

The Role of Organizational Support and Teachers' Workload to the School Head's Caring Leadership and Teachers' Well-Being

Victor M. Disilio, EdD^a, Eden C. Callo, EdD^{b*}

^a victor.disilio@deped.gov.ph

^aHead Teacher III, DepEd Sta. Catalina National High School, Candelaria, Quezon 4323 Philippine

^bVice President for Academic Affairs, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines

Abstract

This study explored the influence of organizational support and teachers' workload on school head's caring leadership and teachers' well-being. It aimed to determine whether there is a significant relationship between caring leadership in schools and teachers' well-being. Additionally, the study examined the mediating effect of organizational support on the relationship between school head's caring leadership and teachers' well-being. It also investigated whether teachers' workload significantly moderates this relationship. A descriptive correlational design was employed, involving 230 teachers from two districts in Candelaria, Quezon. Data were collected using a validated survey questionnaire. Statistical analyses included frequency, percentage, mean, standard deviation, Pearson *r*, and multiple regression analysis. Results indicated that school head's caring leadership, teachers' well-being, and organizational support were all at high levels, while teachers' workload was at a normal level. Furthermore, a positive association was found between school head's caring leadership and teachers' well-being. A significant correlation was also found between school head's caring leadership and organizational support. Organizational support showed a significant positive relationship with teachers' well-being and fully mediated the relationship between school head's caring leadership and teachers' well-being. However, teachers' workload did not significantly moderate this relationship. The study recommends enhancing caring leadership training for school heads, strengthening organizational support structures, fostering collaboration and peer support, and monitoring and balancing teachers' workload.

Keywords: Caring leadership; teachers' well-being; organizational support; teachers' workload

1. Introduction

In the realm of education, leadership is a fundamental process encompassing the envisioning of goals, motivating individuals, and rallying them towards a common purpose that transcends personal interests (Northouse 2013). Within the educational context, effective leadership is of paramount importance in ensuring the delivery of quality education and in cultivating a workplace environment that is conducive to the well-being, productivity and performance of teachers (Kwatubana, 2018). Caring leadership represents an approach that places a high premium on the welfare of employees, thereby nurturing a supportive work atmosphere that facilitates the flourishing of staff members (Louis et al., 2016). A caring leader is one who forges personal

connections with their followers, discerns both the emotional and professional needs of their team, and empathizes with them to promote optimal organizational performance (Avolio, et al., 2004).

In the Philippines, educational leaders, particularly school principals, have a critical role in shaping the teaching and learning environment. The leadership style adopted by these principals profoundly impacts the well-being and performance of teachers, which in turn influences the quality of education in the country. A caring leadership style, characterized by empathy, support, and genuine concern for teachers, is increasingly recognized as vital in fostering a positive and productive educational atmosphere.

Caring leadership is a style of leadership that is enriched by empathy, compassion, and a genuine concern for the well-being of employees. Many studies say that this type of leadership is responsible for positive outcomes for both employees and organizations (Murphy & Holste, 2016). Furthermore, this also improves well-being, engagement, and commitment (Murphy & Torres, 2014). When this type of leadership is cultivated, this can have long-term effects or impacts for organizational culture and sustainability (Lilius et al., 2012). There is a need to explore the nuances of caring leadership in different organizational contexts and its long-term impact on performance and well-being.

Meanwhile, organizational support is an essential component for fostering or making a positive work environment where everyone participates in all productive endeavors (Mihalache, 2021). It has instrumental, emotional, and informational support dimensions, and is largely influenced by leadership, organizational culture, human resource practices, and the employee-organization relationship (Beheshtifar et al., 2012). Organizational support gives satisfaction to employees. It strengthens engagement or sense of involvement, retention, and overall well-being of employees. According to different studies, organizations have better chance of success in today's business landscape if priority is given to organizational supports (Lee et al., 2017). Exploring the specific mechanisms through which organizational support influences employee outcomes in different contexts and industries is indeed necessary.

Teachers' well-being has many forms and faces since it is influenced by various factors such as job design, leadership, culture of the workplace, stakeholders' support and security of tenure. It has meaningful implications for the performance of the organization, satisfaction of employees and overall health of the workplace (Marinaki, 2022). As workforce around the globe continues to evolve, there is a need for all organizations to recognize the importance of the employee well-being and put more investments for a healthier, happier and more dedicated workers (CIPD, 2023). There is also a necessity to explore the specific interventions and strategies that have the most significant impact on different dimensions of employee well-being across diverse organizational contexts.

Teachers' workloads is not a simple issue in the workplace for it has unfathomable effects for both educators and learners (Shazia et al., 2018). According to different studies, there is a need to address issues relative to this by reducing administrative burdens, improving teachers' well-being and implementing policies that promotes effective teaching over excessive paper works and the likes (Ali et al., 2021; Jomud et al. 2021). Ensuring manageable workloads, maintaining quality education and improving student outcomes are essential for maintaining teachers' well-being and dedication to work (Rahman & Rahman, 2019). There is a need to explore the most effective strategies for managing and reducing teachers' workloads in different educational contexts.

Much has been written about the connection between caring leadership, organizational support, teachers' well-being, and teachers' workload (Walls et al., 2021; Bonano et al., 2023). Caring leaders tend to

positively influence teacher well-being and reduce workload stress. Organizations that recognize the importance of these factors are more likely to retain and attract talented educators while also improving educational outcomes (Kudlats & Brown, 2021; Rivera-McCutchen, 2021; Ryu et al., 2022). However, there are areas to which the existing literature and studies seldom to elaborate or investigate. This is the inclusion of organizational support and teachers' workloads as mitigating factors between caring leadership and teachers' well-being. Since different results of the studies about caring leadership, teachers' well-being, organizational support and teachers' workload suggest further studies in connection with different organizational factors, innovations, processes and improvements, this study will deal with such.

As mentioned, this study deals with organizational support and teachers' workload as mitigating factors in the connection or relationship between caring leadership and teachers' well-being. As per policy of the Department of Education, teachers have to render six hours of actual teaching per day. The remaining two hours shall be spent for lesson preparation, student services and checking of outputs in addition to paper works required by the school, division, regional and central offices (DepEd Order 16, s.2009). In the researcher's own setting,

teachers render more than six hours of actual teaching due to a large number of enrollees that need to be accommodated in school. The administration has no option except to do such in order to serve the community. Sometimes, even department heads need to handle teaching assignments in lieu of lack of teachers. This has been experienced by many schools based on observation and informal talks with different school officials in the division.

