

4 Linking School Principals' Leadership Styles and Teacher Professional Well-Being: Systematic Literature Review

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Introduction

International research suggests that teacher well-being is directly related to the leadership of school principals (Makgato & Mudzanani, 2019; Van der Vyver et al., 2020; Cann et al., 2021). Qualitative research conducted in Canada found that leaders influence teacher well-being by demonstrating respect for professional competence, representing teachers' interests, listening, and communicating the school's vision (Lambersky, 2016). Quantitative research conducted in Italy found that schools with high levels of leadership also have higher teacher job satisfaction, higher teacher productivity, and a more supportive school climate (Paletta et al., 2017). A quantitative study conducted in India found that the higher the psychological empowerment, the greater the expression of empowering leadership, and empowered teachers are more committed to the school and less disengaged (Dash & Vohra, 2019).

The results of a quantitative study conducted in America showed that the actions of school leaders and their expression of leadership have an impact on teachers' professional practice, job satisfaction, psycho-emotional state, motivation and, ultimately, teacher well-being (Ford et al., 2019). The results of the study also revealed that working both individually with the needs of teachers and with the whole team achieves a greater level of influence in raising teacher well-being. Thus, research reveals the links between principal leadership and teachers' professional well-being or its elements, but the links are fragmented, and principal leadership is referred to as a general concept of leadership (Lam-

bersky, 2016; Paletta et al., 2017; Ford et al., 2019) without distinguishing specific leadership styles. If school principal leadership styles are found in the studies conducted, they usually include only one (Buskila & Chen-Levi, 2021; Collie, 2023; Mendoza & Dizon, 2024; Liu et al., 2023) or a few (Eyal & Roth, 2011; Van der Vyver et al., 2020) principal leadership styles. Therefore, a lack of systematic links between principal leadership styles and teachers' professional well-being is observed in the scientific literature. It also remains unclear what impact different leadership styles of principals have on teachers' professional well-being.

In order to contribute to reducing the identified information gap, the aim is to answer the research questions raised: What kind of research is found and lacking in analysing the links between the leadership style of school leaders and teachers' professional well-being? Which leadership styles of school leaders in relation to teachers' professional well-being are analysed in publications? What influence do different leadership styles of school leaders have on teachers' professional well-being? The aim of this review is to investigate the links between the leadership styles of school leaders (principals and their deputies) and teachers' professional well-being by purposefully distinguishing the leadership styles of school leaders applied in schools.

Material and Methods

Search Methods

The systematic literature review includes an analysis of a specific and purposefully selected volume of scientific literature (Jesson et al., 2011) in order to study the links between school principals' leadership styles and teachers' professional well-being. Applying the method of systematic literature review collects targeted information about the research questions raised based on scientific works and publications of other authors; therefore, applying this method does not require a separate empirical study. Six steps are distinguished, on the basis of which a systematic review of scientific sources is carried out (Jesson et al., 2011):

1. *Preparation of review* – reviewing what information is available, how valuable it is and what is not known, creating a review plan, formulating a question and identifying keywords, determining inclusion and exclusion criteria, and finally, generating a data selection report;

2. *Comprehensive literature search* – search for literature using keywords in the selected database;
3. *Quality assessment* – selected publications are read to decide which ones will be used for the review and which ones will be discarded due to inappropriateness;
4. *Data extraction* – relevant information found in publications is noted;
5. *Synthesis* – combining the collected data according to the established criteria;
6. *Description* – describing the results of the systematic review.

Database Searches

During the review phase, a research plan was prepared, including research question, keywords, and inclusion and exclusion criteria (see Figure 4.1). When applying the systematic literature review, the Scopus scientific literature database was selected, which is considered reliable due to the number of peer-reviewed publications, constant updating, and a search system that provides wide possibilities. Due to the novelty of the topic, the publication period of scientific literature was not limited. The search was performed using the keyword 'leadership,' which was combined using the Boolean logic operator AND with the second keyword 'teacher well-being.' It was noted that some publications use both the word form 'well-being' and 'wellbeing,' therefore it was chosen to perform an analysis of the two results obtained by keywords. The search phrase was chosen to exclude words such as school leaders, administration, director, and professional welfare, due to broader search possibilities when relevant literature uses synonyms in the title and abstract.

