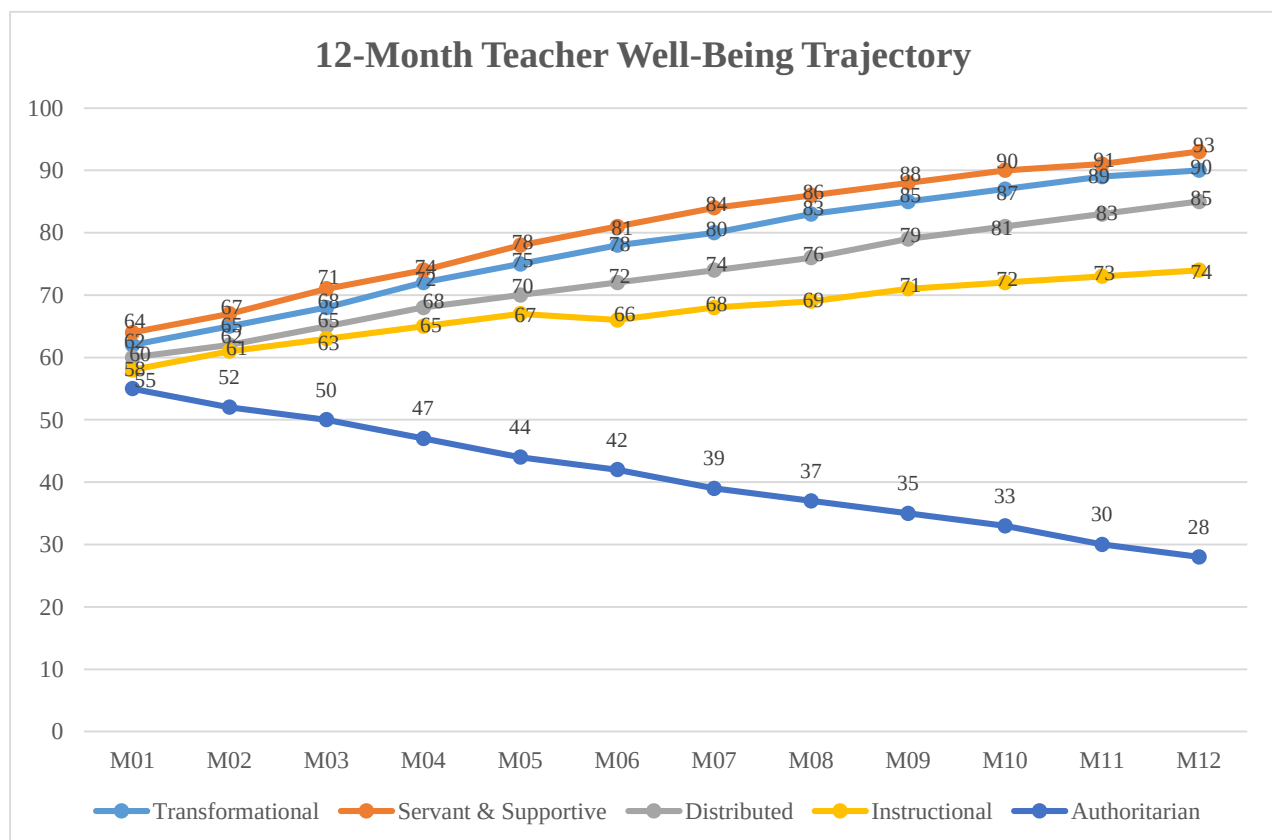


Figure 2. 12-Month Teacher Well-Being Trajectory





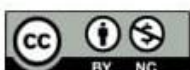
PSYCHOLOGICAL AND EMOTIONAL WELL-BEING OF TEACHERS AND SCHOOL LEADERS

The influence of school leadership on psychological and emotional well-being is significant due to its role in influencing the relationships within the workplace, the expectations of the job, professional support and the overall school climate. Professional pressures such as managing the class, administrative duties, curriculum revisions, student misbehavior and the requirement to meet educational goals are common among teachers [36]. These demands can have a negative effect on the emotional stability and psychological health of teachers, especially when there can be a lack of institutional support. Effective school leadership can influence teachers to deal with these challenges through providing supportive working conditions, facilitating collaborative working practices and facilitating a positive balance between work demands and resources [37].

