

The Wellness Equation: How Leadership, Emotional Intelligence, and Professional Development Shape Teachers' Well-Being

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Abstract: It has long been assumed that teachers as professionals can look after their wellbeing, hence leaving teachers well being overlooked both in previous studies and in practice. The purpose of this study is to examine the role and influence of ethical leadership (EL), emotional intelligence (EI) and professional development (PD) along with perceived organizational support (POS) as a moderator to alleviate teacher's wellbeing (TWB). However, research on the factors enhancing their wellbeing in teaching profession is limited and requires a thorough investigation. A survey questionnaire was used, and 302 responses were collected from the teachers working in the private schools of Karachi using purposive sampling. Structural equation modeling was used to test the hypothesis. The analysis revealed several key findings and outcomes. First, EI and PD positively affect TWB. Second, EL does not have a significant relationship with TWB. Third, POS as a moderator has significant impact in the relationship between PD and TWB and an insignificant relationship between EL, EI and TWB. The present findings suggest that policy makers and leaders should implement variety of teacher well-being initiatives, ranging from arranging extracurricular social events to collaborating with outside organizations to provide wellness workshops during the school week.

Keywords: Ethical Leadership, Emotional Intelligence, Professional Development, Teachers Wellbeing, Perceived Organizational Support

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1. Introduction

Teaching is often regarded as a demanding profession due to its professional complexities and the multiple challenges it entails (L. Zhang et al., 2024). It is a profession that requires strong commitment, managing numerous tasks and responsibilities within changing environment (Paudel et al., 2022). Along with the increasing work demands, the scarce resources and high-pressure environment are also associated with teachers stress and psychological distress in private schools (Cheung & Kambouri, 2024). According to the McKinsey report, due to stress and burnout, teacher wellbeing is deteriorating, and the educational management literature has not done much to address this issue (Iacolino et al., 2023).

Wellbeing is a concept that is given by WHO which includes gaining physical, mental, and social competence (Squires, 2022). Different employee and organization related factors such as ethical leadership (EL) (Imran & Akhtar, 2023), emotional intelligence (EI) (Mohamed Zaki et al., 2023a), professional development (PD) (X. Wang & Chen, 2022) and perceived organizational support (POS) (Sudibjo & Manihuruk, 2022a) has shown connection with teacher's wellbeing (TWB). Previous studies stated that ethical leadership (EL) helps reduce the stress level among employees and encourages an ethical environment to work (Khan & Javed, 2021). In many recent studies, it has been found that emotional intelligence (EI) is a crucial tool for reducing burnout, stress and anxiety (Karakus et al., 2024). Moreover, in the past decade, there has been a significant and remarkable development of Professional

Development (PD) programs aimed at enhancing the well-being of teachers (Doyle Fosco et al., 2023). According to (Díaz-Fernández et al., 2023), higher levels of POS can play an important role in enhancing the relationship between employee and employer and is significant in improving the well-being of employees and aligning with the organization's objectives

It has long been assumed that teachers as professionals can look after their wellbeing, hence leaving teachers well being overlooked both in previous studies and in practice (L. Zhang et al., 2024). The working conditions in private schools are said to be distinct and more challenging than those in public schools, influenced by their unique values and stressors and that's why measuring teachers' wellbeing is crucial for understanding factors like teachers' self-efficacy, attachment to school and burnout syndrome (Li et al., 2022; Zagkas et al., 2023). Although teachers' wellbeing is an emerging concept, there is a clear need for a deeper understanding of its underlying theories and as such it is crucial to prioritize teachers' wellbeing in research and policy agendas across the globe (Mercer, 2023). The JD-R theory links job stress and support to teacher wellbeing and performance, inspiring this study due to limited research. This study meaningfully increases the existing research gap in educational literature by introducing a new viewpoint on the integration of the variables that affect teachers well-being (TWB), an important factor which will impact the school effectiveness in education sector. Different from previous studies, this study analyzes the combined impact of ethical leadership (EL), emotional intelligence (EI), professional development (PD), and perceived organizational support (POS) as a moderator on TWB, an area that has not been explored very much in the context of Pakistan (Cheng et al., 2022; Gast et al., 2022).

In line with Sustainable Development Goal 3, this study adds to our knowledge of the factors and characteristics that promote high levels of well-being by concentrating on work settings in general and educational institutions in particular (Gallego-Nicholls et al., 2022). Therefore, this study aims to investigate the complex relationship between PD, EI, EL, POS and their impact on TWB in the profession. The following chapters will explore the theoretical framework, hypothesis development, methodology, results, discussions, and the broader implications of these findings.

1.1. Research Questions

- i. To observe if there is any significant relationship exist between ethical leadership, emotional intelligence, professional development and teacher's wellbeing in private schools of Karachi-Pakistan.
- ii. To assess the presence of perceived organizational support moderates the relationship between ethical leadership, emotional intelligence, professional development and teacher's wellbeing?

2. Theoretical Background & Hypotheses

2.1. Job Demand Resource Theory

This research mainly highlights the personal and organizational factors that can be used to elevate the wellbeing of teachers. Thus, in this study, we apply JD-R theory (Bakker et al., 2023).