Moreover, public school teachers are confronted with numerous paperwork and workloads, the same Sta. Catalina National High School teachers are experiencing. According to former DepEd Secretary Leonor Briones, not only the teachers are suffering from a heavy workload; everyone in the government service is overworked and under immense pressure which great affect their well-being (Terrazola, 2018). David et al. (2019) further states that public school teachers are bombarded with work-related assignments such as reports, instructional materials, school designations and other related tasks apart from their usual six-hour teaching load everyday. He continues that given this workload, their well-being and teaching effectiveness are endangered.

School administrators, on the other hand, have no option but to allow work overload of teachers since there are no other ways available to lessen the burden being carried by the teachers. Schools cannot drive away enrollees (DepEd Order No. 03, s. 2018). Principals cannot say no to the requirements being asked by higher authorities. School administrators tend to be "kind" to teachers to at least lighten the atmosphere as a form of organizational support. However, there are still issues on fairness, employee empowerment and support.

In lieu of the aforementioned situations, caring leadership and teachers' well-being need to be investigated further in context. According to existing literature, these are influenced by many factors such as organizational support and workloads. Since there is a reality of excessive workloads in different workplaces in the division and a little organizational support being given, there is a need to investigate the amount of caring leadership being given by school administrators that largely affect the well-being of their teachers.

1.1. Conceptual Framework

The conceptual framework integrates Human Capital Theory (Van der Vyver, et al., 2011), Organizational Support Theory (Kurtesis, et al. , 2015), the PERMA Model (Seligman, 2011), and the Effort-Reward Imbalance Model (Siegrist, 1996) to elucidate the relationship between caring leadership, teachers' well-being, and workload. Caring leadership, informed by Human Capital Theory, emphasizes investment in teachers' development and well-being to enhance overall productivity. Organizational Support Theory underscores the importance of perceived support from school leadership and the organizational culture in promoting teachers' well-being. The PERMA Model identifies five essential elements for well-being, aligning with caring leadership's focus on fostering positive emotions, engagement, relationships, meaning, and accomplishment among teachers. The Effort-Reward Imbalance Model highlights the significance of addressing the balance between teachers' effort and rewards to mitigate stress and promote well-being within the context of caring leadership. This framework underscores the importance of investing in teachers' professional growth, creating a supportive organizational environment, promoting positive emotions and engagement, and addressing workload issues to enhance teachers' overall well-being and effectiveness.

1.2 Statement of the Problem

The study is focus on the roles of organizational support and teachers' workload to the relationship between school heads' caring leadership style and teachers' well-being. Specifically, the study aimed to answer the following questions:

1. How do teacher-respondents perceive the caring leadership of their school head in terms of;
 - 1.1. Empathy and Compassion;
 - 1.2. Supportiveness and Nurturing;
 - 1.3. Relationship-building and Listening;
 - 1.4. Understanding and Flexibility;
 - 1.5. Positive Reinforcement; and
 - 1.6. Personal Growth?
2. How do teacher-respondents perceive their well-being in terms;
 - 2.1. Positive Emotions;
 - 2.2. Engagement;
 - 2.3. Relationship;
 - 2.4. Meaning;
 - 2.5. Accomplishment?
3. How do teacher-respondents perceive organizational support in terms of;
 - 3.1. Support for Development
 - 3.2. Recognition of Contribution and Commitment
 - 3.3. Support for Achieving Work Goal?
4. What is the level of workload of the teacher-respondents in terms of;
 - 4.1. Teaching tasks;
 - 4.2. Advisory tasks;
 - 4.3. Ancillary tasks?
5. Is there any significant relationship between caring leadership of school heads and teachers' well-being?

6. Is there any significant relationship between school head's caring leadership and organizational support?
7. Is there any significant relationship between organizational support and teachers' well-being?
8. Does organizational support significantly mediate the relationship between caring leadership of school heads and teacher-respondents' well-being?
9. Does teachers' workload significantly moderate the relationship between caring leadership of school heads and teacher-respondents' well-being?

2. Methodology

The study employed a descriptive-correlational research design to examine the role of organizational support and teachers' workload in the relationship between caring leadership of school heads and teachers' well-being. This approach, which included mediation and moderation analyses, enabled investigation of relationships, mediating mechanisms, and moderating influences within the study context (Hayes, 2018). Stratified random sampling was employed to select 230 public secondary school teachers from two districts in Candelaria, Quezon, representing 70% of the population. Data were collected through a researcher-made survey questionnaire consisting of five parts: respondent's profile, perception of school heads' caring leadership, teachers' well-being, organizational support, and teachers' workload. The questionnaire underwent validation by experts in educational management and statistics, as well as a pilot testing involving 30 teachers to ensure reliability and validity. Statistical analyses included frequency, percentage, mean, standard deviation, Pearson Product-Moment Correlation Coefficient to assess relationships, single mediator model for mediation analysis, and regression analysis for moderation analysis. Ethical considerations were meticulously observed to ensure privacy, confidentiality, and integrity throughout the study.

3. Results and Discussion

Table 1. Perceived Level of School Head's Caring Leadership

Indicators	Mean	SD	Interpretation
1. Empathy and Compassion	4.12	0.79	High
2. Supportiveness and Nurturing	4.25	0.70	High
3. Relationship Building and Listening	4.06	0.88	High
4. Understanding and Flexibility	4.10	0.83	High
5. Positive Reinforcement	4.18	0.80	High
6. Personal Growth	4.30	0.68	High
Overall	4.17	0.73	HIGH

Legend: 4.50-5.00 Very High, 3.50-4.49 High, 2.50-3.49 Moderately High, 1.50-2.49 Low, 1.00-1.49 Very Low

Based on the table, school heads have manifested high level of caring leadership in all of its aspect as shown in the overall mean of 4.17. School leaders have high level of caring leadership in terms of personal growth, supportiveness and nurturing, positive reinforcement, empathy and compassion, understanding and flexibility and relationship building and listening. The findings suggest that school heads of Candelaria district

foster a high level of care to their teachers by being empathetic, compassionate, supportive, nurturing, relationship builders, active listeners, understanding, flexible, promoters of positive reinforcement and personal growth.

A school head who exemplifies a high level of caring leadership is essential for the well-being of teachers. Research has demonstrated that teachers experience less stress, burnout, and job dissatisfaction when they feel supported and understood by their school heads. When teachers are led by someone who values their work, they are more motivated, respected, and acknowledged for their efforts, resulting in higher job satisfaction and commitment. Caring leadership, characterized by empathy and compassion, supportiveness and nurturing, relationship building and listening, understanding and flexibility, positive reinforcement and personal growth, as a beneficial leadership qualities with positive outcomes for teachers and schools (Murphy & Holste, 2016). Leadership based on caring fosters improved teachers' well-being, engagement, and commitment potentially leading to long-term effects on organizational culture and sustainability (Murphy & Torres, 2018).