Psychological well-being is the capacity of teachers to have a positive mental function, professional confidence, personal development and a purpose for their work. Recognizing teachers' accomplishments, encouraging teachers to be involved in decision making, offering opportunities for professional learning and acknowledging teachers' professional autonomy are ways school leaders can promote psychological wellness [38]. If teachers feel that their teachers' voice is valued and trusted, they can build their professional identities, enthusiasm and confidence in teaching. By contrast, over-supervision, lack of clarity, lack of fairness, and lack of administrative support may lead to psychological distress and lower job satisfaction [39].

Emotional well-being includes teachers' capacity to experience positive emotions, to manage stress and deal with the emotional stress of teaching. Classroom teachers engage with students, parents, colleagues and administrators on a regular basis and need to be patient, empathetic and emotionally regulated [40]. Respectful communication, the fair treatment of conflict in the work place and the provision of appropriate professional and emotional support for teachers are ways in which leaders of a school can help moderate these pressures. Empathizing and understanding leaders can also motivate teachers to talk about any professional problems without the risk of criticism or punishment [41].

Teacher stress and burnout is also a significant one. When workloads are overtaxing, resources are limited, expectations are conflicting and management is unsupportive, emotional exhaustion, depersonalization, and a decrease in professional achievement may result. To help reduce these risks, school leaders can do the following: distribute responsibilities fairly, set realistic expectations, give adequate resources, and acknowledge teacher workload limitations [42]. Encouraging teachers to work together may enhance peer support and minimize professional isolation.





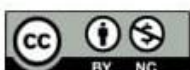
MEDIATING AND MODERATING FACTORS IN THE LEADERSHIP WELL-BEING RELATIONSHIP

The school contextual, psychological, and organizational factors and their influence on the relationship between school leadership and teacher well-being are complex. While good leadership behavior has a positive impact on teachers' psychological health, emotional stability and job satisfaction, this can often be indirect and not consistent in all educational contexts [43]. Some are why leadership matters for teacher well-being, and some are what makes it more or less likely that leadership has a significant impact on teacher well-being. In educational research, these factors are referred to as mediating and moderating variables [44]. It is important to be able to explain the mechanisms by which school leadership impacts on teachers' professional and personal experiences if the roles are not understood.

Mediating factors account for how or why a relationship between school leadership and teacher well-being occurs. Perceived Organizational Support is one of the key mediators. The provision of resources, recognition of achievement, and concern for professional needs by school leadership can lead to a sense of value and support for teachers [45]. This perception can help enhance job satisfaction, organizational commitment, and psychological wellness. School climate is also an important mediator. Leadership practices that foster trust, cooperation, fairness, and open communication can lead to positive working environments that can, in turn, decrease workplace stress and increase teachers' emotional experiences [46].

An additional possible mediator could be teacher autonomy. Leaders who give teachers scope for decision making and professional judgement can help to enhance their professional sense of responsibility, competence and motivation. The same holds true for teacher self-efficacy, or confidence in being able to execute teaching duties well, which could be part of the explanation for teacher fulfillment in the context of supportive leadership [47]. Relationships and partnerships with professionals, and between teachers, can also buffer this relationship by allowing teachers to share experiences, resolve problems and seek emotional support from colleagues.

Moderating factors on the other hand, moderate the strength or direction of the relationship between school leadership and teacher well-being. One context which is relevant is school context – leadership practices could be different in well-resourced and under-resourced schools [48]. For instance, supportive leadership might be experienced differently in schools that struggle with staffing issues, lack of instructional support materials, and tight schedules for administration. The amount of leadership experienced by the teacher can also vary depending on career stage, with new teachers needing more guidance and support, while more experienced teachers might prioritize professional





autonomy and a greater role in school decision-making [49].

LEADERSHIP PRACTICES, SCHOOL CONTEXTS, AND TEACHER WELL-BEING OUTCOMES

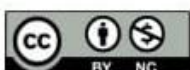
Teachers' psychological, emotional and professional well-being are influenced by leadership practices and school context. Job satisfaction, motivation, and professional commitment can be fostered by effective school leadership, but the context in which they are operating can have a significant effect on the outcomes of school leadership [50]. School leaders work in various institutional contexts, resource environments, cultural norms, and policy environments, which can shape teachers' professional lives. Thus, it is important to explore how leadership practices relate to school contexts to provide an explanation for variance in teacher well-being from one school to another [51].

