

Exploring School Leadership and Teacher Well Being: Basis for Mental Health Support Program

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Authors:

¹Rosvic D. Abeto, HT-1

Taya-o Elementary School

²Leodie D. Mones, PhD

East-West Mindanao Colleges Inc.

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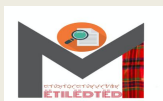
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ABSTRACT

This study examined the relationship between teachers' well-being and school leadership practices, as well as the teachers' lived experiences in managing professional challenges. Specifically, it examined teachers' emotional, social, and professional well-being; assessed leadership practices in instructional, transformational, supportive, and relational dimensions as perceived by teachers; determined the significant relationship between leadership practices and teacher

well-being; and explored the challenges teachers faced and their coping mechanisms. A sequential explanatory mixed-methods design was employed. Quantitative data were collected through questionnaires and analyzed using descriptive statistics and Pearson's correlation coefficient, while qualitative data were gathered through in-depth interviews to explore the teachers' lived experiences regarding challenges and coping strategies. Findings indicated that teachers reported very high levels of well-being across all dimensions, with professional well-being rated highest. Teachers also perceived very high levels of school leadership practices, particularly supportive and relational leadership. Quantitative analysis revealed a moderate positive and significant relationship between leadership practices and teacher well-being, suggesting that effective leadership enhances teacher resilience and satisfaction. Qualitative insights showed that teachers faced workload pressures, classroom management challenges, and emotional demands, but employed strategies such as reflective practice, peer collaboration, mindfulness, professional development, and seeking support from leaders to sustain their well-being. The study concluded that teacher well-being and effective school leadership were mutually reinforcing. Holistic leadership practices that combine instructional guidance with emotional and relational support are essential for promoting teacher resilience, professional fulfillment, and overall school performance. The study recommended strengthening leadership programs, promoting professional growth opportunities, and institutionalizing teacher well-being initiatives. These findings provided practical implications for school leaders, educators, and policymakers seeking to create supportive and high-performing educational environments.

Keywords: *Teacher well-being, School leadership practices, Instructional*



leadership, Transformational leadership, Supportive and relational leadership

efficiency, but also about cultivating a climate of trust and empathy that sustains teacher motivation.

INTRODUCTION

Background of the Study

Leadership is not just about directing people; it is about shaping environments where individuals “can flourish” (Fullan, 2019). This powerful statement captures the essence of how leadership practices extend beyond administrative tasks into nurturing the well-being of teachers. In educational settings, teachers stand as the backbone of the school system, yet their mental health is often challenged by the demands of the profession. The role of school leadership, therefore, becomes central in creating an environment that supports not only instructional quality but also the psychological well-being of educators.

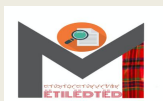
Globally, teacher well-being has gained increasing attention as an essential factor for sustainable education. The Organization for Economic Co-operation and Development (OECD, 2020) emphasized that teachers’ job satisfaction and emotional health are directly linked to student achievement and school performance. Research in the United States and Europe shows that supportive leadership practices—such as promoting collaboration, work-life balance, and providing professional growth opportunities—significantly reduce teacher stress and burnout (Collie, 2021). Conversely, lack of administrative support has been associated with attrition and declining teacher morale, which in turn undermines educational quality (Skaalvik & Skaalvik, 2020).

These findings reveal that leadership is not merely about managerial

Studies further highlight the cultural and systemic pressures influencing teacher well-being. For instance, in China, high academic expectations and accountability measures have been linked to teacher stress, while principals’ emotional intelligence and supportive behaviors mitigate such pressures (Li & Yang, 2020). Similarly, in Singapore, teacher well-being is closely tied to leadership practices that emphasize relational trust and professional autonomy (Nguyen et al., 2021). These international perspectives underscore the universal role of leadership in addressing teacher well-being, while also reflecting how socio-cultural contexts shape the educators’ lived experiences.

