

Fostering Teacher Professional Well-being: Understanding the Impact of School Administration Leadership and Other Factors

Authors : Monika Simkute-Bukante

Abstract : Teachers significantly influence student achievements, personal development, and academic success. Consequently, they are subject to heightened expectations and scrutiny from governments, school administrations, parents, and even students. Increasing responsibilities and pressures impact teachers' professional well-being, contributing to a global trend of increased teacher turnover and shortages due to stress and heavy workloads. Given the critical role of teachers in educating young people, it is essential to implement strategies to retain them. School administrations are pivotal in creating an environment conducive to optimal performance. However, there remains a gap in understanding how school administration leadership impacts teachers' professional well-being and its potential for improvement. This research aims to define teacher professional well-being, identify its attributes, and explore the factors influencing it, with a particular focus on the role of school administration. Employing the concept analysis method, this study reviews scholarly publications from 2019 to 2024 to articulate the components of teacher professional well-being. The findings highlight key attributes of teacher well-being, including self-efficacy, work engagement, job satisfaction, relationships with colleagues and students, support from administration, work autonomy, school climate, time pressure, workload, resilience, stress, burnout, and turnover intentions. The analysis demonstrates that school administration leadership directly affects these aspects by providing support in challenging situations, empowering teachers, offering recognition, facilitating open communication, and ensuring autonomy at work. In conclusion, the research shows that teachers' professional well-being is heavily dependent on relationships with school administration, colleagues, and students, as well as the overall school climate. It suggests that by enhancing these elements, school leaders can significantly improve teacher professional well-being. Recommendations are made for developing strategies to support these relationships, thereby fostering an environment that enhances teacher retention and effectiveness.

Keywords : concept analysis, teacher professional well-being, school administration leadership, well-being factors

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