Moreover, school heads influence caring through the way in which they exemplify/enact their educational vision and personal values, but also through the adjustments they make to organizational priorities and structures. This analysis of leadership highlights the way that caring in schools transcends individual relationships and becomes an aspect of the organizational culture (Ryu et al., 2022).

Table 2. Perceived Level of Teachers' Well-Being

Indicators	Mean	SD	Interpretation
1. Positive Emotion	4.122	0.76	High
2. Engagement	4.273	0.63	High
3. Relationships	4.514	0.55	Very High
4. Meaning	4.323	0.60	High
5. Accomplishment	4.323	0.58	High
Overall	4.311	0.537	HIGH

Legend: 4.50-5.00 *Very High*, 3.50-4.49 *High*, 2.50-3.49 *Moderately High*, 1.50-2.49 *Low*, 1.00-1.49 *Very Low*

Table 2 presents the perceived level of teachers' well-being. The respondents consistently reported experiencing high levels of positive emotions such as gratitude, joy, enthusiasm, and awe in their professional lives, indicating a strong sense of well-being. These positive emotions contribute significantly to teachers' job satisfaction, overall well-being, and retention in the profession, enhancing their motivation, resilience, and interpersonal relationships.

Findings indicated that teachers in the Candelaria district demonstrate a high level of engagement in their work, contributing to their overall well-being and job satisfaction. This engagement, fostered by various programs implemented by school heads, not only enhances teacher motivation and productivity but also positively impacts the quality of instruction and student learning outcomes. In terms of their relationships, teachers exhibited exceptionally high levels of well-being in their relationships with colleagues, characterized by camaraderie, collaboration, and mutual support, fostering a positive and inclusive work environment. These positive relationships contribute significantly to teacher satisfaction, effectiveness, and overall well-being, ultimately benefiting both teachers and students in the educational community. Furthermore, the study findings indicate that teachers in the Candelaria district exhibit a high level of well-being in terms of finding

meaning and purpose in their work, contributing to overall job satisfaction and effectiveness. Strategies such as embracing a growth mindset, collaborative professional development, and maintaining work-life balance align with the district's values and goals, fostering significance, purpose, and fulfillment among teachers. Moreover, the findings suggest that teachers experience a high level of well-being in terms of accomplishment, deriving satisfaction and pride from setting and achieving goals, learning new skills, and successfully completing tasks or projects. By actively engaging in professional development, collaborative initiatives, and reflective practice, teachers cultivate a strong sense of competence and confidence, contributing positively to their overall well-being and job satisfaction.

Research has demonstrated that high levels of teachers' well-being contribute to the stability and enhanced commitment of staff members within schools as organizations. Conversely, low teachers' well-being is seen as a hindrance to school improvement and educational reforms and can result in increased rates of teacher absenteeism (Education Support, 2019; Parker et al., 2012). Since teacher-respondents have high level of teachers' well-being in all of its aspects, they can be committed and contribute to the stability of school operations and can assist the school head.

Furthermore, teachers' well-being is interconnected with various psychological factors, including a negative association with teacher stress and burnout (Burić et al., 2019) and a positive relationship with satisfaction, positive emotions, resilience, flourishing, as well as motivation and commitment (Cameron & Lovett, 2015). Moreover, it is considered within the broader context of mental health (Gray et al., 2017).

Teachers' well-being has been established as a factor that impacts not only the mental and physical health of teachers but also their job engagement and their inclination to leave their current school or the teaching profession altogether (Keller et al., 2014; O'Reilly, 2014). Additionally, teacher well-being plays a role in shaping their teaching styles, behaviors, and their ability to convey positive emotions, enthusiasm, and motivation within the classroom (Buonomo et al., 2019; Burić & Frenzel, 2020; Chang et al., 2014; Kunter et al., 2013). Consequently, teacher well-being has a significant impact on crucial student outcomes, including student well-being, academic motivation, achievement, and performance (Collie et al., 2012; Fouché et al., 2017). Moreover, there is evidence suggesting that teacher well-being contributes to the overall effectiveness of the school (Bajorek et al., 2014).

Table 3 summarizes the means for organizational support. Such support is high, as shown in the overall mean of 4.131. Support for achieving goals, recognition of contribution and commitment, and support for development are high levels.

A school, as an organization for teachers that supports teachers' development, such as caring for their well-being, considering their goals and values, providing them with opportunities to learn and grow, supporting their work-life balance and offering them resources, can ensure that teachers are motivated, committed and productive. Moreover, a high level of support for teachers' recognition and commitment, Which can be manifested by valuing their opinions and ideas, appreciating their contribution to success, recognizing their hard work and commitment, praising their good work and celebrating their achievements and milestones, can foster positive emotions, engagement, good relationships, meaning, accomplishment and overall well-being among teachers.

Table 3. Perceived Level of Organizational Support

Indicators	Mean	SD	Interpretation
Support for Development	4.08	0.72	High
Recognition of Contribution and Commitment	4.14	0.74	High
Support for Achieving Goals	4.17	0.67	High
Overall	4.13	0.67	HIGH

Legend: 4.50-5.00 Very High, 3.50-4.49 High, 2.50-3.49 Moderately High, 1.50-2.49 Low, 1.00-1.49 Very Low

Furthermore, schools that provide teachers with adequate and very satisfactory support to accomplish their objectives and targets promote collaboration and teamwork and foster a positive work environment. Such support is essential for enhancing teachers' motivation, effectiveness, job satisfaction and well-being.

As supported by empirical research, organizational support has consistently shown a positive correlation with a wide range of favorable attitudes and behaviors among teachers in the workplace. These include teachers' affective commitment, sense of organizational identification, work engagement levels (Caesens et al., 2016), and job performance (Shoes et al., 2013). Organizational support has also been associated with various indicators of teachers' well-being, including job satisfaction (Caesens & Stinglhamber, 2014) and overall health. In contrast, many studies have consistently demonstrated that organizational support is linked to reduced turnover intentions among teachers (Kurtessis et al., 2017), lower rates of absenteeism, and a decreased risk of burnout (Caesens et al., 2017). While previous research has established the positive impact of organizational support on the work environment and teachers' well-being, its influence on workplace conflict has been a relatively neglected area of study. While the concept of Organizational Support has been extensively examined in various fields, its exploration within the context of teachers has been relatively limited. Among the studies conducted on organizational support with teachers, noteworthy findings encompass its impact on several aspects, including job satisfaction (Bogler & Nir, 2012), teacher performance (Farooqi et al., 2019), resilience (Deng et al., 2020), well-being, confidence levels, and the reduction of occupational stress (Malik & Noreen, 2015).