Effective communication is an important Leadership Practice. Clear communication, understanding the teachers' concerns, and offering constructive feedback are ways for school leaders to minimize confusion and improve relationships. Good communication enables teachers to be aware of school expectations, to be involved in school decision making and to build trust in school management [52]. Conversely, lack of communication and unclear directions can lead to misinterpretations, disagreements, and added stress in the workplace.

Recognition and professional support is another big practice. When teachers' efforts are recognized and their contributions are valued, it brings them higher levels of professional satisfaction. School administrators can foster well-being through mentoring, professional development, offering positive feedback and building collaborative relationships with others [53]. It is also beneficial for teachers to have reasonable workloads and duties being distributed fairly between them, allowing them to maintain a healthy balance between professional duties and personal life. Poor recognition for teachers, or demanding too much from them without support, can lead to loss of motivation and poor emotional health [54].

Context in the school also is of critical importance to leadership outcomes. Teachers in well-resourced schools might have access to more up-to-date teaching resources, suitable staffing and professional development opportunities. In contrast, teachers in under-resourced schools can experience overcrowding, lack of resources, poor facilities and extra demands of administration [55]. Highly supportive leaders can struggle to enhance teacher well-being in the face of very limited institutional resources.

Moreover, the culture of the school has an impact on the perception and experience of leadership practices. Supportive leadership can be enhanced when school culture is cooperative, respectful, and based on mutual responsibility and trust among adults [56]. However, in competitive or highly



hierarchical settings, teacher participation may be restricted and opportunities for collaboration may be decreased. Relationships between leadership and well-being can vary by type of school (public/private), by location (rural/urban), and by model of school organization (centralized/decentralized) [57].

