Narratives of School Leadership to Support the Well-Being of Teachers in Karachi Pakistan

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Abstract

The teaching profession is one of the professions that leads to challenges, and these challenges impact teachers' well-being. School leaders play a pivotal role in supporting and brightening teachers' well-being. This research project which is based on qualitative phenomenological research, seeks to explore the narratives of primary school leaders to foster their teachers' well-being through structured interviews. School leaders belonging to various educational settings were engaged. Structured interviews were used to collect the primary data collection, for a comprehensive exploration of eight primary school leaders of District Korangi Karachi's perceptions, experiences, challenges, and strategies to support in improve their teachers' well-being. The main findings divulge extraordinary roles and multifaceted responsibilities of primary school leaders in nurturing the well-being of their educators. School leaders expressed and shared their experiences in providing opportunities for professional development, creating healthy positive organizational cultures, managing workloads and time management, and addressing psychological concerns. School leaders' narratives also enlighten on the ramifications of leadership in administrative challenges and demands. These narratives provide a nuanced understanding of the strategies and initiatives that support teacher well-being. Such insights are instrumental in informing policy.

Keywords: *School Leaders, School Teachers, Wellbeing*

Introduction

Well-being

With the advancement of digital technology & global education, along with the socio-economic and political conditions of the world. Subjective well-being is an effective instrument for evaluating people's lives (Diener, 2000). It has been noticed that well well-being of individuals has been affected. International Labour Organization defines well-being as "relates to all aspects of working life, from the quality and safety of the physical environment, to how the employees feel about their work, their working environment, the climate at work, and work organization" (Ahmad, Thomas, & Hamid, 2020). Employee well-being is operationalized in a variety of ways, as opposed to transformational leadership, including subjective well-being, psychological strain, job satisfaction, burnout, and the intention to leave (Vella-Brodrick, Park, & Peterson, 2009; Robertson & Cooper, 2010; Raza & Ahmed, 2017; Ahmad & Hamid, 2021). The Organization for Economic Co-operation and Development defines psychological well-being, the most widely discussed construct in relation to well-being, as the various evaluations, positive and negative that people make of their lives and the affective reactions of people to their experiences (Valkenburg, 2022).

Workplace Well-Being

Well-being refers to the state of being comfortable, healthy, happy, and content. It's a broad concept that encompasses various aspects of a person's life, including physical, mental, emotional, and social dimensions.

Positive Approach to Well-being at Work

This concept of humanistic work values is also consistent with the description of healthy work: "Healthy work exists where people feel good, achieve high performance, and have high levels of well-being (Wolsko, Lindberg, & Reese, 2019)." Individual strengths, which are at the heart of positive psychology, can be used to deconstruct well-being (Staudinger, 2020). Focusing on human capabilities improves workplace well-being. Seligman (2012) investigated human strengths and how individuals might acquire positivity in a variety of life situations. People can achieve well-being in life and at work by having an open mind, critical thinking, and courage, as well as caring for others, justice, self-regulation, optimism, and hope (Seligman, 2002). Supporting human capabilities in the workplace improves coping, although it is not without challenges. According to Peterson, Park and Seligman (2005), for example, heart-focused strengths (e.g., love) do not

co-occur with head-focused strengths (e.g., self-regulation), and individually-focused strengths (e.g., creativity) do not co-occur with other-focused strengths (e.g., fairness). Furthermore, different cultures value different strengths; for example, American workers are more likely to see work as an individual achievement, whereas Japanese workers see work as a social duty. However, in an era of multiculturalism and constantly changing working life, it is vital to recognize that various people contribute distinct character qualities to the workplace. Supporting well-being in the workplace involves implementing a holistic approach that encompasses various techniques and strategies. This includes fostering a positive and inclusive work environment, offering flexible work arrangements, and promoting a healthy work-life balance. Providing health and wellness programs, competitive employee benefits, and opportunities for career development also play a crucial role. Recognition and rewarding teachers' contributions create a physically and mentally attractive environment that helps to boost teachers' contributions, involvement, and support towards the school's long-term benefit and their job expectations and satisfaction. On the other hand heavy workloads, classroom management issues, and lack of support from school administration negatively affect teachers' physical, mental, and emotional health and make them frustrated and stressed. Balanced and effective school leadership plays a role in creating a positive school culture that provides better opportunities for growth, and emotional, and professional well-being. Additionally, school leaders can help and support teachers' well-being by recommending different strategies to maintain work-life balance and manage stress burnout (Ahmad, Sewani, & Ali, 2021; Ahmad, Ali, & Sewani, 2021**).**

