

Relationship between Perceived Principal Support and the Psychological Well-Being of Teachers at Elementary Level

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ABSTRACT

This study looked at how elementary school teachers' psychological health at government schools in Kotli, Azad Jammu and Kashmir (AJK), related to their perceptions of principal support. A sample of 219 instructors was chosen at random from a population of 517 using a quantitative correlational approach. A self-created 20-item Likert scale questionnaire was used to gather the data, and SPSS was used to analyze it using Pearson Correlation and descriptive statistics. The findings indicated that teachers reported a very high degree of psychological well-being (Category Mean = 3.85) and a moderately high level of principle support (Category Mean = 3.89). The study hypothesis was confirmed by the discovery of a substantial, statistically significant positive association between the two variables ($r = 0.714$, $p = 0.000$). In order to better support teachers' psychological health at the school level, it is advised that principals implement supportive leadership practices such as teacher recognition, open communication, and participatory decision-making, while education authorities implement wellness programs and leadership training.

Keywords: Perceived Principal Support, Psychological Well-Being, Elementary School Teachers, School Leadership, Kotli, AJK

INTRODUCTION

Teachers are the most important change agents in education, which is the foundation of societal growth. However, the psychological health of educators is closely linked to the efficacy of instruction. A teacher in good emotional and psychological health is better able to control classroom dynamics, provide high-quality instruction, and foster student development. On the other hand, psychological distress among educators shows up as low motivation, emotional tiredness, high attrition rates, and absenteeism, all of which have a negative impact on educational quality (Cece et al., 2022).

The principal's job is one of the most important organizational variables that affect teachers' psychological well-being. The psychological environment of schools is significantly shaped by the interpersonal behaviors, emotional intelligence, and supportive practices of principals, who operate as instructional leaders in addition to being administrative heads. The expected degree with which teachers believe their principle appreciates them, is worried about their well-being, and will come to help both in challenging times is termed as perceived principal support (PPS). When teachers think their principal is helpful, they are less burnt out, more satisfied with the job and exhibit more psychological resilience (Klassen & Chiu, 2022).

Psychological well-being (PWB) is defined as a multi-dimensional concept that consists of six independent but correlated factors including autonomy, environmental mastery, personal growth, positive relationships with others purpose in life and self-acceptance (Ryff & Keyes, 1989). These features include the positive functioning and flourishing of people, aside from the mere absence of psychiatric disorder. That means PWB is associated with better long-term teaching performance, organizational commitment and creative engagement (Gonzalez-Ocantos et al., 2021).

Pakistan endures notable contextual conundrums — not the least of which is its educational environment, especially in Azad Jammu and Kashmir (AJK). Schools in this region are characterised by large class sizes, poor facilities and a bureaucratic administrative culture that threatens teacher autonomy and voice. One of AJK's ten districts, Kotli district, has seen significant growth in education in recent years, but empirical research on systemic problems with teacher motivation, administrative support, and occupational stress is still lacking. The foundational stage of formal education, where the caliber of teacher-student contact is crucial, makes the primary level especially important (UNESCO, 2022).

There is a noticeable lack of study done in the socio-cultural setting of AJK in general and Kotli district in particular, despite an expanding amount of international literature on principal assistance and teacher outcomes. The majority of current research comes from Western educational institutions and might not fully represent the administrative, economical, and cultural realities of Pakistani public schools. Furthermore, previous studies have mostly concentrated on secondary-level educators, leaving elementary teachers—who face different professional challenges—relatively understudied (Malik, Hayat, & Ramzan, 2021).

Therefore, the purpose of this study is to investigate the relationship between elementary school teachers' psychological well-being in Kotli, AJK, and their perception of principal support. The study intends to produce culturally grounded evidence that can guide regional and national initiatives for teacher well-being, principal training programs, and educational policy by examining this link within a specific Pakistani setting.

Statement of the Problem

Teachers' psychological well-being plays a vital role in the quality of education they deliver, yet it remains largely neglected in the educational setting of Azad Jammu and Kashmir. In Kotli, AJK, teachers at government elementary schools deal with daily pressures that include heavy workloads, large class sizes and limited resources. Under these conditions, the guidance of a school principal is the most rapid type of professional and emotional assistance provided for teachers. Nevertheless, even though teacher well-being is acknowledged to greatly rely on principal support, no comprehensive research has been conducted to this end in Kotli, AJK at elementary level. However, this research gap denies school leaders and policymakers critical evidence to push them toward positive change. Therefore, this study was conducted to examine the level of perceived principal support, assess the psychological well-being of elementary school teachers, and determine whether a significant relationship exists between the two variables in government schools of Kotli, AJK.