In the Philippines, the concern for teacher well-being has become increasingly urgent. Public school teachers face challenges such as large class sizes, administrative overload, limited resources, and the need to adapt educational reforms. The Department of Education (DepEd) acknowledged that these conditions affect teachers’ mental health, highlighting the need for systemic interventions (DepEd, 2019). The COVID-19 pandemic further exacerbated the issue, with teachers reporting heightened stress and anxiety as they navigated remote learning and health uncertainties (Tria, 2020; Bernardo et al., 2022).

Despite these challenges, studies reveal that supportive school leadership can buffer against stress and promote resilience. For example, Estrellado and Alegre (2021) found that teachers in schools with empathetic and participatory leaders reported higher levels of job satisfaction and emotional well-being. This suggests that school heads play a critical role in



safeguarding teacher mental health within the Philippine education system.

At the local level, Negros Occidental and other provinces mirror these realities. Teachers often juggle instructional responsibilities alongside community and administrative roles, which intensifies work-related stress. School leaders in these contexts are not only instructional supervisors but also those responsible for teachers' morale and well-being. The absence of structured mental health programs, however, leaves many teachers vulnerable to burnout. Addressing this gap requires leadership that is both ethically grounded and responsive to holistic needs.

Against this backdrop, the present study sought to explore the relationship between school leadership and teacher well-being as a basis for developing a mental health support program. By examining how leadership styles, practices, and behaviors affect teachers' psychological and emotional health, this research aimed to contribute to both theoretical and practical insights. The findings were expected to inform educational stakeholders, school heads, teachers, policymakers, and community leaders—on how to design and implement interventions that enhance teacher well-being.

Eventually, the study sought to establish a foundation for a mental health support program that is contextually relevant, culturally sensitive, and sustainable within the Philippine education system.

Statement of the Problem

This study aimed to explore the relationship between school leadership and teacher well-being for the development of a mental health support program for teachers.

Specifically, the study sought to answer the following questions:

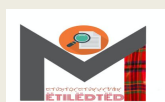
1. What is the level of teacher well-being in terms of:
 - 1.1. Emotional well-being;
 - 1.2. Social well-being; and
 - 1.3. Professional well-being?
2. What is the level of school leadership practices as perceived by teachers in terms of:
 - 1.1. Instructional leadership;
 - 1.2. Transformational leadership;
 - 1.3. Supportive and relational leadership?
3. Is there a significant relationship between school leadership practices and teacher well-being as perceived by teachers?
4. What are the lived experiences of teachers regarding the challenges they face in their work, and how do they cope to maintain their well-being?

METHODOLOGY

Research Design

This study utilized a sequential explanatory mixed-methods research design, integrating quantitative and qualitative approaches in two distinct phases. This design is appropriate because it allows the researcher to quantify the relationship between school leadership practices and teacher well-being and then explore the lived experiences of teachers in depth to contextualize and explain the quantitative results (Creswell & Plano Clark, 2018). The sequential explanatory design ensures both statistical accuracy and rich, descriptive insights, which are essential for developing a context-specific Mental Health Support Program for teachers.

In the quantitative phase, the study employed a correlational survey design. Structured questionnaires will be distributed to teacher-respondents to gather data on their perceptions of school leadership practices—including instructional, transformational, and supportive/relational



leadership—and their levels of well-being across emotional, social, and professional dimensions.

Descriptive and inferential statistics, such as means, standard deviations, and ANOVA, were applied to analyze the data and determine the strength and direction of relationships between leadership practices and teacher well-being.

The qualitative phase involved semi-structured interviews and focus group discussions with selected teachers and school heads. This phase captured insights into teachers' lived experiences, the challenges they face in their work, and the coping strategies they employ to maintain well-being. The qualitative data was transcribed, coded, and analyzed thematically to identify recurring patterns, which complemented and contextualized the quantitative findings (Santos, 2019; Bautista, 2021).

By integrating these two phases, the study achieved methodological triangulation, ensuring the validity and reliability of findings while providing a holistic understanding of the relationship between school leadership and teacher well-being. The outcomes of this research informed evidence-based recommendations and serve as the foundation for designing a Mental Health Support Program tailored to the needs of teachers in Cauayan Cluster 2B, Negros Occidental.