Organizational support emerged as a predictor of job satisfaction, with its effects mediated by teacher empowerment (Bogler & Nir, 2012). Notably, teacher empowerment, particularly regarding self-efficacy, was the most influential predictor of intrinsic job satisfaction, earning status, and respect (Bogler & Nir, 2012). Additionally, it was found that teacher empowerment explained 30% of the variance in job satisfaction. In contexts characterized by high organizational support, teacher empowerment had a significantly stronger mediating impact on teacher job satisfaction (Bogler & Nir, 2012). Consequently, when teachers experience elevated levels of organizational support in their school environment, they are more likely to possess robust self-efficacy, contributing to heightened job satisfaction and potentially influencing their decision to remain in the teaching profession. High levels of organizational support contribute to positive teacher well-being and job satisfaction. When educators feel valued, respected, and supported by their school administration and colleagues, they are likelier to experience lower levels of stress and burnout, leading to greater job satisfaction and commitment to their profession (Kurtessis et al., 2017).

Table 4. Perceived Level of Teachers' Workload

Indicators	Mean	SD	Interpretation
Teaching Tasks	3.43	0.87	Normal
Advisory Tasks	3.49	0.93	Normal
Ancillary Tasks	3.46	0.89	Normal
Overall	3.46	0.81	Normal

Legend: 4.50-5.00 Heavy, 3.50-4.49 Moderately Heavy, 2.50-3.49 Normal, 1.50-2.49 Moderately Light, 1.00-1.49 Too Light

Table 4 summarizes the perceived level of teachers' workloads regarding teaching, advisory, and ancillary tasks. Based on the table, teachers' involvement in the loads mentioned above is normal, as shown in the overall mean of 3.46.

Results indicated that all public secondary school teachers in the district of Candelaria enjoy a normal, manageable workload. These findings might be the immediate result of DepEd Order No. 002, s. 2024, which aims to immediately remove all administrative functions from teachers so that they can return to classrooms to enhance quality instruction.

The findings of this study are inconsistent with those of other studies. Several studies revealed that excessive work demands on teachers diminished their motivation to fulfill their responsibilities, decreasing job satisfaction and overall efficiency. The extensive examination of the impact of workload on teachers' effectiveness and their students' academic performance has been conducted across diverse global contexts, including Europe, the United States, Australia, China, and India. This literature review aims to synthesize key research findings within the context of public-sector universities in these regions. The heavy workload was linked to reduced well-being and job satisfaction among university educators. The research demonstrated that an increased workload heightened the risk of burnout and dampened the motivation to excel in the classroom (Spoel & Valden, 2020). Moreover, an elevated workload is associated with diminished job satisfaction and an increased susceptibility to burnout among university teachers. Their study unveiled that excessive work demands decreased classroom efficiency and effectiveness, negatively impacting student academic achievement (Spector et al., 2019). Similarly, an augmented workload was correlated with reduced job satisfaction and heightened stress levels among university educators (Antoniou et al., 2017).

The research indicated that an increased workload adversely impacts the quality of instruction, resulting in reduced levels of student involvement and academic performance. Furthermore, Zhang and Zhao (2020) studied China's public sector universities, establishing a negative correlation between heightened work demands and teacher efficiency. Their research demonstrated that an elevated workload led to decreased job satisfaction and an increased likelihood of burnout among educators, ultimately diminishing their effectiveness in teaching and negatively affecting student academic achievement. A strong connection exists between an elevated workload, reduced job satisfaction, and an increased risk of burnout among university teachers. An increased workload resulted in decreased teaching effectiveness, which, in turn, hurt student academic performance (Mathew & Suryanarayana, 2018).

Table 5 tests a significant relationship between the school head's caring leadership and teachers' well-being. As revealed, the school head's caring leadership, in terms of empathy and compassion, supportiveness and nurturing, relationship building and listening, understanding and flexibility, positive reinforcement and personal growth, is significantly and positively correlated with teachers' well-being in

terms of positive emotion, engagement, relationships, meaning, and accomplishment ($r = 0.579$, $p < .01$). This implies that a correlation exists whereby an increase in the level of care demonstrated by a school head is associated with higher levels of positive well-being among their teachers, in comparison to school heads who demonstrate lesser degrees of care.

Table 5. Test of Significant Relationship Between School Head's Caring Leadership and Teachers' Well-Being

	Teachers' Well-Being				
	Positive Emotions	Engagement	Relationships	Meaning	Accomplishment
Caring Leadership					
Empathy and Compassion	.582**	.535**	.364**	.444**	.403**
Supportiveness and Nurturing	.509**	.522**	.376**	.450**	.445**
Relationship Building and Listening	.545**	.500**	.373**	.458**	.425**
Understanding and Flexibility	.555**	.539**	.320**	.459**	.430**
Positive Reinforcement	.541**	.510**	.329**	.426**	.398**
Personal Growth	.489**	.531**	.387**	.487**	.470**

Legend: ** - Correlation is significant at the 0.01 level (2-tailed)

Moreover, a school head who prioritizes the personal growth of their teachers fosters stable well-being among them. Furthermore, the increased level of empathy and compassion of a school head significantly influences the positive emotions experienced by their teachers. This suggests that as the level of empathy and compassion a school head demonstrates increases, teachers tend to experience greater positive emotions. Nevertheless, a school principal who demonstrates understanding and flexibility has minimal impact on the relational aspect of teachers' well-being, as shown by its Pearson r value of .320, which is less than the other values.

The significant relationship between school heads' caring leadership and teachers' well-being implies that the leadership style and behaviors of school principals have a notable influence on the overall well-being of teachers. Specifically, when school heads demonstrate care, empathy, and compassion towards their teachers, it tends to enhance the positive emotions, engagement, relationships, meaning, accomplishment and stability of well-being among the teaching staff. This suggests that fostering empathy and compassion, supportiveness and nurturing, relationship building and listening, understanding and flexibility, positive reinforcement, and personal growth within schools can contribute to a healthier and more productive workforce among teachers, ultimately benefiting the overall educational environment and student outcomes.

The findings accentuate the implication of caring leadership practices within educational institutions to foster teachers' well-being and enhance overall school effectiveness. Schools can cultivate a culture of care and empowerment that benefits teachers and students by prioritizing empathy, compassion, supportiveness, nurturing, relationship-building, positive reinforcement, and personal growth in leadership development

initiatives. Moving forward, efforts to strengthen and foster caring leadership should be integrated into broader strategies to foster positive school climates and improve educational outcomes.

The findings of this study are consistent with those of recent studies. Caring leadership, characterized by empathy and compassion, supportiveness and nurturing, relationship building and listening, understanding and flexibility, positive reinforcement and personal growth, was identified as a beneficial leadership style with positive outcomes for teachers and schools (Murphy & Holste, 2016). Such leadership fosters improved teachers' well-being, engagement, and commitment, potentially leading to long-term effects on organizational culture and sustainability (Murphy & Torres).