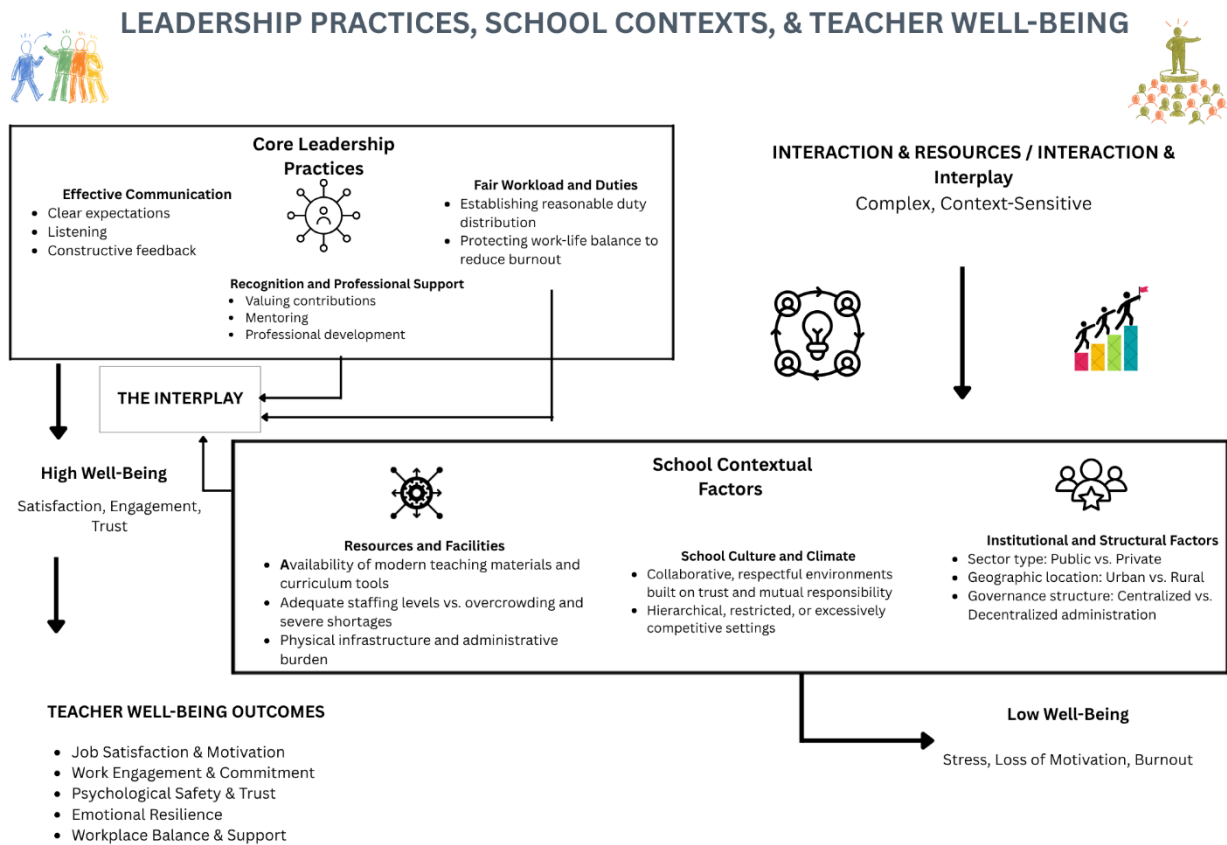


Figure 3. Leadership Practices, School Contexts, & Teacher Well-Being

Leadership practices can be seen in multiple facets of teacher well-being such as job satisfaction, work engagement, psychological safety, emotional resilience, and professional commitment. Teacher motivation and the involvement in school improvement efforts can be maintained through supportive leadership. Specific practices, however, might not be equally effective depending on teachers' needs, institutional circumstances, and cultural expectations [58]. The interplay between leadership practice and school context is complex and has a significant impact on teacher well-being. Effective communication, professional recognition, fair distribution of work, and collaborative decision making can help to contribute to positive outcomes. However, the improvements need to be supported by effective leadership and institutional conditions [59]. Empirical investigations of these interactions can shed light on the identification of context-sensitive strategies for supporting teachers' well-being and enhancing the educational organization.



FUTURE DIRECTIONS AND RESEARCH GAPS

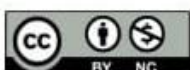
The role teacher's play in the quality of education and students' development has become so significant that the study of school leadership and teacher well-being has become a growing area of interest. Current empirical research on the link between leadership behaviors and teacher well-being offers useful insights on the issue, but there are a few research gaps [60]. Meeting these gaps is vital in terms of building a more holistic understanding of the impact of school leadership on teachers' psychological, emotional and professional experiences in various school settings.

Limited educational context representation is one key area of study. Most of the evidence might be limited to specific countries, education systems or school types, making it difficult to extrapolate to other settings. Rural educators, those under-resourced and educators from developing educational contexts may have different leadership issues than those in well-resourced urban schools [61]. There is thus a need for future studies to explore leadership and teachers' wellbeing in a variety of geographical, cultural and institutional settings and determine commonalities and differences.

A second area of critical weakness is methodological weaknesses of previous studies. Cross sectional research designs are frequently used for many investigations that seek to find a connection between the leadership styles and teacher well-being; however, this design does not allow for a causal relationship to be determined [62]. Longitudinal research is required to explore the link between changes in leadership practice to changes in teachers' wellbeing over time. Experimental and quasi-experimental studies can also be utilized to examine the effectiveness of leadership development programs that aim to enhance teachers' professional and psychological health [63].

Moreover, it is important to conduct further research to elucidate the mediating and moderating processes between school leadership and teacher well-being. There may be other factors, such as school climate, professional autonomy, organization support and teacher self-efficacy that account for these relationships, but there may be variations in the relative importance among settings. Further research is needed to explore the interaction among these factors and if there are specific leadership styles that are more effective for teachers in various stages of their careers, and in different professional needs [64].

The results of the research in this field have implications for educational practice. School leaders should prioritize supportive communication, equitable workload distribution, role of teachers in decision-making, professional recognition, and access to development opportunities. The Emotional Intelligence, Conflict Management, Employee Support and Identification of workplace stress should be part of the leadership development program [65]. Also, teacher well-being is not solely a function of individual teacher leadership practices; it is also dependent on proper staffing, institutional





resources, reasonable teacher expectations, and employment policies.

