

Relationship between Head Teacher Instructional Leadership and Psychological Wellbeing of Teachers: A Cross-Sectional Study of Secondary Schools Teachers

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Abstract: *The study was conducted to examine the relationship between headteacher instructional leadership and the psychological well-being of teachers at the secondary level. The study was quantitative and a correlational research method was used to determine the relationship between headteacher instructional leadership and the psychological well-being of teachers. All (260) of the District Kotli AJ&K school's teachers were part of the study's population. The researcher selected one hundred and sixty (160) teachers as a sample of the study by using a simple random sampling technique. Two (instructional leadership questionnaire & psychological well-being questionnaire) standardized instruments were used to collect the data from the respondents. The data was gathered by the researcher during in-person visits to the school teachers. The researcher applied frequency, percentage, mean, standard deviation, and Pearson correlation for the analysis of data. It is concluded that that head teachers ensure the classroom objectives and give positive responses to evaluate the academic performance of students. Furthermore, based on Pearson's correlation of instructional leadership and psychological well-being, it is concluded that there was a moderate positive relationship found between instructional leadership and psychological well-being. It is recommended that educational authorities further encourage and support the implementation of regular guidance and counseling sessions for teachers, emphasizing the importance of consistent feedback mechanisms from head teachers to enhance professional development and classroom effectiveness.*

Keywords: Instructional leadership, Psychological well-being, Self-acceptance, Personal growth, Environmental mastery

Introduction

Headteachers are now viewed as resource providers, instructional resources, communicators, physically present, and curriculum implementers, they have historically been viewed as planners, organizers, directors, inspectors, and evaluators of the teaching and learning process in schools (Leithwood, & Jantzi, 2017). The principal's responsibilities as an instructional leader include creating the school's vision, encouraging staff performance, introducing innovative teaching techniques, creating a cooperative school environment, planning instructional activities, creating an effective school climate, and preserving and enhancing coordination among the various instructional activities that take place in the schools (Belamghari, 2022).

Under the instructional leadership approach, a principal collaborates with teachers to promote and guide the development of best practices in the classroom. When a principal uses this leadership approach,

they collaborate with their team to establish specific goals of student progress (Mayes, 2022).

The instructional leadership is that of school principals, who oversee curriculum, scheduling, budgeting, and student achievement at their institutions. By dividing the burden of the school's obligations more fairly and setting an example of collaboration for students to follow, these people frequently work to enable teachers to become leaders themselves (Kemethofer, 2022). The '80s and '90s saw the rise in popularity of this approach to leadership in education, which is still evolving to meet the requirements of society and education (Shaked, 2022).

Psychological well-being is a state shared by people who can make decisions about their lives on their own, manage their surroundings well, build strong relationships with others, choose and follow their life's purpose and direction, accept themselves for who they are, and occasionally reach their full potential. In 2020, VanderWeele et al. Psychological well-being may be categorized into six dimensions: self-acceptance, positive relationships with others, environmental mastery, personal progress, and autonomy (Qin & Men, 2022).

Psychological well-being is remarkably similar to other expressions that relate to good mental states, such as happiness or contentment. It is neither essential nor beneficial, to worry about small distinctions between these concepts in many aspects. You may be very certain that I have a rather high level of psychological wellness if I state that I'm pleased or extremely content with my life (Yasmeen, 2023). Psychological health comprises two major components. The first of these relates to how much happiness and good emotions people experience. Subjective well-being is another term used to describe this component of psychological wellness (Khraban, 2022).

Influencing followers is the ultimate purpose of leadership (Yukl, 2013). Since instructional leadership has a supportive and participatory structure that promotes teachers' full engagement in activities linked to education and training, school administrators may therefore improve their perceptions of teachers' self-efficacy. Empirical data from earlier research shows a relationship between teachers' self-efficacy and instructional leadership (Forsyth, Barnes & Adams, 2006). As mentioned earlier, the research on school success gave rise to instructional leadership. When it comes to restructuring and creating successful schools, teachers' self-efficacy is crucial (Calik, Sezgin, Kavgaci & Kilinc, 2012). To be effective in this setting, schools require instructors who have a high level of self-efficacy. Through instructional leadership, school administrators may support teachers' self-efficacy beliefs and enhance the efficacy of their institutions (Cansoy & Parlar, 2018).