Research Objectives

1. To explore the strategies and practices that primary head teachers use to promote teachers' well-being.
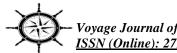2. To examine the challenges faced by primary school head teachers in promoting teacher well-being.

Research Questions

1. What strategies and practices do primary school head teachers use to promote teacher well-being?
2. What are the challenges faced by primary school head teachers in promoting teacher well-being?

Literature Review

The Well-being Theory (WBT)

With ever-changing and conflicting professional demands, work-related stress, anxiety, burnout, and rising work-life imbalance, educators need to attention to their well-being now more than

ever (Kutsyuruba et al., 2019). Seligman's WBT theory is a well-known explanation of well-being since it comprises five things that people all across the world are looking for. They are rewarding (e.g. naturally motivating) pleasant emotions, commitment, relationship, purpose, and achievement (i.e. PERMA). The five dimensions distinguish WBT from other multi-dimensional theories) because they cover eudemonic (i.e. living a purposeful life) and hedonic (i.e. living a life full of components of happiness and enjoyment, including things that are less frequently included in other theories of well-being such as commitment and satisfaction). Positive emotions are a fundamental goal for people all across the world (Diener 2000). Furthermore, research reveals that happy emotions are a crucial predictor of well-being, which is linked to life satisfaction, resilience, mindfulness, social rewards, work outcomes, and physical health. Engagement is a second essential indication of well-being that is positively associated with other well-being indicators (Ryan & Deci 2020; Seligman 2002). Positive friendship ties boost self-esteem, and perceptual increases in friendship quality are linked to better health. Because freshly trained state school teachers serve in difficult obligatory service places, deep connections among them may form new jobs.

According to research, relationships are positively correlated with self-esteem, and perceived improvements in the quality of relationships are linked to improvements in well-being. A good connection was also found to be the sole factor that consistently predicted happiness in a study that included a sample that represented three-fourths of the world's population across 55 nations. Another important sign of well-being is having close, fulfilling relationships and feeling valued by others (Ryan & Deci 2020; Seligman 2012). According to Ryan and Deci (2020), having close relationships is a basic human need. Meaning, or having a sense of purpose coming from something perceived as more widespread than oneself, is the fourth determinant of well-being. The PERMA model (Butler & Kern, 2016) offers a subjective indicator of performance that can be used to individuals of all ages and environments while also guaranteeing that the pursuit of achievement is a recent and ongoing process. Researching teachers' wellness is of great benefit to comprehend their teaching philosophies because stress and burnout are frequent issues for teachers in the mentoring process.

Skinner, Leavey, and Rothi (2021) conducted a study and stated that in Europe, workplace well-being is gaining relevance in the policy and research agenda, and education is a prominent context in which occupational stress has been recorded. Traditionally, the ethos in school settings

could be said to be shaped by employees' vocational motivation; that is, a commitment to a social benefit through the development, support, and improvement of students, and this commitment was used to overcome workplace challenges and help teachers deal with stress. They suggested in their study that the influence of bureaucratic changes at the management level, such as the establishment of performance targets, greater workload, increased accountability, and curriculum modifications, is eroding teachers' commitment. This, in turn, has an impact on their professional identity and can have a detrimental impact on their mental health and well-being. This qualitative study, which included 39 teachers and six school leaders from England and Wales, intended to investigate the contextual workplace experiences of teachers who reported work-related stress through interviews. The narratives focused on educational policy advances, the managerial execution of these developments, and the resulting decrease in teacher autonomy.

