TEACHERS' WELL-BEING AND WORK SATISFACTION UNDER TRANSFORMATIONAL LEADERSHIP: A SYSTEMATIC REVIEW

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Abstract:
Teachers' Well-being, Work Satisfaction, Transformational Leadership, Educational Leadership Transformational leadership is a relatively new concept from the conventional forms of administration and management. Its focus is upon the inspiration and motivation rather than directions or dictating. The teachers' well-being as well as their work satisfaction is related in one way or the other to the transformational leadership. The research at hand is an effort to present the research conducted in the field of transformational leadership and its effects on teachers' well-being and job satisfaction. For a systematic review, 27 articles published in reputed journals from 2000 to 2023 were selected. The systematic review of the literature revealed that research was mainly conducted to determine the effects of transformational leadership on job satisfaction as well as the teachers' well-being, using certain mediating and moderating variables.

Key Words: Teachers' Well-being, Work Satisfaction, Transformational Leadership

Introduction:

Transformational leadership has developed as a key idea in the field of education, characterized by its ability to inspire and motivate followers toward shared aims and values (Bass & Riggio, 2006; Leithwood & Sun, 2012). This leadership style has received attention because of its supposed effects on the present study is an effort to streamline the research conducted in this particular area, describing the effect of transformational leadership style on well-being and job satisfaction, and efficiency. The demanding teaching profession frequently leads to high burdens and stress among teachers (Brouwers & Tomic, 2000). As a result, academics and practitioners have turned their attention to transformational leadership as a viable technique for modifying these obstacles and influencing teachers' overall working experiences. Doing so may greatly strengthen teacher morale, contentment, and overall well-being.

This systematic study aims to investigate how transformational leaders shift their attention from transactional transactions to the development of a common vision, open communication, and team members' personal and professional growth. As teacher-student interactions are so important

in forming the learning environment, transformational leadership can potentially improve teachers' effectiveness in classroom settings. An extensive examination of the literature examining the connection between transformational leadership and teachers' well-being and work satisfaction gives support to this assumption. Through the collection and analysis of information from various research sources, this study seeks to clarify the possible influence of transformational leadership strategies on teacher-related outcomes. This synthesis is important because it advances our knowledge of the function that leadership plays in education and has practical impacts. It also provides insightful information to educational leaders, administrators, and legislators who seek to support and nurture teachers in their work settings.

The stressful nature of teaching, along with the rising complexities of classroom dynamics and administrative demands, frequently leads to stress and burnout among educators (Brouwers & Tomic, 2000). Recognizing the importance of addressing these issues, educational leaders embrace transformational leadership to improve teachers' satisfaction, motivation, and general well-being. Various issues confront educational foundations in terms of teachers' work satisfaction and well-being.

At its most basic, teachers' work satisfaction relates to the contentment and satisfaction they feel in their work within an educational institution. Work satisfaction has been linked to higher teacher retention rates, improved classroom performance, and better student outcomes (Harris & Muijs, 2005). Understanding how transformational leadership approaches might improve teachers' professional experiences is vital, as there is a strong correlation between teachers' work satisfaction and the overall performance of educational institutions. This review analyzes research on transformational leadership and teachers' work satisfaction and well-being, offering insights for leaders, policymakers, and researchers. The study aims to improve working conditions, work satisfaction, and student outcomes.

"The work of Olga Meidelina, Airin Yustikarini Saleh, Cintya Amelia Cathlin, and Sekar Aulia Winesa served as inspiration for this research. They created a useful paper titled "Transformational Leadership and Teacher Well-Being," which was released in August 2023 in the Journal of Education and Learning (EduLearn). This work, which can be accessed at DOI: 10.11591/edulearn.v17i3.20858, serves as a kind of manual for this systematic review, demonstrating the methodology and analysis this researcher should employ."