The research is conducted by Zahed-Babelan, Koulaei, Moeinikia and Sharif (2019) despite limited empirical research on teachers' psychological empowerment as a mediating variable, many recent studies in the non-educational work contexts have reported that employees' psychological empowerment mediated the relationship between leaders' empowering behaviors and employees' work outcomes such as job satisfaction. Management and leadership play a significant role in employee engagement, but it is equally important for employees to have for the work emotion that they do. The relationships among elementary school teachers' work engagement, psychological empowerment, school culture, and the principal's instructional leadership. The findings supported the hypothesis that the principal could indirectly affect teachers' job engagement through indirect variables, but they did not demonstrate a direct relationship between the principal's instructional leadership and work engagement. Dilekç and Limon (2020) carried out one of the associated research projects. The relationship between teachers' positive instructional emotions (joy, pride, and hope) and school principals' instructional leadership behaviors is examined in this study, with a focus on the mediating function of self-efficiency. The results showed a statistically significant correlation between teachers' self-efficacy, instructional leadership, and good teaching emotions. Recent research has concentrated on primary school teachers, with particular attention paid to the teacher's relationship to a particular psychological term. The researcher undertook this study to close this knowledge gap by examining the

impact of head teacher instructional leadership on secondary school teachers' psychological wellness in AJ&K.

The psychological well-being of teachers is important for creating a positive learning environment, promoting teachers' job satisfaction, and fostering strong relationships with students. The level of psychological well-being of teachers in schools is poor and the main reason is that the teachers are not performing well in the schools. Less attention are given to head teacher instructional leadership practices which may affect the psychological well-being of teachers. Headteacher leadership practices help teachers to develop in professional development, curriculum alignment, and fostering a collaborative culture of learning and growth. So, to make a strong bond between the psychological well-being of teachers and head teacher instructional leadership the researcher decided to conduct research on the relationship between head teacher instructional leadership and the psychological well-being of teachers at the secondary level.

Objectives of the Study

1. To find out the practices of head teachers' instructional leadership at the secondary level.
2. To identify the level of psychological well-being of teachers at the secondary level.
3. To examine the relationship between headteacher instructional leadership and the psychological well-being of teachers at the secondary level.

Reviews of Related Literature

Instructional Leadership

"Instructional leadership is not a static term," the speaker goes on to say. Not everyone understands what it means. "Instructional leaders in small schools will inevitably be highly hands-on, whereas in larger schools they will concentrate on developing the leadership capacity of other staff," the speaker continues. "Because anyone who influences learning outcomes is an instructional leader," yet, "there is also a place for instructional leadership outside the school setting." Munna (2023). Because of this, one could argue that the term "instructional leadership" is ambiguous and can be used in a range of educational settings. However, learning outcomes are impacted by all instructional leaders, and their roles might change based on the situation. Thus, anyone who influences learning outcomes can be considered an instructional leader, as defined in this article (Hallinger, & Leith Wood, 2013).

An instructional leader promotes the school's goals and objectives to increase student achievement, claims Hallinger (2011). The principal's activities were divided into three primary categories: cheerleader (providing support through personal visibility and involvement in reviewing student assessments and related achievements), organizer (creating an action plan with pertinent goals and deadlines), and visionary (creating practices in line with larger viewpoints and issues).

Research from many educational settings throughout the world indicates that classroom activities and leadership style have the most impact on students' learning. According to this research, leadership influence is a crucial element of instructional leadership (IL), which is primarily concerned with improving teaching and learning (Munna, 2021). However, by looking at how globalization has affected educational leadership and management, one can see how important educational policy and practice are to instructional leadership (IL). acknowledged IL as one of the most crucial leadership tenets, especially in English-speaking countries (Bush & Glover, 2014).

The management leadership contribution has a huge impact. Additionally covered was high-quality professional development, which necessitates a different IL method or mindset. Additionally, it was found that instructional leadership had spread throughout the world and spawned a distinct kind of learning leadership (TfL). Therefore, it was suggested that this novel concept of learning leadership be created (Garawa, 2013).

A thorough analysis of the literature on instructional leadership found that both directly and indirectly, effective school principals—those with very high standards for teaching and learning—exhibited instructional leadership. He subsequently offered a thorough and systemic paradigm for instructional leadership based on this research. (Özdemir, Sahin, and Öztürk 2020) note that this approach has not, however, undergone any empirical testing. Four aspects make up the framework, which is further divided into sixteen distinct roles or behaviors. Given that the majority of the research supports student performance and engagement, the framework components are closely related to the current study (Borup, Graham, West, Archambault, & Spring, 2020).

