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Exploration of the Relationship between Health-Promoting Leadership Behaviours and Employee Job Satisfaction and Wellbeing within a New Zealand High School context.

A thesis presented in partial fulfilment of the requirements for the degree of

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Abstract

The purpose of this study was to examine the perspectives of a sample of secondary school teachers in Aotearoa, New Zealand, on health-promoting leadership behaviour. In particular, the aim was to understand the teachers' perspectives on what their leaders did to support their overall job satisfaction and wellbeing. Defined as utilising positive leadership approaches, health-promoting leadership is thought to be instrumental in influencing employee wellbeing and health outcomes indirectly by focusing on changing the working conditions of employees (Mokoaleli, 2022). This study aimed to fill a gap in the academic literature on understanding the behaviours that reflect healthy leadership within the New Zealand secondary education sector, as perceived by teachers. This study was based on the Job Demands-Resources model, employing thematic analysis of qualitative, semi-structured interviews. Interviews were conducted with seven experienced full-time secondary teachers in Auckland, New Zealand. Analysis of the interview data revealed an overarching theme of trust in leadership as a key factor in supporting teacher wellbeing and job satisfaction. Trust was established through regular and consistent check-ins such as conversations, meetings, and general catch-ups. Through these check-ins, teachers were able to grow, develop, and feel satisfied with improved wellbeing and a reduced likelihood of burnout. Outcomes from this study may provide further insight into how leaders can support individuals' health and wellbeing, enhancing knowledge of the behaviours linked to positive outcomes of wellbeing and job satisfaction.

Keywords: Health-promoting leadership behaviour, transformational leader, leadership style, leadership theory, wellbeing, burnout, job satisfaction, New Zealand, teachers, leaders.

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Table of Contents

ABSTRACT	2
ACKNOWLEDGMENTS	3
CHAPTER ONE: INTRODUCTION: WELLBEING, JOB SATISFACTION, AND HEALTHY WORK	8
RESEARCH AIMS.....	10
THESIS ORGANISATION.....	10
CHAPTER TWO: THE IMPORTANCE OF WORK-RELATED WELLBEING	12
WELLBEING AT WORK.....	13
TEACHER WELLBEING.....	17
THE JOB DEMANDS-RESOURCES MODEL.....	19
THE JOB DEMANDS-RESOURCES MODEL AND GOOD WORK DESIGN WITHIN THE EDUCATION SYSTEM.....	20
GOOD WORK DESIGN PRINCIPLES IN AUSTRALASIA	22
LEADERSHIP IN THE TEACHING PROFESSION IN NEW ZEALAND	23
SCHOOL LEADERSHIP AND WELLBEING IN NEW ZEALAND	24
CHAPTER THREE: HEALTH-PROMOTING LEADERSHIP BEHAVIOUR	28
THE IMPORTANCE OF LEADERSHIP FOR WORK WELLBEING	28
LEADERSHIP THEORIES AND WELLBEING.....	29
THE FULL RANGE MODEL OF LEADERSHIP	31
TRUST	33
LEADERSHIP AND WORK-RELATED WELLBEING	34
LEADERSHIP AND TEACHERS	35
SIMILARITIES BETWEEN TRADITIONAL AND VIRTUAL LEADERSHIP	37
HEALTH-PROMOTING LEADERSHIP BEHAVIOUR	38
THE ESSENCE OF HEALTH-PROMOTING LEADERSHIP BEHAVIOUR	40
THE PRESENT STUDY	43
CHAPTER FOUR: RESEARCH METHODOLOGY	45
INTRODUCTION	45
SELECTION OF PARTICIPANTS	45
DATA COLLECTION.....	46
DATA ANALYSIS.....	47
ETHICAL CONSIDERATIONS.....	48
RESEARCH REFLEXIVITY	49
CHAPTER FIVE: RESULTS.....	52
TRUST IN LEADERSHIP.....	53
THEME 1: PROVIDING SUPPORT AND AVAILABILITY.....	53
1.1 <i>Proactively checking-in</i>	53
1.2 <i>Being available when needed</i>	58
THEME 2: SUPPORTING AUTONOMY	62
2.1 <i>Providing Encouragement</i>	62
2.2 <i>Providing Feedback</i>	63
THEME 3: VALUING THE INDIVIDUAL.....	66
3.1 <i>Showing awareness of needs</i>	66
3.2 <i>Acknowledging efforts</i>	67
THEME 4: MANAGING WORKLOAD	70
4.1 <i>Respecting time</i>	70

4.2 <i>Delegating tasks appropriately</i>	71
CHAPTER SIX: DISCUSSION	75
IMPLICATIONS FOR RESEARCH	79
IMPLICATIONS FOR PRACTICE.....	79
CONCLUSION	81
REFERENCES	82
APPENDIX A: FLYER FOR RECRUITING PARTICIPANTS.....	93
APPENDIX B: ETHICS APPLICATION APPROVAL (LOW RISK).....	94
APPENDIX C: PARTICIPANT INFORMATION SHEET	95
APPENDIX D: INTERVIEW SCHEDULE	97

List of tables

Table 1: Understanding interactions between cognitive processes, leadership behaviour, and school climate	23
Table 2: Behaviours/practices identified by Loke (2001) and the specific outcomes	42
Table 3: Summary of themes and sub-themes.....	52

List of Figures

Figure 1: The health effects of prolonged exposure to stressors at work.....	13
Figure 2: Relationship between workforce wellbeing, productivity (individual, enterprise, national), and population wellbeing: a heuristic model	16
Figure 3: The Job Demands-Resources model	19
Figure 4: Understanding the connection between leadership behaviour, job demands/resources and wellbeing.....	28

Chapter One: Introduction: Wellbeing, Job Satisfaction, and Healthy Work

Working and being in employment are important parts of our lives and can therefore have an impact on our everyday mental health and wellbeing. We live in a rapidly evolving world, where leadership is constantly developing, expanding, and changing. As highlighted by Arnold et al. (2020), leadership has become more challenging due to the pace of change and the expectations of followers. In life, we spend a lot of our time at work; we need to work in order to have a roof over our heads, put food on the table, and feel a sense of financial security. However, there is a deeper meaning behind work. We work for a sense of achievement, to challenge ourselves, develop connections with others, grow our capabilities, and have a sense of fulfilment (Schwartz, 2015). We all have a boss or someone in higher authority we report to, but do they ensure our wellbeing and job satisfaction needs are being met? Do they demonstrate healthy leadership? And do they provide a healthy work environment that enables us to feel fulfilled, valued, respected, and satisfied within our work?

Wellbeing and health are key components of life and have been acknowledged by the United Nations Sustainable Development Goals (UNSDGs) as a key priority to try to achieve by the year 2030 (United Nations, 2015). It is the third goal of the United Nations, and it states that the priority is to “ensure healthy lives and promote wellbeing for all at all ages” (United Nations, 2015, p. 1). Employee wellbeing and health, in particular, have been widely researched, as employment and work lives directly impact and influence other aspects of everyday life. An unhappy working environment often results in an unhappy life at home. It has been recognised that happy and healthy employees are more productive and engaged and are less likely to experience poor wellbeing or health concerns such as burnout, stress, and fatigue (Jiménez et al., 2017).