Job demands include work aspects requiring significant physical and psychological effort and skills Job resources encompass physical, psychological, social, and organizational job elements that facilitate goal achievement, mitigate job demands and related costs, or promote personal growth and learning. According to the theory, JD and JR are key elements in enhancing the wellbeing of employees and job performance (Bakker et al., 2023). According to (Tummers & Bakker, 2021) he stated that leadership can be incorporated into the JD-R theory framework and leadership is a crucial organizational resource with the ability to both directly and indirectly affect the demands and resources of the workplace. Therefore, ethical leadership looks out for their followers and has been considered as a job resource.

In addition, (Granziera et al., 2021) emphasize in his research that personal resources like EI is found to be crucial and significant for teachers. Aligned with the JD-R theory, EI is regarded as a personal resource that teachers can use in response to the job demands like engaging in a variety of interpersonal relationships with students, families, and coworkers. Thus, teachers' abilities to control their emotions show up as powerful indicators of their thoughts, feelings, and actions related to their jobs (Mérida-López et al., 2022). These factors were chosen because they support teacher wellbeing through personal and contextual resources. Perceived organizational support moderates their impact, enhancing the study's depth and reinforcing its theoretical foundation through clear, meaningful connections.

2.2. Teachers' Well-being

According to the World Health Organization (World Health Organization, 2013), health is not only the absence of sickness but also the condition of positive well-being in all facets of life, including emotional, social, and psychological (Haw et al., 2024). The term health was defined as an aspect of whole health, physical, mental, and social rather than just the absence of illness or disability (Beausaert et al., 2023). Teacher wellbeing is a broad construct, and its definition varies from author to author. In previous researches, it has been defined by positive constructs such as feeling valued in a job, life and job satisfaction, self-efficacy, connection with school, emotional and physical health, and autonomy (Von Der Embse & Mankin, 2021). Wellbeing comprises of dimensions including hedonic wellbeing which includes personal satisfaction and eudemonic well-being, which is focused on living a meaningful life (H. Zhang, 2022). Additionally, (Karlberg & Bezzina, 2022) emphasize that when assessing the wellbeing of teachers, it is very important to consider the organizational components such as social ties, especially with the administrators and the variety of social capital that educators may be able to access. Moreover (Jögi et al., 2023) demonstrate that when we talk about wellbeing of teachers it usually includes factors regarding organizational support and professional load. This covers elements such as opinions about personal ability, educational settings and the existence or lack of energy. Essentially, a variety of elements that either enhance or diminish teachers' overall job satisfaction and resilience have an impact on their well-being.

2.3. Ethical Leadership

According to the previous literature (Haidarravy & Ismail, 2023) have defined that in accordance with Brown et al. (2005), ethical leadership is a form of leadership which includes elements such as morality, integrity, loyalty, goal oriented, devotion to ethics, resilience, perseverance, decision making based on moral principles and the capability to influence employees toward moral behavior. The term ethics defined by (Imran & Akhtar, 2023) is an ethical standards that determine person's regular actions while they are not being observed and this term is derived from the Greek term ethos, which means living a moral life. According to (Rasheed et al., 2023) ethical leadership is defined by manager's demonstration of proper behavior through their actions and interactions within the team and ethical leaders do not only empower but also encourage subordinates and team to express their opinions and perspective openly. Evidently, ethical leadership is closely linked to an individual perspectives, values and beliefs that is guided by their adopted principles, use an internal process to identify what is regarded as good and right (Arar & Saiti, 2022).

2.4. Emotional Intelligence

The term emotional intelligence, is derived from Thorndike's work in 1920, which consist of three dimensions: mechanical, social and abstract intelligence (Arshad et al., 2023). Moreover, (Zhi et al., 2023) linked the concept of emotional intelligence to Gardners (1983) theory of multiple intelligences, which illustrated the term EI as an important aspect of human competencies and following this, the Salovey and Mayer (1990) categorized EI as a subcomponent of social intelligence, defining it as the ability to manage and influence one's own and others' emotions (Llamas-Díaz et al., 2022). EI theory states that it includes a person's capacity to recognize, utilize, comprehend, and control their own and other people's emotions (Fu, 2025). Recognizing its significance, (Pan et al., 2023) considered EI as an important element within the field of positive psychology. EI is a crucial element that holds significance in the context of education because teaching is a highly demanded and tough job and teachers with high EI are tend to better equip with understanding and handling their own emotions whether they are positive or negative (Noori et al., 2023).

2.5. Professional Development

Professional development is a diverse concept that includes adaptive, flexible learning experiences and planned actions designed to evaluate and strengthen teachers or educational institutions to improve the standards of students in the classroom (Farrow et al., 2022). This involves teachers working in groups or alone to constantly appraise and support their commitment to serving as catalysts that are consistent with the moral goals of education (Huang et al., 2022). Furthermore, (Karlberg & Bezzina, 2022) asserts that at every level of their teaching professions, teachers gain and critically improve the knowledge, abilities, and emotional intelligence necessary for professional thinking, planning, and practice in their relationships with students. PD opportunities promote changes professional behavior leading to an teacher's occupational wellbeing (X. Wang & Chen, 2022). According to (W. Zhang, 2022) teachers, the idea of professional development is important since it helps them grow in their careers and beyond simply their professions. Prior studies have recognized professional development as a crucial factor in higher

education. Because of these professional development programs, a culture of continuous improvement, supporting faculty career development, meeting the requirements of various student populations, and aligning with institutional goals are all made possible (Fernandes et al., 2023).