Participants of the Study

The respondents in this study consisted of public-school teachers and school heads from Cauayan Cluster 2B, Negros Occidental. Teachers across various grade levels will be included to ensure a comprehensive perspective on the influence of school leadership practices on teacher well-being. Specifically, teachers with at least one year of teaching experience were

selected to ensure familiarity with school operations and leadership dynamics; school heads provided insights into leadership approaches, support mechanisms, and initiatives that promote teacher well-being.

The inclusion criteria for teacher respondents included: (1) currently holding a teaching position in public schools within Cauayan Cluster 2B, (2) having a minimum of one year of continuous teaching experience, (3) being directly involved in classroom instruction and school activities, and (4) willingly providing informed consent to participate in the study.

For school heads, the inclusion criteria will include: (1) currently serving as a school head or principal in a public school within the cluster, (2) being involved in implementing leadership practices and programs that affect teacher welfare, and (3) consenting to participate in interviews or discussions.

Purposive sampling was employed to select participants who met these criteria, ensuring that all respondents had relevant experience and knowledge regarding leadership practices and teacher well-being within their respective schools. The estimated number of participants was approximately 50–60 teachers and 5–10 school heads, depending on their availability and willingness to participate. Participation was voluntary, and all respondents were assured of confidentiality and anonymity, with personal identifiers not disclosed and data used solely for research purposes.

By including both teachers and school heads who met the inclusion criteria, the study collected quantitative data from surveys and qualitative insights from interviews and focus group discussions, ensuring that diverse perspectives and experiences were captured within the local educational context. This selection of respondents was intended to provide a



holistic understanding of the relationship between school leadership practices and teacher well-being, forming the basis for the development of a context-specific mental health support program.

Sampling Technique

This study employed purposive sampling in selecting respondents. Purposive sampling was appropriate because it enabled the researcher to intentionally select participants with direct experience and knowledge of school leadership practices and teacher well-being. Teachers who had taught for at least a year were included to ensure familiarity with the school environment, administrative policies, and leadership dynamics; school heads were selected for their managerial role in implementing programs that support teacher welfare.

Through this sampling technique, the study focused on participants who could provide rich, relevant data on the relationship between leadership practices and teacher well-being. The number of respondents was approximately 50–60 teachers and 5–10 school heads, depending on their availability and willingness to participate. This approach ensured that the data collected would be both meaningful and contextually relevant, allowing the study to gain insights from those most knowledgeable about the phenomena under investigation.

By using purposive sampling, the research prioritized depth and quality of information over generalizability to explore the specific experiences, perceptions, and challenges of teachers and school heads in Cauayan Cluster 2B. This method complemented the mixed-methods design, providing both quantitative and qualitative data essential for developing a context-specific mental health support program.

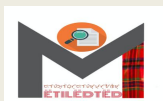
Research Instruments

The research instrument was designed to collect both quantitative and qualitative data regarding school leadership practices, teacher well-being, and coping strategies. Given the mixed-methods research design, the instrument comprised structured Likert-scale questionnaires and open-ended qualitative questions. This dual approach ensured that the study captures measurable trends while also exploring personal experiences and perspectives of participants in depth (Creswell & Plano Clark, 2018).

The instrument was divided into four main parts. Part I: Personal Information (Demographic) gathers essential background data, including age, sex, civil status, position, years of service, and highest educational attainment. Collecting demographic information allowed the researcher to analyze potential variations in teacher well-being and perceptions of leadership practices based on personal and professional characteristics (Patton, 2015).

Part II: Teacher Well-being (for teachers) / Leadership Support (for school heads) assessed the level of well-being and support within the school environment. Teachers rated their emotional, social, and professional well-being, while school heads provided insights into leadership initiatives that promote teacher welfare. A five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), quantified perceptions and attitudes, enabling statistical analysis to determine the level of well-being and perceived support (Collie et al., 2018; Yin et al., 2019).

Part III: School Leadership Practices (Teachers' Perception / Heads' Actions) evaluated the instructional, transformational, and relational leadership practices within schools. Teachers responded to statements reflecting their



perceptions of leadership behaviors, while school heads rated their own actions in implementing leadership strategies. This section provided essential data to examine the influence of leadership on teacher well-being and informs the development of targeted interventions (Brown & Treviño, 2018; Bautista, 2021).