Health-promoting leadership is a positive leadership style that can be adapted and used by leaders to help create a healthy workplace environment and influence employee health and wellbeing (Mokoaleli, 2022). There is a substantial amount of existing literature on healthy leadership due to the wide range of sectors and areas it is applicable to. Most of the existing literature focuses on healthy leadership in a context outside of New Zealand, and specifically outside the New Zealand education system. For this reason, further research is needed to understand what behaviours reflect healthy leadership within New Zealand contexts and settings, a need that this research aims to fulfil. Whilst this research will focus on the education

system (specifically high school secondary teachers) within New Zealand, it is hoped that this research will further contribute to existing literature on leadership globally and be able to provide additional context to future research in related fields.

Identifying and encouraging healthy workplace behaviours is particularly influential in upholding the wellbeing of employees within New Zealand's education systems. From a high level, the role and expectations of a teacher can be defined simply as educating the next generation to ensure they are enabled to learn and contribute to society. This role, however, can come with a myriad of external and internal pressures, physical demands, emotional burdens, and an overwhelming responsibility that can lead to some of the aforementioned workplace health concerns. For example, teachers are expected to create and mark assignments, adjust quickly to changes in the educational curriculum, and educate students of varying academic abilities. All of these must be achieved whilst sustaining clear communication with a variety of home structures, supporting colleagues, engaging in extracurricular activities, and doing weekly break duties. This requires teachers to extend their work beyond the expectations of their job descriptions. When combining these and other factors with demanding personal life pressures, it is clear that educational staff have an inherent need for health-promoting leadership (Dadaczynski & Paulus, 2014).

Conducting this research is important as there is currently a shortage of secondary school teachers within New Zealand due to job dissatisfaction, the sector being under-resourced, and staff burnout. For example, Nordqvist (2024), as cited in NZ Herald (2024), described that the New Zealand education system is in a "sorry state" and "a sector in crisis". Domestic student enrolments for teacher training programmes have dropped 51% between 2010 and 2023, from 6940 enrolments to 3400 enrolments. This demonstrates how teachers are struggling with their wellbeing and job satisfaction, although it is important to recognise that there are other factors that contribute to this statistic, such as further job opportunities overseas and better financial security. It is accepted that those not satisfied with their occupation may suffer from unfulfillment and a lack of interest and/or motivation, having a negative effect on both the individual and the students. This research is not focused on the contributing factors that have caused this issue within New Zealand, but is instead looking at what can be done by leaders to promote teacher wellbeing and improve job satisfaction. Furthermore, this research is important to conduct due to the limited literature within a New Zealand context and within the education system in general.

This research aims to understand secondary teachers' perspectives of what their leaders do to support their job satisfaction and wellbeing within a New Zealand high school context. This research is based on New Zealand high school teachers as the employees, with the leaders being the employee's respective leader (current or past), whether that be the head of the department, head of their learning area (HOLA), the deputy principal, or the principal of the respective school. Dreer (2023) has highlighted that it would be beneficial to conduct a qualitative study due to the lack of qualitative academic research that focuses on teachers' wellbeing. The present research will explore health-promoting leadership behaviour in the teaching profession using a qualitative approach.

Research Aims

The aims of this study are:

1. To investigate secondary New Zealand high school teachers' perspectives of health-promoting leadership behaviour.
2. To understand New Zealand high school teachers' perspectives of what their leaders do to support their overall job satisfaction and wellbeing.

Thesis Organisation

This thesis is made up of six main chapters. The following information provides an overview of the thesis from chapter two onwards.

Chapter Two: *Literature Review*

This chapter covers work-related wellbeing, teachers' wellbeing, the Job-Demands Resource (JD-R) model, the Health and Safety Legislation and WorkSafe NZ, and Good Work Design Principles from Australasia. This chapter touches on effective leadership in the New Zealand teaching profession.

Chapter Three: *Literature Review Continued*

This chapter has a focus on Health-promoting Leadership Behaviour. It also covers other leadership theories such as the Full Range Model of Leadership, positive psychology, and destructive leadership. This chapter also touches on the concept of trust.

Chapter Four: *Research Methodology and Research Reflexivity*

This chapter discusses how the research was conducted from participant recruitment, data collection and analysis, and the researcher's reflexivity.

Chapter Five: *Results*

This chapter presents the findings from the thematic analysis of the interview data.

Chapter six: *Discussion*

This chapter provides the discussion, implications for research, implications for practice, and a conclusion.

Chapter Two: The Importance of Work-Related Wellbeing

In Aotearoa, New Zealand, the Health and Safety at Work Act 2015 aims to ensure that structures are in place that promote safe workplaces and employees' health and safety (Health and Safety at Work Act, 2015). The Act is supported by guidance material to assist organisations and businesses in providing a psychologically healthy workplace (WorkSafe NZ, 2021). WorkSafe NZ highlights that encouraging a positive workplace culture is the best way to establish a safe and mentally healthy workplace environment, and workplace culture is heavily influenced by organisational leadership (WorkSafe NZ, 2021). Whilst this thesis research does not focus on the legal responsibility of leaders, it is noted that, along with a moral responsibility, there are legal requirements pertaining to the role of leaders in supporting workplace wellbeing. Additionally, there are legal requirements to manage risks, including psychosocial hazards as well as physical, chemical, and ergonomic hazards. Both leaders and others within the organisation have responsibilities in risk management.

WorkSafe NZ has proposed new good practice guidelines for managing psychosocial risks at work. Psychosocial risks may include bullying, excessive workloads, interpersonal conflict, job demands, lack of support, and poor management (Forastieri, 2013). Portuné (2012) provides a good definition of psychosocial risks in the workplace:

Those aspects of work design and the organisation and management of work, and their social and environmental contexts, which have the potential for causing psychological or physical harm (p. 124).

Psychosocial risks affect workers both physically and mentally and can have a detrimental impact on employees' own and others' work performance and wellbeing. Figure 1 demonstrates the importance of ensuring that the requirements of the Health and Safety Legislation and WorkSafe NZ are met, to ensure that all organisations and PCBU's (persons conducting a business or undertaking) are meeting the standards to reduce the risk of psychosocial risks at work.

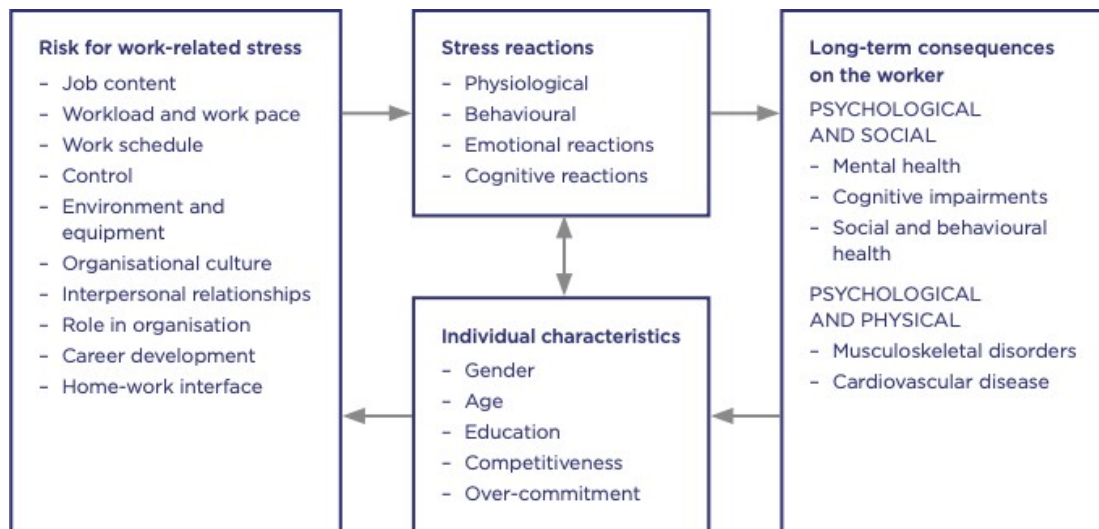


Figure 1: The health effects of prolonged exposure to stressors at work (Kompier & Marcelissen, 1990, as cited in WorkSafe NZ, 2019, p. 11).