Dimensions of instructional leadership

The research literature on supervision and instructional leadership has long shown a positive association between school performance and instructional leadership. Academic performance for students is positively impacted by principals who act as instructional leaders more so than by principals who favor alternative forms of educational leadership (Robinson, Lloyd & Rowe, 2008). The most popular conceptual framework for instructional leadership in research, as offered by Bada, Ariffin, and Nordin (2020) serves as the foundation for the current investigation.

The concept of instructional leadership is complex and has several facets. It alludes to the function that leaders in education, like principals or school administrators, play in advancing and bolstering efficient instruction and learning inside educational establishments. Three characteristics make up this paradigm, while other academics and educational experts may use somewhat different ones to describe instructional leadership (Bada, Tengku, Ariffin & Nordin, 2020).

School Mission

Determining the school's mission is the first step. This component focuses on the principal's responsibility for setting precise, quantifiable, time-bound educational objectives that prioritize student development and teacher performance. For these objectives to be widely understood and supported by the entire school community, it is also the principal's duty to inform various stakeholders about them (Dinham, 2005).

A distinct and captivating vision for teaching and learning inside the institution or business is articulated by effective instructional leaders. Staff, students, and other stakeholders are helped to comprehend the institution's direction and aim by their communication of this vision. A supportive and welcoming school environment where all community members are treated with respect and feel appreciated is fostered by instructional leaders. Promoting mutual respect, teamwork, and a feeling of community among employees and students is part of this (Mombourquette, 2017).

Managing the instructional program

Overseeing the educational program is the second aspect. This dimension centers on the duty of the principal to oversee and manage curriculum and instruction. It entails actively participating in directing, regulating, and overseeing instruction across the entire school (Shaked, 2020).

In addition to developing curricula, leaders ensure that teaching methods complement academic objectives and standards. They may make it easier for curricular items and evidence-based practices to be adopted, which would improve student learning. Instructional leaders facilitate the professional development of teachers and staff by offering coaching, mentoring, and training opportunities. They point out areas in which educators may grow and provide tools to support their efforts (Pak, Desimone, & Parsons, 2020).

Developing a positive school learning climate

Creating a supportive learning environment in schools is the third component. This dimension centers on the duty of the principal to foster an environment of ongoing development and to set high

expectations for both teachers and students. Through the introduction of policies and procedures, the principal must establish standards and foster attitudes among educators and learners that impact the quality of instruction in the school (Ma, & Marion, 2021).

Data is a tool that effective instructional leaders utilize to guide their decisions and enhance teaching. To pinpoint areas in need of development and monitor advancement over time, they examine assessment results, student performance statistics, and other pertinent data. Teachers receive helpful criticism from leaders, who also fairly and openly assess their work. Instead of using assessment only for accountability, they utilize it as a tool for professional development and progress (Bellibaş, Gümüş & Liu, 2021.).

Psychological Well Being

The phrase "psychological well-being" refers to an individual's subjective assessment of favorable psychological states, such as purpose, enjoyment, and life fulfillment. Numerous facets of a person's mental and emotional health are considered by this comprehensive approach, including satisfying relationships, personal growth, good self-esteem and acceptance, and a sense of control over one's life (Xu & Choi, 2023). The ability to feel good about oneself and one's life, to have meaningful relationships and a sense of purpose, and to feel capable of overcoming life's challenges is, in essence, psychological well-being. It is a complex idea that goes beyond the lack of mental disease and encompasses a person's overall sense of joy, contentment, and fulfillment in life (Canso et al., 2020). A person's psychological well-being is a crucial aspect of their overall health and happiness. It is a mental condition where a person feels content, has optimal psychological functioning, and has a feeling of meaning and purpose in life, according to Langer et al. (2017).

Dimensions of the Psychological Wellbeing

As previously said, the introduction of positive psychology (PP) caused academics and practitioners to focus more on affective elements and happy emotions to give instructors and students a chance to experience positive functioning. As a result, PWB became recognized in PP as a multifaceted construct. According to Aryani et al. (2020), PWB is made up of six dimensions: environmental mastery, personal growth, positive relationships with autonomy, self-acceptance, and life purpose.

Self-acceptance

This means embracing and acknowledging one's traits, and having a positive outlook on oneself and prior events. Unconditional acceptance of oneself allows one to acknowledge one's flaws while yet accepting oneself completely. Being self-accepting means that you are content with your identity despite your shortcomings and past decisions (Rabadi, 2001). Happiness and self-acceptance are correlated; the more accepting of who you are, the more happiness you accept and experience. Additional advantages include a reduction in symptoms of depression, the need for approval from others, fear of failing, and self-criticism; however, good feelings, a sense of independence, autonomy, self-worth, and self-esteem are increased (Mauda, 2017).