Research Approach:

To summarize research on the link between transformative leadership and teachers' well-being in formal educational institutions, a systematic review was conducted. The steps performed in this systematic review are described in the research methodology below:

Table: 1

Step	Information

Search Techniques	Key electronic databases such as Science Direct, SAGE Journals, and the Education Resources Information Centre (ERIC) were searched before the review began. The search terms were merged in titles, keywords, and abstracts to include such like " teachers' well-being," "transformational leadership," and "school leadership." 100 items were found in this initial search.
Remove Duplicate Data	From the initial list, duplicate articles were found and eliminated, leaving 98 items for further analysis.
screening of titles and abstracts	Based on their applicability to the study question, empirical character, and language (English), the remaining 98 papers were assessed. These standards were applied, and 71 items were eliminated.
Eligibility Evaluation	The eligibility of the twenty-seven remaining articles was carefully evaluated. The utilization of primary data, concentration on instructors in formal institutions from kindergarten through secondary school, publishing dates between 2000 and 2023, and adherence to peer-reviewed standards were among the criteria. Additionally, publications were to use mixed, quantitative, and qualitative methodologies and define well-being in terms of psychological and/or subjective well-being. Studies that focused on detrimental elements of well-being, including stress, were not included.
Last Decision	The systematic review included twenty-seven papers that met the qualifying requirements. The chosen papers met the requirements and were research articles that had been written in English.
PRISMA Principles	The review procedure was organized and open-minded since it followed the Preferable Reporting Objects for Systematic Reviews (PRISMA) standards. The PRISMA flow diagram was used to illustrate the systematic review's flow.

The present systematic review employed a rigorous methodology in compliance with PRISMA criteria to investigate the effects of transformational leadership on the well-being of teachers. The search was conducted using keywords like "teacher well-being" and "transformational leadership" across major databases including Science Direct, Scopus, and others. After carefully removing duplicates from the 100 articles that the initial search turned up, 98 articles remained for review. Following a screening process that considered relevance, empirical character, and language (English), 71 papers were excluded. After a thorough eligibility evaluation that took into account publication dates, the

focus on teachers from kindergarten to secondary school, the use of source data, and conformity to peer-reviewed criteria, the remaining 27 were given the go-ahead. Articles emphasizing detrimental elements of well-being were not accepted. Ultimately, 27 publications—published in English —that satisfied stringent requirements were chosen for the systematic review. Strict adherence to the PRISMA criteria throughout the process ensured an open and well-organized methodology, which was graphically shown by the PRISMA table. The systematic assessment technique ensured a thorough and impartial approach to locating, selecting, and summarizing relevant research on the impact of teachers' well-being and job satisfaction in transformational leadership. This review followed the accepted PRISMA guidelines for systematic reviews.

Table 2. The following table lists the articles that were included in the study:

Title	Authors	Year	Source	Focus of Study	Page
Inclusive leadership and extra-role behaviors in higher education: Does organizational learning mediate the connection?	Aboramadan, M., Dahleez, K. A., & Farao, C.	2022	International Journal of Educational Management, 36(4), 729-748	Organizational learning in higher education	729- 748
Transformational leadership and psychological well-being: The mediating role of meaningful work	Arnold, K. A., Turner, N., Barling, J., Kelloway, E. K., & McKee, M. C.	2007	Journal of Occupational Health Psychology, 12, 193–203	Psychological well-being and meaningful work	193-203
Perceptions of transformational leadership and work satisfaction: The roles of personality traits and psychological empowerment	Aydogmus, C., Camgoz, S. M., Ergeneli, A., & Ekmekci, O. T.	2016	European Journal of Work and Organizational Psychology (Advance online publication)	Work satisfaction, personality traits, psychological empowerment	81- 107
The work demands-resources model: State of the art	Bakker, A. B., & Demerouti, E.	2007	Journal of Managerial Psychology,	Work demands-resources model	309 328