Hammoudi Halat, Soltani, Dalli, Alsarraj, and Malki (2023) conducted a narrative evaluation of the relevant literature on faculty mental health and well-being. It covers the information on factors influencing faculty mental health and demonstrates the prevalence of anxiety, depression, stress, and burnout among academics from diverse academic fields and across the academic ladder. The paper finishes by investigating ways that promote work-life balance among academics and suggests effective treatments to improve their mental health outcomes, using a suggested framework that collates the efforts of leaders and faculty. Cherkowski, Kutsyuruba, and Walker (2020) used a qualitative, phenomenological approach to investigate the lived, concrete, and situated experiences of a small sample of school administrators in two school districts in British Columbia, Canada. Individual interviews were used to collect data, and they were supposed to be appreciative in nature. These were recorded and transcribed and lasted between 60 and 90 minutes. The interview data was deductively and inductively examined and grouped into themes that highlight the key components of positive leadership for thriving in schools, based on the experiences of these participants. They discovered that a fourth value, presence, was important for these participants to experience well-being at work, building on and extending their findings that school administrators feel a sense of flourishing when they focus on their work from the values of purpose, passion, and play. The sense of well-being of principals was closely associated to the concept of balance in their work and life, which assisted them in dealing with possible stress and ill-being. According to their findings, a strengths-based, positive approach to school leadership provides an alternate perspective for supporting and boosting

workplace well-being.

It is crucial to offer mentoring to instructors who have recently started a teaching career or have started working at a new institution in the midst of several teacher education programs and teachers from a diverse range of backgrounds. As part of their ongoing professional development (CPD), teachers should have mentors. When addressing mentoring techniques, it's important to take into account a variety of topics, including mentor availability, teaching schedules, financial concerns, the well-being of trainers, and mentoring teachers. According to Karanfil and Atay (2020), the length and substance of mentorship seminars, school facilities, and students' engagement in their lectures all have an impact on teachers' well-being. Six teachers who are either in their first or second year of teaching in government schools participated in the Turkish study. It has been determined that when planning mentoring CPD programs, the usage of mentoring programs and teacher participation should come first (Ahmad, Rashid, & Ali, 2023). The time and substance of the seminars, the physical conditions of the schools, the usefulness, and teacher involvement that supports the well- being of inexperienced public school teachers should all be taken into consideration when designing mentoring programs in order to maintain the well-being of teachers. Children can tell when teachers of early education are content at work. Numerous improvements have been made to the Finnish daycare system, and these changes have an impact on child welfare (Ahmad, Bibi, & Imran, 2023; Ali, et al., 2023).

The purpose of this article is to examine the level of well-being and success at work in Finnish daycare facilities from the perspective of early childhood education instructors and to discuss how well-being might be enhanced (Ylitapio-Mäntylä, Uusiautti, & Määttä, 2012). The data collection was done via group interviews of 9 respondents among North Finland early childhood teachers of 4 using the memory-work method. The findings showed that a number of issues were identified as endangering the well-being of early childhood education teachers. These issues included, among others, an increase in administrative chores as well as anxiety about their instructional task becoming smaller, the sufficiency of one's own resources, and how economic efficiency standards have begun to extend to daycare as well. When early childhood education teachers have time to meet with individual children and focus on their primary duties of nurturing and teaching children, their perceived well-being improves. Based on the findings, solutions for improving the well-being of early childhood education teachers are explored. The promotion of well-being demands development actions at the societal, daycare, and personal levels of early

childhood education teachers. They emphasized how organizational structures can either help or impede well-being.

According to Squires (2019), much of the literature on mentorship and induction focuses on the formal structures and the procedures' targeted learning goals. However, the emotional and personal support provided to new teachers through the establishment of connections with mentors is acknowledged as being extremely valuable to ongoing retention efforts. Although some schools have excellent induction programs and formal mentorship arrangements, these practices are dispersed and may not even be equally well developed within one school district. Lane, Everts, Hefner, Phillips, and Scott (2021), conducted a study and described that it is vitally important that comprehend what keeps early career teachers in the profession given the current environment of high levels of teacher attrition. 'What settings are favorable to improving teacher resilience and retention in the first two years of teaching?' is the focus of a project whose preliminary findings are presented in their study. The goal of the study was to pinpoint the innate qualities and environmental factors that foster resilience in newly hired teachers. In-depth, open-ended interviews with principals and first-year teachers from 59 schools in two states of Australia provided valuable insight into their experiences as new teachers. From this information, narrative portraits were created, and new themes were noted and examined. Relationships with principals have a significant impact on teachers' perceptions of their professional and personal well-being, with both positive and negative effects noted. This essay explores this issue through two early career teacher portraits.