2.6. Perceived Organizational Support (POS)

Perceived organizational support is an important and crucial element in understanding the dynamic relationship between teachers and their educational institutions (Aldabbas et al., 2023). Perceived organizational support (POS), as defined by previous researchers, reflects the extent to which employees recognize that their organization cares about their wellbeing, values their contributions, and provides resources to handle their social and economic needs, as outlined by Eisenberger et al. in 1986 (Oubibi et al., 2022). POS refers to an employee's perception about their organization and company as employees form perception about their organization (Mukandara & Dominic, 2023; Musenze & Mayende, 2023a). Perceived organizational support is important in building a crucial relationship between employees and employers, with significant implications for improving employee well-being and alignment with the organization's objectives. When workers perceive that their company embraces supportive and ethical measures, they are more inclined to trust that the assistance they receive from the organization is authentic and designed for their well-being (Zahoor et al 2022).

2.7. Ethical Leadership and Teachers' Well-being

In the past few years, there has been a growing importance of the wellbeing of teachers, recognizing its importance not only for the teachers but also for the students and the whole educational community (Yeh & Barrington, 2023). EL is important for leaders because they have the responsibility to exhibit moral behaviors for their teachers, students and staff. Such leaders gain the trust of their followers by exhibiting integrity, transparency, and trust (Alkhadra et al., 2023). Furthermore (Imran & Akhtar, 2023) stated that EL is an important element in fostering the wellbeing of teachers by sustaining an environment where teachers feel safe, valued and are encouraged to express their perspective without thinking of negative emotions. When teachers have a feeling that their leaders are trustworthy, they will feel secure and safe in the working environment (Islam et al., 2021). The moral leaders promote the wellbeing of teachers by providing them with tools and direction they need to handle their workload and educational demands (Aftab et al., 2022). Consequently, based on JD-R theory, it has been suggested that moral leaders are more likely to build an environment of organizational support, which may help followers grow and develop while also helping them deal with negative emotions and work-related stress, ultimately resulting in increased job satisfaction and reduced burnout (Tummers & Bakker, 2021). Therefore, this study is an attempt to understand the relationship between EL and how it leads to teacher's wellbeing. Therefore, this study proposes that:

H1: There is a significant positive impact of ethical leadership on teacher's wellbeing.

2.8. Emotional Intelligence and Teachers' Well-being

EI has been identified as a significant factor in addressing the necessities of the workplace by reducing the stress levels (Cece et al., 2022). Previous studies have demonstrated constant relationship of EI with TWB affirming that EI serves as a strong and robust predictor of wellbeing (Sha et al., 2022). Teaching is a tough profession, that's why teachers experience a broad range of emotions, both negative and positive so EI could act as a personality characteristic influencing the experiences of burnout and job satisfaction among teachers (Iacolino et al., 2023). Additionally, EI is a psychological component that could mitigate the effects of psychological distress (Geraci et al., 2023). In accordance with the (JD-R) theory, teaching profession involves high emotional demands from different stakeholders like students, parents and colleagues. Subsequently, the capacity of teachers to manage their emotions emerges as a crucial determinant influencing their thoughts, feelings, and actions in the context of their work (W. Zhang et al., 2023). Therefore, this study is an attempt to understand the relationship between EI and how it leads to teacher's wellbeing. Therefore, this study proposes that:

H2 There is a significant positive impact of emotional intelligence on teacher's wellbeing.

2.9. Professional development and Teachers' well-being

It has been indicated that the PD of teachers is a continuous process, and it plays an important role in forming the identity of teachers (Mourão et al., 2022). PD programs have been built to promote an enhanced educational environment and many educators centered programs have been established to the wellbeing of teachers (Doyle Fosco et al., 2023). Teachers with ample number of PD opportunities are more content and are likely to provide high quality teaching (X. Wang & Chen, 2022). According to job demand resource JD-R theory, teacher's wellbeing is affected by job resources, with professional learning as a representative of such a resource (Liang et al., 2022). The JD-R proposed by Bakker and Demerouti's is a useful framework for analyzing the relationship between professional development and teacher's well-being. The JD-R model proposed that job resources effectively promote individual growth, and personal growth is an important element for promoting wellbeing (Fernandes et al., 2023). Therefore, this study is an attempt to understand the relationship between professional development and how it leads to teachers' wellbeing. Therefore, this study proposes that:

H3 There is a positive significant impact of professional development on teacher's wellbeing.