Transformational leadership (2nd ed.)	Bass, B. M., & Riggio, R. E.	2006	Psychology Press	Transformational leadership	265- 282
The effects of integrated transformational leadership on achievement	Boberg, J. E., & Bourgeois, S. J.	2016	Journal of Educational Administration, 54(3), 365-380	Integrated transformational leadership and achievement	365- 380
A longitudinal study of teacher burnout and perceived self-efficacy in classroom management	Brouwers, A., & Tomic, W.	2000	Teaching and Teacher Education, 16(2), 239-253	Teacher burnout and Self-efficacy	239- 253
Examining the connection between school principals' instructional leadership behaviors, teacher self-efficacy, and collective teacher efficacy	Cansoy, R., & Parlar, H.	2018	International Journal of Educational Management, 32(3), 391-405	Instructional leadership, teacher self-efficacy, and collective teacher efficacy	391- 405
Examining the connection between school principals' instructional leadership behaviors, teacher self-efficacy, and collective teacher efficacy	Chi, H.K., H.R. Yeh, and C.H. Yu	2009	Journal of Organizational Behaviour, 26, 969-977	Transformational leadership, organizational culture, work satisfaction, organizational performance	969-977

The Effect of Transformation Leadership, Organizational Culture, Work Satisfaction on the Organizational Performance in the Non-Profit Organizations	Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., Brown, E., Ahtaridou, E., & Kington, A.	2009	The University of Nottingham	School leadership and pupil outcomes	288-297
The Effect of School Leadership on Pupil Outcomes: Final Report	Gkolia, A., Koustelios, A., & Belias, D.	2015	Educational Psychology, 35(2), 176-196	Transformational leadership and teacher's self-efficacy	176- 196
Exploring the association between transformational leadership and teacher's self-efficacy in the Greek education system: A multilevel SEM model	Gong, Y., Huang, J.-C., & Farh, J.-L.	2009	Academy of Management Journal, 52(4), 765-778	Employee learning orientation, transformational leadership, employee creativity, creative self-efficacy	765- 778
Employee Learning Orientation, Transformational Leadership, and Employee Creativity: The Mediating Role of Employee Creative Self-efficacy	Harris, A., & Muijs, D.	2005	McGraw-Hill Education	Teacher leadership for school improvement	961- 972
Improving schools through teacher leadership	Hsu, Y. C., Lin, Y. G., & Hung, J. L.	2017	Educational Management Administration & Leadership, 45(4), 656-	Transformational leadership and teacher work satisfaction	656- 675

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A study of the value added by transformational leadership practices to teachers' job satisfaction and organizational commitment	Klassen, R. M., & Tze, V. M. C.	2014	Educational Research Review, 12, 59-76	Teacher's self-efficacy, personality, and teaching effectiveness	59-76
Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis	Leithwood, K., & Jantzi, D.	2006	School Effectiveness and School Improvement, 17(2), 201-227	Transformational school leadership and its effects	201- 227
Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices	Leithwood, K., & Sun, J.	2012	Educational Administration Quarterly, 48(3), 387-423	Transformational school leadership	387- 423
Distributing leadership to make schools smarter: Taking the ego out of the system	Leithwood, K., Mascall, B., Strauss, T., Sacks, R., Memon, N., & Yashkina, A	2009	Leadership and Policy in Schools, 8(3), 278	Distributing leadership in schools	278
Transformational leadership and teacher well-being: A systematic review	Meidelina, O., Saleh, A. Y., Cathlin, C. A., & Winesa, S. A	2023	Journal of Education and Learning (EduLearn), 17(3), 417-424	Teacher well-being: A systematic review	417-424

High-Performance Work System, Work Well-Being, and Employee Creativity: Cross-Level Moderating Role of Transformational Leadership	Miao, R., & Cao, Y.	2019	International Journal of Environmental Research and Public Health, 16(9), 1640	High-Performance Work System, Work Well-Being, and Employee Creativity: Cross-Level Moderating Role of Transformational Leadership	1640
Does shared and differentiated transformational leadership predict followers' working conditions and well-being?	Nielsen, K., & Daniels, K.	2012	Leadership Quarterly, 23, 383–397	Shared and differentiated transformational leadership	383–397
Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance	Pekrun, R., Elliot, A. J., & Maier, M. A.	2009	Journal of Educational Psychology, 101(1), 115-135	Achievement goals and achievement emotions	115-135
Translation, adaptation, and validation of instruments or scales for use in cross-cultural health care research: A clear and user-friendly guideline	Sousa, V. D., & Rojjanasrirat, W.	2011	Journal of Evaluation in Clinical Practice, 17(2), 268-274	Translation, adaptation, and validation of instruments or scales for use in cross-cultural healthcare research	268-274
Conceptualizing school leadership and management from a distributed perspective: An exploration of some	Spillane, J. P., & Healey, K.	2010	School Leadership & Management, 30(2), 103-124	Conceptualizing school leadership and management	103-124