Moreover, Ryu et al. (2022) found that school heads influence caring through how they exemplify/enact their educational vision and personal values and their adjustments to organizational priorities and structures. This analysis of leadership highlights the way that caring in schools transcends individual relationships and becomes an aspect of the organizational culture. Similar to the findings of this study, school heads manifested a high level of caring leadership qualities such as empathy and compassion, supportiveness and nurturing, relationship building and listening, understanding and flexibility, positive reinforcement and personal growth, which is associated with a very satisfactory level of teachers' well-being in the aspects of positive emotions, engagement, relationships, meaning and accomplishment.

Table 6. Test of Significant Relationship Between School Head's Caring Leadership and Organizational Support

	Organizational Support		
	Support for Development	Recognition of Contribution and Commitment	Support for Achieving Goals
Caring Leadership			
Empathy and Compassion	.625**	.629**	.609**
Supportiveness and Nurturing	.654**	.684**	.683**
Relationship Building and Listening	.665**	.641**	.658**
Understanding and Flexibility	.715**	.680**	.681**
Positive Reinforcement	.666**	.712**	.682**
Personal Growth	.661**	.674**	.703**

Legend: ** - Correlation is significant at the 0.01 level (2-tailed)

Table 6 tests the relationship between the school head's caring leadership and organizational support. As presented, all aspects of the school head's caring leadership showed a significant and positive relationship with all aspects of organizational support. Results indicated that the school head's caring leadership Promotes organizational support.

The findings suggest that caring behaviors of school heads, such as empathy and compassion, supportiveness and nurturing, relationship building and listening, understanding and flexibility, positive

reinforcement and personal growth, enhance organizational support, such as support for teachers' development, recognition of their contribution and commitment and support for achieving their goals.

A school head who manifests these caring leadership qualities significantly positively affects organizational support. Suppose the school head demonstrates a high level of care, which we define as being empathetic, compassionate, relationship builders, listeners, understanding, flexible, encouraging positive reinforcement and fostering personal growth. In that case, it will result in a supportive working environment, positively affecting teachers' welfare and well-being.

Caring leadership and organizational support strengthen each other in a positive feedback loop. For instance, when school heads demonstrate care and support for their teachers by regularly checking in on their well-being, providing resources for professional development, and recognizing their contributions, it reinforces teachers' trust and commitment to the school. This, in turn, leads to increased organizational support. In turn, organizational support enhances the school head's capability to demonstrate care and support effectively, generating a series of mutual reinforcement. The relationship between caring leadership and organizational support is symbiotic, with each concept complementing and reinforcing the other to create a workplace culture that values employee well-being, fosters engagement, and promotes organizational success. (Hosseini et al., 2018).

Table 7 reveals a profound relationship between organizational support and teachers' well-being. The findings are significant, indicating that all aspects of organizational support correlate substantially and positively with all dimensions of teachers' well-being. This underscores the importance of organizational support in enhancing teachers' welfare and well-being, a crucial insight for educators, school administrators, policymakers, and researchers in education and organizational leadership.

Table 7. Test of Significant Relationship Between Organizational Support and Teachers' Well-Being

	Teachers' Well-Being				
	Positive Emotions	Engagement	Relationships	Meaning	Accomplishment
Organizational Support					
Support for Development	.681**	.535**	.444**	.593**	.524**
Recognition of Contribution and Commitment	.599**	.562**	.515**	.581**	.550**
Support for Achieving Goals	.610**	.593**	.500**	.611**	.595**

Legend: ** - Correlation is significant at the 0.01 level (2-tailed)

The findings suggest that when teachers receive support for their development, recognize their contribution and commitment, and are supported in achieving their work goals, it enhances their positive emotions, improves their engagement, boosts their relationships, uplifts their worth/meaning, realizes their accomplishments, thus affecting their overall welfare and well-being favorably.

Recent related studies support the results of this study. A study by Sudibjo and Manihuruk (2022) investigated the impact of perceived organizational support and psychological capital on teachers' psychological well-being, contributing to a deeper understanding of how these factors influence educators' mental health. Results indicated that perceived organizational support is positively associated with job

satisfaction and overall well-being. When teachers receive sufficient support from their school, they characteristically experience improved well-being. This suggests that organizational support enhances teachers' overall welfare and well-being. Schools prioritize providing resources, guidance, and recognition to their teachers to create an environment where they feel valued and empowered. As a result, teachers are more likely to feel motivated, engaged, and fulfilled in their roles, ultimately leading to positive outcomes for both teachers and students. This highlights the importance of fostering a supportive school culture that prioritizes the well-being of its teaching and non-teaching staff.

Similarly, Journell's (2023) doctoral dissertation examined the relationships among organizational support, teacher well-being, and resilience among secondary school educators. The study provided insights into the intricate connections between organizational support and teachers' well-being and resilience. The findings suggest that schools may develop policies that enhance organizational support, recognizing its crucial role in bolstering teacher well-being and resilience. Investing in professional development programs that equip teachers with resilience-building skills can further enhance their capacity to cope with challenges, especially when backed by strong organizational support. School leaders should prioritize creating a supportive work environment, which can significantly impact teachers' mental health and ability to thrive. Enhanced organizational support and resilience can lead to higher teacher retention rates, as educators are more likely to stay in environments where they feel supported and capable of overcoming challenges. Improving teacher well-being and resilience can have a positive ripple effect on student outcomes, as well-supported and Resilient teachers are better equipped to provide high-quality education and foster a positive learning environment.

Table 8. Mediating Effect of Organizational Support to the School Head's Caring Leadership and Teachers' Well- being

	Effect	SE	t	P	LLCI	ULCI
CL ---> OS	0.6961	0.0404	17.2136	0.0000	0.6165	0.7780
OS ---> TWB	0.4826	0.0580	8.1367	0.0000	0.3682	0.5969
CL*OS ---> TWB	-0.0537	0.0419	-1.2805	0.2017	-0.1363	0.0289
CL ---> TWB	0.2724	0.1487	1.8315	0.0684	-0.0207	0.5655
CL ---> OS ---> TWB	0.3359	0.0621			0.2275	0.4682

Legend: CL – Caring Leadership, OS – Organizational Support, TWB – Teachers' Well-Being, TW – Teachers' Workload

Table 8 presents the mediation analysis of organizational support to the relationship between the school head's caring leadership and teachers' well-being. This analysis was conducted using PROCESS Macro v4.1, a widely accepted tool for mediation analysis, following the procedures outlined by Hayes (2022). The findings revealed that the effect of caring leadership (CL) on organizational support (OS) is significant ($B = 0.6961$, $SE = 0.0404$, $p < 0.001$). This indicates that caring leadership positively influences the level of organizational support perceived by teachers. Moreover, organizational support (OS) significantly predicts teachers' well-being (TWB) ($B = 0.4826$, $SE = 0.0580$, $p < 0.001$).