2.10. Perceived Organizational Support as a moderator

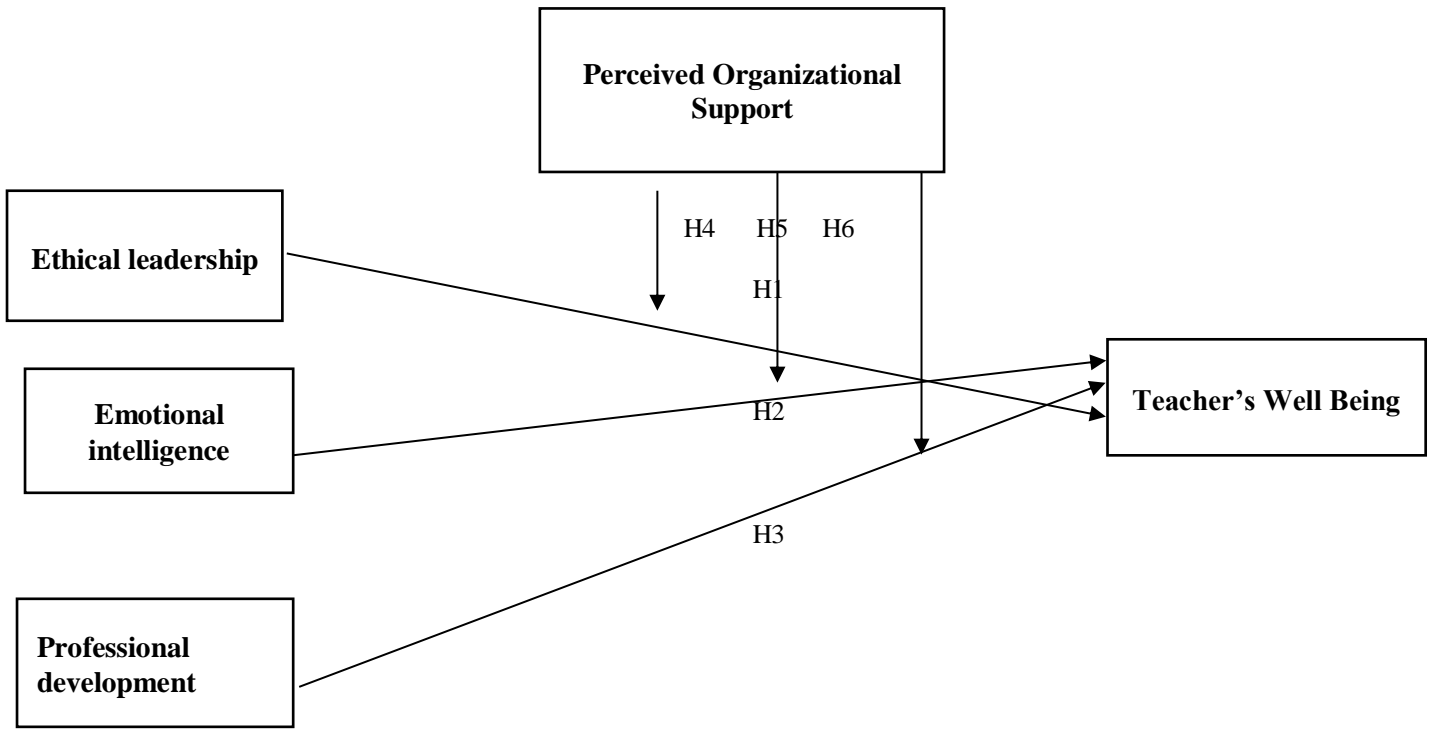
The concept of POS was credited by Eisenberger et al. (1986), defined it as employees or worker perspective regarding their organization that how much their organization cares about their wellbeing and acknowledge their efforts (Akgunduz et al., 2023). Previous researchers highlight that EL positively impacts wellbeing when leaders exhibit mindfulness and a supportive environment, promoted by POS, enhance the effect of EL on teacher's wellbeing (Musenze & Mayende, 2023b). In recent years, scholars have shown interest in EI (Iacolino et al., 2023). Specifically, educators who perceive higher levels of support from their institutions tend to report decreased levels of stress, burnout, and job dissatisfaction (Wang, 2023). Additionally, effective professional development has the capacity to improve teachers' health and well-being as well as a host of academic and health outcomes for children as indicated by (Deschênes, 2023). When employees are more inclined to engage in reciprocity if they receive a supportive environment from their organization and they reciprocate less when they receive no or less supportive environment (Mukandara & Dominic, 2023). Therefore, drawing upon the JD-R theory, administrative support gives employees the resources and tools they need to concentrate on their wellbeing. In educational settings, teachers' devotion to their workplace is deeply influence by those who perceive organizational support (Wikaningtyas et al., 2023). According to research, POS has been a useful tool for reducing work-related stress and burnout while increasing job satisfaction among teachers. Therefore, we presume that POS, as a job resource, can lessen the negative consequences of work-related stress (Uluturk et al., 2023). Therefore, this study proposes that:

H4: POS significantly moderates the impact of ethical leadership on teacher's wellbeing.

H5: POS significantly moderates the impact of emotional intelligence on teacher's wellbeing.

H6: POS significantly moderates the impact of professional development on teacher's wellbeing.

Figure 1: Conceptual Framework



3. Methodology

3.1. Research Design

The research design that has been used in this study to demonstrate the relationship between the constructs is correlational. This research design is used to analyze the association between endogenous and exogenous construct (Qasim et al., 2024). This study examines the relationship between organizational and personal resources with teacher's wellbeing. The self-structured questionnaire, which was created and adopted, is provided in table 1. However, the questionnaire is attached in appendix.