The search phrase was used to search for keywords in the title, excerpt and among keywords of publications. During the initial selection, 165 articles were found using the phrase 'leadership AND teacher AND well-being,' and 91 articles were found using the phrase 'leadership AND teacher AND wellbeing.' A total of 256 articles were identified that met the search criteria for scientific literature. The titles and excerpts of these publications were reviewed to search for the named keywords in order to ensure that they were relevant to the context of the problem question raised and that they were relevant to the context (leadership and teacher well-being). After applying the initial inclusion and exclu-

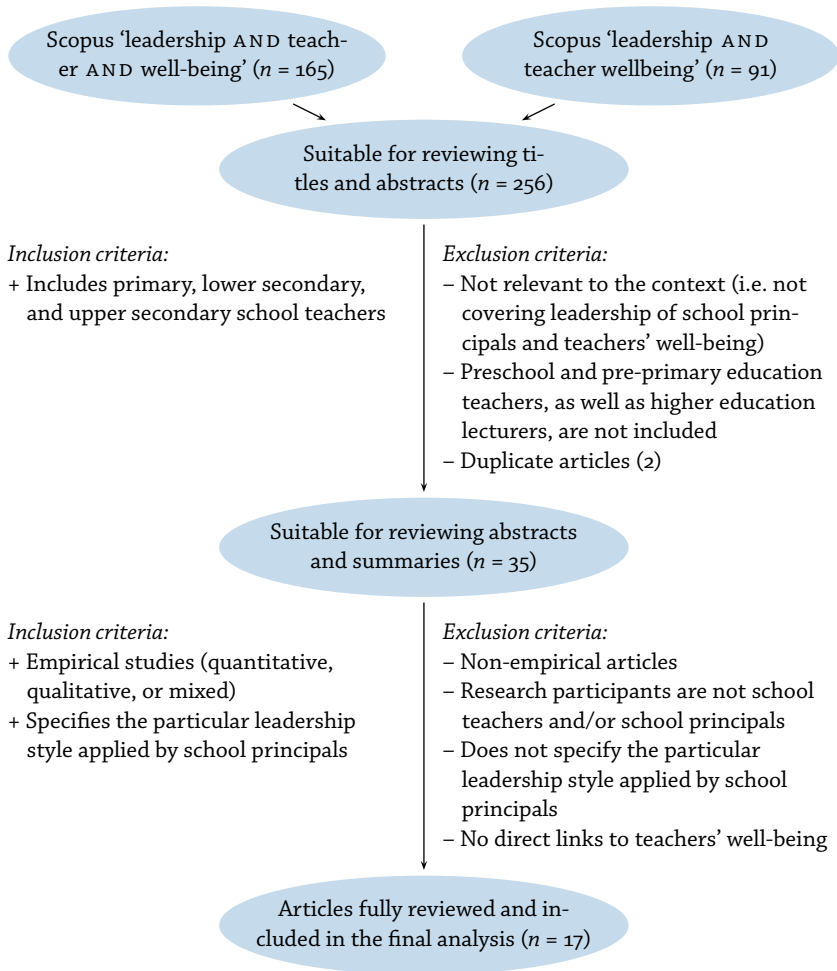


Figure 4.1 Selection of Scientific Publications Based on the Stages of a Systematic Literature Review

sion criteria, 37 articles were selected, of which two were duplicates, therefore the final number of publications is 35. In the next stage, not only the titles and excerpts of the 35 articles are read, but also the summaries/conclusions of the articles and the application of secondary criteria is introduced.

After this review, the number of publications was reduced to 17, which were included in the final analysis. After selecting suitable publications that met the established criteria, a deeper analysis of these was performed.

Inclusion and Exclusion Criteria

During the initial stage, only those articles that covered primary, secondary and upper secondary school teachers were included in the review of titles and excerpts, while pre-school and pre-primary education teachers and higher education lecturers were excluded. Articles that did not fit the context, i.e. did not cover the leadership of principals and teacher well-being in their content, were excluded. During the second stage, additional criteria were introduced such as the results of the articles must be based on empirical (quantitative, qualitative, or mixed) research conducted by the authors, excluding other types of articles, the articles must name the specific leadership style used by school principals. Attention is once again drawn to the research participants and their compliance with the participant inclusion criteria (school teachers and/or school leaders), and relevance to the context (leadership of principals and teacher well-being).

Retrieval of References and Handling

The following subsection presents the retrieval of references and handling: only full and final publications; selected document type: scientific journal articles; language selection: English only; subject area: social sciences and psychology. When searching for scientific literature, it was observed that including teachers' professional well-being increases the likelihood of finding relevant publications in the field of psychology.