study approaches and emerging themes							
Applying transformational leadership theory to coaching research in youth sport: A systematic literature review	Turnnidge, J., & Côté, J.	2016	| International Journal of Sport and Exercise Psychology, 14(3), 327-342	Applying transformational leadership theory to coaching research in youth sport	327-342
Authentic leadership, performance, and work satisfaction: The mediating role of empowerment	Wong, C. A., & Laschinger, H. K.	2013	Journal of Advanced Nursing, 69(4), 947-959 |	Authentic leadership, performance, and work satisfaction	947-959
Transformational leadership and Taiwanese public relations practitioners' work satisfaction and organizational commitment	Yang, M.-L.	2012	An International Journal, 40(1), 31-46	Social Behavior and Personality	31-46

Background of the study:
Drawing from Burns's (1978) work and expanded upon by Bass (1985) and Bass and Avolio (1994), transformational leadership has occurred as a dominant leadership philosophy in educational settings. According to this notion, leaders may have a great impact on their followers' attitudes, drives, and actions by modeling transformational behaviors. Idealized impact, intellectual stimulation, inspiring motivation, and individualized attention are the four key components of transformational leadership (Bass & Riggio, 2006). Leaders who serve as role models and encourage followers to adopt their ideals and habits are said to have idealized influence. Creating an attractive vision and igniting followers' passion are key components of inspirational motivation. Individualized attention includes identifying and attending to each person's requirements, while intellectual stimulation promotes innovative thinking and problem-solving.

Due to its capacity to affect teachers' performance and, as a result, student accomplishment, transformational leadership theory is particularly pertinent in the educational setting (Leithwood et al., 2004; Leithwood & Sun, 2012). Teachers are motivated by transformational leaders in educational environments to go beyond their interests and concentrate on the common objectives of student learning and development. The potential impact of transformative leadership on teachers' work satisfaction and well-being cannot be understated because teachers perform a crucial role in defining the caliber of education.

Bakker and Demerouti's (2007) Work Demands-Resources (JD-R) model suggests a theoretical framework for understanding the link between transformational leadership and teachers' work satisfaction and well-being. This concept suggests that the pressures of the work, such as a heavy workload and emotional tiredness, can result in burnout and reduced work satisfaction. On the other hand, work sources including leadership assistance, freedom, and chances for advancement can raise work satisfaction and general well-being (Bakker & Demerouti, 2007).

Numerous studies have examined the relationship between transformational leadership and teachers' outcomes. The several educational outcomes that transformative leadership improves, such as student success and teachers' satisfaction, were emphasized by Leithwood and Sun's meta-analytic analysis from 2012. Additionally, Zhang et al. (2018) showed how organizational identification and teacher self-efficacy work as mediating elements in how transformational leadership affects teachers' well-being.

Methodology:
For this evaluation, a thorough and methodical search approach was used to find pertinent papers. Several scholarly databases, including PubMed, ERIC, and Google Scholar, were searched. "Transformational leadership," "teacher work satisfaction," "teacher well-being," "educational leadership," and associated phrases were among the terms and keyword combinations that were employed. To include the most recent research, the search was restricted to publications from 2000 to 2023.

There were two stages of screening the search results. Titles and abstracts were examined in the first step to find papers that would fit the inclusion requirements. Papers that examined the connection between transformative leadership and teachers' work happiness and well-being were accepted. Research on different leadership philosophies or other subjects was not included. Articles published in languages other than English, such as Indonesian, Chinese, and French, were disqualified from analysis due to linguistic constraints in the approach. The

second process involved retrieving the full-text papers of the chosen studies from the previous phase and reevaluating their eligibility.