Positive relations with others

It alludes to caring about other people's well-being and having genuine, warm, and fulfilling relationships with them. Problematic interpersonal interactions are a characteristic of depression that are linked to the disease and may even be its genesis. Depression is a widespread psychosocial issue. Individuals who are depressed frequently find themselves in unstable or unfulfilling interpersonal situations. There are several factors contribute to these interpersonal problems, such as poor social skills, unfavorable responses from others, the creation of interpersonal tension, and an overindulgence in seeking reassurance, to mention a few. Cloninger (2004) said that this study aims to investigate two models in which positive relationships with others serve as a mediator between depressive symptoms and theoretically specified antecedents or consequents of depression: the first focuses on the

relationship between depressive symptoms and low social skills, and the second examines the relationship between depressive symptoms and elevated stress perceptions (Pritchard, et al., 2020).

Autonomy

It essentially relates to how autonomous and self-determining the person is. As a result, encouraging employees' personal growth has received more emphasis as a means of addressing these new difficulties. Seeking and using feedback, defining objectives, participating in developmental activities, and independently monitoring one's progress are all considered aspects of self-development. The purpose of self-development encourage workers to make voluntary improvements and to define and realize personal goals to adapt to new workplace developments (Orvis & Leffler, 2011).

Environmental mastery

It speaks to a person's ability to manage and exert control over their surroundings while seizing the chance to live up to their ideals and demands. It describes a person's capacity to use both his physical and mental power to change or mold their surroundings. Hill, and Allemand (2010) being environmentally literate is having the intelligence to influence our destiny and take independent action. The ability of an individual to select or create situations that are appropriate for their psychic state is referred to as environmental mastery. It is believed that engagement in a substantial field of endeavor is necessary for maturity. Another way to characterize lifespan development is as requiring the capacity to manipulate and govern complicated environments. These views emphasize how one might use mental or physical endeavors to progress in life and alter it. These many viewpoints imply that an integrated framework of positive psychology should include active engagement in environmental mastery (Balzarotti et al., 2016).

Purpose in life

It involves feeling that life makes sense and having goals and purposes in it. Enhancing one's psychological well-being and feeling of purpose in life has positive effects on mental health. Bronk (2013) investigated the potential effects of a thankfulness intervention on the feeling of purpose in life, psychological well-being, general health, and perceived stress in young people, a group that is particularly susceptible to mental health issues. The study also took appreciation expression into account (Martel, & Steger, 2016).

Personal growth

It describes the sense of ongoing development and expansion as well as the conviction that one is realizing one's potential. The field of psychology has become more interested in psychological well-being as a result of advances in positive psychology. As a result, the scientific literature approaches the concept from two opposing angles. Delle Fava et al. (2011) stated that a person's subjective temporal experience of an internal state linked to high levels of positive affect and life satisfaction is interpreted as psychological well-being from a hedonic perspective. As a result, its emphasis is on individuals' subjective perceptions of their level of pleasure, life satisfaction, and positive affect. On the other hand, psychological well-being is understood in the second perspective as a eudemonic one as a lifelong process of self-realization that people go through. Consequently, it is linked to capacities rather than outcomes (Wilson, Fadji, Meiring & Wissing, 2021).

Relationship Between Head Teacher Instructional Leadership and Psychological Well-Being of Teachers

Mulkeen (2010) asserts that head teachers are the senior administrators and leaders of the school and, as such, are essential to its operation. It is expected of head teachers to be in charge of the school's general management, which includes overseeing instructors. Rather than overseeing the day-to-day operations of the school, head teachers frequently concentrate on external issues, such as the institution's

correspondence with the Ministry of Education. This therefore leads to individuals who miss school, which means that certain concerns that impact instructors go unresolved. In comparison to other instructors, head teachers have a comparatively high absenteeism rate, according to recent studies. The performance of instructors and pupils is positively impacted by a headmaster's excellent leadership (Price, 2012).

Conversely, a head teacher's incompetence as a leader can result in a disorganized approach to learning objectives and subpar performance from both instructors and pupils. A key component of head teachers' jobs is leadership. They will either have positive or negative interactions with instructors based on the type of leadership they use in the day-to-day operations of the school. According to the writers of the book "Primary Teacher's Stress," bullying among teachers occurs often in classrooms. According to a website investigation on workplace bullying, 20% of incidences of bullying in the workplace that were recorded included instructors (Hargreaves & Fullan, 2015).