Part IV: Challenges and Coping Strategies / Leadership Programs captured both the challenges teachers face in maintaining well-being and the strategies or programs implemented by school heads to mitigate stress and promote a supportive work environment. Teachers indicated their experiences with stress, coping mechanisms, and balance between personal and professional life, whereas school heads evaluated the effectiveness of their leadership support in addressing these issues. The integration of this section ensured a comprehensive understanding of the dynamics affecting teacher well-being within the local educational context (Santos, 2019; Greenier et al., 2021).

Additionally, the instrument included qualitative questions for both teachers and school heads. These open-ended questions explored personal experiences in-depth, challenges, coping strategies, and leadership practices that influenced teacher well-being.

Collecting qualitative data complements the quantitative findings by providing rich, contextual insights that informed the development of a context-specific mental health support program (Patton, 2015).

Data Gathering Procedure

In gathering the data, the researcher first sought permission and secured approval from the research adviser, the

Graduate School Dean, and the Schools Division Superintendent of SDO Negros Occidental. Once approval was granted, the researcher coordinated with the school principals in Cauayan Cluster 2B to schedule the distribution of questionnaires, the conduct of in-depth interviews, and focus group discussions with the selected participants. Video and audio recordings were utilized to ensure accurate transcription of their responses.

Before the data collection, the researcher explained the purpose of the study and obtained informed consent from all participants, ensuring that their participation was voluntary. The participants were assured of confidentiality and anonymity, with no personal identifiers disclosed in any part of the research report. Finally, all responses were used solely for academic purposes and were not used against the participants or the organization.

Data Analysis

The data in this study were systematically analyzed using both quantitative and qualitative approaches to ensure a comprehensive understanding of the relationship between school leadership practices and teacher well-being. To address the issue on the level of teacher well-being across its emotional, social, and professional dimensions, descriptive statistics, such as frequency, percentage, mean, and standard deviation, were employed.

The mean scores indicated overall well-being, while the standard deviation reflected the variation in the different dimensions, allowing the researcher to identify which aspects of well-being were most and least experienced by teachers.

Similarly, the second problem, which focuses on the level of school leadership practices as perceived by teachers, including instructional,



transformational, and supportive/relational leadership, will be analyzed using descriptive statistics (frequency, percentage, mean, and standard deviation). These analyses will provide insights into the general perception of leadership effectiveness and highlight areas of strength and improvement in school leadership practices.

For the third problem, which examined whether there was a significant relationship between school leadership practices and teacher well-being as perceived by teachers, inferential statistics, specifically Pearson r correlation, were applied. This statistical tool was used to determine the strength and direction of the relationship between the two variables and to identify whether the relationship was statistically significant.

The fourth problem explored teachers' lived experiences of challenges in their work and the coping strategies they employ to maintain well-being.

These qualitative data, collected through semi-structured interviews and focus group discussions, were analyzed using thematic analysis, where responses were transcribed, coded, and organized into themes. This process uncovered patterns and provided rich, descriptive evidence that contextualizes the quantitative findings.

RESULTS AND DISCUSSIONS

Level of Teacher Well-Being in terms of Emotional Well-Being, Social Well-Being and Professional Well-Being

The results reveal that teachers perceive their emotional well - being to be very high (Mean = 4.516, SD = 0.60), indicating that they generally experience positive emotions, emotional stability, and resilience in their professional lives. Their social well - being also falls in the very

high category (Mean = 4.592, SD = 0.31), reflecting strong, supportive relationships with colleagues, a sense of belonging, and positive social interactions within the school environment.

Likewise, professional well - being is interpreted as very high (Mean = 4.656, SD = 0.57), showing that teachers feel effective, confident, and satisfied in their instructional roles. The overall mean of 4.588 (SD = 0.50) confirms that teachers' overall well - being is very high.

This result is supported by the findings of Ismail, Patra, Yang, and Ajanil (2023), who argue that teachers with strong emotional and professional competencies are more likely to experience greater job satisfaction, engagement, and resilience. Their study emphasizes the role of psychological well - being in sustaining effective educational practices and reducing burnout. Furthermore, Kurrle and Warwas (2025) explain that when teachers perceive high levels of social support and professional efficacy, their overall well - being improves, contributing to more positive classroom climates and improved teacher - student relationships.