Teachers who perceive higher levels of support from their organization tend to report higher levels of well-being. Furthermore, the interaction effect of caring leadership (CL) and organizational support (OS) on teachers' well-being (TWB) is not significant ($B = -0.0537$, $SE = 0.0419$, $p = 0.2017$). This indicates that caring leadership and organizational support do not significantly predict teachers' well-being. The direct effect of caring leadership (CL) on teachers' well-being (TWB) is not significant ($B = 0.2724$, $SE = 0.1487$, $p = 0.0684$). The indirect effect of caring leadership (CL) on teachers' well-being (TWB) through organizational support (OS) is significant ($B = 0.3359$, $SE = 0.0621$, 95% CI [0.2275, 0.4682]). The results suggest that organizational support fully mediates the relationship between the school head's caring leadership and teachers' well-being.

Findings explain the relationship between school heads' caring leadership, organizational support, and the well-being of teachers. Organizational support fully mediates the relationship between caring leadership and teachers' well-being. This means that the presence or absence of organizational support is the key factor that explains the direct effect of caring leadership on teachers' well-being. Caring leadership does not directly affect teachers' well-being if organizational support is considered, a conclusion that provides a solid foundation for future research and practical applications. Full mediation of organizational support implies that teachers' well-being is observed entirely through the level of organizational support provided by the school. Moreover, full mediation indicates that once organizational support is considered in the relationship between caring leadership and teachers' well-being, there is no additional effect of caring leadership on well-being beyond its influence on organizational support. In other words, organizational support accounts for the entire association between caring leadership and teachers' well-being. This finding highlights the critical role of organizational support in shaping teachers' well-being within the school environment. It underscores the importance of creating a supportive organizational climate that nurtures and values teachers' well-being, as this is the primary mechanism through which caring leadership influences well-being outcomes.

Findings of this study are similar to some studies and inconsistent with others. Transformational leadership positively affects some dimensions of teachers' creativity and perceived organizational support. However, perceived organizational support is not significantly related to some dimensions of teachers' creativity. Additionally, the mediating effect of perceived organizational support on the relationship between transformational leadership and some dimensions of employees' creativity is insignificant (Suifan et al., 2019). In this study, organizational support, such as support for teachers' development, recognition of their commitment, and support for achieving their goals, significantly affects the positive emotions, engagement, relationships, meaning, accomplishment or the overall well-being of teachers. Similarly, Aria, Jafari, and Behifar (2019) found that authentic leadership significantly influences teachers' intention to stay, psychological capital, and perceived organizational support. As predicted, perceived organizational support and psychological capital significantly affected the intention to stay. The effect of authentic leadership on the intention to stay was mediated by teachers' psychological capital and perceived organizational support. The study of Kuang, Anggraini, and Derliwanti (2023) revealed that while empowering leadership does not directly impact teacher performance, it significantly influences teachers' psychological well-being, indirectly affecting teacher performance. Perceived organizational support enhances teachers' performance and significantly mediates the relationship between teachers' performance and well-being. In the study conducted by Aruoren and Erhuen (2023), servant leadership strongly predicted both organizational support and job satisfaction, while perceived organizational support significantly predicted job satisfaction. Furthermore, perceived organizational support partially mediates the relationship between servant leadership and job satisfaction.

Table 9 presents the results of the moderation analysis of teachers' workload to the relationship between the school head's caring leadership and teachers' well-being. The interaction effect of teachers' workload (TW) and caring leadership (CL) on teachers' well-being (TWB) is not statistically significant ($B = -0.0537$, $SE = 0.0419$, $p = 0.2017$). This means there is insufficient evidence to conclude that the relationship between caring leadership and teachers' well-being varies significantly based on teachers' workload. The non-significant interaction suggests that teachers' workload may not substantially moderate the association between caring Leadership and teachers' well-being.

Table 9. Moderating Effect of Teachers' Workload to the School Head's Caring Leadership and Teachers' Well-being

	Effect	SE	t	P	LLCI	ULCI
TW ---> TWB	0.2583	0.1779	1.4520	0.1479	-0.0922	0.6087
CL*OS ---> TWB	-0.0537	0.0419	-1.2805	0.2017	-0.1363	0.0289
CL ---> TWB	0.2724	0.1487	1.8315	0.0684	-0.0207	0.5655

Legend: CL – Caring Leadership, OS – Organizational Support, TWB – Teachers' Well-Being, TW – Teachers' Workload

In the scope of this study, teacher-respondents indicated that their workload is normal, suggesting that teachers may experience a more balanced allocation of tasks and responsibilities, minimizing the potential for workload pressures to significantly impact their perceptions of caring leadership of their school heads and their overall well-being. This may be the immediate effect of DepEd Order No. 002, s. 2024, a policy aiming at the immediate removal of administrative responsibilities of teachers and bringing them back to classrooms for quality instruction. The implementation of this order is immediate, which caused the workload of teachers, not only in the district of Candelaria but all over the Philippines, to normalize, hence not affecting their well-being in the conduct of this study.

Moreover, teacher-respondents perceived the caring leadership of their school head to be high, implying that their school heads are empathetic, compassionate, supportive, nurturing, relationship builders, listeners, understanding, flexible, fostering positive reinforcement and personal growth. Furthermore, teacher-respondents perceived that the school, as their organization, has a high level of support, paving the way for satisfaction to excellent overall well-being. A manageable teaching workload positively affects teachers' overall well-being. It can help alleviate stress and reduce the risk of burnout among teachers. Teachers not overwhelmed by excessive work demands can better maintain a healthy work-life balance, improving their psychological well-being and job satisfaction (Magalong & Torreón, 2021).

The research findings indicate that school heads' caring leadership, characterized by empathy, compassion, supportiveness, nurturing, relationship building, listening, understanding, flexibility, positive reinforcement, and personal growth, is perceived as high. Teachers report high level of well-being in terms of positive emotions, engagement, relationships, meaning, and accomplishment. The level of organizational support received by teachers, including support for development, recognition, and goal achievement, is also perceived as very high. Teachers view their workload, encompassing teaching, advisory, and ancillary tasks, as normal. Positive correlations were found between school heads' caring leadership and teachers' well-being, as well as between caring leadership and organizational support, and between organizational support and

teachers' well-being. Organizational support fully mediates the relationship between caring leadership and teachers' well-being, while teachers' workload does not significantly moderate this relationship.