Wellbeing at Work

While the legal framework emphasises the need to manage hazards and risks, including psychosocial risks, it does not require that workplaces put an emphasis on improving wellbeing. However, well-designed work can improve health, safety, and wellbeing as well as productivity and work performance (Saleh, 2025). Wellbeing for some can be viewed as happiness and fulfilment of life, while others may view wellbeing as a form of good physical and mental health (Dolan et al., 2008). Over the years in the academic world, it has been a challenge to truly define the concept of ‘wellbeing’. One approach has been to split the concept of wellbeing into two main domains, hedonic wellbeing (HWB) and eudemonic wellbeing (EWB). HWB focuses on an individual’s emotional and cognitive assessment of their life. This is sometimes referred to as subjective wellbeing (SWB) since it requires the individual to reflect on and assess how ‘things’ are going in their lives. HWB is characterised by recurring good emotions and a general satisfaction with life (Tov, 2018). In contrast, EWB has been regarded as a form of wellbeing in which an individual possesses specific attributes or needs that are necessary for their psychological development. When these necessities are satisfied, the individual can attain their maximum potential (Tov, 2018).

Vincent-Höper and Stein (2019) embraced a wellbeing concept that focuses on both the positive and negative components of wellbeing. The negative components can be emotional exhaustion (burnout), and the positive components can be a sense of happiness and work engagement. García-Carmona et al. (2019) describe burnout syndrome as a “response to chronic work stress” (p.1). Burnout has also been defined as a “persistent, negative, work-

related state of mind” (Renger et al., 2020, p. 202). Burnout is associated with a sense of exhaustion, lack of effectiveness and motivation, and negative attitudes to work (Renger et al., 2020). Three elements have been found to be associated with burnout.

1. Poor individual achievement.
2. Depersonalisation.
3. Elevated degrees of emotional fatigue.

Poor individual achievement can occur when an employee lacks the engagement to take on new tasks and does not strive for the best results for themselves or the organisation. Depersonalisation is when the individual experiences a reduced sense of empathy towards others. Finally, emotional fatigue is related to an absence of energy or motivation for work and a shortage of emotional resources that are required to complete tasks at work (García-Carmona et al., 2019).

Six areas of working life related to burnout have been identified by Leiter and Maslach (1999).

1. Workload

An increased amount of workload can lead to burnout, specifically extreme emotional fatigue. When employees experience high workloads but do not receive support from their leaders, it can lead to low productivity as well as burnout and exhaustion. There will often be periods throughout the year where workload increases, for example, as a result of a new project, the end of the financial year, or staff sickness during the winter season. At peak times, it is the responsibility of the leaders to ensure they are not overloading and putting too much pressure on their employees.

2. Control

Employees who lack autonomy and control over their work are at particular risk of burnout, particularly those with high workloads. A sense of autonomy is a fundamental need that improves employee wellbeing and health, as well as job performance and outcomes (Slemp et al., 2018).

3. Reward

Rewards can be complex. For instance, rewards can be bonuses or pay rises (financial rewards), or promotions (status-related rewards), or non-financial rewards such as recognition or esteem (socio-emotional rewards). The relationship between rewards and wellbeing has been outlined

in relation to Siegrist's (2016) Effort-Reward Imbalance model, which clarifies that when employees believe they have not received sufficient recognition or rewards (financial, status, and/or socio-emotional) in relation to the effort they have expended, they may experience burnout.

4. Community

The concept of community evolves around social interactions within the workforce. Without positive social interactions with peers and a sense of community while at work, employees can experience a lack of connection and communication, which creates risks to their wellbeing.

5. Fairness

If employees feel they experience unequal treatment while at work, it can lead to emotional fatigue, which is a risk factor for burnout and poor wellbeing (Jiménez et al., 2017; Dunk et al., 2015). Fairness involves employees feeling that they are being treated with respect and justice. If employees view their leaders as being fair and supportive, it has a positive impact on their wellbeing as well as their acceptance of changes within the organisation.

6. Values

If an employee's values do not match the organisation's values, it can create distress and burnout. Each organisation has specific values that originally attracted the employee to work there, and an individual often feels more at ease if they can relate to the organisation's values. If there is a gap between the employees' and the organisation's values, it can create a risk of burnout and job dissatisfaction.

While burnout creates a risk of poor wellbeing, reduced work performance, and increased intentions to quit, employee wellbeing is linked to reduced stress and higher job satisfaction and work engagement (Rothmann, 2008). Rothausen and Henderson (2019) highlight that there are six work elements that need to be fulfilled for one to feel satisfied with work and have greater wellbeing. Those elements include expression, development, purpose, standard of living, family, and life.

1. Expression focuses on the job aligning with the individual's self, beliefs, identity, and values.
2. Development focuses on allowing opportunities for growth and skill improvement.

3. Purpose focuses on making sure that each individual's work has a goal they are comfortable with and that promotes the common good.
4. Standard of living focuses on monetary security and a high standard of living.
5. Impact on the family focuses on making sure that the job has a positive impact on the individual's family and external relationships.
6. Impact on life focuses on ensuring there is support for wellbeing, focusing on areas such as society and health.

These six key elements were found to be related to job satisfaction. Other factors which are related to job satisfaction may be linked to professional opportunities within the organisation, such as income, management, benefits, the role at work, and relationships amongst colleagues (Loke, 2001). In addition, workplace wellbeing is influenced by career stability, incentives, compensation, physical and mental health, and work engagement (Schulte & Vainio, 2010). Understanding work wellbeing can help in the development of organisational design, and allow leaders to understand what can be changed, rearranged, or improved for employees to have greater wellbeing and job satisfaction. A general model that links workforce wellbeing, productivity, and population wellbeing is shown below (Figure 2).