Results

Overview of Selected Literature

In order to answer the research question, 'What research is found and lacking in analysing the links between the leadership style of school principals and teachers' professional well-being?', an analysis of all publications that meet the established criteria was performed. After analysing the year of publication (Table 4.1), an obvious novelty of the articles and the popularity of the topic are noticeable, since 94% of the literature was published in the period 2020–2024 (6% in 2020 ($n = 16$), 18% in 2021 ($n = 3$), 6% in 2022 ($n = 1$), 41% in 2023 ($n = 7$), 24% in 2024 ($n = 4$)), and the remaining 6% ($n = 1$) of the publications were published in 2011.

Table 4.2 shows the distribution of articles by continent and country. The analysis revealed that 9 out of 16 articles (56%), excluding one that

Table 4.1 Overview of Selected Publications by Year of Publication

Year	Author(s)	Year	Author(s)
2024	Mendoza and Dizon	2022	Shie and Chang
	Li et al.	2021	Buskila and Chen-Levi
	Butler		Abdulaziz Alfayez et al.
	Bellibaş et al.		Cann et al.
2023	Collie	2020	Van der Vyver et al.
	Attar et al.	2011	Eyal and Roth
	Xu and Yang		
	Liu et al.		
	Limon et al.		
	Quinteros-Durand et al.		
	Lee and Swaner		

Table 4.2 Overview of Selected Publications by Continent and Country

Continent	Country	Author(s)
Africa	South African Republic	Van der Vyver et al. (2020)
Australia	Australia	Collie (2023)
Asia	Philippines	Mendoza and Dizon (2024)
	Israel	Eyal and Roth (2011)
		Buskila and Chen-Levi (2021)
		Attar et al. (2023)
	China	Li et al. (2024)
		Xu and Yang (2023)
		Shie and Chang (2022)
		Liu et al. (2023)
	Saudi Arabia	Abdulaziz Alfayez et al. (2021)
Asia/Europe	Turkey	Limon et al. (2023)
Europe	Ireland	Butler (2024)
Oceania	New Zealand	Cann et al. (2021)
South America	Peru	Quinteros-Durand et al. (2023)
North America	United States of America	Lee and Swaner (2023)
		Bellibaş et al. (2024)

NOTES In total 47 countries.

examines data from different countries, were conducted by authors in Asia, dominated by Israel and China, while all other continents have at least one article published, covering countries such as South Africa, Australia, Turkey, Ireland, New Zealand, Peru, and the United States.

Table 4.3 Overview of Research Designs Used in Selected Publications

Res. design	Data collection tool	Sample	Author(s)
Quantitative	Questionnaire	101	Attar et al. (2023)
		122	Eyal and Roth (2011)
		266	Xu and Yang (2023)
		400	Van der Vyver et al. (2020)
		410	Limon et al. (2023)
		426	Collie (2023)
		620	Quinteros-Durand et al. (2023)
		768	Li et al. (2024)
		783	Shie and Chang (2022)
		1,124	Abdulaziz Alfayez et al. (2021)
		1,150	Mendoza and Dizon (2024)
		3,600	Lee and Swaner (2023)
	TALIS 2018 data	3,799	Liu et al. (2023)
		153,866	Bellibaş et al. (2024)
Qualitative	Self-reflection report based on a prepared questionnaire	53	Buskila and Chen-Levi (2021)
Mixed	Closed-ended questionnaire and semi-structured interview questionnaire	48 quant., 12 qual.	Butler (2024)
		65 quant., 6 qual.	Cann et al. (2021)

When reviewing the research designs used in the selected publications (Table 4.3), it was observed that quantitative research (82%, $n = 14$) dominates, with mixed (12%, $n = 2$) and qualitative (6%, $n = 1$) research methods being used extremely rarely. The most commonly used instrument in quantitative research is a questionnaire, but two authors chose to use secondary data collected in TALIS (Teaching and Learning International Survey) 2018. The qualitative ($n = 1$) study used a self-reflection report based on a prepared questionnaire, while the mixed ($n = 2$) research design includes a questionnaire in the quantitative part of the study and a semi-structured interview in the qualitative part of the study. The sample size of the conducted studies ranges from 101 to 3,600 teachers in quantitative studies using a questionnaire ($n = 12$), and from 3,799 to 153,866 in secondary TALIS 2018 data analysis ($n = 2$). An overview of the qualitative studies ($n = 1$) shows a sample size of 53 teachers using a self-reflection questionnaire. In the mixed research

design ($n = 2$), from 48 to 65 research participants were interviewed during the quantitative research phase using questionnaires, while during the qualitative phase using semi-structured interviews, from 6 to 12 research participants were interviewed.