Research Methodology

Research Design

A qualitative research approach was used to study teachers' well-being through narratives of primary school leaders. Semi-structured interviews were conducted with eight primary school leaders from district Korangi, Karachi to collect data. Interviews were recorded in the form of audio and video, and then transcribed for analysis. Creswell's phenomenological framework for in-depth exploration and investigation for thematic analysis was used. It provided a systematic guideline for findings and uncovering the experiences and significance of the study with philosophical foundations. Through Creswell's thematic model, process of analysis was successfully completed and targets were achieved. The population and sample size for the study depended on the research questions and the data saturation point, where no new information was being revealed in the data.

Typically, a sample size of 5-10 participants was sufficient for a qualitative study of this nature. However, the final sample size depended on the research questions and the available data. The choice of a sample size of 8 head teachers for semi-structured interviews in a research study on the narratives of head teachers regarding the well-being of teachers can be well-justified.

Data Analysis Procedure

Data was collected through semi-structured interviews with 8 primary school head teachers of district Korangi, Karachi. The qualitative data gathered from the interview of primary school head teachers was analyzed through an appropriate Creswell's thematic data analysis model to identify the themes and patterns in the data. The process was typically conducted in steps, data transcription, familiarization, coding, theme development, and f member checking. All steps were used to refine the process of data analysis of emergent themes, and purposeful investigation.

Thematic Analysis

The procedure of data analysis was systematic and based on multiple transcript reviews. The whole process was properly organized, transcribed, coded, and categorized for thematic analysis. All themes were identified through the primary school leaders' of District Korangi Karachi narratives.

Theme 1-Well-Being

It's important to note that well-being is a subjective concept, and what contributes to well-being can vary widely from person to person based on their values, beliefs, circumstances, and cultural backgrounds. Moreover, well-being is not a constant state but rather something that can fluctuate over time. Many individuals and organizations focus on strategies and practices to enhance well-being in various aspects of life, aiming for a balanced and fulfilling existence. *"Wellbeing is the term concerned with the condition of physical health, condition of mental health including your economic condition and health. If you are healthy physically, mentally, emotionally, and economically that is Well-being."*

"A point of satisfaction at which people feel pleasure to perform their duties. And like to improve their physical, mental, and emotional health."

"My understanding regarding well-being is that the availability of a platform where people can work in a good environment, and the supportive environment provided by the organization is well-being. If people will trust each other they will accept, and share other ideas without any fair is called organizational well-being."

Theme:2-Challenges at workplace

Head-teachers, also known as principals or school administrators, face a wide range of challenges in their workplace. These challenges can vary based on the type of school, the location, and the specific circumstances, but some common challenges include educational trends and reforms, budget constraints, student performance, staff management, parent and community relations, student behavior and discipline, accountability and assessment, technology integration, diverse student needs, time management, emotional labor, policy changes and compliance, crisis management, work-life balance, and adaptation to change.

"The first problem which I face is the unprofessional behavior of teachers and limitations of resources that are required to run a school. They were not in a good mental condition like, they were not concerned about education, and also lacked the professional skills of teachers."
Public schools typically serve diverse student populations, which can present both opportunities and challenges. Head-teachers need to create inclusive learning environments that accommodate students with various backgrounds, abilities, and needs. They must address issues related to special education, language barriers, and cultural diversity. Balancing the needs of all students while providing equitable access to educational opportunities is an ongoing challenge, especially when resources may be limited.