However, not all contemporary research supports consistently high well - being across all contexts. Corthorn, Pedrero, Torres, Reynaldos - Grandón, et al. (2024) found that despite high levels of psychological well - being in some teachers, stress, anxiety, and burnout remain prevalent concerns — particularly in schools facing high workloads and limited resources. Their findings suggest that while teachers may report high well - being, external stressors can undermine their long - term mental health and job satisfaction if not adequately addressed.



Level of School Leadership Practices in terms of Instructional Leadership, Transformational Leadership and Supportive and Relational Leadership *Level of School Leadership Practices in terms of Instructional Leadership, Transformational Leadership and Supportive and Relational Leadership*

Results show that instructional leadership scored a mean of 4.534 (SD = 0.60), interpreted as very high, indicating that school leaders actively guide curriculum implementation, monitor teaching practices, and promote a culture of high academic standards. Transformational leadership obtained a mean of 4.617 (SD = 0.57), also very high, suggesting that leaders inspire, motivate, and encourage innovation among teachers, creating a shared vision and promoting professional growth. Supportive and relational leadership scored the highest mean of 4.656 (SD = 0.57), reflecting leaders' strong relational skills, emotional support, and attention to teachers' welfare. The overall mean of 4.603 (SD = 0.58) confirms that school leadership practices in this context are perceived as very high across all measured dimensions.

These findings are consistent with recent studies emphasizing the positive impact of comprehensive leadership practices on school outcomes. Le, and Tran (2021) note that effective instructional leadership improves teacher performance, instructional quality, and student achievement by providing guidance, feedback, and professional learning opportunities. Similarly, Torrente et al. (2020) found that transformational leadership promotes motivation, engagement, and innovation among teachers, enhancing both teacher satisfaction and collective school performance. Furthermore, Berkovich and Eyal (2022) argue that relational and supportive leadership strengthens interpersonal trust, promotes

teacher well - being, and creates a collaborative and cohesive school climate.

In contrast, some research highlights potential limitations even in high-performing leadership contexts. Leithwood, Harris, and Strauss (2020) caution that the effectiveness of leadership practices may vary depending on contextual factors such as school resources, teacher workload, and systemic challenges. While teachers may perceive leadership practices as very high, external constraints may moderate their ultimate impact on teacher performance and student outcomes.

Correlation between Teachers' Well-being and School Leadership Practices

The correlation coefficients indicate varying degrees of association across leadership dimensions. The overall correlation between teachers' well - being and school leadership practices is positive ($r = 0.5118$, $p = 0.000$), suggesting a moderate and statistically significant relationship. This indicates that higher levels of perceived effective leadership are generally associated with higher teacher well - being.

Specifically, instructional leadership shows a moderate positive correlation with overall teacher well - being ($r = 0.2749$, $p = 0.000$), highlighting those leaders who actively support curriculum delivery, monitor teaching, and provide professional guidance positively influence teachers' emotional, social, and professional health. Similarly, supportive and relational leadership exhibits a positive correlation with overall well - being ($r = 0.323$, $p = 0.000$), suggesting that leaders who provide emotional support, promote trust, and build strong interpersonal relationships contribute to teachers' sense of belonging, satisfaction, and resilience.



The correlations for transformational leadership show complex patterns (with some negative coefficients), indicating that the relationship may depend on contextual factors such as school culture, teacher workload, or perception of change initiatives. Despite this, the overall positive association indicates that transformational leadership behaviors — such as inspiring, motivating, and promoting innovation — generally enhance teachers' well-being when implemented effectively.

These results are consistent with recent studies highlighting that effective school leadership is a key predictor of teacher well-being. Zhang, Yang, and Liu (2021) report that instructional leadership practices, when combined with relational and supportive strategies, significantly reduce teacher stress and improve job satisfaction. Similarly, Berkovich and Eyal (2022) emphasize that supportive and relational leadership strengthens teachers' emotional resources, enabling them to cope with professional demands more effectively.