Objectives of the Study

1. To examine the perceived principal support among elementary school teachers in Kotli, AJK.
2. To assess the psychological well-being of elementary school teachers in Kotli, AJK.
3. To examine the relationship between perceived principal support and the psychological well-being of elementary school teachers in Kotli, AJK.

Research Question

RQ1. Is there a meaningful relationship between principal support and the psychological well-being of elementary school teachers regarding Kotli, AJK?

Hypotheses

H1: There is a significant positive relationship between perceived principal support and the overall psychological well-being of elementary school teachers in Kotli, AJK.

LITERATURE REVIEW

Concept of Perceived Principal Support

According to Eisenberger et al. One approach, in line with the idea put forth by Eisenberger et al. (1986), is perceived organizational support (POS); according to POS theory, employees form global beliefs concerning the extent to which their work organization values their contributions and cares about their well-being Perceived principal support (PPS) is one adaptation of this construct in educational contexts that emphasize the principal as the primary organizational symbol. PPS is a strong predictor of many teacher attitudes, behaviors and psychological states, as shown in multiple studies (Slemp et al., 2024).

This brings us to some of the signs of supportive principal behaviors – from giving emotional support, and recognizing informal professional influences, to shared decision making, as well as meaningful feedback and advocacy for the needs of teachers. Most recently, trust between principals and teachers has been identified as a core element of supportive principal leadership. Tschannen-Moran (2014) asserts that trust enables educators to take professional risks, seek assistance without fear of judgment, and engage more openly in improvement efforts. And according to research (Lu et al., 2025), when principals demonstrate genuine care for the personal and professional well-being of teachers they are more likely to be organizationally committed and less likely to want to leave.

Transformational Leadership Theory has had a major impact on how one can explain teacher results that occurs because of the principal. According to Burns (1978) and Bass (1985), transformational leaders are those who stimulate their followers through a vision, intellectual stimulation, and individualized consideration. In schools, principals who engage in transformational leadership practices that address the different needs of teachers, support them professionally and build a shared vision for the school demonstrate higher levels of teacher morale and well-being. Likewise, supportive school environments that protect teachers' psychological well-being have been linked to the instructional leadership role which focuses more on the principal's direct engagement of pedagogical excellence (Robinson et al., 2008).

Psychological Well-Being of Teachers

Another theory that is commonly mentioned in the literature is the multidimensional model of psychological well-being created by Ryff (1989). These six aspects of her theory, namely autonomy, environmental mastery, personal growth, positive relationships with other people, purpose in life, and self-acceptance, provide an entirely new concept to understand the positive functioning of an individual rather than simply the lack of illnesses. This eudaimonic approach to the study of well-being has found wide application within research of occupational well-being and teacher well-being specifically.

One of the most psychologically and emotionally challenging professions is the one of a teacher. Emotional labor required to satisfy emotional needs of teachers becomes increasingly exhausting and leads to burnout. This phenomenon, characterized by emotional exhaustion, depersonalization, and low personal accomplishments, poses a serious threat to psychological well-being of teachers. It is

associated with many negative consequences, such as higher levels of employee turnover, poorer academic achievement of students, and increased absenteeism (Skaalvik & Skaalvik, 2011).

Another useful theory for examining the connection between principal support and teacher well-being is the Self-Determination Theory (SDT) suggested by Deci & Ryan (1985). According to SDT, people's psychological well-being and intrinsic motivation depend on the satisfaction of three essential psychological needs: relatedness, competence, and autonomy. School-based teachers are more likely to feel high levels of well-being, intrinsic motivation, and commitment to their careers when they face the supportive attitudes from their principals towards forming collegial relationships, allowing autonomy, and acknowledging their competence (Roth et al., 2007; Van den Berghe et al., 2014).