"Basically at the workplace, I have faced many challenges but the main thing is the behavior issue. Behavior issues directly or indirectly affect the well-being of that person whether it's a teacher or whether it's the headmaster or headmistress. The main thing is the behavior second thing is a non-professional attitude third one is the loyalty and sincerity towards their work. These are the combination of different things which directly or indirectly affect human nature and human behavior".
Overall, the role of a headteacher is multifaceted and demanding, requiring a combination of educational expertise, leadership skills, and the ability to navigate complex challenges while prioritizing the best interests of the students and the school community.

Theme 3-Challenges in Promoting Teachers' Well-Being

Promoting teachers' well-being is a crucial aspect of effective school leadership. Headteachers play a significant role in creating a positive and supportive work environment for teachers. They encounter many challenges for example workload and time management, balancing responsibilities, recognition and appreciation, professional development, communication,

addressing concerns, differentiated support, managing change, resources, etc. Headteachers face several challenges when promoting teachers' well-being in their workplace. Firstly, one significant challenge is the increasing workload and administrative responsibilities placed on teachers. Headteachers often have limited control over external factors, such as government policies and standardized testing requirements, which can lead to high-stress levels among teachers. Balancing these external pressures while ensuring teachers have the necessary resources and support to maintain their well-being is a constant struggle for school leaders.

"As a head teacher, I wish that my teachers be fit and that they should have techniques for the teacher's learning process.1) I am Facing that due to limitations of resources teachers are unable to conduct the process up to that level.2) There is a lack of professional skills, so I am conducting the lectures, and counseling them to find the solutions to problems. 3) Thirdly, some teachers have to lack of professional behavior that make them perfect teacher. I am conducting sessions with my teachers so, that we can meet the challenges of teaching teaching-learning process."

Secondly, creating a positive and supportive school culture can be challenging. Headteachers must foster an environment where teachers feel valued, respected, and encouraged to seek help when needed. Addressing conflicts, managing staff turnover, and promoting collaboration among educators can be demanding tasks. Additionally, headteachers must be vigilant about identifying signs of burnout or stress among their teaching staff and providing appropriate interventions and resources to mitigate these issues.

"Teacher well-being is very important whether we talk about their social, emotional, or professional well-being. Primary school headteacher has insufficient finance to provide enough resources for teachers ' professional well-being. Sometimes lack of coordination and collaboration between the headteacher and teacher is the reason for not knowing a teacher's strengths and weaknesses, which is harmful to promoting teacher well-being."

Theme:4-Strategies and practices to promote teachers Well-being

Headteachers employ a range of strategies and practices to promote teachers' well-being within their schools. One key approach is providing ongoing professional development and training opportunities. This includes government-sponsored training programs, as well as school-specific initiatives. These programs not only enhance teachers' skills but also boost their confidence and job satisfaction. By investing in teachers' growth, headteachers contribute to their well-being and overall job fulfillment.

"Primary school headteacher makes strong co-ordination with teachers:

Gives them a peaceful environment to work.

1. *Provides all required teaching resources for their teaching process.*
2. *Listen to teachers' suggestions and apply them if they are good and in favor of improvement of school and students.*
3. *Gives teachers space so that they can communicate their problems easily."*

Another critical strategy is fostering a supportive and collaborative work environment. Headteachers can promote open communication and a culture of respect among staff members. Encouraging teachers to share their concerns and ideas, while also acknowledging their achievements, can improve morale and well-being. Moreover, headteachers can implement mentorship programs or peer support networks to facilitate the exchange of experiences and coping strategies among teachers, further enhancing their sense of belonging and well-being.

"Our teachers need professional development. From Government STEDA, PITE is providing training for teachers half yearly and yearly but we are also counseling our teachers. Arrange different meetings with teachers. In the beginning, teachers came to school and did nothing and went, No proper checking of copies no proper education was given to students, and mid and final term was conducted, but now the Allhamdulliallh system has been improved. ."

Theme:5- Professional Well-being

"A Primary school head teacher must have to conduct lesson planning sessions so the teacher can understand how to do the lesson plans and how to work on them. So, that they can do the best for the students. Secondly, I am concealing them from time to time to discuss the problems and find out their solution."