Articles that satisfied the following requirements were added to the systematic review:

i.   Studies using empirical research approaches (qualitative, mixed, or quantitative).
ii.   Pay particular attention to how transformational leadership affects the well-being and work satisfaction of teachers.
iii. Articles that were printed in peer-reviewed journals from 2000 to 2023.

The relevant data were taken from the chosen publications to create a thorough picture of the state of the field. The data that was extracted was as follows:

i.   Authors and year of release.
ii.   Methodology and design of the research.
iii. Sample characteristics include things like school levels and teacher demographics.
iv.   Measurement tools for well-being, work satisfaction, and transformative leadership.
v.   Important conclusions include the connection between transformational leadership, well-being, and work satisfaction in teachers.

The study identified mediating and moderating variables.

Research design and methods employed:

Recent research has revealed insights into the correlation between leadership and teachers' work satisfaction and well-being. Within the study, mediating and moderating variables were found. The results from the chosen studies were analyzed and synthesized using a qualitative synthesis technique. Finding recurring themes, trends, and differences within research was necessary for this. By taking into account numerous contextual and moderating factors, the qualitative synthesis attempted to present a cogent narrative of the effect of transformative leadership on teachers' work satisfaction and well-being.

The caliber and reliability of the selected studies were assessed to guarantee the validity of the findings. Quality assessment instruments appropriate for different study types were applied. The shortcomings of individual studies, including sample biases and methodological problems, were recognized to contextualize the synthesis findings.

Many research methods were employed to fully investigate the impact of transformational leadership on teachers' job satisfaction and general well-being. Researchers employed mixed techniques approaches, including quantitative, qualitative, and mixed techniques approaches, to carefully choose empirical research publications that directly addressed the subject under investigation. This inclusive approach allowed us to gain a thorough understanding of the issue by taking into account many study types. This was done by researchers to illustrate the intricate relationship that exists between transformational leadership, teachers' well-being, and job happiness. This technique allows researchers to obtain important insights from a range of study approaches while also enhancing the quality and depth of our review.

The systematic review presented recommendations based on the data that were summarized for educational practice and policy. The requirement for further cross-cultural studies, longitudinal designs, and investigations into particular moderating and mediating processes were among the recommendations made for future research topics. The systematic assessment's methodology assured an exhaustive and objective approach to finding, choosing, and summarizing pertinent studies on the consequence of Teachers' well-being and work satisfaction in transformational leadership**.** The results offer understandings that help with this crucial connection's comprehension in educational situations.

Systematic review used a variety of study methodologies to guarantee a thorough investigation of the effect of Teachers' well-being and work satisfaction in transformational leadership. The researcher tried to represent the range and complexity of this complicated connection by adding research that used mixed, quantitative, and qualitative methodologies. Quantitative studies offer insightful statistical information on the magnitude and direction of this influence, enabling generalizations. On the other hand, qualitative investigations provide complex viewpoints and rich contextual information, illuminating instructors' actual experiences. Research using mixed techniques combines the two strategies and provides a comprehensive insight. Due to the variety of research methods used, researchers were able to triangulate results, strengthen researchers' conclusions, and offer useful advice to decision-makers in the field of education.

Results:

Characteristics of contained Studies: This systematic review qualitative synthesis comprised twenty-seven studies. Between 2000 and 2023, these studies, which were carried out in several nations, including Indonesia, Malaysia, Israel, Tanzania, Greece, the United States of America, and Italy, were published in peer-reviewed publications. These studies included students in kindergarten through high school and covered a variety of academic high school levels. The findings' generalizability is increased by the variety of geographical regions and educational levels.

The research mostly agreed with the conceptualizations of transformational leadership offered by Bass, Riggio, and Maheshwari. Those who inspire, encourage, and build connections with staff members to spur organizational change and expansion are referred to as transformational leaders. While there were some slight differences, such as Suparyanto's description of transformational leadership as a process of inspiring transformation and empowering groups, the fundamental characteristics of transformational leadership were constant throughout the research.