Table 1- Source of instrument

Constructs	Author/Source	Items
Ethical Leadership	(Brown et al., 2005)	5
Emotional Intelligence	(Davies et al., 2010)	10
Teachers well Being	(Renshaw et al., 2015)	8
Professional Development	(Mourão et al., 2014)	8
Perceived organizational support	(Eisenberger et al., 1986)	8

Source: Authors

3.2. Population, Sampling and Sampling technique

This study examines the impact of EL, EI, PD and POS on TWB in private schools of Karachi using purposive sampling. Data was collected from 302 teachers, with 272 valid responses after cleaning. Given that the study explores four independent variables, a moderator, and one dependent variable, the sample size is sufficient to draw meaningful inferences without overfitting the model. The data was collected from the teachers of Karachi because it is logistically convenient and will reduce the time constraints. Additionally, the local settings offer smoother process and access to participants and resources, thereby enhancing overall research feasibility and success. In this research, survey methods were used in order to

collect data. However, data collection was based on close-ended questions which are required to be answered by the targeted population of the research. It was a cross-sectional survey, and it was self-administered. The most used method of collecting data is the questionnaire survey method. Primary data source was used to collect the data. PLS-SEM was applied for data analysis Hair et al, (2011). This study follows a positivist paradigm as it uses surveys and statistical tools like SEM to explore measurable relationships between leadership, emotional intelligence, and teacher well-being. It focuses on testing hypotheses and drawing objective, data-driven conclusions, which are key features of positivist research.

3.3.Common Method Variance

Common method variance might be an issue in a survey-based study which uses a self-report questionnaire (Podsakoff et al., 2012). Harman's statistical method (1967) was employed to evaluate CMV, specifically the single-factor approach. Using SPSS to conduct an unrotated factor analysis with Eigen values above 1, five factors were found, collectively explaining 27.583% of the variance. The first factor alone accounted for 19.07%. This distribution suggests that no single variable is predominant, effectively ruling out the presence of (CMV). Furthermore, correlation among constructs of 0.9 and higher could suggest multicollinearity (Najmi & Ahmed, 2018). The highest correlation among construct is 0.586 which is demonstrated in table 3 and therefore, CMV is not a major problem for this study

4. Results

4.1.Partial Least Square Structure Equation Modeling

The advanced forecasting study models are commonly evaluated through the SEM technique (Hair et al., 2013). To provide empirical findings for theoretical model, SEM technique can be used to analyze multiple variable (Ahmed, 2022, Ahmed & Khan. Ph.D., 2022). PLS-SEM has proven to be more authentic in analyzing the complex models (Hair et al., 2013; Henseler et al., 2016). The relevant data, after data validation is analyzed using Smart PLS software, which is considered one of the most effective tools for Structural Equation Modeling (SEM) (Chin, 1998).

4.2.Outer Model Measurement

The collected data was analyzed using structural equation model (SEM) with the help of Smart PLS in order to calculate the reliability and validity of data. Therefore, convergent and discriminant validity are analyzed for validation of the outer model. To test whether the internal consistency has been achieved, the values for composite reliability (CR) and Cronbach's α was checked. The values for CR and Cronbach's α are greater than 0.70. Similarly, indicator reliability was checked by analyzing the factor loadings values. The factor loading values should be greater than 0.70. Table 2 indicates that the CR of this study are above threshold value. Constructs values for CR are ideally accepted when they exceed 0.7 (Fornell & Larcker, 1981; Hair et al., 2013). Additionally, all items have loadings above 0.7 demonstrating strong factor loading (Najmi et al., 2023).

4.2.1. Convergent validity

To confirm convergent validity, it is essential to ensure that observed variables of the construct must be loaded highly on the respective latent variable. We can confirm this by using extracted factor loading and average variance (Henseler et al., 2015). The convergent validity was confirmed with the help of average variance extracted values (AVE) and factor loadings which is evident in table 2. Table 2 shows that the relevant items to the construct are highly loaded, i.e. most loadings are more than 0.7 and statistically significant (Hair et al., 2013). The AVE values for all constructs were greater than the recommended threshold level of 0.50, indicating that all constructs were convergent valid except for the construct of EI (Hair et al., 2011).

4.2.2. Discriminant validity

Discriminant validity is a test that determines whether two constructs that are supposed to be unrelated are unrelated. There are several methods to conduct discriminant validity but here we used Fornell Larcker criteria to determine it for the data collected. This criteria makes use of the Average Variance Extracted (AVE) and checks if its square root for each construct is greater than its correlation with another construct (Fornell & Larcker, 1981). In this study, table 3 clearly shows discriminant validity of the constructs under study and how the square root of each latent variable is greater than the correlations among other constructs. This proves the discriminant validity of this respective model depicted in this study to be significant. Another way to confirm the discriminant validity is the heterotrait–monotrait (HTMT) ratio of correlations estimates which should not exceed 0.90 (Henseler et al., 2015). The cross loadings of the constructs can confirm both the convergent and discriminant validity. In table 4 , it has been shown that all items exhibit strong factor loadings on their corresponding constructs validating convergent validity (Hair et al., 2013). Meanwhile, the items show low loadings on other constructs, thereby establishing discriminant validity (Ahmed & Omar, 2019).