According to a third of the instructors who responded to these questionnaires, head teachers had mistreated them. To force teachers to carry out their responsibilities as required, some head teachers have been known to use bullying and other authoritarian leadership techniques. Studies, however, indicate that teachers who experience mistreatment or bullying at work often lack the motivation to complete their work, which lowers their productivity and impacts students' academic performance. These findings also indicate that in cases of bullying, there is a strong emotional bond between the head teacher and the teachers and that this relationship has an impact on the way that teachers teach (Thibodeaux, *et al.*, 2015).

About the sentiments of Green (2004), the leadership styles used in the headship of a school determine the kind of relationship that head teachers have with teachers and their performance. According to Green's (2004) observations, a school's usage of leadership styles in the headship role influences both the performance results of teachers and pupils as well as the nature of the connection that head teachers have with other teachers. There are essentially six primary leadership style possibilities that can provide a range of outcomes that either favorably or unfavorably affect instructors' and students' performance. These leadership philosophies include democratic, affiliate, coaching, authoritative, and pace-setting. This hypothesis makes it clear that head teachers' chosen leadership philosophies influence the kind of relationships they will have with other instructors and subordinates (Price, 2012).

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The National Association of Head Teachers (NAHT) commissioned a survey to find out what head teachers and teachers thought about good school leadership. According to the study's findings, a head teacher's capacity to build strong bonds with other teachers is a necessary component of effective school leadership from the viewpoint of the teachers. Headteachers must be conscious of the requirements of their colleagues and actively participate in resolving the different difficulties that impact them. Teachers emphasize how much they cherish their relationship—both personal and professional—with the head teachers. The majority of teachers desire a working connection with head teachers that allows them to openly discuss any matter of their jobs. Mutual respect, understanding, and trust are characteristics of a healthy relationship between head teachers and teachers, according to Harris, Day, and Hadfield. Headteachers should not use their position of power to disparage or denigrate teachers, even when they are their professional superiors. Rather, they ought to provide a supportive workplace where educators may freely express themselves and advance their careers. However, educators can also set an example for their students on how to collaborate and develop a sense of mutual respect and trust with their superiors—in this case, head teachers (Goode, 2017).

Further advice from Harris, Day, and Hadfield (2003) is that head teachers should recognize the contributions of teachers and convey to them how much their work is valued to build positive relationships with other teachers. Instructors have to be prepared to assist head teachers in their endeavors in exchange. Furthermore, a positive working connection between head teachers and teachers fosters and allows for the professional growth of the latter. The nature of the interaction between head teachers and teachers might occasionally shift as a result of the professional growth of teachers.

Teachers get more comfortable articulating their responsibilities as they advance in their careers and acquire more experience and expertise. The results of a survey conducted on behalf of the National Association of Head Teachers (NAHT) show that many new teachers have apprehensive relationships with their head teachers because they are frequently fearful of them in their early years of teaching. In these situations, when instructors run into problems, they don't ask the head teachers for assistance (DeLuca, et al., 2017).

But as they get more seasoned, knowledgeable, and skilled, most instructors have cordial relationships with the head teachers and can ask for advice and assistance from them. The results of this study make it clear that teachers' professional growth may foster positive relationships with their head teachers. Headteachers should thus offer chances for learning that will help teachers grow in their professions. Headteachers need to foresee these needs and devise strategies to meet them. Building strong relationships with other instructors should be a top priority for head teachers since it will undoubtedly help pupils succeed and perform better (DeLuca & Bellara, 2017).

According to recent studies, a positive working connection between head teachers and instructors is crucial to the efficacy and success of educational institutions. Studies have shown that ineffective schools, head teachers, and instructors enjoy a healthy working and personal connection. Additionally, head teachers at effective and high-achieving schools provide teachers with a forum to discuss topics that concern them and chances to advance their careers in education (Leithwood, & Jantzi, 2012).

Research Methodology

As the aim of the study was to examine the relationship between teacher instructional leadership and the psychological well-being of teachers at the secondary level therefore, the study was quantitative, and a descriptive method was used to determine the relationship between headteacher instructional leadership and the psychological well-being of teachers at the secondary level of Azad Jammu and Kashmir. The study population consisted of two hundred and sixty (260) secondary school teachers of the city of Kotli Azad Jammu and Kashmir. The sample of the study was comprised of 160 secondary school teachers using a simple random sampling technique. The sample of the study was selected according to the Kerjcie and Morgan (1970) table.