"Professional development opportunities enhance the skills and knowledge of teachers. I am in support of providing these opportunities on a regular basis. Recently, I also organized a session on "classroom management" for my teachers. It was given by the students of Bahria University. I always guide them to do refresher courses too."

The role of a head teacher is multifaceted and demanding, requiring a combination of educational expertise, leadership skills, and the ability to navigate complex challenges while prioritizing the best interests of the students and the school community.

Theme: 6- Work environment

Head teachers are instrumental in fostering effective communication among all stakeholders,

including teachers, parents, and students. First and foremost, they can organize regular meetings and forums that provide a platform for open dialogue. These gatherings can range from parent-teacher conferences to school-wide town halls, where everyone has the opportunity to discuss important matters, share insights, and ask questions. By actively participating in these events, head teachers set the tone for the importance of communication and engagement within the school community.

"Open communication is necessary because we have students, parents, teachers, and myself as a head teacher. We all are stakeholders. With community, we have collaboration too. We arrange important meetings for the School Management Committee and parent-teacher meetings. The benefit of PTM is that on weekends discuss all issues regarding student behavior, homework, and learning capability with their parents. PTM helps to short out students' strengths and weaknesses and helps to aware parents and overcome problems."

Furthermore, head teachers can leverage technology to enhance communication. They can establish digital platforms such as school websites, email newsletters, and parent-teacher communication apps. These tools make it easier for stakeholders to stay informed about school updates, upcoming events, and student progress. Head teachers can also encourage teachers to maintain open lines of communication with parents and students through regular emails, phone calls, and digital communication channels, ensuring that everyone is well-informed and involved in the educational process.

"During the communication with stakeholders, we guide our teachers to behave politely and patiently. Sometimes parents talk in weird ways, but teachers need to control their anger. On the other hand, we give opportunity to our teachers to inform us to resolve the issues. I think it is a prime duty of a head teacher."

Finally, head teachers can establish a culture of accessibility and approachability. By being visible and available within the school community, they create an environment where teachers, parents, and students feel comfortable approaching them with questions, concerns, or suggestions. Headteachers should actively seek feedback from all stakeholders and respond promptly to inquiries, demonstrating their commitment to collaboration and partnership in the pursuit of the best possible educational experience for students.

Theme: 7- Social Well-being

Head teachers play a pivotal role in creating a culture of respect and inclusivity that nurtures

teachers' well-being within the school community. First and foremost, they lead by example, demonstrating respect for every staff member and valuing their contributions. They actively listen to teachers' concerns, show empathy, and involve them in decision-making processes. This not only empowers teachers but also fosters a sense of belonging and inclusivity.

"If you are a leader or head teacher you will not promote a culture of respect, tolerance then you will fail to run your organization. Organizations cannot work if people work on propaganda, backbiting, and leg-pulling. So I always try to spread a culture of respect for everyone without any discrimination of grade, seniority, caste, race, or wealth. I believe juniors and lower staff deserve respect too. So students, teachers, parents, domestic staff, and management everybody must respect each other."

Head teachers promote clear and open communication. They encourage dialogue among staff, creating a safe space where teachers can express their thoughts, ideas, and concerns without fear of judgment. By facilitating constructive conversations and actively seeking feedback, head teachers ensure that teachers' voices are heard and respected.

"There is a saying," Give respect and earn respect" I respect teachers' ideas, thoughts, and emotions. I listen to their suggestions wholeheartedly. Whenever I start any work, I include my teachers according to the importance of the school and its development."

Additionally, head teachers champion professional development opportunities that promote diversity, equity, and inclusion. They provide training on cultural competence and sensitivity, equipping teachers with the knowledge and skills to create an inclusive classroom environment. They also support initiatives that celebrate diversity within the school, such as cultural awareness events and diverse curriculum materials. By prioritizing inclusivity and respect, head teachers not only enhance teachers' well-being but also contribute to a more harmonious and effective educational community.