Relationship Between Principal Support and Teacher Well-Being

There is much empirical evidence of the positive correlation between teacher psychological well-being and principal support. Thus, Collie et al. (2016) revealed in their study, conducted in Australia, that teachers who were perceived as receiving adequate levels of support from their principals were able to report much higher levels of job satisfaction, low emotional exhaustion, and self-reported professional efficacy. Similarly, Skaalvik & Skaalvik (2011), in their Norwegian research, proved that one of the most reliable predictors of teachers' emotional

Similar findings have also been observed in Asian education systems. The effect of principal instructional leadership increased the self-efficacy and reduced the occupational stress of teachers working in Chinese schools, as per Liu and Hallinger (2018). Similarly, the study conducted by Qian et al. (2018) revealed that the supportive actions of principals had a negative correlation with teacher burnout in Chinese primary schools. This indicates that the psychological benefits of supporting teachers by principles are relatively consistent irrespective of cultural and institutional differences.

Research on this relationship is still in its infancy but is gaining traction in Pakistan's educational system. In a study carried out in Punjab, Pakistan, Malik et al. (2021) discovered a substantial correlation between job satisfaction and psychological well-being and teachers' evaluations of administrative assistance. In a similar vein, Hussain and Sultana (2020) found that among secondary school teachers in Khyber Pakhtunkhwa, principal behavior and school climate were important predictors of teacher burnout. Localized study is necessary because there are very few studies that particularly look at elementary teachers in AJK.

Contextual Factors in Azad Kashmir

The geographical, economic, and political factors distinguish AJK from the rest of Pakistan and affect the educational context in the region. Even though it is compulsory under the constitution, the education system in AJK often faces resource constraints, irregular teacher postings, and limited opportunities for teachers' professional development (Government of AJK, 2021). AJK operates under a semi-autonomous government. Such organizational-level issues can be observed at school level in Kotli district. Most schools in Kotli district are situated in semi-urban and rural settings, and teachers encounter.

Yet another significant factor here is the dynamics of culture. Many Pakistani teachers find it difficult to bring up certain problems or seek assistance from their superiors due to a considerable power distance between the principal and his/her employees (Hofstede, 2001; Akhtar & Farooqi, 2019). Taking into account the fact that such a power distance may affect the relationship between the examined variable and the research, it becomes essential to analyze the issue under study from the contextual perspective. Another layer of complexity to researching teachers' well-being in this regard refers to the influence of gender dynamics in AJK schools on female instructors, who often face certain problems at work.

METHODOLOGY

Research Design

The research on the studied variables utilized a quantitative research design and the descriptive and correlational methods. This research design and methodology were considered the most suitable, because they allowed quantifying the variables and determining the degree of correlation between them without the necessity of intervening directly in the situation.

Participants

The number of government elementary schools in the selected district is 517, and all teachers working in these schools were selected as the population for this study. By using a random sampling method, 219 teachers were selected as a sample from this population to ensure wider application and generalization of findings.

Research Instruments

Data were collected through a self-constructed questionnaire. Each section of the questionnaire had its variable. Perceived principal support comprised ten statements in section one while psychological well-being comprised another ten statements in section two. There were altogether twenty statements in the questionnaire. For the understanding and completion by teachers, both sections of the questionnaire were phrased using clear and concise language.

Likert Scale included:

All statements were rated on a 5-point Likert Scale: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). This scale allowed participants to clearly express the strength of their agreement or disagreement with each statement.

Data Collection and Analysis:

Through the assistance of the school administration, the survey instruments were distributed personally to the selected respondents. The purpose of the study was explained to the respondents, and confidentiality of their participation was assured. Follow-up activities were carried out where applicable, and most completed surveys were collected at the same time. An overall response rate of almost 95% was secured from the total of 230 questionnaires, wherein 219 were completed and analyzed.

Data Analysis

The Statistical Package for the Social Sciences was utilized for the analysis of the collected data. Frequency, percentages, and mean scores were calculated for each item under the two variables. The correlation between the variable of Psychological Well-being and the variable of Perceived Principal Support was determined through the Pearson Product-Moment Correlation Coefficient.

RESULTS AND ANALYSIS

In this section, the results obtained from the study will be presented in a systematic manner. Frequency distribution, percentages, means, and Pearson Correlation Coefficient analysis will be utilized in analyzing the collected data from 219 teachers in elementary schools. The subsequent tables will analyze the data in regards to each of the research purposes and hypotheses proposed.