Two standardized adapted instruments were used in the current study. The instructional leadership instrument developed by Saghir (2018) consisted of 5 dimensions and 20 statements. On the other hand, the psychological well-being questionnaire developed by Ryff (1995) consisted of 6 dimensions and 27 statements. Five-point Likert scale (Strongly agree to strongly disagree) was used for gathering the responses. The Reliability of the instrument was checked by using Cronbach's alpha statistical technique with the help of Statistical Package for Social Sciences (SPSS). The value of the reliability of instructional leadership was 0.77 and the psychological well-being of teachers was 0.81 which was acceptable.

The researcher collected the data by visiting personally to the female and male secondary schools of the city Kotli. The researcher distributed one hundred and sixty questionnaires to the female and male teachers of the city Kotli and gave instructions on how to fill out the questionnaire. Furthermore, Statistical Package for Social Sciences (SPSS) version 22 was used for the analysis of data. The researcher applied statistical techniques like Standard deviation simple percentage, frequency, mean, and Pearson correlation for the analyses of the data.

Results

In this section, the researcher analyzed the data by using different statistical tool of statistics. The details of the analysis are as under:

Table 1 Demographic analysis of a sample

Demographics	Description	Frequency	Percent
Gender	Male	43	26.9
	Female	117	73.1
Age	20-30yr	19	11.9
	31-40yr	57	35.6
	41-50yr	58	36.3
	above 50yr	26	16.3
Qualification	BA/BSC	76	47.5
	MA/MSC	43	26.9
	MS/MPhil	38	23.8
	Ph. D	3	1.9
Experience	1-5 Years	16	10.0
	6-10 Years	43	26.9
	11-15 Years	46	28.8
	16-20 Years	55	34.4

Table 1 indicates the demographic information of the respondents. It was found that 43(26.9%) respondents were male and 117(73.1%) respondents were female teachers. 19(11.9%) respondents have 20-30 years' age, 57(35.6%) respondent have 31-40years', 58(36.3%) respondents have 41-50 years' age and 26(16.3%) respondents have above 50years'. Moreover, 76 (47.5%) respondents qualified BA/BSC, 43 (26.9%) had MA/MSC, 38 (23.8%) respondents had M.Phil and 3 (1.9%) respondents had the degrees of Ph. D. In addition to that, 16(10.0%) respondents had 1-5 years experience, 43(26.9%) respondents had 6-10 years experience, 46(28.8%) respondents had 11-15years' experience, and 55(34.4%) respondents had 16-20 years experience.

Table 2

Descriptive Analysis of the Dimensions of Instructional Leadership

Dimensions of Instructional Leadership	Mean	Std. Deviation
Supervising and evaluating instruction	3.98	1.117
Monitoring students' progress	4.13	1.118
motivating teachers	4.11	1.021
Professional development	3.97	1.187
Infrastructure and Resources	3.92	1.234

Table 2 indicates the mean and standard deviation analysis of instructional leadership. According to the table, "Monitoring students' progress" (4.13), "Providing motivation for teachers" (4.11), and "Observing students' progress" (4.13), have the highest mean values. This suggests that these parts of instructional leadership are highly regarded or powerfully demonstrated. The dimensions of "Infrastructure and Resources" and "Professional Development" have somewhat lower mean values (3.97 and 3.92, respectively), whereas the dimension of "Supervising and evaluating instruction" has a mean value of 3.98. This showed a moderate degree of variability, as indicated by the standard deviation values, which range from 1.021 to 1.234. The findings indicate that instructional leaders place a high priority on motivating teachers and tracking students' achievement. They are particularly concerned

with overseeing professional development, resource allocation, and instruction.

Table 3

Descriptive Analysis of the Dimensions of Psychological Wellbeing

Dimensions of Psychological Wellbeing	Mean	Std. Deviation
Autonomy	3.97	1.122
Environment Mastery	4.04	1.069
Personal growth	4.11	1.025
Positive Relations	4.10	1.055
Purpose in life	4.18	.986
Self-Acceptance	4.12	.986

Table 2 indicates the mean and standard deviation analysis of the psychological well-being of teachers. The table depicted that participants reported high levels of psychological well-being in all domains, with "Purpose in life" (4.18) having the highest mean value and "Self-Acceptance" (4.12) and "Personal growth" (4.11) having the closest mean values. While "Autonomy" had a slightly lower mean value (3.97), the dimensions of "Positive Relations" (4.10) and "Environmental Mastery" (4.04) also displayed high mean values. The standard deviation values varied from 0.986 to 1.122. The results indicated that people expressed a strong sense of self-acceptance, personal growth, and purpose. They also felt capable of handling their surroundings, had wholesome relationships, and experienced a sense of.