Based on the review conducted by year of publication, country, applied methods, instruments and sample studied, and in order to answer the research question ‘What research is found and lacking in analysing the links between school principals’ leadership style and teachers’ professional well-being?’, it was revealed that the empirical research method most often used by the authors is quantitative research, with a significant lack of qualitative research. It was also noted that many authors used questionnaires, several utilized secondary TALIS 2018 data, but no longitudinal empirical research related to the research question was found. The analysis also showed a lack of qualitative research, with the interview method not being used in any of the qualitative studies, and a self-reflection report with pre-prepared questions was used once. Finally, the mixed research method is also not common, although a couple of authors combined questionnaires with a semi-structured interview. Thus, based on the review of the methods used in empirical research in the selected publications, a lack of mixed, and especially qualitative, research is observed.

After selection of all articles meeting the criteria, Table 4.4 was created detailing the results:

- *The leadership styles of school principals in relation to teachers’ professional well-being.* In the publications that met the criteria, the most common leadership styles used by school leaders studied by the authors are authentic leadership, transformational leadership, and distributed leadership. Also analysed were such styles as autonomy-supporting, coaching, empowering, liberal, learning-oriented, positive, servant, supportive, transactional, and participative leadership. It was noted that classical leadership styles and styles with managerial aspects, such as transactional leadership and transformational leadership, are still the most commonly studied.
- *The influence of school principals’ leadership styles on teachers’ professional well-being.* Positive and significant associations with teacher professional well-being are found in leadership styles such as distributed, empowering and transformational leadership, while

Table 4.4 The Influence of School Leaders' Leadership Styles on Teachers' Well-Being

Styles	Links to teacher well-being	Author(s)
Authentic leadership	Authentic leadership based on self-awareness, self-management, social awareness, and relationship management creates teacher well-being.	Buskila and Chen-Levi (2021)
	The organizational trust and commitment to the organization maintained by the school principal has a positive and significant impact on teacher well-being.	Shie and Chang (2022)
	Authentic leadership of the principal is positively related to the individual psychological state of teachers, when this is positively related to teacher well-being (satisfaction with work and life and negatively related to emotional exhaustion).	Xu and Yang (2023)
	Authentic leadership of the school principal is indirectly positively related to teacher well-being.	
Autonomy-supportive leadership	Autonomy-supportive leadership by a principal reduces the negative relationship between teacher stress and perceived well-being.	Mendoza and Dizon (2024)
	The more a principal supports teacher autonomy, the higher the teacher's well-being and the lower the experience of stress.	
	Autonomy-supportive leadership by a principal is positively correlated with teacher emotional, social, and psychological well-being.	
	A principal who supports teacher autonomy indirectly contributes to increasing teacher resilience.	
	Leadership that supports principal autonomy is positively related to teacher energy and engaging behaviour, and hence to the maintenance of teacher well-being.	Collie (2023)
	Leadership that undermines principal autonomy is related to higher teacher turnover intentions.	
Coaching leadership	Coaching leadership applied by the principal as a reflective practice develops leadership skills and leads to increased well-being for both the supervisor and the teacher.	Butler (2024)
	Coaching leadership applied by the principal increases teacher self-efficacy and, consequently, teacher well-being.	

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positive but undisclosed or significant associations are found in autonomy-supportive and coaching leadership. An indirect but positive association is found in authentic, learning-oriented, positive and servant leadership styles. The application of support-

Table 4.4 *Continued from the previous page*

Styles	Links to teacher well-being	Author(s)
Distributed leadership	Distributed leadership is positively and significantly associated with teacher well-being and commitment, while it is negatively associated with administrative workload. The more leadership is delegated and responsibilities are shared, the more teachers are committed to the school, feel less stressed by workload, and therefore experience greater well-being.	Bellibaş et al. (2024)
	Distributed leadership is directly and significantly associated with teacher well-being in 45 out of 47 countries.	
	Distributed leadership indirectly and positively affects teacher well-being through teacher self-efficacy.	Liu et al. (2023)
Empowering leadership	When a principal empowers a teacher, teacher engagement and teaching self-efficacy increase.	Limon et al. (2023)
	Empowering leadership by a principal is significantly associated with increased teacher well-being, when this is related to school resilience.	
	Empowering leadership by a principal increases school organizational resilience.	
	Empowering leadership by a principal has a negative impact on teacher stress and a positive impact on teacher professional well-being and perceptions of support received.	
Liberal/Laissez-faire leadership	Liberal/laissez-faire leadership has a negative impact on teachers' professional well-being.	Van der Vyver et al. (2020)
	Liberal/laissez-faire leadership positively correlates with stress, anxiety, and depression, while negatively correlating with comfort and enthusiasm.	
Learning-centred leadership	Learning-oriented leadership helps to meet teachers' psychological needs, when these satisfied teachers feel autonomous, positive and have a better understanding of their well-being.	Abdulaziz Alfayez et al. (2021)
	Learning-oriented leadership predicts higher teacher well-being.	
	Teachers who experience well-being feel better, experience less stress and are therefore more effective.	