Table 1: Descriptive Statistics for Perceived Principal Support (Variable 1)

Statements	SA%	A%	UN%	D%	SD%	Mean
My principal appreciates and recognizes my work regularly.	38%	41%	10%	7%	4%	4.02
My principal provides me with the guidance I need to do my job well.	35%	43%	11%	7%	4%	3.98
My principal listens to my problems and concerns with care.	30%	40%	14%	10%	6%	3.78
My principal treats all teachers fairly and without any discrimination.	33%	39%	12%	10%	6%	3.83
My principal motivates me to improve my professional skills.	36%	38%	13%	8%	5%	3.92
My principal supports me in solving classroom-related challenges.	32%	42%	12%	9%	5%	3.87
My principal keeps teachers informed about important school decisions.	28%	40%	15%	11%	6%	3.73
My principal creates a positive and respectful working environment.	40%	37%	10%	8%	5%	3.99
My principal values my suggestions and ideas for school improvement.	29%	41%	14%	10%	6%	3.77
Overall, I feel supported by my principal in my daily work.	37%	40%	11%	7%	5%	3.97
Category Mean						3.89

Interpretation of Table 1

Table 1 contains the answers of 219 elementary school teachers on whether they feel supported by their school principals. The results indicate an encouraging trend. The item "My principal appreciates and acknowledges my work on a regular basis," which was rated by 79% of the surveyed population, yielded the highest mean (M = 4.02). This indicates that the instructors recognize their efforts to be appreciated.

School principals are considered key individuals in creating a positive school climate as illustrated by high means for items such as "My principal creates a conducive working environment" (M = 3.99) and "My principal gives us expert advice and counsel" (M = 3.98). However, the item "My principal informs teachers of critical decisions made in our school" received the lowest mean (M = 3.73), thus showing a certain discrepancy.

The Likert scale's "Agree" range (3.40–4.20) corresponds to the Category Mean for Perceived Principal Support, which is 3.89. This demonstrates that elementary school teachers in Kotli, AJK, believe their principals provide them with a reasonably high degree of assistance; yet, several aspects, such as communication and decision-making participation, still need improvement.

Table 2: Descriptive Statistics for Psychological Well-Being (Variable 2)

Statements	SA%	A%	UN%	D%	SD%	Mean
I feel emotionally satisfied with my teaching job.	36%	42%	11%	7%	4%	3.99
I am able to manage work-related stress effectively.	28%	39%	16%	11%	6%	3.72
I feel a strong sense of purpose and meaning in my work.	34%	40%	13%	8%	5%	3.90
I maintain healthy relationships with my colleagues at school.	37%	41%	10%	7%	5%	3.98
I feel confident in my ability to handle classroom challenges.	33%	43%	12%	7%	5%	3.92
I experience more positive emotions than negative ones at work.	30%	40%	14%	10%	6%	3.78
I feel my personal growth is supported within this school environment.	29%	38%	16%	11%	6%	3.73
I feel mentally fresh and energetic most of the time at school.	31%	40%	13%	10%	6%	3.80
I am satisfied with the level of autonomy I have in my teaching.	27%	41%	15%	11%	6%	3.72
Overall, I feel content and well in my professional life as a teacher.	35%	42%	11%	7%	5%	3.95
Category Mean						3.85

Interpretation of Table 2

Table 2 shows descriptive statistics for elementary school teachers' psychological health. Overall, the results show a moderate to high degree of well-being. With 78% of respondents agreeing, "I feel emotionally satisfied with my teaching job" had the highest mean ($M = 3.99$), indicating that the majority of teachers experience true emotional fulfillment in their work.

A sense of social belonging and constructive peer interaction are important factors in teacher well-being, as seen by the high score ($M = 3.98$) for the statement about maintaining healthy relationships with colleagues. The statements with the lowest ratings were those on handling stress at work ($M = 3.72$) and being satisfied with professional autonomy ($M = 3.72$). These results imply that although teachers are generally satisfied with their jobs, stress management and a sense of professional autonomy continue to be problems.

The category mean for psychological well-being is 3.85, which is also in the Likert scale's "Agree" range. This indicates that teachers in the sample report a fairly high degree of psychological well-being, with stress management being an area that requires greater institutional attention and emotional fulfillment and collegial relationships being the largest contributions.

Table 3: Pearson Correlation between Perceived Principal Support and Psychological Well-Being

Variables	Mean	SD	Pearson r	Sig. (2-tailed)	N	Interpretation
Perceived Principal Support	3.89	0.412			219	
Psychological Well-Being	3.85	0.398	0.714**	0.000	219	Strong Positive Significant Relationship

** Correlation is significant at the 0.01 level (2-tailed).

Interpretation of Table 3

Table 3 displays the Pearson Correlation Coefficient between Perceived Principal Support (PPS) and Psychological Well-Being (PWB) of elementary school teachers in Kotli, AJK. The two variables have a significant positive correlation, according to the analysis ($r = 0.714$, $p = 0.000$). At the 1% level of significance, this correlation is statistically significant because the p-value is less than 0.01.