Table 2- Convergent validity and reliability

Construct	Item	P-values	Factor Loadings	Cronbach Alpha	CR	AVE
Emotional Intelligence	EI	0.000	0.705	0.702	0.805	0.453
	EI2	0.000	0.654			
	EI5	0.000	0.686			
	EI8	0.000	0.609			
	EI9	0.000	0.707			
Ethical Leadership	EL2	0.000	0.683	0.741	0.837	0.564
	EL3	0.000	0.794			
	EL4	0.000	0.706			
	EL5	0.000	0.812			
Professional Development	PD4	0.000	0.696	0.822	0.876	0.585
	PD5	0.000	0.786			
	PD6	0.000	0.794			
	PD7	0.000	0.758			
	PD8	0.000	0.787			
Perceived organizational support	POS1	0.000	0.794	0.904	0.922	0.599
	POS2	0.000	0.786			
	POS3	0.000	0.828			
	POS4	0.000	0.788			
	POS5	0.000	0.678			
	POS6	0.000	0.728			
	POS7	0.000	0.765			
	POS8	0.000	0.811			
Teachers WellBeing	TWB2	0.000	0.754	0.778	0.848	0.528
	TWB3	0.000	0.730			
	TWB5	0.000	0.713			
	TWB6	0.000	0.734			
	TWB8	0.000	0.702			

Source: Authors

Table 3 - Discriminant validity

	EI	EL	PD	POS	TWB
EI	0.673				
EL	0.387 (0.534)	0.751			
PD	0.45 (0.594)	0.363 (0.47)	0.765		
POS	0.409 (0.505)	0.586 (0.713)	0.51 (0.588)	0.774	
TWB	0.387 (0.502)	0.348 (0.443)	0.495 (0.613)	0.469 (0.537)	0.727

Note: Values in the bracket show the values of HTMT. In contrast diagonal values in the bold show the square root of AVE. The rest of the values are correlational values.

Source: Authors

Table 4 - Cross loadings

	EI	EL	PD	POS	TWB
EI1	0.705	0.319	0.364	0.311	0.291
EI2	0.654	0.298	0.321	0.272	0.199
EI5	0.686	0.285	0.268	0.344	0.292
EI8	0.609	0.206	0.266	0.197	0.187
EI9	0.707	0.198	0.3	0.233	0.296
EL2	0.294	0.683	0.261	0.374	0.239
EL3	0.34	0.794	0.253	0.534	0.287
EL4	0.242	0.706	0.291	0.364	0.231
EL5	0.282	0.812	0.291	0.469	0.284
PD4	0.374	0.281	0.696	0.376	0.359
PD5	0.293	0.298	0.786	0.378	0.389
PD6	0.416	0.286	0.794	0.379	0.377
PD7	0.324	0.29	0.758	0.415	0.368
PD8	0.319	0.236	0.787	0.404	0.398
POS1	0.316	0.448	0.475	0.794	0.42
POS2	0.273	0.451	0.411	0.786	0.366
POS3	0.309	0.502	0.395	0.828	0.364
POS4	0.339	0.445	0.377	0.788	0.351
POS5	0.34	0.491	0.335	0.678	0.32
POS6	0.282	0.433	0.336	0.728	0.289
POS7	0.354	0.386	0.411	0.765	0.395
POS8	0.316	0.486	0.391	0.811	0.374
TWB2	0.268	0.197	0.358	0.274	0.754
TWB3	0.244	0.279	0.298	0.328	0.73
TWB5	0.338	0.361	0.385	0.476	0.713
TWB6	0.219	0.231	0.384	0.353	0.734
TWB8	0.321	0.161	0.359	0.221	0.702

Source: Authors

4.3. Structural model and hypothesis testing

The inner measurement model is known as the structural model and hypotheses testing. As we have

confirmed the model fits the outer model in the prior section, we will now assessed the standardized path coefficients to test the hypothesis. The results of path analysis are evident in figure 2, as well as detailed in table 5 and 6. As per the findings, the P-values of H2, H3, and H6, are all below 0.05, hence these hypotheses are supported. While the others are not supported as their P-values lie above 0.05.

Table 5 - Hypotheses testing

Hypothesis	Beta Value	SD	T-values	P-values	Decision
H1: EL -> TWB	0.045	0.061	0.747	0.455	Reject
H2: EI -> TWB	0.137	0.067	2.053	0.040	Accept
H3: PD -> TWB	0.312	0.067	4.617	0.000	Accept