Schulte & Vainio

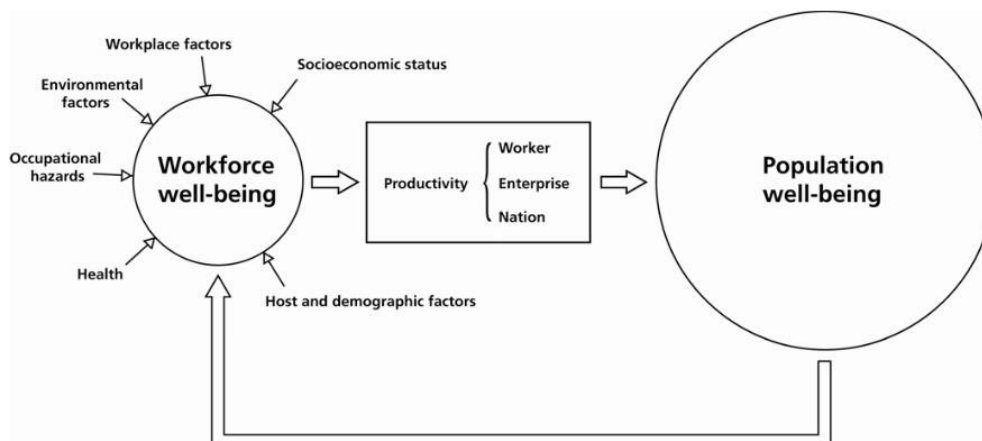


Figure 2: Relationship between workforce wellbeing, productivity (individual, enterprise, national), and population wellbeing: a heuristic model (Schulte & Vainio, 2010, p. 423).

These characteristics can be recognised as crucial elements of health-promoting leadership behaviour to establish a healthy working environment for all. Research into these

areas of work-life provides an important understanding of potential areas of improvement and indicates where action may need to be taken.

Teacher Wellbeing

Teaching is regarded as an occupation that comes with a high level of stress and burnout, which may be influenced by high workloads, poor working conditions, and low job satisfaction (Milfont et al., 2008). Therefore, the wellbeing of teachers is important not only to ensure a high level of job satisfaction but also to retain teachers. Teachers' wellbeing is crucial as it has an effect on the wellbeing of our future society.

Teachers experience pressure through multiple work demands both within and outside working hours, for example, classroom behaviour management, curriculum changes, and keeping in contact with students and their parents or legal caregivers (Puertas Molero et al., 2019). In addition, many New Zealand teachers begin their careers on fixed-term contracts that typically last twelve months (New Zealand Post Primary Teachers Association (PPTA), 2016). This can cause significant uncertainty about job security, as there is no guarantee that each teacher will retain their position in the following year. Witte (1999) outlines how job insecurity worsens stress and has a negative effect on work performance, job satisfaction, and psychological wellbeing, and can be linked to depression. The New Zealand Post Primary Teachers Association has highlighted some concerns regarding this stressor. For example, teachers on fixed-term contracts may be reluctant to engage in work surveys and share their genuine thoughts, beliefs, and feelings about the school, as they fear it may have a negative impact on their future employment status. Being placed on a fixed-term contract is difficult as teachers can feel pressure to demonstrate value to the school, as well as engage in professional development and focus on their teaching practice with students (New Zealand Post Primary Teachers Association, 2016).

The first few years of an individual's teaching career can influence how long a teacher remains within the teaching profession. A study conducted in New Zealand by Grudnoff (2011) focused on teachers in their first year who were placed on a fixed-term contract and the negative impacts it had on them. One individual stated that being in a fixed-term position "destroys your trust, you feel really let down because you have to reapply and go for an interview, it makes you feel pathetic" (p. 12). Another individual said, "it's so unsettling, being permanent would give me so much more security" (p. 13). The research demonstrated that being in a fixed-term position impacted teachers' self-confidence and wellbeing. The Organisation for Economic

Cooperation and Development (OECD) is warning of potential teacher recruitment challenges if the workforce continues to age and argues that plans need to be implemented now to help improve the renewal of teaching for the next ten to fifteen years. The OECD highlights that shortages may result from “in-service teachers and school leaders leaving the profession due to dissatisfaction, lack of recognition or burnout” (Talis, 2019, p. 47).

Over time, education and teaching have undergone significant changes. Many New Zealand schools struggle with discipline issues, and student motivation is said to have reached an all-time low (Gerritsen, 2023). Concern was expressed, for instance, when a sizeable portion of secondary pupils were leaving school without a qualification (Walkey et al., 2013). The National Certificate of Educational Achievement (NCEA) was implemented in the early 2000s to improve students’ overall outcomes in terms of both motivation and results (Walkey et al., 2013). However, student motivation is still reported to be low, and there is pressure on teachers to not only teach the class but also ensure that all students are in class when required. These additional requirements cause burnout for teachers, which affects their wellbeing and job satisfaction (Ortan et al., 2021). Additionally, according to Puertas Molero et al. (2019), burnout can result from organisational variables such as time restrictions and a lack of acknowledgement from senior leadership, teams, and colleagues. Burnout and job dissatisfaction may also be caused by other factors such as poor working conditions (Rothmann, 2008). Research has indicated that teachers who feel their jobs are high in demand but are exposed to uncontrollable circumstances are more likely to experience burnout (Milfont et al., 2008).

When teachers have low wellbeing, it has a negative effect on the students. For example, when teachers are feeling burnt out or exhausted, this negatively impacts the student- teacher relationship and impacts students’ behaviours, learning capabilities, and achievements. When students have positive relationships with teachers, this creates a feeling of safety, which creates more positive student wellbeing (Jamal et al., 2013, as cited in Harding et al., 2019).

The Job Demands-Resources Model

One framework that aims to integrate the different perspectives on stress, burnout, and wellbeing is the Job-Demands-Resources (JD-R) model (Figure 3). Each occupation will have its own particular risk factors related to job stress, and these factors can be categorised into the two broad categories known as job demands and job resources (Bakker & Demerouti, 2007). Job demands are those that require emotional, physical, or cognitive effort from an individual. Some examples include workload, time pressure, and emotional demands. Job resources are organisational, social, or psychological elements that support personal development, reduce job demands, and help accomplish work goals and aspirations (Bakker et al., 2014). Some examples include good ergonomics and work design, opportunities for learning/development, and social support from peers and leadership. To have adequate wellbeing the model requires that demands must be balanced with available resources, else burnout, stress, and low job satisfaction may result (Soykan et al., 2019). For example, a high level of job demands without having supportive resources can result in negative links to employees' mental and physical capabilities at work, which affects the employees' wellbeing (Vincent-Höper & Stein, 2019). The JD-R model has gained significant popularity as a means of better understanding the connections between employee wellbeing and their job characteristics. The model is a useful framework for understanding some of the factors that affect wellbeing in the teaching profession.

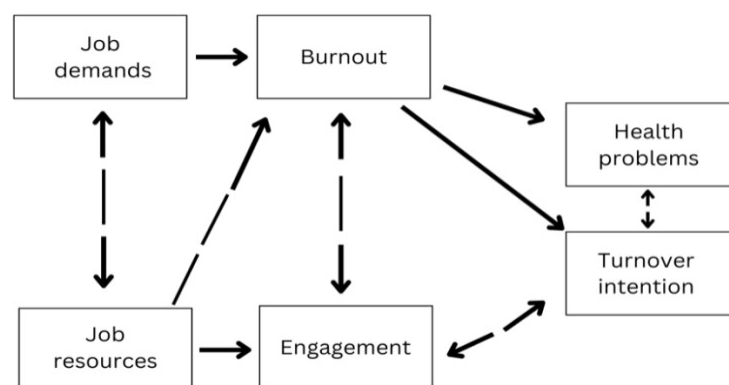


Figure 3: The Job Demands-Resources model. Dotted lines represent negative pathways; solid lines represent positive pathways (adapted from Bakker et al., 2004).