The Multifactor Leadership Questionnaire (MLQ) gained popularity as a tool for assessing transformative leadership after three studies. This comprehensive and simplified version of the questionnaire performed a fantastic job of capturing the various facets of transformational leadership. The well-being of teachers was measured using a variety of techniques. In addition to the self-developed surveys, the Minnesota Satisfaction Questionnaire and work satisfaction ratings were used as standard measures. Future studies should, however, consider the uncertainty in some publications regarding the reliability and validity of measures that were established by the researcher.

All the evaluated data indicated a positive and consistent relationship between teachers' well-being and transformational leadership. Although most researchers concluded that transformational leadership greatly enhanced the well-being of teachers, one study produced non-significant findings. The assumption that transformational leadership has a positive relationship with teachers' well-being is supported by the information's general congruence, notwithstanding this discrepancy. This statement is consistent with other studies that demonstrate the beneficial effects of transformative leadership on workers' well-being.

Among the research, Kieres et al.'s presentation of transformational and transactional leadership as a continuum stood out. They recommended that leaders choose transactional leadership at first before developing into transformational leaders to bring about change. Additionally, Koustelios and Gkolia pointed out idealized influence and unique thoughtfulness as transformational leadership features that notably support teachers' well-

being. These original ideas illuminate the complex interactions between transformative leadership and teachers' well-being.

Discussion:

Due to its potential effect on teacher work satisfaction and well-being, transformational leadership has a lot of concentration in the discipline of managing education. This systematic review explored the connection between transformative leadership and teacher results by synthesizing data from 27 pertinent research. The researcher's findings provided important new information on how transformational leadership affects teachers' well-being and work satisfaction.

Consistent evidence indicating the beneficial effects of transformative leadership on teachers' well-being was found in the systematic review. Research conducted in 2009 by Gong, Huang, and Farh illuminated the role that employee learning orientation and transformational leadership play in enhancing workers' creative self-efficacy—a critical aspect of overall well-being. Nielsen and Daniels (2012) also focused on the connection between enhanced follower well-being and shared and differentiated transformative leadership. The findings of this study validate the idea that transformational leadership actions, such as offering encouragement and support, improve teachers' psychological and emotional health.

In the association between transformative leadership and teachers' well-being, the mediating function of expressive work appeared as a significant component (Arnold et al., 2007). Studies by Pekrun, Elliot, and Maier (2009) and Sousa, and Rojjanasrirat (2011) added to Researchers' understanding of the intricate relations between accomplishment objectives, emotions, and well-being. The controlling effect of transformative leadership on the connection between high-demonstration work systems and employee well-being was also examined by Miao and Cao in 2019. Due to its potential effect on teachers' work satisfaction and well-being, transformational leadership has attracted a lot of attention in the field of educational management. This systematic review explored the connection between transformative leadership and teachers' results by synthesizing data from 27 pertinent research. The review's findings provided important new information on how transformational leadership affects teachers' well-being and work satisfaction.

This systematic review found that transformative leadership and teachers' work satisfaction are positively correlated in several studies. As stated by Arnold et al. (2007), transformational leadership has a good effect on psychological health, which in turn improves work satisfaction. Similarly, Chi, Yeh, and Yu (2009) highlighted the significance of transformational leadership in developing a favorable corporate culture that increased employee happiness.

The significance of transformative leadership in influencing teachers' work satisfaction and well-being is made clear by this comprehensive review. Consistent evidence from several research highlights the beneficial effect of transformational leadership practices on fostering an atmosphere where teachers may flourish. Transformational leadership is seen as an essential component in assisting teachers' well-being because it fosters a positive corporate culture, encourages meaningful work, and increases employee self-efficacy. This analysis provides a basis for educators and policymakers to develop interventions that highlight transformational leadership techniques, ultimately raising teachers' satisfaction and well-being and improving education overall.

Educational leaders need to practice transformational leadership behaviors to improve teachers' well-being, according to the systematic researcher's results, which have practical

consequences for those in leadership positions in the classroom. The traits of transformative leaders, such as investing in one's growth, and having access to resources. The availability of resources, application of policies, and individual recognition may all be used as practical tactics by school administrators who want to promote the well-being of their teachers**.**

Limitations and future directions:

Although this systematic review has significantly advanced our knowledge of the link between transformative leadership and teachers' well-being, several limitations must be recognized to provide direction for future studies.