Researchers should also look at how digital technologies, new educational systems, and new job requirements will affect the practice of leadership and teacher wellbeing in the future. Comparative studies could focus on comparison between public and private schools, rural and urban schools, and education systems of different countries there is a need for research to employ reliable instruments to assess teacher well-being and for clear delineation of psychological well-being, emotional exhaustion, job satisfaction, and work engagement [66].

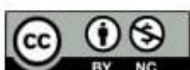
Filling the identified gaps in the research can contribute to the theoretical and practical knowledge and understanding of school leadership and teacher well-being. More varied, extended, and scientifically sound research can help to define the best leadership practices and when they yield positive results. This evidence can be used to inform the development of education policies and leadership strategies that foster a healthier school climate, enhance teacher professional experiences, and support sustainable educational improvement [67].

CONCLUSION

Well-being of school leaders and school well-being are closely related aspects of educational effectiveness and institutional development. This systematic review aims to explore the empirical evidence of the relationship between various leadership styles, organizational practices, school contexts and psychological, emotional and professional well-being of teachers. Indeed, there is a clear link between teachers and the quality of education and the achievement of their pupils, and learning is intrinsically linked to school improvement; it is therefore vital that teachers' well-being is understood to develop effective and sustainable educational systems. School leaders have an important role to play in establishing workplaces where teachers can effectively carry out their duties while enjoying positive work and personal experiences.

The conceptual frameworks reviewed in this paper indicate that transformational, instructional, distributed and supportive leadership practices can influence teacher well-being in a variety of ways. These practices can foster professional autonomy, enhance communication, encourage collaboration, offer constructive feedback and foster belonging in the school community. Job satisfaction, job motivation, job professionalism and organizational commitment may be higher if teachers feel they are respected, valued and supported. Conversely, authoritarian leadership, too much administration, unequal workloads, and poor professional support can lead to stress, emotional burnout and poorer job satisfaction. The impacts of leadership practices, however, need to be read in the context of the empirical evidence and in the context of the particular circumstances of each educational context.

There are also several mediating and moderating factors that affect the school leadership and teacher





well-being. Several organizational factors such as school climate, PS, teacher SE, professional autonomy and collegial relations can explain how leadership practices impact on teachers' experiences. The strength of these relationships can be affected by institutional resources, the school culture, educational policies, geographic location, and teachers' career stage, meanwhile. Therefore, effective leadership must be viewed as not being one-size-fits-all that results in the same type of outcomes in every school. Rather, leadership practices should meet teachers' needs and the organizational setting in which they operate.

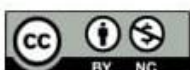
The results of this review have implications for the school leader, educational policy makers and teacher development programs. School leadership should focus on the availability of support for communication, methods for making decisions fairly, professional recognition, teacher workload and teacher participation. Educational institutions should also have adequate resources and resources available to meet the professional development needs, and have an appropriate support system to minimize unnecessary workplace stressors. Teacher well-being must be a core part of effective school management that is a part of leadership preparation programs.

Even though the field has been a topic of great interest among scholars, there is a pressing need for additional research to overcome methodological limitations, explore educational settings that are not well represented, and explore the long-term impacts of leadership practices on teacher well-being. The longitudinal, comparative and mixed-methods studies have the potential to yield more in-depth insights into the processes that connect leadership to teachers' psychological and professional outcomes.

School leadership is one important avenue of potential impact on teacher well-being and on the overall quality of an educational organization. Tools such as supportive, ethical, collaborative, and context sensitive leadership practices can be used to build healthier schools where teachers feel that they are valued and professionally empowered. Finally, focusing on teachers' wellbeing should be seen as a vital part of the sustainable school improvement, effective leadership and long-term development of quality education systems.

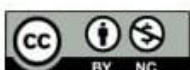
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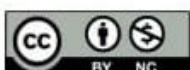


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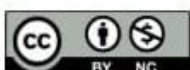


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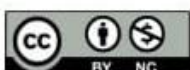


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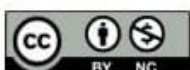


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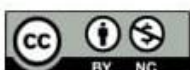


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