The Job Demands-Resources Model and Good Work Design within the Education System

Teachers may feel overwhelmed from their heavy workload, and this can lead to burnout and a lack of wellbeing (Agyapong et al., 2022). The JD-R model and good work design can be implemented throughout schools to support teachers, aiming to improve their wellbeing and job satisfaction while helping to reduce the risk of burnout. One of the key elements of the JD-R model is ensuring that teachers have enough resources to help meet the ongoing demands of their job. Resources could include peer support, work-life balance strategies and policies, wellbeing technology application (apps) for teachers, interactive whiteboards or devices with accessibility tools, professional development, and adequate funding. The JD-R model highlights the link between job characteristics and employee wellbeing, which suggests that the model links well with the principles of good work design, as good work design focuses on creating a healthy work environment that prioritises employee wellbeing, health, safety, and work performance.

Good work design and the JD-R model link with the six points highlighted earlier by Leiter and Maslach (1999). These six points can be considered from the perspective of the JD-R, with reference to how good work design can be implemented in a school setting.

1. Providing an appropriate workload is important; work overload can lead to burnout and disengagement, but insufficient relevant work can lead to boredom and a lack of a sense of achievement. To provide a manageable workload, flexible work schedules could be offered, and administrative tasks such as classroom planning or writing reports could be reduced, or further administration tasks could be delegated to the administrative team if their capacity allows. To help lessen the demands, digital tools could be implemented to help with some tasks. Conducting regular surveys can help identify areas of psychosocial risk, such as workload concerns, possible colleague conflict, or areas of learning that need development or support.
2. Control is a more challenging concept to manage. Teaching is a highly controlled and regulated working environment, so teachers need to find autonomy where they can. Autonomy can take the form of teachers making their own decisions about how they teach, developing trusting and respectful relationships, and being involved in curriculum decision-making.

3. Rewards and recognition are important for health as they allow teachers to feel appreciated and recognised. This can be achieved through creating channels for communication, acknowledging teachers' accomplishments, and providing regular supportive feedback. Work rewards need to be relevant to the person and seen as appropriate and fair.
4. Schools may consider how best to develop a sense of community. For example, teachers may feel isolated from their peers (other teachers) due to being in their classroom all day with students. It may be helpful to find ways to create and establish a more collaborative environment, for example, through weekly catchups, pairing experienced teachers with beginners, or creating subject or year-level groups where teachers can share ideas and create lesson plans together. This can allow for advice to be shared, support to be gained, and rapport to be built.
5. Fairness links closely to issues of the fair distribution of workloads and providing appropriate resources to support the work, as well as fair allocation of non-contact time and non-teaching (e.g., break supervision) duty responsibilities. Fairness promotes work commitment and helps remove the negative effects of high job expectations.
6. Lastly, there is the concept of values. Values can refer to teacher's feeling connected to the school's main purpose and the school's beliefs about education. Other relevant values include the importance placed on work-life balance, for example. Values alignment is crucial to how teachers relate to and enjoy their jobs, including the principles and incentives that first drew them to working at the school.

The JD-R model can be a useful and effective model to help teachers feel valued, less stressed, and more satisfied within their role by identifying relevant demands and providing resources to help meet those demands. Good work design recognises the needs of people as individuals, the needs of teams, and the overall expectations for the school. Incorporating good work design and the JD-R model helps focus on improving the overall mental and physical aspects of work for all. Alongside health-promoting leadership behaviour, good work design provides a way to positively change working conditions and support wellbeing.

Good Work Design Principles in Australasia

Traditionally, research and theory on work design have been influenced by practice (Parker & Jorritsma, 2021). The JD-R model adds a theoretical framework for good work design. Good work goes beyond employees having good physical working conditions (heating, lighting, correct seating arrangement, etc.) and includes access to resources and autonomy. Safe Work Australia has highlighted ten good work design principles.

1. Providing the highest level of protection for health, safety, and welfare
2. Enhancing health and wellbeing
3. Enhancing productivity and organisational performance
4. Identifying and addressing risks and hazards
5. Considering the needs of the work environment, business needs, and context
6. Apply good work across a lifecycle
7. Engage decision makers and leaders
8. Involve all who participate in the work
9. Identify hazards and ensure continual improvement
10. Be guided by experience and experts.

All ten principles are relevant to this research as good work design is crucial in every organisation for the health, safety, and wellbeing of all employees, employers, and visitors. In particular, principle two is of high importance as designing good work can help improve employees' mental wellbeing, cardiovascular systems, and musculoskeletal conditions (Safe Work Australia, 2013). Therefore, increasing involvement and promoting good employee wellbeing functions to allow workers to lead more productive, healthy lives at work.

The Australian Good Work principles can be tied to the New Zealand guidelines for managing psychosocial risks at work, which were highlighted earlier at the start of this chapter (WorkSafe NZ, 2025). Both the Australian and New Zealand frameworks focus on psychosocial hazards, defined as work-related factors that can harm the mental health of employees. Both of the guides are aligned with the relevant health and safety legislation in each country, but neither guide is a legal requirement. Australia and New Zealand focus on not only psychosocial hazards but also good work design and the importance of managing cognitive, physical, and psychosocial risks. Both countries and their guidelines have a shared focus on involving employees and gathering their insights into the design of work, and focus on preventing harm and the need for continuous feedback to ensure initiatives meet legal and

ethical standards and are appropriate for each workplace context. Safe Work Australia and New Zealand aim to provide guidelines for good work design that is continuously evolving, adapting, and meeting the needs of all.

Leadership in the Teaching Profession in New Zealand

Within the New Zealand education system, there is a range of different leadership positions, from the principal to the deputy principal (DP) to the middle leaders/Heads of Learning Areas (HOLA). Principals have both an administrative/management role and an educational leadership role (Table 1). They are the overall management and professional leaders of the school and have a major role in making decisions within the school, in collaboration with teachers/staff, students/parents, and the community (Mohajeran & Ghaleei, 2008). Principals have administrative tasks to complete (budgeting and board of trustees' meetings), but their main focus is on educational leadership and improving teacher and student outcomes (Devos & Bouckennooghe, 2009). Deputy Principals are the leaders of learning with a focus on enhancing learning across the school. Their role is to support the principal in managing the school, and they are often the first point of contact for staff, students, parents, and the community (Leaf & Odhiambo, 2017). Heads of Learning Areas are middle leaders who are experienced teachers. They are each responsible for a certain learning area, such as science, maths, or English. They offer support to teachers within their learning area and provide knowledge while still having to teach students as well (Gutiérrez, 2015).

Principal's thinking process	Principal's leadership behavior	Teacher's perception of school climate
- Principal role conceptions: administration and educational leadership	- Expertise - Leadership practice - Time management	- Goal orientedness - Participation - Formal and informal collaboration
- Leader role conceptions: Coordinator, strategic leader, mentor, innovator	- Teacher's perception of leadership behavior	- Innovation

Table 1: Understanding interactions between cognitive processes, leadership behaviour, and school climate (Devos & Bouckennooghe, 2009).