4. Recommendations

Based on the findings and conclusions of the study, several recommendations are put forth. First, it is advised to invest in continuous professional development for school leaders to nurture caring leadership skills through workshops, seminars, and mentorship programs. Enhancing the school environment to foster a culture of cooperation and peer support can further improve teachers' well-being by promoting collaborative projects and peer learning groups. Given the significance of organizational support as a mediator between caring leadership and teachers' well-being, schools should prioritize building robust support systems, establish clear communication channels, offer professional development resources, and conduct regular evaluations. Although workload did not significantly moderate the relationship between caring leadership and well-being, it is essential to manage workload distribution to prevent stress and burnout. Schools should implement a culture of continuous monitoring, evaluation, and improvement of leadership practices, support systems, and teacher well-being indicators, incorporating feedback from school heads and teachers. Additional support for teachers in their advisory tasks, especially in assessing and reporting grades and disciplining behaviors, is recommended (Recommendation 6). Further studies to assess teachers' current workloads and examine the relationship between caring leadership and well-being with additional variables are suggested.

References

- Ali, M., Nisar, A., & Mahmood, M. 2021. Examining Relationship between Teacher Workload, Job Satisfaction & Performance: Evidence from Public Universities in Pakistan. *Pakistan Journal of Social Sciences (PJSS)*, 41(1), 29-38.
- Antoniou, A. S., Polychroni, F., & Vlachakis, A. N. 2017. Job stress and job satisfaction among university staff in Greece: Sex and family effects. *European Journal of Work and Organizational Psychology*, 26(4), 494-505.
- Avolio, B., Gardner, W., & Walumbwa, F. 2004. Unlocking the mask: a look at the process by which authentic leaders impact follower attitudes and behaviours. *Leadership Quarterly* 15(6): 801-823.
- Bajorek, Z., Gulliford, J. & Taskila, T. 2014. Healthy teachers, higher marks? Establishing a link between teachers health and well-being and student outcomes. Lancaster University. <https://www.tandfonline.com/doi/full/10.1080/2331186X.2022.2044583>
- Beheshtifar, M., Ali-Nezhad, H. & Nekoie-Moghdam, M. 2012. Investigation of perceived organizational support on employees' positive attitudes toward work. *Interdisciplinary journal of contemporary research in business*, 4(8), pp. 432-442
- Bogler, R., & Nir, A. E. 2012. The contribution of perceived organizational support and support from family and friends to teachers' job stress. *Journal of Educational Administration*, 50(2), 209-221. <https://doi.org/10.1108/09578231211218755>
- Bonanno, S. L., Walls, J., Lavigne, A. L., and Washburn, K. 2023. Theorizing a culturally and linguistically sustaining school leadership: exploring the intersections of cultural sustenance and care. *J. Sch. Leadersh.* 33, 241–268. doi: 10.1177/10526846221133985
- Buonomo, I., Fiorilli, C., & Benevene, P. 2019. The impact of emotions and hedonic balance on teachers' self-efficacy: Testing the bouncing back effect of positive emotions. *Frontiers in Psychology*, 10.
- Burić, I., & Frenzel, A. C. 2020. Teacher emotional labour, instructional strategies, and students' academic engagement: A multilevel analysis. *Teachers and Teaching*, 1–18. Crossref. ISI.
- Burić, I., Slišković, A. & Penezić, Z. 2019. Understanding teacher well-being: A cross-lagged analysis of burnout, negative student-related emotions, psychopathological symptoms, and resilience *Educational Psychology*, 39 (9) (2019), pp. 1136-1155

- Caesens, G., & Stinglhamber, F. 2020. Toward a More Nuanced View on Organizational Support Theory. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00476>
- CIPD 2023. Employee views on health and wellbeing. <https://www.cipd.org/uk/knowledge/reports/health-well-being-work/>
- Chang, C. F., & Hsieh, T. S. 2012. The impacts of perceived organizational support and psychological empowerment on job performance: The mediating effects of organizational citizenship behavior. *International Journal of Hospitality Management*, 31(1), 180-190. <https://doi.org/10.1016/j.ijhm.2011.05.008>
- Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. 2015. Teacher well-being: Exploring its components and a practice-oriented scale. *Journal of Psychoeducational Assessment*, 33(8), 744-756. <https://doi.org/10.1177/0734282915587990>
- Deng, Q., Zheng, B., & Chen, J. 2020. The relationship between personality traits, resilience, school support, and creative teaching in higher school physical teachers. *Frontiers in Psychology*. DOI: 10.3389/fpsyg.2020
- DepEd Order No. 03, s. 2018 - Basic Education Enrollment Policy. https://www.google.com/search?q=reference+of+accepting+enrollees+in+the+philippines+depd+order&sca_esv=577167047&biw=1366&bih=643&ei=aso7Zf_sCo-c4-
- Education Support 2019. "Helpline Annual Report 2018-2019". <https://www.educationsupportpartnership.org.uk/resources/research-reports/helpline-annual-report-201819>
- Farooqi, M. T. K., Ahmed, S., & Ashiq, I. 2019. Relationship of perceived organizational support with secondary school teachers' performance. *Bulletin of Education and Research*, 41(3), 141-152. <https://files.eric.ed.gov/fulltext/EJ1244691.pdf>
- Fouché, E., Rothmann, S., & van der Vyver, C. 2017. Antecedents and outcomes of meaningful work among school teachers. *SA Journal of Industrial Psychology*, 43, 1-10.
- Gray, C., Wilcox, G., & Nordstokke, D. 2017. Teacher mental health, school climate, inclusive education and student learning: A review. *Canadian Psychology/ Psychologie Canadienne*, 58(3), 203-210.
- Hosseini, S., Hosseini, S. & Maher, A. 2018. The relationship between servant leadership and spirituality in the workplace and perceived organizational support among nurses of medical and educational centers in Kermanshah. [chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://www.ijmrhs.com/medical-research/the-relationship-between-servant-leadership-and-spirituality-in-the-workplace-and-perceived-organizational-support-among.pdf](https://www.ijmrhs.com/medical-research/the-relationship-between-servant-leadership-and-spirituality-in-the-workplace-and-perceived-organizational-support-among.pdf)
- Jomud, D., Antiquina, L., Cericos, E., Bacus, J., Vallejo, J., Dionio, B., Bazar, J., Cocolan, J. & Clarin, A. 2021. Teachers' workload in relation to burnout and work performance. *International Journal of Educational Policy Research and Review*. 8(2), <https://doi.org/10.15739/IJEPRR.21.007>
- Journell, L. 2023. The Relationships Among Organizational Support, Teacher Well-being, and Teacher Resilience in Secondary School Teachers. Doctoral dissertation. Dayton: Wright State University.
- Kuang, M., Anggraini, Y., & Derliwanti, A. 2023. Triad of Employee Engagement: Leadership, Organizational Support and Well-Being. [chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://www.ijcc.net/images/Vol_17/Iss2/17208_Kuang_2023_E1_R1.pdf](https://www.ijcc.net/images/Vol_17/Iss2/17208_Kuang_2023_E1_R1.pdf)
- Kudlats, J., and Brown, K. M. 2021. Knowing kids makes a huge difference, part I: exploring the principal-student relationship. *J. Sch. Leadersh.* 31, 428-450. doi: 10.1177/1052684620923080
- Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C.S. 2015. Perceived Organizational Support: A Meta-Analytic Evaluation of Organizational Support Theory. *Journal of Management*, 43(6), 1854-1884. <https://doi.org/10.1177/0149206315575554>
- Kwatubana, S. 2018. Caring principal leadership for the support of teachers leading to committees for promotion of healthy school environments. *New Trends and Issues Proceedings on Humanities and Social Sciences*. 5(3), pp. 001-013. www.prosoc.eu
- Lee, C., Yusof, A., Geok, S. & Omar, Z. 2017. Volunteerism, Organizational Justice and Organizational Commitment: The Case of Sports Coaches in Malaysian Schools. *International Journal of Academic Research in Business and Social Sciences*, 7(7), pp. 387-401