Theme: 8- Mental and Emotional Well-being

Head teachers navigate the complex challenges of mental and emotional health, heavy workloads, and inadequate resources by adopting a multifaceted approach. First and foremost, they prioritize the well-being of their staff and students. They create a school culture that values mental health and emotional support, emphasizing open communication and empathy. Regular check-ins and a welcoming atmosphere allow staff to share their concerns and seek help when needed. Head teachers often arrange professional development opportunities focusing on stress management,

self-care, and mental health awareness, empowering their staff with the tools to navigate emotional challenges.

"Teachers are the main part of the teaching-learning process. Success is not calculated without the help of teachers. I mean that if teachers are not mentally, and physically fit, they will not behave normally, and they will not deliver lessons properly. If any teacher is disturbed, I give my support to that teacher at any level. I counsel them according to my circle. I try to help them out. I try to distribute an equal work level to all teachers. So, then they will have equal free time. If they face any problem they will discuss it mutually. I am giving them some tips on low-cost material so that they can manage their lesson plans accordingly."

To address heavy workloads, head teachers engage in workload assessments to ensure that tasks are distributed fairly and that teachers aren't overwhelmed. They may delegate responsibilities strategically and consider hiring additional staff if feasible. Moreover, they promote collaboration among staff, fostering a sense of teamwork that can alleviate individual work burdens. By modeling a healthy work-life balance themselves, head teachers set an example for their staff and encourage them to prioritize self-care.

"Workload is an important issue, for solving this issue, we work as a team. We co-operative with each other in the sense of copy-checking maintaining discipline etc. I always take and control things. I personally call students and try to do the counseling of them. Most of the time students maintain discipline when they see me in their classes. "

Dealing with inadequate resources requires head teachers to be proactive advocates. They work closely with school district officials, parents, and the community to secure additional funding and resources. They make data-driven arguments, demonstrating how resource shortages can negatively impact students' education and staff well-being. In some cases, head teachers may seek partnerships with local organizations and seek out grants to fill resource gaps. This advocacy ensures that students and staff have access to the necessary tools and support to thrive within the school environment.

Theme: 9-Work-life Balance

Head teachers can play a significant role in promoting teachers' self-care and personal pursuits, which in turn can lead to improved well-being and job satisfaction. Here are strategies they can use to help ensure teachers prioritize self-care and personal interests: lead by example, educate about self-care, encourage time management, set realistic expectations, prioritize well-being,

recognize burnout signs, encourage hobbies and interests, foster work-life balance, offer flexibility, celebrate personal achievements, provide resources, offer wellness programs, create relaxation spaces, plan personal development days, encourage boundaries, supportive feedback, address over-commitment, create a supportive community, offer wellness challenges, listen and respond.

"I always prefer to make my teacher relaxed, calm, and composed. Because emotionally or physically ill minds cannot grow youth. So I always try to listen to their problems and give them suggestions to overcome the problem. I always try just not to groom myself but to encourage my teachers to groom themselves. If they will do self-care then they will be able to work with potential and strength. Their health and emotions should be balanced to balance their personal and professional lives."

"What is meant by during session break? This is the kind of break we do in sports. In this, children and teachers become very active. The mind is very calm and when they come back to study, their mind is stress-free, and productivity increases".

Head teachers can contribute to a school environment where teachers feel valued, supported, and encouraged to prioritize their own self-care and personal pursuits. This can lead to happier, healthier teachers who are better equipped to provide effective education and positive experiences for their students.

Conclusion

The collective findings from the provided statements underscore the multifaceted nature of well-being, encompassing physical health, mental health, emotional satisfaction, and economic stability. Well-being significantly impacts an individual's overall performance and satisfaction, particularly in work and education, fostering feelings of comfort, happiness, contentment, and peace. In organizational contexts, a supportive and trusting environment is fundamental to enhancing well-being, enabling individuals to thrive and positively contribute to their work. Well-being is closely tied to motivation, positivity, and a healthy mindset that encourages individuals to look forward to the future. Crucially, the findings highlight that well-being is not solely an individual concern but a shared responsibility. It entails caring for the well-being of others, including colleagues, students, and staff members. In summary, well-being is a holistic concept that encompasses various dimensions of health and satisfaction, deeply intertwined with personal and collective performance, happiness, and the quality of living and working environments.