Each leadership position within the education system is important and comes with a set of responsibilities for the leaders, employees, and students. Leksy et al. (2024) emphasise that school principals play an essential part in collaborating to establish and maintain a healthy environment for the school, and school principals as leaders play a significant influence in fostering a strong school culture (Engels et al., 2008)

School Leadership and Wellbeing in New Zealand

This section highlights two frameworks that have been developed around school leadership in New Zealand, which link to wellbeing. Broader models of effective leadership are discussed in the next section.

The Ministry of Education has developed the Kiwi Leadership for Principals Framework (KLP). The framework focuses on the educational leadership that principals provide. The KLP prioritises professional standards for school principals, with the main objective being to reflect and develop a model of leadership that requires certain skills, knowledge, and qualities that will help direct and strengthen the New Zealand education system. Educational leadership is at the centre of the framework. Educational leaders lead schools while learning to improve outcomes for all, establish conditions for effective teaching, grow and maintain schools as learning institutions, create links and networks outside of the school, and cultivate others as leaders (Ministry of Education, 2008).

The framework revolves around the New Zealand education system, allowing school principals to behave and act effectively in the best interest of their school (Ministry of Education, 2008). The framework aims to help people involved in the education sector to collaborate to try to achieve better educational results for students.

For the framework to be developed effectively, the following was taken into consideration prior to its establishment:

1. Gathering feedback from policy sectors and leadership research
2. International and national research on principal leadership practices
3. Gaining an understanding of what experienced principals have discussed regarding what effective professional practice is
4. Understanding the kinds of leadership capabilities New Zealand schools may benefit from now and in the future.

The framework highlights four educational leadership qualities that effective principals should adopt when leading their school:

1. Manaakitanga – leading with purpose
2. Pono – having self-belief
3. Ako – being a learner
4. Awhinatanga – guiding and supporting (Ministry of Education, 2008, p. 22).

The framework emphasises the importance of building relationships that involve trust and that are focused on learning. These relationships are developed when principals “respect and care for others” (Ministry of Education, 2008, p.13). Principals can benefit from “personal reflection, sharing ideas and initiatives with peers, working with others to clarify situations and solve problems” (Ministry of Education, 2008, p.13) to help further develop relationships.

The KLP framework covers the Treaty of Waitangi as it is a core part of New Zealand’s history and identity. In doing so, it promotes te reo Māori and tikanga Māori. An effective school is where the principal sets clear educational guidelines and practices that are inclusive for all cultures. This framework is a great starting point for the Professional Leadership Strategy, which aims to be developed alongside school leaders and the general education sector, while outlining the expectations for principals (Ministry of Education, 2008).

Further to this, there is another New Zealand framework, the Educational Leadership Capabilities Framework (ELCF), that was developed in 2018. The KLP framework and ELCF are connected to each other as the ELCF draws upon the KLP framework. The purpose of the ELCF is to provide those who work within the education sector a constructive framework to grow, improve, and progress their capabilities as a leader. The framework’s main goal is to understand what effective leadership looks like in educational settings (Wylie & McKinley, 2018).

The ELCF covers educational leadership capabilities and was developed by first exploring prior knowledge, which is similar to the KLP framework. Some of the prior knowledge included current government outlines for teaching, as well as research on effective leadership in schools and early childhood education.

The ELCF has nine educational leadership capabilities:

1. Building and sustaining high trust relationships
2. Ensuring culturally responsive practice of Te Tiriti o Waitangi
3. Building and sustaining collective leadership and professional community
4. Strategic thinking and planning
5. Evaluating practices in relation to outcomes
6. Adept management of resources to achieve vision and goals
7. Attending to their own learning as leaders and their own wellbeing
8. Embodying the organisation’s values and showing moral purpose

9. Contributing to the development and wellbeing of education beyond their organisation (Wylie & McKinley, 2018).

The ELCF states that the first leadership capability of building and sustaining high trust relationships is the most important for effective leadership. Developing and sustaining strong positive relationships is achieved through leaders engaging respectfully with others and being open to discussions. This is drawn from the KLP framework and emphasises how effective leaders must be open to communicate, show respect, and be self-aware.

The framework delves into understanding how these nine different leadership capabilities can often look different within three spheres (leading organisations, middle leaders, and expert teachers or those who have a work role with a responsibility for a particular initiative). The capabilities can be used by the teaching profession to help reflect the overall education practice and help guide current or future decisions about priorities for professional learning (Wylie & McKinley, 2018).

The availability of the KLP framework and ELCF to teaching professions throughout New Zealand is advantageous. However, the last framework developed around leadership was seven years ago. Leadership is continuously developing and evolving, and for this reason, the education sector must make sure it stays up to date in order for both teachers and leaders to be able to perform, develop, and grow their leadership skills to the best of their abilities. It is important that the use of these frameworks is encouraged by school principals, as they hold the main leadership position for all those employed within the school.

Effective leadership can be seen through many different forms of practices and behaviours employed by leaders. The two frameworks discussed above highlight effective educational leadership. Effective educational leadership helps build pedagogy (an approach to teaching) and teaching and learning across the school. This is accomplished by school principals using their managerial and leadership qualities to inspire and foster teachers' abilities. In doing so, it creates accountability for maintaining and advancing the work that is distributed, creating fairness for all.

The KLP and ELCF address wellbeing through ensuring that teachers feel they are being influenced positively and have ongoing improvement and innovation available to them. In order for teachers to feel that they are being influenced in a positive way, one integral part of the ELCF is building and sustaining relationships with high levels of trust. These relationships were defined as “the heart of effective leadership” (Wylie & McKinley, 2018, p.

5). Trust is built through consistency, being an active listener, and leaders creating time for conversations. Leaders build relationships based on high trust when they create a supportive and caring workplace environment where people and their ideas are respected and valued, and people's health, wellbeing, and safety are improved.

The ELCF in particular also has a focus on leaders "building and sustaining collective leadership and professional community" (Wylie & McKinley, 2018, p. 5). This refers to where leaders lead by doing and provide teachers with the capability to uphold the goals of the organisation. When teachers can collaborate and share their ideas and knowledge, it enables effective teaching across the school and opportunities to draw on each other's strengths. It creates an engaging community where all can learn from mistakes as well as successes. Academic research has identified that when teachers meet on a regular basis to foster change and discuss ideas and decisions, then increased knowledge and professional growth arise. In addition, it has been shown to advance teachers' social-emotional intelligence (Lipscombe et al., 2023).

The New Zealand frameworks on leadership in the education sector were established to support teacher performance, teacher wellbeing, student performance, and student wellbeing. These frameworks are compatible with each other, and each framework is beneficial as it provides guidance for leaders and demonstrates a willingness to help improve the education sector. Specifically, the KLP is designed for principals, whereas the ELCF provides a more general framework for teachers. However, both frameworks provide minimal information on how they are being used in the education sector.

Chapter three: Health-Promoting Leadership Behaviour

The Importance of Leadership for Work Wellbeing

Leaders can have a strong influence on working conditions and environments through their actions and mentality and can be viewed as role models within their organisations (Jiménez et al., 2017). It is critical that organisations and employees acknowledge the value of leaders' roles in fostering a healthy work environment by providing leaders with opportunities to lead in a way that promotes health (Dunkl et al., 2015). Through altering working conditions, leadership can foster a healthy workplace.