On the other hand, some research notes that transformational initiatives may temporarily increase stress among teachers if expectations are unclear or support is insufficient (Li, Wang, & Zhang, 2020), which could explain negative correlations in certain dimensions observed in this study.

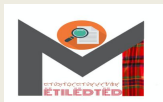
Lived Experiences of Teachers Regarding Challenges and Coping Mechanisms

The qualitative data from the study revealed that teachers face a multitude of challenges in their professional roles, which affect their emotional, social, and professional well-being. Most reported challenges were workload and time management. Teachers described feeling overwhelmed by the combination of teaching responsibilities, administrative tasks, lesson preparation, grading, and

participation in school programs or committees. One participant shared, *"Sometimes it feels like there aren't enough hours in the day. I have to plan lessons, check assignments, and attend meetings, and it can be exhausting."* This mirrors the findings of recent studies indicating that heavy workloads are a major source of stress and burnout among teachers, affecting their ability to maintain well-being (Corthorn, Pedrero, Torres, Reynaldos - Grandón, et al., 2024). Teachers often cope with these demands by prioritizing tasks, scheduling their time efficiently, and setting boundaries between work and personal life. These strategies enable them to focus on critical tasks while minimizing feelings of being overwhelmed.

Another significant challenge highlighted by the teachers was emotional and psychological strain, often arising from classroom management and the diverse needs of learners. Many teachers reported that attending to students' emotional, behavioral, and learning needs could be emotionally draining. A participant explained, *"Some days, I leave the classroom emotionally exhausted, especially when students are struggling or having behavioral issues. But I remind myself why I became a teacher and try to focus on small successes."* To cope, teachers employed strategies such as reflective practice, mindfulness, and self-affirmation, which helped them manage stress and maintain emotional balance. These findings are consistent with the quantitative results, where teachers' very high emotional well-being was positively associated with supportive and relational leadership. It appears that leaders who promote an empathetic and caring school environment not only support teacher well-being directly but also reinforce teachers' own coping mechanisms.

Social support and collaboration emerged as another key theme. Teachers



emphasized the importance of collegial relationships in navigating professional challenges. Many reported that informal peer mentoring, sharing of teaching materials, and discussions about classroom strategies were vital in reducing stress and building resilience. One teacher noted, *“Talking to my colleagues about challenges in class or sharing ideas makes a huge difference. I feel that I am not alone in this work.”* These narratives illustrate the complementary relationship between social well-being and leadership practices.

Leaders who cultivate supportive relationships and encourage collaboration create an environment where teachers can seek guidance, exchange strategies, and build networks of emotional and professional support.

Professional growth and self-efficacy were also highlighted as crucial factors in coping with workplace challenges. Teachers reported that attending workshops, trainings, and professional development programs enhanced their instructional skills and boosted their confidence. Several participants shared that engaging in continuous learning gave them a sense of accomplishment and reinforced their professional identity, which, in turn, positively influenced their professional well-being. One teacher stated, *“When I attend trainings or learn new teaching strategies, I feel more capable and motivated. It helps me handle challenges with greater confidence.”* This finding aligns with the quantitative results, which showed very high professional well-being and a positive relationship between leadership support and teacher effectiveness. Leaders who provide opportunities for professional growth reinforce teachers’ self-efficacy and promote long-term resilience.

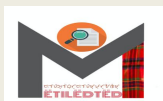
Teachers also described personal coping strategies to maintain overall well-being. These included setting aside time for

self-care, engaging in hobbies, exercising, or practicing spiritual and relaxation techniques. Participants emphasized that these practices help them recharge emotionally and maintain a positive outlook despite the pressures of their profession. Importantly, teachers noted that the presence of supportive leadership amplified the effectiveness of these coping strategies. When leaders recognized teacher efforts, provided guidance, and maintained an approachable and caring presence, teachers reported feeling more empowered to manage their workload and stress.

In general, the lived experiences of teachers indicate that while they encounter multiple challenges, including workload pressure, emotional strain, classroom management difficulties, and the demands of professional development, they actively employ a combination of coping mechanisms to maintain their well-being. These mechanisms range from personal strategies, such as mindfulness and self-care, to social and professional strategies, including collaboration, peer support, and engagement in professional growth opportunities. The qualitative insights complement the quantitative findings of the study, where very high teacher well-being and the positive influence of instructional and supportive leadership practices were demonstrated.