The positive value of $r = 0.714$ suggests that teachers' psychological well-being tends to rise in line with the degree of perceived principal support. To put it simply, teachers report higher levels of psychological well-being when they feel more supported by their principals. Thus, the connection means that school principals' responsibilities involve more than administration; the attitude and behavior of the principals greatly influence the self-perception of teachers and how they view their profession.

Research Hypothesis H1, which stated that there is a statistically significant relationship between perceived principal support and the psychological well-being of elementary school teachers in Kotli, AJK, is strongly confirmed by these results. Therefore, the hypothesis can be approved. These results corroborate previous studies in educational psychology, as the support of teachers from their leaders always was one of the most influential aspects of teachers' well-being, job satisfaction, and professional commitment.

DISCUSSION

The findings of this research provide valuable information regarding the way how professional attitude and behavior of principals affect psychological state of their employees. Below is the discussion of the findings of each table, along with the analysis of previous research and relevant literature in relation to the topic.

Level of Perceived Principal Support

The teachers from Kotli government elementary schools generally feel that their principals provide adequate levels of support, as indicated by the mean of 3.89 for Perceived Principal Support scale. This finding is in line with previous research by Lu et al., 2025 whose findings revealed that principals' active interaction with teachers, giving constructive feedback, and keeping communications channels open positively influence teachers' perceptions of administrative support.

The current study shows that in the case of this population, principals have been able to demonstrate effective practices in acknowledging teachers and creating a warm relationship (means of 4.02 and 3.99, respectively). These are considered key practices in motivating teachers and making their jobs more enjoyable (Leithwood et al., 2008).

The low means of 'valuing teachers' suggestions' (3.77) and 'informing teachers regarding school decisions' (3.73) suggest that participatory leadership practices in involving teachers in school-level planning and decision-making are still evolving among these principals.

According to research by Blase and Blase (2004), teachers' sense of ownership and belonging is diminished when they feel left out of school governance, which may have a detrimental effect on their general performance and well-being. Educational administrators and school leaders at AJK should give this area their full attention.

Level of Psychological Well-Being

According to the category mean of 3.85 for psychological well-being, teachers in the sample appear to have a relatively good level of psychological health in their careers. This is consistent with research

carried out in other developing country settings (Khan & Ahmed, 2020; Iqbal & Dastgeer, 2015), which discovered that although public school teachers in Pakistan typically report good levels of well-being, they are nonetheless susceptible to occupational stress and burnout.

The two factors that contributed most to teacher well-being were good collegial connections ($M = 3.98$) and emotional work satisfaction ($M = 3.99$). The social support theory (House, 1981), which contends that interpersonal relationships at work serve as a stress-reduction buffer and are crucial for maintaining positive emotional states, is supported by this study. Teachers are more resilient, more driven, and less prone to burnout when they feel linked to their peers.

However, the low scores on the scales of professional autonomy ($M = 3.72$) and stress management ($M = 3.72$) indicate genuine issues. Stress can result from the high levels of workload, large class size, non-material help, and administrative pressure involved in teaching at under-resourced government educational institutes of AJK. The inability of instructors to cope effectively with this stress indicates the need for wellness programs in the schools, workshops regarding mental well-being, and an empowered style of leadership that allows greater autonomy to instructors.

Relationship between Perceived Principal Support and Psychological Well-Being

The single most important finding of this research is the significant positive correlation ($r = 0.714$, $p = 0.000$) between psychological well-being and perceived principal support. It becomes clear that principal support is, indeed, an intensely human and psychological activity as opposed to a managerial one. The psychological security of teachers improves considerably when they are supported, listened to, mentored, and respected by their principal.

This claim finds considerable backing in the available literature. One such example is the research conducted by Slemp et al., (2024), which showed that the principal's social support was among the strongest predictors of the teachers' emotional tiredness and their level of job satisfaction. Similarly, research by Skaalvik and Skaalvik (2009) demonstrated that teachers felt significantly less stressed, emotionally exhausted, and less likely to leave their employment when they believed that their principals supported them.