Continued on the next page

ive leadership and participative leadership correlates positively and significantly with teacher professional well-being, while an extremely weak correlation is found with liberal and directive leadership styles. One author reveals the opposite, proving negative associations between teacher professional well-being and lib-

Table 4.4 *Continued from the previous page*

Styles	Links to teacher well-being	Author(s)
Positive leadership	Positive leadership from principals demonstrates appreciation for teachers, provides opportunities for teachers' professional development, and gives teachers sufficient freedom in making decisions that lead to the experience of teacher well-being.	Cann et al. (2021)
Servant leadership	Servant leadership has an indirect impact on teacher well-being through its positive impact on teachers' life satisfaction, support for personal growth, learning, and the provision of work tools.	Quinteros-Durand et al. (2023)
Supportive leadership	Supportive leadership from principals is positively correlated with teacher well-being.	Lee and Swaner (2023)
Transformational leadership	Transformational leadership of the principal positively and significantly influences the impact of teachers' emotional intelligence on psychological well-being, and subsequently on organizational commitment. Transformational leadership of the principal indirectly affects teacher psychological well-being.	Li et al. (2024)
	Transformational leadership by a principal is negatively related to teacher burnout, which was partly due to the autonomy granted to teachers.	Eyal and Roth (2011)
	Transformational leadership positively contributes to teachers' professional well-being, which leads to lower teacher turnover intentions.	Van der Vyver et al. (2020)
	Transformational leadership of the principal is negatively correlated with anxiety and depression, and positively with perceived comfort and enthusiasm. Transformational leadership of the principal has a stronger impact than transactional leadership in all parameters.	

Continued on the next page

eral leadership style. Finally, some authors highlighted a positive, while others a negative, association of transactional leadership with teacher professional well-being.

Different leadership styles of principals have different influences on the elements that make up teachers' professional well-being: teacher autonomy (Eyal & Roth, 2011; Van der Vyver et al., 2020; Cann et al., 2021; Limon et al., 2023; Collie, 2023; Mendoza & Dizon, 2024), self-efficacy (Limon et al., 2023; Liu et al., 2023; Butler, 2024), job satisfaction (Attar et al., 2023; Xu & Yang, 2023; Quinteros-Durand et al., 2023),

Table 4.4 *Continued from the previous page*

Styles	Links to teacher well-being	Author(s)
Transactional leadership	Transactional leadership is positively correlated with teacher burnout, which was partly driven by principals' control over teachers.	Eyal and Roth (2011)
	Transactional leadership positively contributes to teachers' professional well-being, which leads to lower teacher turnover intentions.	Van der Vyver et al. (2020)
	Transactional leadership of the principal is negatively correlated with anxiety and depression, and positively with perceived comfort and enthusiasm. When in all parameters, transactional leadership of the principal has a weaker effect than transformational leadership of the principal.	
Participative, directive, supportive and laissez-faire leadership	Teacher well-being is positively and significantly correlated with participatory, directive, supportive, and laissez-faire leadership styles. Participatory leadership style correlates most strongly with teacher well-being, is somewhat weaker with supportive leadership and even weaker with laissez-faire, with the lowest correlation with directive leadership.	Attar et al. (2023)

teacher resilience (Limon et al., 2023; Mendoza & Dizon, 2024), commitment to the institution (Eyal & Roth, 2011; Shie & Chang, 2022; Bellibaş et al., 2024), change intentions (Van der Vyver et al., 2020; Collie, 2023), and stress experienced (Limon et al., 2023; Xu & Yang, 2023; Bellibaş et al., 2024; Mendoza & Dizon, 2024):