The collective statements illuminate numerous challenges in the educational context, primarily stemming from the behavior and attitudes of teachers and parents, impacting student well-being and the overall school environment. Teacher professionalism, competence, discipline, time management, punctuality, and student retention all present significant hurdles. Unique challenges arise from the school's location in a slum area, including child labor and limited community support. Funding constraints hinder facility maintenance, exacerbated by staff attitudes that impede motivation and alignment with school goals. Addressing these challenges necessitates a concerted effort to foster cooperation, improve attitudes, and engage parents, ultimately creating a safer, more effective learning environment for students and teachers alike.

This research study highlights critical findings and challenges related to teacher well-being and school management. These include resource limitations hindering teacher professional development and effective teaching, concerns about professionalism and behavior among teachers, and the imperative of fostering a positive and collaborative work environment to address conflicts and stress. The need to promote adaptation, a growth mindset, and effective teacher stress management is underscored, along with the importance of ongoing professional development in an evolving education landscape. However, obstacles such as resistance to training and reluctance to embrace new teaching methods persist. Ultimately, motivating teachers and addressing issues like punctuality and irregularity are central challenges faced by school leaders striving to enhance teacher well-being and student outcomes.

In the perspective of school leadership and teacher well-being, several strategies and challenges come to light. Headteachers grapple with addressing unprofessional behavior, punctuality issues, and the absence of lesson plans among teachers. Motivation takes center stage in combating these challenges, aiming to instill a passion for teaching and cultivate a positive mindset. Professional development is deemed crucial, supplemented by counseling and collaboration among teachers, with experienced educators mentoring their peers. Balancing professional and personal life is emphasized, as teachers are encouraged to leave personal problems at home and manage school-related stress. Timely task completion and effective coordination and communication between head teachers and teachers are vital, creating a supportive and peaceful work environment conducive to addressing issues through motivation and constructive dialogue, ultimately benefiting both teachers and students.

In the context of primary school leadership, the importance of professional development and

training for teachers is paramount. Head-teachers prioritize equipping educators with the skills needed for effective lesson planning and quality education delivery. Regular counseling sessions facilitate collaborative problem-solving. While government-led training sessions exist, proactive head teachers go the extra mile, organizing additional training with external experts to enhance staff well-being and professional growth. Encouraging practices such as maintaining daily diaries, adhering to lesson planning, and participating in regular meetings are key. Though initial resistance may exist among some teachers regarding government courses, head teachers play a pivotal role in motivating them, emphasizing the benefits of new strategies and methodologies. Collaboration with universities and external institutions expands the horizon of professional development, fostering a culture of continuous learning and growth crucial for both teachers and schools. The narratives of school leaders highlight the paramount importance of cultivating a culture of respect, inclusivity, and mutual support within the school community. This culture is nurtured through an open-door policy maintained by the head teacher, where discussions on various aspects of school life are encouraged. Clear rules and regulations, coupled with teaching moral values, promote courteous and polite behavior. Respect is extended to all members of the community, grounded in Islamic values, fostering transparency and workload balance. Community involvement through Parent-Teacher Meetings (PTMs) strengthens the educational experience. Ultimately, this emphasis on respect and inclusivity forms the bedrock of a positive and harmonious learning environment, aligning with Islamic principles and promoting mutual understanding and collaboration among all stakeholders in the pursuit of educational excellence.

Recommendations

As a school leader, there are several recommendations you can consider to support the well-being of your teachers. Prioritizing teacher well-being not only benefits educators but also contributes to a healthier and more effective learning environment.

Create a Positive School Culture:

- Foster a culture of respect, appreciation, and open communication within the school.
- Encourage a sense of belonging and inclusivity among all staff members.
- Recognize and celebrate teachers' achievements and contributions.
- Manage workload and expectations.
- Offer professional development

for well-being.

- Support career growth and development.

- Promote work-life balance.

- Establish support systems.

- Involve teachers in decision-making.

- Address issues of equity and inclusion.

- Evaluate and adjust policies.

- Model well-being behaviors.

- Seek external resources.

- Promote a growth mindset.

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