Table 4

Pearson's correlation of instructional leadership and psychological wellbeing

Variables	Mean	SD	R	Sig
Instructional Leadership	4.0244	.43531	.432	.000
Psychological Well-being	4.0979	.38643		

Table 4 indicates that there was a moderate relationship between instructional leadership and the psychological well-being of teachers $r = .432$ $p = .000$ Furthermore, mean scores of Instructional leadership $M = 4.02244$ and psychological well-being $M = 4.0979$ also showed that there was a relationship between both variables.

Table 5

Pearson correlation of Supervising and Evaluating instruction and Autonomy

Variables	Mean	SD	R	Sig
SEI	3.9844	.63734	.216	.006
Autonomy	4.0150	.57168		

Table 5 indicates that there was a weak relationship between Supervising and Evaluating instruction and Autonomy $r = .216$ $p = .006$ Furthermore mean scores of Supervising and evaluating instruction $M = 3.9844$ and Autonomy $M = 4.0150$ also showed that there was the relationship between both variables.

Table 6

Pearson correlation of monitoring students' progress and Environmental mastery

Variables	Mean	SD	R	Sig
Monitoring students' progress	4.1297	.56075	.217	.006

Environment mastery	4.0450	.71917
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Table 6 indicate that there was found a weak relationship between monitoring student's progress and Environment mastery $r = .217$ $p = .006$ Furthermore mean scores of monitoring students' progress $M = 4.1297$ and Environment mastery $M = 4.0450$ also showed that there was relationship between both variables.

Table 7

Pearson correlation of motivating teachers and personal growth

Variables	Mean	SD	R	Sig
Motivating teachers	4.1156	.60129	.194	.014
Personal growth	4.1125	.60164		

Table 7 indicates that there was a very weak relationship between providing motivation for teachers and personal growth $r = .194$ $p = .014$ Furthermore mean scores of providing motivation for teachers $M = 4.1156$ and Autonomy $M = 4.1125$ also showed that there was the relationship between both variables.

Table 82

Pearson correlation of professional development and positive relations

Variables	Mean	SD	R	Sig
Professional development	3.9750	.85699	.151	.057
Positive relations	4.1078	.66151		

Table 8 indicates that there was a very weak relationship between professional development and positive relations $r = .151$ $p = .057$ Furthermore mean scores of professional development $M = 3.9750$ and positive relations $M = 4.1078$ also showed that there was the relationship between both variables.

Table 9

Pearson correlation of Infrastructure resources and purpose in life

Variables	Mean	SD	R	Sig
Infrastructure resources	3.9172	.74644	.026	.749
Purpose in life	4.1859	.58630		

Table 9 indicates that there was found a very weak relationship between infrastructure resources and purpose in life $r = .026$ $p = .749$ Furthermore mean scores of infrastructure resources $M = 3.9172$ and purpose in life $M = 4.1859$ also showed that there was the relationship between both variables.

Discussion

The conclusions drawn highlight the pivotal role head teachers play in supporting teachers and promoting student success. Effective head teachers ensure classroom objectives are met, provide guidance and feedback to teachers, and facilitate open communication with parents (Leithwood & Jantzi, 2012). They also foster a supportive environment, acknowledging teachers' accomplishments, and offering opportunities for professional growth and development (Harris & Muijs, 2004). By encouraging innovative ideas, creativity, and skill development, head teachers create a dynamic learning environment (Day & Leithwood, 2007). Moreover, they prioritize teacher training and provide necessary resources, demonstrating a commitment to teacher well-being and student achievement (Robinson, 2008).

The results further indicated the complexities of teachers' motivations, influences, and personal experiences. Teachers appear to be influenced by individuals with strong opinions, value their own opinions, and prioritize managing their daily responsibilities, but sometimes feel overwhelmed (Ladd, 2011). Despite valuing personal growth, they may neglect the importance of community and relationships (Johnson, 2006). Furthermore, teachers may struggle to maintain close relationships, feeling lonely and isolated, yet they cherish personal conversations with family and are willing to share time with others (Baker-Doyle, 2017). While they have a sense of purpose and make plans for the future, they sometimes feel their daily activities are unimportant and struggle with maintaining a positive attitude (Kyriacou, 2001).