- *Teacher autonomy.* When a teacher feels autonomy support (Collie, 2023; Mendoza & Dizon, 2024) and empowerment (Limon et al., 2023) from their supervisor, they increase their self-esteem, empowerment, engagement, energy, and positive emotional state (Collie, 2023; Limon et al., 2023; Mendoza & Dizon, 2024), and by feeling positive, they gain more freedom to make decisions and confidence to deal with situations (Cann et al., 2021). The same is observed in the context of transformational leadership, where teachers not only feel more motivated due to the granting of autonomy, but also become psychologically stronger because they experience less stress and long-term anxiety (Eyal & Roth, 2011). On the other hand, when the leader does not support autonomy, teachers experience more stress, are more likely to withdraw from tasks and, when meeting only minimal requirements, become de-

tached from school activities, eventually considering changing jobs (Collie, 2023). However, when teachers experience complete freedom of action and are unrestricted by liberal leaders, they experience greater anxiety due to uncertainty (Van der Vyver et al., 2020).

- *Self-efficacy.* The clear allocation of specific tasks and responsibilities among teachers based on the principles of distributed leadership provides teachers with opportunities for self-efficacy, leading to increased self-efficacy (Liu et al., 2023). In the effect of coaching leadership, teachers feel that they experience the trust of the leader (Butler, 2024) and, as in the effect of empowering leadership, this empowers and strengthens self-confidence (Limon et al., 2023), leading to higher self-efficacy (Limon et al., 2023; Butler, 2024).
- *Job satisfaction.* Authentic leadership style is positively related to job satisfaction when it gives teachers more space for their creativity, self-expression, and acceptance of their individuality (Xu & Yang, 2023), while servant leadership also has a positive impact on teacher satisfaction by strengthening this through support, encouragement to grow and develop, and providing the necessary tools to work (Quinteros-Durand et al., 2023). In contrast, teachers whose leaders are supporters of directive leadership rarely experience a sense of security and are usually not given freedom of choice, which reduces job satisfaction (Attar et al., 2023).
- *Teacher resilience.* Empowering leadership, by giving teachers more confidence in themselves and their existing competencies, increases teachers' resilience in stressful situations, when the overall resilience of teachers strengthens the resilience of the institution (Limon et al., 2023). Similarly, autonomy-supporting leadership, although indirectly contributing to increasing teacher resilience, contributes to teachers' professional well-being by supporting teachers' freedom and choice (Mendoza & Dizon, 2024).
- *Commitment to the institution and intentions to change.* A principal applying a transformational leadership style has a positive impact on teachers' emotional intelligence and psychological well-being, which leads to higher commitment to the institution (Eyal & Roth, 2011). Also, the trust created by authentic leadership (Shie & Chang, 2022) and the empowerment of teachers by distribut-

ing the workload and thus equalizing the volume of work in distributed leadership leads to decreasing stress and greater commitment to the school (Bellibaş et al., 2024). Both transformational leadership and transactional leadership contribute to higher teachers' professional well-being (Van der Vyver et al., 2020), while leadership that does not support teacher autonomy (Collie, 2023) is associated with higher change intentions (Van der Vyver et al., 2020; Collie, 2023).

- *Experienced stress.* Teachers feel psychologically safer in an environment with an authentic (Xu & Yang, 2023), autonomy-supportive (Mendoza & Dizon, 2024), and empowering leader (Limon et al., 2023), as they rarely experience stress. When principals apply distributed leadership, teachers feel less tension and experience less stress due to clear communication and distributed areas of activity for which they assume pre-agreed responsibility (Bellibaş et al., 2024). Continuous professional development is part of teachers' professional growth. Therefore, learning-oriented leadership satisfies teachers' need to learn, they feel more independent and able to realize themselves, which gives teachers psychological peace and reduces the level of stress due to the cultivation of new knowledge (Abdulaziz Alfayez et al., 2021). However, permissive leadership styles contribute to stress and anxiety among teachers (Van der Vyver et al., 2020). Finally, transformational leadership, due to its motivating autonomy, reduces the potential for teacher burnout (Eyal & Roth, 2011), while transactional leadership, due to its control over teachers, promotes burnout (Eyal & Roth, 2011).

Ultimately, all leadership styles of school leaders that increase empowerment, confidence, psychological well-being, self-efficacy, motivation, engagement, emotional satisfaction, and autonomy contribute to the growth of teachers' professional well-being, while styles applied by leaders that increase anxiety, stress, depression, alienation, and the desire to change jobs negatively affect teachers' professional well-being.