Vincent-Höper and Stein (2019) highlight that leaders often have an influence on employees' work characteristics, including purposeful work and opportunities for growth, which in turn are related to employees' overall wellbeing at work. Seen through the lens of the JD-R model, (Figure 4), leading with a focus on job demands includes assigning tasks to employees that are of an appropriate difficulty level (paying attention to the qualitative aspect of work), while attention to quantitative work demands means ensuring, for example, that the number of tasks or amount of work does not overwhelm employees'. Leaders should also ensure that work is supported by the appropriate resources needed for goal achievement. The result of a balance between demands and resources, facilitated by leadership, should be effective work performance as well as wellbeing.

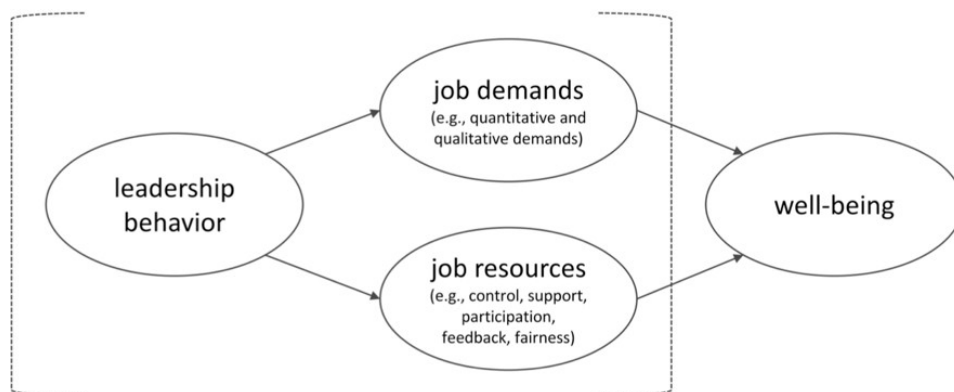


Figure 4: Understanding the connection between leadership behaviour, job demands/resources and wellbeing (Vincent-Höper & Stein, 2019).

Leadership Theories and Wellbeing

It is beyond the scope of this thesis to discuss all possible leadership theories, so the focus will be on those where there is evidence of how leaders influence wellbeing, especially where there is research relevant to the teaching profession. This section starts with relational leadership and positive psychology, followed by the well-established full range model of leadership (FRML), and then briefly discusses the implications of destructive leadership. One aim of this thesis is to identify which leader behaviours employees see as supporting their wellbeing, so the main focus after a review of some of the earlier relevant theories will be on Health-Promoting Leadership Behaviour.

Relational leadership has been identified as a relevant leadership theory to further understand wellbeing. Relational leadership theory explicitly recognises that leadership is interpersonal and hinges on effective relationships and communication, with a specific focus on leader-member exchange (LMX). An LMX perspective focuses on leaders forming relationships with members (employees) where these relationships focus on social exchanges such as communication, which is enhanced through respect, trust, and loyalty (Maritsa et al., 2022). As such, Clarke (2018) highlights that the key idea around relational leadership is that “leaders and followers exist in a reciprocal relationship, and it is the relationship itself that constitutes what we refer to as leadership” (p. 1). Effective features of relational leadership involve interaction, mutual respect, sharing knowledge, and enabling shared decision-making between leaders, employees, and the organisation (Akhavan Tabassi et al., 2025).

The interest in approaches that support positive wellbeing as well as organisational productivity has grown in line with a broader interest in positive psychology (Kour et al., 2019). Positive leadership is a relatively new approach to leadership. The foundation of positive leadership is the understanding that employees are happier and more productive in a positive working environment (Gauthier, 2015). Cameron (2010) highlights that “positive leaders enable extraordinarily positive performance by working on what improves individuals instead of what de-motivates them” (as cited in Samul, 2024, p. 10). Positive leaders have been found to demonstrate behaviours such as communication, empowerment, motivation, and support (Malinga et al., 2019). Leadership that employs these behaviours and utilises employees’ strengths may result in improved performance for employees and organisations (Malinga et al., 2019).

Positive leadership establishes a positive working environment that supports followers to accomplish the desired outcomes of the organisation. To accomplish this, Gauthier (2015) highlights a multi-dimensional model for leadership through positive practices across five areas. The five areas are:

1. Building a positive structure,
2. Operating with a positive purpose,
3. Establishing a positive climate,
4. Developing positive relationships and
5. Engaging in positive communications (Gauthier, 2015, p. 1).

The following explains these five practices in more depth and how leaders can help establish a positive working environment.

To create a positive organisation, the leader must aim to create a positive structure. Positive structure refers to six aspects: having a strong core ideology, hiring the appropriate people, setting goals and expectations, creating a vision, having organisational effectiveness, and working together as a team. Implementing these six necessary aspects helps foster a positive work environment.

Positive purpose involves employees being inspired and sharing the organisation's purpose. For example, the education sector's purpose is teaching young children and helping them develop into successful individuals for the future. Employees' understanding of and identifying with the core purpose of the organisation can result in employees feeling more satisfied at work.

Positive climate involves leaders establishing a work environment that promotes positivity. To achieve this, the strengths of employees need to be recognised, supported, and put to good use, and leaders need to "shape the mood of the organisation by practicing positive emotions" (Gauthier, 2015, p. 13).

Positive relationships involve developing strong connections with employees. The leader must be caring, uplift others, provide motivation, and be authentic and genuine in their approach. In doing so, employees are more likely to gain trust in their leader.

Lastly, positive communication is when a leader is upfront and honest with employees. Employees prefer a leader who communicates efficiently and openly, as it allows employees to feel respected and valued (Gauthier, 2015). Positive communication from a leader takes effort and can be viewed as time-consuming; however, communication must be straightforward for

the leader to be engaging and sincere. Open and efficient communication can help lead to better outcomes for all, so it is worth any perceived extra effort.

The Full Range Model of Leadership

Possibly the most widely used model of leadership is the FRML (Silva & Mendis, 2017), developed by Bass and Avolio in the 1990s. The FRML outlines three broad leadership approaches: transactional, transformational, and laissez-faire leadership, which range from inactive to highly active. The FRML has a focus on individuals being able to develop themselves as leaders, then moving forward to help develop others. Depending on the circumstances and the requirements of their followers, effective leaders will employ all three of the leadership approaches to differing extents. However, each leader must understand each follower's needs and work desires to provide appropriate challenges and help develop employees into leaders (Day et al., 2004).

Transactional leadership is a form of leadership in which a leader sets task, role, and performance expectations for followers and supports performance by rewarding effective work performance (Avolio & Bass, 2001) or punishing poor performance that does not match the leader's expectations (Handayani et al., 2022). This type of leadership is built on an exchange relationship where followers perform tasks correctly in exchange for agreements or rewards (Nguni et al., 2006). Transactional leadership is not focused on recognising the individual needs of followers and is primarily effective for supporting workplace productivity. It can be viewed as controlling, which may result in employees experiencing a lack of autonomy and self-determination (Eyal & Roth, 2011). Tongtong and Yusof (2022) highlight that employees' trust in leaders who demonstrate a transactional style is weaker compared to transformational leaders (transformational leadership will be discussed next). However, employees often experience job satisfaction with transactional leaders who can gain trust by rewarding followers for their work performance, thereby potentially increasing employees' wellbeing.