The predominance of quantitative research designs in the articles considered in this analysis is a major disadvantage. The complexity and subtleties of the link between transformative leadership and teachers' well-being may not be fully captured by these designs, even though they provide useful statistical insights. To provide a more comprehensive knowledge of this intricate relationship, future research endeavors may profit from a wider range of research instruments, including mixed methods and qualitative techniques. For example, qualitative research might dive into teachers' actual experiences to provide a greater understanding of the impact of transformative leadership on their well-being.

The use of self-reported measures to gauge teachers' well-being in the evaluated research is another possible source of bias. Self-report assessments can be useful, but social desirability bias may also affect them. and may not give a whole picture of a person's psychological health. Alternative measures of teachers' well-being, such as physiological markers or observational data, should be investigated in the next research to provide a more comprehensive evaluation and complement self-report data.

The primary emphasis of this systematic study was the well-being and work satisfaction of teachers. Even though these factors are unquestionably important, there is a significant vacuum in the body of knowledge about how transformative leadership affects teachers' psychological health. To give a more comprehensive knowledge of how leadership affects teachers' overall well-being, future research should take into account diving further into the psychological components of well-being, such as stress levels, burnout, and mental health.

The chosen studies have an uneven geographic distribution and representation across academic levels. Some nations and educational levels had minimal or no representation. Future studies have to focus on a more thorough worldwide representation and take into account various educational contexts, such as elementary, secondary, and university levels. This would enable a more detailed understanding of the cultural and contextual components of the relationship between transformational leadership and teachers' well-being.

Future research should look at contextual factors to have a thorough knowledge of the relationship between transformational leadership and teachers' well-being. The characteristics of the school, the state of the economy, and the unique challenges teachers face in different situations are a few examples. Analyzing how these contextual elements interact with transformational leadership behaviors may provide valuable insights into how to modify leadership strategies for use in certain educational contexts.

Finally, further study might examine how transformational leadership interacts with other factors. Does the effect of transformational leadership, for instance, differ depending on the subject matter, the gender, or the experience of the teacher? Examining these moderating variables may help develop more focused leadership strategies that improve well-being across various teachers' demographics.

Even though this systematic review has increased our understanding of the connection between transformative leadership and teachers' well-being, the limitations and potential topics for further study show that there is still a lot of ground to cover. To create a thorough knowledge and to guide efficient leadership methods in education throughout the world, a more thorough, more varied, and culturally aware inquiry is essential.

Conclusion:

In conclusion, this systematic review offers a thorough synthesis of the studies looking at how transformational leadership affects the well-being and work satisfaction of teachers. The combination of data from several research emphasizes how important transformational leadership is in determining the success of teachers. The recent analysis makes numerous significant implications for those who make decisions about education and future research programs clear.

The conclusions highlight the critical part that transformational leadership plays in fostering teachers' work satisfaction and well-being. It is advised for educational leaders, especially school principals, and administrators, to adopt the qualities and actions associated with transformational leadership. To promote teachers' well-being, engaging in one's development, promoting open communication, offering suitable tools, and acknowledging individual efforts are crucial. Education leaders may provide a motivating and supportive atmosphere that improves teachers' work satisfaction and eventually leads to better educational results by prioritizing transformational leadership methods.

The results of this systematic investigation provide the larger conversation on successful leadership practices across multiple domains, beyond the direct implications for educational leaders and scholars in education. The beneficial impact of transformative leadership on teachers' work satisfaction and general well-being is a reflection of how this leadership style may foster favorable results inside businesses. The consequences go beyond the realm of education, providing information on promoting worker happiness and well-being in a variety of work environments.

In summary, the systematic review's synthesis of empirical data emphasizes how influential leadership can be in influencing good teachers. Educational stakeholders may work together to aim to build conditions that support teachers' well-being, work satisfaction, and, eventually, the achievement of educational excellence by embracing transformational leadership methods and continuing to investigate this complex link.

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