Limitations

This systematic literature review has several limitations. First, the selection according to the method of systematic literature review was carried out in the first half of 2024, therefore, not all articles published in 2024 that met the criteria were possibly included in the analysis. Second, the

concept of leadership of managers includes both school principals and deputy principals, but when searching for one or another phrase, often not all results are included due to the mismatch of keywords used in published articles; therefore, only the concept of leadership was used in order to increase the chances of finding suitable publications. Third, the search was carried out including the field of education science and, having noticed that including the field of psychology on the origins of well-being results in more relevant publications, this was also selected. However, other areas of social science were not selected for review, in which articles that met the criteria could potentially be found. Fourth, empirical studies were selected only during the second stage of applying the inclusion and exclusion criteria while it could have been reviewed in the first stage. However, this did not affect the final result of the study.

Discussion

To our knowledge, this is the first systematic literature review studying the links between leadership styles applied by school principals and teachers' professional well-being. Therefore, the study included all scientific sources in the Scopus database and articles selected according to the criteria to confirm the relevance of the topic, with 94% of these published in 2020–2024. Also, based on the number of studies conducted, the greatest relevance of the topic is observed in Asian countries (Eyal & Roth, 2011; Buskila & Chen-Levi, 2021; Abdulaziz Alfayez et al., 2021; Attar et al., 2023; Xu & Yang, 2023; Liu et al., 2023; Mendoza & Dizon, 2024; Li et al., 2024), so the lower number of publications in Western countries indicates the lack of research on the topic and the need for further research. It has been revealed that many authors conduct quantitative research (Eyal & Roth, 2011; Van der Vyver et al., 2020; Abdulaziz Alfayez et al., 2021; Shie & Chang, 2022; Collie, 2023; Attar et al., 2023; Xu & Yang, 2023; Liu et al., 2023; Limon et al., 2023; Quinteros-Durand et al., 2023; Lee & Swaner, 2023; Mendoza & Dizon, 2024; Li et al., 2024; Bellibaş et al., 2024), while very rarely conducting qualitative (Buskila & Chen-Levi, 2021) and mixed studies (Cann et al., 2021; Butler, 2024). The analysis showed a lack of qualitative and mixed studies investigating the links between principals' leadership styles and teachers' professional well-being. Qualitative studies would reveal the links and their causality in more depth. The analysed articles revealed connections, but did not provide extensive information about their causality and ongoing consequences.

It was revealed that in the publications that met the criteria, the most common leadership styles used by school leaders studied by the authors are authentic (Buskila & Chen-Levi, 2021; Shie & Chang, 2022; Xu & Yang, 2023) and transformational (Eyal & Roth, 2011; Van der Vyver et al., 2020; Li et al., 2024) leadership, as well as autonomy-supportive (Collie, 2023; Mendoza & Dizon, 2024), distributed (Liu et al., 2023; Bellibaş et al., 2024), liberal (Van der Vyver et al., 2020; Attar et al., 2023), supportive (Attar et al., 2023; Lee & Swaner, 2023), and transactional (Eyal & Roth, 2011; Van der Vyver et al., 2020) leadership. However, less frequently studied leadership styles include coaching (Butler, 2024), empowering (Limon et al., 2023), learning-oriented (Abdulaziz Alfayez et al., 2021), positive (Cann et al., 2021), servant (Quinteros-Durand et al., 2023), participative (Attar et al., 2023), and directive (Attar et al., 2023) leadership. Based on the results of a systematic literature review, an analysis of known (such as distributed, transformational, transactional) leadership styles and their connections is visible, but this highlights the need for analysis of other unstudied leadership styles, especially considering the recently developed styles such as instructional and inclusive leadership. The results of quantitative studies in some of the analysed articles revealed significant associations (Shie & Chang, 2022; Limon et al., 2023; Li et al., 2024; Bellibaş et al., 2024) between specific leadership styles and teachers' professional well-being, while other authors showed associations but did not reveal whether these were significant (Xu & Yang, 2023; Liu et al., 2023). Among the quantitative studies, some authors also analysed correlations (Eyal & Roth, 2011; Van der Vyver et al., 2020; Abdulaziz Alfayez et al., 2021; Attar et al., 2023; Lee & Swaner, 2023; Mendoza & Dizon, 2024). Thus, the need for more complex procedures in quantitative studies to reveal correlations is evident.