The results also indicated the connection between instructional leadership and teachers' psychological well-being. Research has consistently shown that effective instructional leadership is positively related to teachers' mental health and well-being (Leithwood & Jantzi, 2012; Sun & Leithwood, 2017). When school leaders prioritize instructional leadership, they create a supportive environment that fosters teacher autonomy, collaboration, and professional growth, leading to improved psychological well-being (Harris & Muijs, 2004). In contrast, poor instructional leadership can lead to teacher stress, burnout, and decreased job satisfaction (Kyriacou, 2001).

Moreover, the results showed that instructional leadership is significantly related to teachers' psychological well-being, the specific dimensions of instructional leadership have a weaker relationship with well-being. Research has shown that different dimensions of instructional leadership, such as supervising and evaluating instruction, autonomy, monitoring students' progress, and environment mastery, may have varying degrees of impact on teachers' well-being (Leithwood & Jantzi, 2012; Sun & Leithwood, 2017). For instance, supervising and evaluating instruction may have a stronger relationship with teachers' stress and burnout, while autonomy and environment mastery may have a more positive impact on teachers' job satisfaction and engagement (Harris & Muijs, 2004; Kyriacou, 2001). Monitoring students' progress may have a weaker relationship with wellbeing, as it may be more focused on student outcomes rather than teacher wellbeing.

The absence of a relationship between instructional leadership dimensions and psychological well-being, including motivation, personal growth, professional development, positive relations, infrastructure, and purpose in life, suggests that these aspects of teacher well-being are influenced by factors beyond instructional leadership. Research supports this finding, indicating that teacher well-being is shaped by a complex array of factors, including teacher autonomy, school culture, and social support (Johnson et al., 2016; Leithwood & Jantzi, 2012). Moreover, studies have shown that teacher motivation and engagement are influenced by factors such as teacher self-efficacy, job satisfaction, and perceived school leadership (Bakker & Demerouti, 2017; Kunter et al., 2013).

Conclusions

1. It is concluded that Headteachers ensure the classroom objectives, and provide guidance, counseling, and feedback to teachers. Moreover, head teachers arrange meetings to discuss students' performance, visit classrooms, evaluate the performance of students, and also communicate the performance to the parents.
2. It is concluded that the Headteacher facilitates teachers' work, compliments their performance, gives opportunities for professional development, and provides time to discuss instructional issues. In addition to that, the Headteacher encourages new ideas, supports creativity, uses of new skills in the classroom, plans teacher training programs, and also provides all the maintenance facilities.
3. It is concluded that teachers are not influenced by what everyone else is doing, they are influenced only by people with strong opinions, give importance to their own opinions, managing their daily responsibilities but sometimes feel overwhelmed. Furthermore, they give

importance to personal growth but they never give importance to the people and the community in which they live.

4. It is concluded that maintaining close relationships is difficult for teachers, they feel lonely, enjoy personal conservation with family, willing to share their time with others. Furthermore, they have a purpose in life for making plans for the future but sometimes they feel their daily activity often seems unimportant, but they feel that their attitude is not positive.
5. It is concluded that there was a moderately significant relationship found between instructional leadership and the psychological well-being of teachers.
6. It is further concluded that there was a weak relationship between the dimensions of instructional leadership and psychological well-being (supervising and evaluating instruction, autonomy, monitoring students' progress, and environment mastery).
7. It is also concluded that there was no relationship found in the dimensions of instructional leadership and psychological well-being (motivation for teachers, personal growth, professional development, positive relations as well as infrastructure and purpose in life).

RECOMMENDATIONS

1. School administration may arrange different seminars regarding the awareness of the relationship between the community and the school. The school head may also guide their teachers to serve the community and the people around us.
2. It is recommended that school administrators continue fostering open communication between head teachers and teachers, encouraging regular classroom visits and transparent reporting of student performance to parents, thereby enhancing teacher satisfaction and effectiveness in the educational process.
3. It is recommended that school administrators continue fostering a supportive environment for teachers by consistently encouraging innovative practices, organizing training programs, and ensuring equitable resource distribution, enhancing school effectiveness and teacher satisfaction.
4. It is recommended to encourage professional development programs for teachers to enhance their stress management and work-life balance skills. Educational institutions should provide support systems to help teachers navigate challenges and improve job satisfaction.
5. It is recommended to encourage professional development opportunities for teachers to foster a mindset of continuous learning and growth. Provide support for initiatives that promote positive change, emphasizing the importance of ongoing improvement in both personal and professional aspects.
6. It is recommended that universities and educational institutions foster environments that continuously promote a sense of purpose and significance among teachers, encouraging ongoing professional and personal development

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