Source: Authors

4.3.1. Moderation analysis

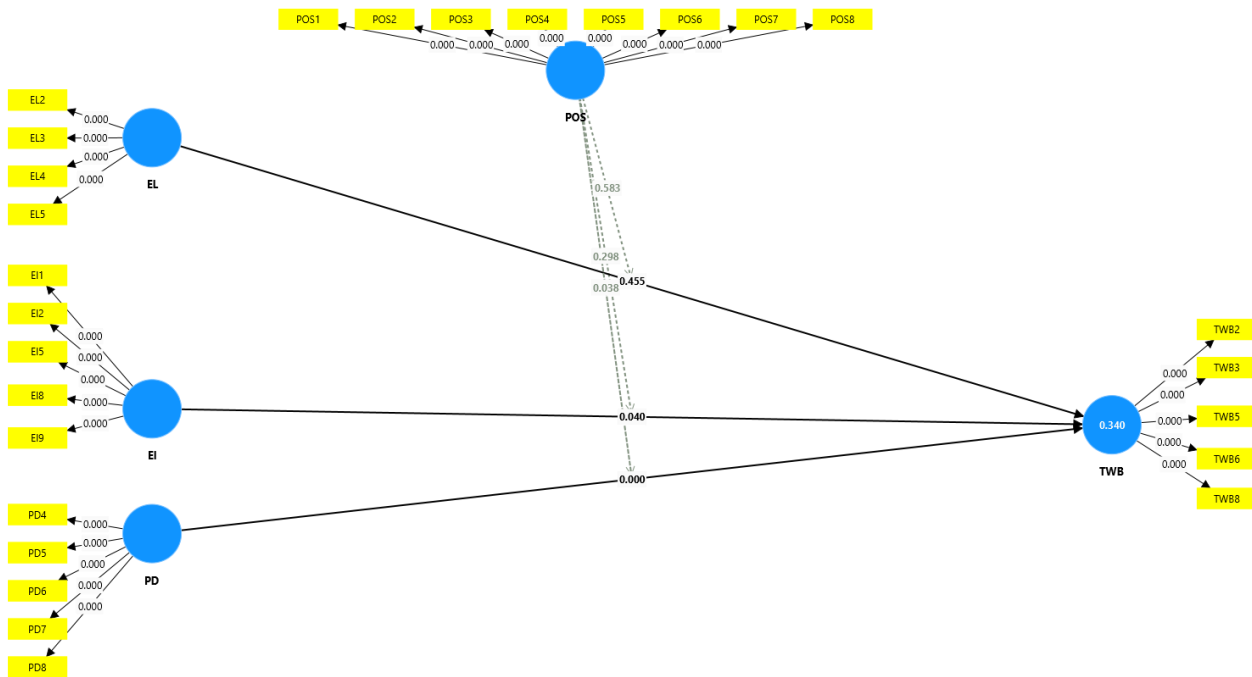
In this study the strength of moderating effect of POS on the relationship between EL, EI, PD on TWB was estimated by using PLS-SEM; moreover, the product indicator approach was used (Henseler & Fassott, 2010). The study has followed Rigdon et al. (1998) suggestions for using product indicator approach as he stated in his paper to use this approach if the moderating variable is discrete or continuous in nature. The role of POS acting as a moderator proves to be significant between professional development and teacher’s wellbeing. However, the role of POS acting as a moderator proves to be insignificant between EL, EI and teacher’s wellbeing.

Table 6 - Moderation analysis

Hypothesis	Beta Value	SD	T-values	P-values	Decision
H4: POS x EL -> TWB	-0.029	0.053	0.548	0.583	Reject
H5: POS x EI -> TWB	-0.088	0.085	1.041	0.298	Reject
H6: POS x PD -> TWB	0.144	0.07	2.071	0.038	Accept

Source: Authors

Figure 2 - Hypothesis testing



Source: Authors

4.4. Predictive relevance of the model

The predictive power of the variables used to predict the research framework is tested via R-square. R-square values above 10% are considered mild and acceptable (Cohen, 1988). This study applied (Chin, 1998) cut off of 0.67 (substantial), 0.33 (moderate) and 0.19 (weak) and therefore a moderate predictive accuracy of 0.34 is for TWB respectively.

5. Discussion

Teachers working conditions is categorized by high level of stress and the physical, social, and psychological challenges that teachers encounter make them susceptible to poor health and diminished well-being (Karakus et al., 2024). Negative views about teaching can harm teachers' confidence and happiness in their jobs, which is why it's important to learn about this for better help, satisfaction and well-being at work. This study found that ethical leadership did not have significant relationship with teacher's wellbeing. An important implication of this finding is that not every teacher in the teaching profession has a very same definition of an ethical or moral leader as understood globally and it is possible that the teachers in Pakistan have a very different opinion on EL from other countries. Secondly, private schools in Pakistan context faces a lot of obstacles like low autonomy, low support system, rigid hierarchy system and high job demands which has a very strong influence on the teachers and in such situations or context, the influence of EL on teacher's wellbeing may be overshadowed by other factors. Results also suggest that EI significantly impacts TWB. Emotionally intelligent teachers become better at stress management and conflict resolution when they are being able to recognize their own emotions (Mohamed Zaki et al., 2023b; Sha et al., 2022). Furthermore, in prior researches, EI is viewed as an emotional competency that holds a significant importance in managing workplace demands, thus reducing stress, anxiety and turnover rates (Cece et al., 2022). Teachers possessing high EI tend to be more adaptive to their workplace demands and can effectively cope up with stressful situations and can reduce stress responses, thereby safeguarding their well-being (Mérída-López et al., 2023). Furthermore, we find some more results that are consistent with our previous findings; PD has a positive and significant