A systematic literature review showed that, depending on the leadership style, the leadership of school principals has a positive or negative impact on teachers' professional well-being. This is also confirmed by other authors studying the leadership of school principals and teachers' professional well-being (Serpieri & Vatrella, 2017; Van der Vyver et al., 2020; Abdulaziz Alfayez et al., 2021; Cann et al., 2021). The analysis revealed the links between leadership not only with teachers' professional well-being, but also with some of its constituent elements, such as: teacher autonomy (Eyal & Roth, 2011; Van der Vyver et al., 2020; Cann et al., 2021; Collie, 2023; Limon et al., 2023; Mendoza & Dizon, 2024), self-efficacy (Liu et al., 2023; Limon et al., 2023; Butler, 2024), job satisfac-

tion (Attar et al., 2023; Xu & Yang, 2023; Quinteros-Durand et al., 2023), teacher resilience (Limon et al., 2023; Mendoza & Dizon, 2024), commitment to the institution (Eyal & Roth, 2011; Shie & Chang, 2022; Bellibaş et al., 2024), change intentions (Van der Vyver et al., 2020; Collie, 2023), and stress experienced (Limon et al., 2023; Xu & Yang, 2023; Mendoza & Dizon, 2024; Bellibaş et al., 2024). However, none of the articles selected according to the criteria included such elements of professional well-being as teacher engagement (Rusu & Colomeischi, 2020; Pöysä et al., 2022, Vincent et al., 2023), time and workload pressures experienced (Qiao & Hu, 2021; Jerrim & Sims, 2021; Cotson & Kim, 2024), and availability of learning opportunities for teachers (Dreer, 2023; Abbaspour et al., 2024). The authors of the articles distinguish teacher autonomy (Eyal & Roth, 2011; Van der Vyver et al., 2020; Cann et al., 2021; Collie, 2023; Limon et al., 2023; Mendoza & Dizon, 2024) as one of the elements of well-being, which is confirmed by other authors (Yukselir & Ozer, 2022; Pan et al., 2023), and secondly, that the more autonomy is granted, the more self-confidence and job satisfaction teachers have (Jentsch et al., 2023), while its absence leads to greater emotional exhaustion (Ebersold et al., 2019). Self-efficacy as another important element discussed by the authors (Limon et al. 2023; Liu et al., 2023; Butler, 2024) is also found in other authors' articles confirming the support from principals (Jentsch et al., 2023). The study conducted by Ortan et al. (2021) confirms the links between job satisfaction and the provision of appropriate working conditions and necessary tools (Quinteros-Durand et al., 2023), while negative emotions (Xu & Yang, 2023) and increased workload (Cayupe et al., 2023) negatively affect job satisfaction. The authors who studied teacher resilience (Limon et al., 2023; Mendoza & Dizon, 2024) are also seconded by Gibbs and Miller (2014), who highlight that it is precisely the support from school principals and mutual support from the community that strengthens resilience in various situations. Sohail et al. (2023) revealed that teacher's stress is directly related to school principal leadership, which is also confirmed by the articles analysed in this review (Limon et al., 2023; Xu & Yang, 2023; Mendoza & Dizon, 2024; Bellibaş et al., 2024). Finally, teacher stress also increases teachers' turnover intentions (Ryan et al., 2017).

Conclusions

The systematic literature review revealed that there is a lack of deeper, more experience-revealing research that could show a more detailed

causality of the links, and more broadly reveal the ongoing processes and school principles of operation. Analysis showed that most often the researchers choose to study the classic or most popular leadership styles such as transformational and distributed, without including the latest, less researched leadership styles. In addition, this review revealed the positive associations between teachers' professional well-being and leadership styles applied by school principals such as distributed, empowering, transformational, autonomy-supporting, coaching, learning-oriented, positive, supportive, participative and servant leadership, while the directive leadership style has extremely weak, but positive associations. Some researchers highlighted a positive, others a negative association of transactional leadership with teachers' professional well-being, while liberal leadership has a negative association. It was established that empirical research on leadership styles such as instructional leadership, adaptive, agile and patronizing leadership are missing in the scientific literature.

The review highlighted that most researchers choose to study the links between one or two leadership styles and teachers' professional well-being, while there is a lack of studies that examine the relationships between three or more leadership styles applied by school principals within a single study. Finally, it was revealed that different leadership styles of school principals have different influences on the elements that make up teachers' professional well-being, such as teacher autonomy, self-efficacy, job satisfaction, teacher resilience, commitment to the institution, change intentions and experienced stress, but publications do not focus on links with other elements of professional well-being. Therefore, there is a need for broader studies that would simultaneously cover not only all elements of well-being, but also school principals' leadership styles.

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