The magnitude of the correlation ($r = 0.714$) allows concluding that much of the variance in teachers' well-being stems from their perception of principal support. In other words, the principal's behavior directly influences teachers' perception of their job and, consequently, their sense of professional identity. It implies that the role of the principal goes beyond mere supervision and assumes an essential contribution to the psychological well-being of the teaching staff.

CONCLUSION

The purpose of this study was to investigate the psychological well-being of elementary school teachers, the extent of perceived principal support, and the relationship between these two factors in Kotli, AJK government schools. Based on 219 teachers' replies, it is evident that teachers report a fairly healthy level of psychological well-being (Category Mean = 3.85) and sense a moderately high level of support from their principals (Category Mean = 3.89).

Most significantly, a robust and statistically significant positive correlation between the two variables was established by the Pearson Correlation analysis ($r = 0.714$, $p < 0.01$). The above result is a complete affirmation of the hypothesis H1 of the study and an answer in the positive sense to the research question, indicating that the psychological well-being of elementary school teachers in Kotli, AJK, is indeed significantly and positively correlated with perceived principal support.

The consequences of the above results are far-reaching implications for school administration and educational policies as they confirm the fact that building the quality of school leadership is highly linked not only to the academic success of teachers but also to their psychological and overall welfare. Principals can ensure that teachers achieve success not only in academic but also in personal and psychological spheres by adopting empathy in their work, communicating sincerely with the teachers, appreciating teachers' efforts, and involving them in decision-making within schools.

Though positive in many aspects, the results indicate significant gaps in terms of stress management, autonomy, and participation in decision making. Hence, future research will need to explore these gaps further, perhaps adopting mixed methodologies and taking account of instructors' actual experiences rather than trends only. Further research should consider interactions between principal support and other teacher well-being variables, including gender, teaching experience, school locations, and available school resources.

IMPLICATIONS FOR PRACTICE

The results of this research imply some critical and practical implications for different parties involved in the educational system in AJK and other regional settings, which are outlined below.

For School Principals

It is crucial that school principals realize the significance of their behaviors in terms of how they affect the psychological state of their teachers. Therefore, they must adopt certain supportive strategies, including constant appreciation of the contributions made by teachers, consultation availability, maintaining a respectful environment, and recognition of the importance of the teachers' professional role. There are some easy-to-implement methods for improving the psychological state of teachers, namely open communication policies, constructive feedback, and verbal encouragement. Engaging teachers in school planning and decision making deserves the attention of school principals because it enhances teachers' professional identity and reduces feelings of powerlessness.

For Educational Administrators and Policy Makers

District and provincial education authorities in AJK should incorporate Principal support behaviors as a fundamental part of school leadership evaluation and accountability system in AJK, Pakistan. The psychological effects of principal conduct on teachers should be specifically covered in leadership training programs for both newly appointed and current principals. Principal professional development should include required workshops and seminars on teacher-centered leadership, emotional intelligence, and supportive communication. Additionally, school-level teacher well-being can be greatly enhanced by policies that lessen the administrative burden on teachers, such as simplifying paperwork and offering sufficient teaching tools.

For Teacher Educators and Trainers

Psychological resilience, stress management, and emotional self-regulation should all be covered in pre-service and in-service teacher training programs. Targeted training in coping mechanisms, mindfulness, and work-life balance can help teachers develop the inner resources required to manage the demands of the job, as instructors in this study reported comparatively lower scores on managing work-related stress. Future educators should be prepared by training institutions to speak with school administration about their professional needs and to lobby for favorable working conditions.

For School Counselors and Mental Health Professionals

The comparatively low autonomy and stress management ratings point to an unfulfilled demand for expert psychological assistance in schools. Schools in Kotli and surrounding areas should think about hiring or working with mental health counselors who can help instructors who are feeling stressed or emotionally exhausted on an individual and group basis. Peer support group activities, teacher wellness checks, and mental health resources should be part of the school culture and not an exception.

For Future Research

The cross-sectional nature of the study design and the use of a self-reported questionnaire impose constraints on the interpretation of causal implications of the findings of the current study. Future studies could employ longitudinal study designs to examine temporal trends in teacher well-being and principal support perceptions. Furthermore, qualitative and mixed-method study designs could provide insight into the relationship between principal support and teachers' psychological well-being. Moreover, the sample is limited to one district in AJK; thus, future studies should consider other districts and include private school teachers.

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