relationship with TWB. Prior research has also shown that PD can boost and support teacher's empowerment which will lead to an increase in teacher's self-efficacy thus creating a relationship between PD and TWB (Gast et al., 2022; X. Wang & Chen, 2022). (Mourão et al., 2022b) in his research' findings show a close relationship between teachers' overall welfare and their investment in the ongoing development and improvement of their teaching skills and competencies. When teachers engage in professional development opportunities, they not only equip teachers with necessary skills and knowledge but also enhance their wellbeing, connection with school and their self-efficacy. On the contrary, we find some more insignificant relationships which is new (Musenze & Mayende, 2023a). In Karachi's private schools, hierarchy and authority strongly shape workplace dynamics. Teachers often place more importance on the behavior of their principals or immediate supervisors than on general organizational support. As a result, POS does not act as a moderator between EL and TWB, and overall organizational backing may have little to no impact on their well-being in this context. Likewise, my findings suggest that POS do not act as a moderator between EI and teacher's wellbeing. POS and EI are two different concepts that can influence the TWB independently that's why our results were different from the past researches (Geraci et al., 2023; Sudibjo & Manihuruk, 2022b). Additionally, research reveals a significant relationship between POS acting as a significant moderator between PD and TWB. When teachers feel that they are well supported and getting professional development opportunities by the school leaders or the organization they may feel less stressed and more powerful when faced with the challenges (Mukandara & Dominic, 2023).

5.1. Theoretical implications

This research makes an important addition to literature by exploring how different factors affect teacher well-being (TWB) which greatly impacts the effectiveness of schools. Earlier studies may look at how one variable impacts TWB, but this one considers the mixed effects of EL, EI, PD and POS. With this method, the researchers are filling a research gap, especially in Pakistan where few similar studies have occurred (Cheng et al., 2022; Gast et al., 2022). Taking into consideration the lack of research on TWB this study fills a critical gap in the literature (L. Zhang et al., 2024).

Moreover, the results have universal applicability because this is a global problem (Gadermann et al., 2023). The research was done in accordance with Sustainable Development Goal 3 which highlights good health and well-being and explores the workplace resources and conditions that promote this (Gallego-Nicholls et al., 2022). Furthermore, the theory of Job Demands-Resources (JD-R) is used, highlighting that factors such as workplace leadership, support and various growth opportunities are important for employees' well-being.

5.2. Managerial implications

This study is important for policymakers and principals in schools. The results of this study suggest that in order to enhance or improve teachers' wellbeing administrators should give maximum attention to making strategies that are aimed at providing support to teachers. This includes investing in training and development programs to cultivate and refine the skills and knowledge of teachers particularly in areas such as EI and ethical EL. Through providing platforms and opportunities for continuous learning and professional growth, educational leaders can empower teachers to thrive in their roles by increasing their confidence in their ability to teach. Furthermore, providing a supportive organizational climate through appropriate measures to strengthen teachers POS is important for amplifying the positive impact of other resources on teacher well-being. Policymakers and principals can conduct emotional intelligence workshops and trainings for teachers that are focused on elaborating the importance of having self-awareness, empathy and enhancing communication skills that can help teachers in coping stress, demands of the education sector. Educational leaders should give priority to professional development opportunities for teachers by offering workshops, seminars, and training programs. Creating a culture that supports teacher's professional development is very important in the context of Pakistan. The ultimate beneficiaries would be the students. A variety of teacher well-being initiatives can be implemented by

school administrators, ranging from arranging extracurricular social events to collaborating with outside organizations to provide wellness workshops during the school week. Principals and policy makers should regularly assess the policies and practices that align with the wellbeing of teachers. Interviews, surveys and feedback should be conducted by teachers for identifying areas for improvement and making necessary adjustments to support teacher well-being.

5.3. Limitations and future research

Firstly, this study is survey based, and the use of self-report measures may be prone to response biases and limit the generalizability of findings. Secondly, due to time constraints the current study opted for cross-sectional design. Thirdly, this study was conducted in Karachi, the results do not fully represent the teachers in other areas. Future studies should incorporate longitudinal data to demonstrate a causal relationship between the variables under investigation. Furthermore, it would be helpful to undertake similar studies in different cities or areas to see if the results are consistent across settings. This would provide a more thorough understanding of the factors influencing teacher well-being in various situations. Future studies could also explore other variables in place of ethical leadership like transformational leadership, distributed leadership and servant leadership on TWB. Additionally, our integrated research model incorporated perceived organizational support as a moderator so future studies might incorporate professional commitment, for instance, competence enhancement, affective commitment, mindfulness, coworker support and proactive personality.

5.4. Conclusion

The success of an education system largely depends on its teachers and therefore teacher well-being is crucial for creating a positive and effective learning environment. The purpose of this study was to examine the intricate interaction of EL, EI, and PD with POS as a moderator on TWB. Our study reveals several key findings. First, EL while showing a positive relationship with teachers' well-being, did not reach statistical significance. However, on the other hand EI and PD have emerged as strong predictors of teacher's wellbeing showing a statistically significant result. Moreover, this study explains the moderating role of POS between PD and TWB. Whereas on the other hand, it did not prove to be statistically significant between EL, EI and TWB. These results highlight the importance of organizational support or organizational context in shaping the impact of PD activities on TWB.

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