- Lilius, J., Kanov, J., Dutton, J., Worline, M., & Maitlis, S. 2012. Compassion revealed: What we know about compassion at work. In K.S. Cameron & G.M. Spreitzer (Eds.) *Oxford Handbook of Positive Organization Scholarship*, (pp. 273-287). Oxford: Oxford University Press.
- Louis, K. S., Murphy, J., and Smylie, M. 2016. Caring leadership in schools: findings from exploratory analyses. *Educ. Adm. Q.* 52, 310–348. doi: 10.1177/0013161X15627678
- Magalong, A. A., and Torreon, L. C. 2021. Teaching workload management: its impact on teachers' well-being and effectiveness. *Am. J. Multidiscip. Res. Dev.* 3, 31–36.
- Malik, S., & Noreen, S. 2015. Perceived organizational support as a moderator of affective well-being and occupational stress among teachers. *Pakistan Journal of Commerce and Social Sciences*, 9(3), 865-874. <https://doi.org/http://www.jespk.net/publications.php>
- Marinaki, A. 2022. Employee wellbeing: Caring for your people. Resources for Employees. <https://resources.workable.com/stories-and-insights/employee-wellbeing-caring-for-your-people>
- Mathew, S. S., & Suryanarayana, D. 2018. Job stress and burnout among higher education teachers: A study in Bangalore. *Journal of Health Management*, 20(2), 250-261.
- Mihalache, O. 2021. Organizational support: The key to employee commitment and well-being during the pandemic. *The Conversation*. <https://theconversation.com/organizational-support-the-key-to-employee-commitment-and-well-being-during-the-pandemic-173135#:~:text=Organizational%20support%20is%20so%20important,job%20security%2C%20from%20their%20organizations.>
- Murphy, J. & Holste, L. 2016. Explaining the effects of communities of pastoral care for students. *Journal of Education Research* 109 (5):531-40. doi:10.1080/00220671.2014.993460.
- Murphy, J. & Torres, D. 2014. *Creating productive cultures in schools for students, teachers, and parents*. Thousand Oaks, CA: Corwin
- Northouse, P.G. 2004. *Leadership: Theory and practice*. Thousand Oaks, CA: Sage Publications.
- O'Reilly, P. E. 2014. *Teachers at work: Factors influencing satisfaction, retention and the professional well-being of elementary and secondary educators*. The City University of New York.
- Parker, P. D., Martin, A. J., Colmar, S., & Liem, G. A. Teachers' workplace well-being: Exploring a process model of goal orientation, coping behavior, engagement, and burnout. (2012). *Teaching and Teacher Education*, 28(4), 503–513. <https://10.1016/j.tate.2012.01.001>.
- Rahman, M. S., & Rahman, S. 2019. Factors affecting the quality of teaching in higher education institutions in Bangladesh: An exploratory study. *International Journal of Higher Education*, 8(6), 41-50.
- Rivera-McCutchen, R. L. 2021. "We don't got time for grumbling": toward an ethic of radical care in urban school leadership. *Educ. Adm. Q.* 57, 257–289. doi: 10.1177/0013161X20925892
- Ryu, J., Walls, J., and Seashore Louis, K. 2022. Caring leadership: the role of principals in producing caring school cultures. *Leadersh. Policy Sch.* 21, 585–602. doi: 10.1080/15700763.2020.1811877
- Shazia, R., Batool, M., & Shahzad, M. 2018. Workload, job satisfaction and burnout of university teachers in Seligman, M. E. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Free Press. Pakistan. *International Journal of Social Sciences and Humanities Review*, 8(2), 91-99.
- Seligman, M. E. 2011. *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Free Press.
- Siegrist, J. 1996. Adverse health effects of high-effort/low-reward conditions. *Journal of Occupational Health Psychology*, 1(1), 27–41. <https://doi.org/10.1037/1076-8998.1.1.27>
- Spector, P. E., Allen, T. D., Poelmans, S. A. Y., Lapierre, L. M., Cooper, C. L., O'Driscoll, M., & Lu, L. 2019. Cross-national differences in relationships of work demands, job satisfaction, and turnover intentions with work-family conflict. *Personnel Psychology*, 72(2), 165-193.

- Sudibjo, N., and Manihuruk, A. M. 2022. How do happiness at work and perceived organizational support affect teachers' mental health through job satisfaction during the COVID-19 pandemic? Psychol. Res. Behav. Manag. 15, 939–951. doi: 10.2147/PRBM.S361881
- Suifan, T., Abdallah, A. & Al Janini, M. 2019. The impact of transformational leadership on employees' creativity: The mediating role of perceived organizational support. <https://www.emerald.com/insight/content/doi/10.1108/MRR-02-2017-0032/full/html>
- Van der Spoel, E., & Van der Velden, L. 2020. Examining the determinants of burnout and engagement in higher education. European Journal of Work and Organizational Psychology, 29(5), 644-657.
- Van der Vyver, Cp & van der Westhuizen, Philip & Meyer, L.W.. 2014. The Caring School Leadership Questionnaire (CSLQ). South African Journal of Education. 34. 1-7. 10.15700/201409161048.
- Walls, J., Ryu, J., Fairchild, L., and Johnson, J. 2021. Contexts of belonging: toward a multilevel understanding of caring and engagement in schools. Educ. Policy 35, 748–780. doi: 10.1177/0895904819843590