Conclusion

Based on the findings, it can be concluded that teachers in schools experienced very high levels of well-being across emotional, social, and professional dimensions. This reflected their resilience, emotional stability, sense of competence, and strong professional identity, as well as the presence of supportive collegial relationships within the school community. The study also concluded that school leaders demonstrate very high levels of instructional, transformational, supportive, and relational



leadership practices. Leaders provided guidance in curriculum implementation, promote motivation and innovation, and offer emotional and professional support that contributes to a positive school environment.

Furthermore, the study concluded that there is a moderate positive and statistically significant relationship between teacher well-being and school leadership practices.

Teachers' well-being is positively influenced by leaders who provide guidance, mentorship, and relational support, while transformational leadership contributes to motivation and engagement depending on the context.

The qualitative findings reinforce this conclusion, showing that teachers face challenges such as heavy workloads, classroom management difficulties, and emotional strain, yet can cope effectively through personal strategies, collaboration, professional development, and supportive leadership.

In general, the study demonstrated that teacher well-being and effective school leadership are closely interconnected and mutually reinforcing. Schools that promote strong, relational, and instructional leadership practices not only enhance teachers' professional and emotional health but also create an environment that promotes improved teaching performance and better student outcomes. These conclusions highlight the essential role of holistic leadership in sustaining teacher well-being and building thriving, high-performing schools.

Recommendations

Based on the findings and conclusions, several recommendations are

proposed to enhance teacher well-being and strengthen school leadership practices.

1. School administrators are encouraged to continue developing and sustaining instructional and supportive practices by providing clear guidance, mentoring, and constructive feedback to teachers. Leaders should also prioritize relational and emotional support, promoting an environment where teachers feel valued, understood, and supported in managing professional and emotional challenges.

2. Teachers are encouraged to actively engage in collaborative and reflective professional practices, such as peer mentoring, professional learning communities, and sharing of instructional strategies. These approaches promote professional growth and strengthen social support networks within the school, which are crucial for maintaining emotional and social well-being. Teachers should also continue practicing personal coping strategies, such as mindfulness, exercise, and time management, to sustain overall well-being amidst workload pressures and classroom challenges.

3. Policymakers and educational authorities are recommended to design and implement leadership development programs that integrate instructional, transformational, and supportive competencies.

4. Such programs should equip school leaders with skills to guide teachers effectively, inspire innovation, and provide emotional and relational support. Additionally, schools should consider establishing formal monitoring and support systems for teacher well-being, including stress management workshops, counseling services, and regular check-ins to address challenges proactively.



5. Future researchers are recommended to explore the long-term impact of leadership practices on teacher well-being across different contexts, considering factors such as workload, school resources, and community involvement. By institutionalizing teacher well-being and effective leadership practices, schools can create a sustainable and thriving educational environment that benefits both teachers and learners.

Ethical Considerations

The study adhered to established ethical standards and received approval from the appropriate institutional authorities of East-West Mindanao Colleges, Inc. before implementation. Participants were informed about the purpose of the study and provided voluntary informed consent, with the freedom to withdraw at any stage without consequences. Confidentiality and anonymity were ensured through the use of pseudonyms and secure data storage practices.

The researcher maintained professionalism, respect, and cultural sensitivity throughout the research process while taking measures to prevent any emotional, psychological, or social harm to participants. Data protection protocols were strictly followed, and efforts were made to minimize researcher bias by ensuring objectivity, fairness, and transparency in data collection, analysis, and reporting. The study also promoted inclusion and diversity by capturing varied participant perspectives and upheld the principles of beneficence, honesty, and integrity to ensure that the findings would contribute positively to educational practice, policy, and research while safeguarding the rights, dignity, and well-being of all participants.

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brings back all the Glory to Him.

Declaration AI Tools Utilization

I do hereby declare the use AI tools,
such as Chat GPT and Grammarly for
grammar checking and sentence
organization purposes only.

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