A second type of leadership identified by the FRML is transformational leadership. Transformational leadership is the leadership style that has been the most researched in relation to both work performance and employee wellbeing (Vincent-Höper & Stein, 2019). Transformational leaders demonstrate exceptional standards and motivate their followers to strive for and produce great work (Avolio & Bass, 2001). Transformational leaders motivate their followers through acting as mentors, considering employees' personal development needs, and paying attention to individual differences and unique needs. With a dual focus on

employees and work requirements, transformational leaders create an environment of trust and provide employees with challenge, a sense of purpose, different perspectives, and respect (Korejan & Shahbazi, 2016). They are seen as charismatic individuals who inspire, provide motivation and praise, and expect and reward a high level of work performance (Nguni et al., 2006). Transformational leadership has been linked to less employee stress and anxiety and overall better health in general (Erskine & Georgiou, 2017).

Laissez-faire leadership is a leadership approach that is not considered particularly effective for wellbeing or performance, as these types of leaders may be seen as being absent when needed and reluctant to make decisions (Tavanti, 2008). Laissez-faire leadership can be seen as the opposite of micromanaging. Tontong and Yusof (2022) note that leaders who show a laissez-faire leadership style have “a lack of initiative or disinterest” (p. 68).

Further work has identified another leadership approach which is recognised as unhelpful: destructive leadership (Aasland et al., 2010). Destructive leaders use their authority oppressively and may act in their own interest against the organisation’s goals. Kile (1990) states that destructive leaders “behave in such a manner towards subordinates that the subordinates develop poor health” (as cited in Einarsen et al., 2007, p. 208). They demonstrate repeated destructive behaviour such as outbursts of anger or violation of the organisation’s interests.

While initial research into the FRML focused on employee productivity and job satisfaction, the model has also examined the ways leadership can support wellbeing (Day et al., 2004). Transactional leadership, with its focus on performance and goals, and laissez-faire leadership, in which leaders are less actively involved in day-to-day leadership activities, have generally not been found to be strongly supportive of employee wellbeing (Zheng & Li, 2024). For example, transactional leadership does not focus on employee development, but rather on achieving organisational goals (Handayani et al., 2022). In the teaching context, transactional leadership does not have a positive effect on teacher satisfaction (Khan et al., 2021). Laissez-faire leadership may increase depressive symptoms (Robert & Vandenberghe, 2022) and potentially destroy trust in leaders and the organisation (Tosunoglu & Ekmekci, 2016). It is also linked to reduced satisfaction and productivity among employees and an increase in staff turnover (Kamal & Kesuma, 2024).

In contrast, a transformational leadership style has been seen as an effective way to enhance employee wellbeing, commitment, and satisfaction (Avolio & Bass, 2001). Leaders

who have adopted the transformational leadership style motivate their followers through communicating visions that are of interest and motivating to employees, and by understanding employee needs and acting as a role model (Vincent-Höper & Stein, 2019). Transformational leaders enable their employees to have an encouraging and positive outlook on work and aim to enhance positive work-related behaviours as well as reduce stress and burnout, and increase wellbeing (Dunk et al., 2015).

Eyal and Roth (2011) conducted a quantitative study focusing on the FRML to understand the relationship between leadership and teacher motivation. The study found that transactional leadership was positively associated with burnout, while transformational leadership was associated with less burnout, more autonomous motivation, and better working conditions. Further to this, Eliophotou-Menon and Ioannou (2016) noted that transformational leadership was positively associated with teachers putting in extra effort at work and having increased motivation. However, Eyal and Roth (2011) note that their research provides minimal information on understanding how different transformational leadership behaviours relate to teachers' motivation.

Trust

Trust is a concept that has been identified throughout multiple academic literatures in relation to leadership theories such as transformational leadership and health-promoting leadership behaviour. When there is trust, employees are more open to sharing ideas with their peers and their leader (Eliophotou-Menon & Ioannou, 2016). Hoy and Tschannen-Moran (1999) proposed a good definition of trust:

Trust is an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open (p. 194).

Cunningham and Gresso (1993) highlight that trust has been called "the foundation of school effectiveness" (as cited in Tschannen-Moran & Hoy, 1998, p. 341). Teachers' trust in the principal is essential for the principal to be an effective leader, as without trust, it can be difficult to respect the principal or the leader. Huguet (2017) identified that teachers who feel they can approach their leaders and trust that their leaders will provide adequate support will have more passion for their job, often resulting in improved student academic achievement.

Eliophotou-Menon and Ioannou (2016) highlighted that empirical studies have shown a positive correlation between transformational leadership and trust in their leader. A study in Australia by Browning (2013) focused on transformational leadership practices, which helped develop trust. The practices that helped employees gain the trust of their leader (the principal) were through the principal being honest and open about their mistakes, demonstrating active listening, and having joint decisions with employees. Tschannen-Moran and Hoy's (1998) research found that when principals showed authenticity and honesty, this increased trust from teachers. Authenticity was demonstrated through principals treating others as people (not just employees), being willing to acknowledge and address mistakes, not blaming others, and not stereotyping others (Tschannen-Moran & Hoy, 1998). In addition, trust between teacher colleagues was gained based on how they treated each other, but was less affected by the principals' behaviour. These practices have also been found in studies on transformational leadership, suggesting common elements across a range of leadership theories which focus on wellbeing as well as performance and productivity.

Leadership and Work-Related Wellbeing

Häggman-Laitila and Officer (2022) carried out a systematic review of quantitative studies to understand the relationship between nurse leaders' leadership style and nurses' work-related wellbeing. The study found that most leadership styles were relationally oriented, including servant, authentic, ethical, and transformational leadership. All these leadership styles were linked positively with nurses' job-related well-being. Häggman-Laitila and Officer (2022) also identified types of behaviour that were linked to these leadership styles. Transformational leaders helped employees achieve goals, provided encouragement to participate, and allowed employees to gain self-confidence by delegating responsibilities. Servant, authentic, and ethical leaders reinforced expectations, communicated honestly and openly, supported employee participation in decision-making, and pushed employees to develop, grow, and learn from their mistakes (Häggman-Laitila & Officer, 2022). The studies were carried out across eight culturally diverse countries, which provided information on leadership from different cultural perspectives, although Häggman-Laitila and Officer (2022) report that their research does not explore in depth the different cultural aspects of leader behaviours and styles, or the relationship to different countries' health care systems. The authors of this research note that further studies should focus on potential cultural differences and how these differences could impact leader behaviours and the outcomes for employees. This research highlights the need to understand leadership in terms of cultural and

organisational aspects and the need for a deeper understanding of leadership from a global perspective.

Leadership and Teachers

An American study identified two main types of leadership behaviour used by principals: task-oriented and person-oriented. Principals who displayed task-oriented leadership focused on behaviours such as planning, observing, and organising the processes of the school. In contrast, principals who displayed person-oriented leadership focused on behaviours such as celebrating and complimenting teachers' accomplishments and ensuring teachers were notified of decisions (McCleary et al., 2013). This suggests that a task-oriented approach focuses on a transactional leadership style, while a person-oriented approach focuses on a transformational leadership style.

Research identified that being a successful principal primarily involved the use of pedagogical leadership, followed by the principal's personal leadership and efforts to promote cultural relevance (Constantinides, 2023). Leadership traits involved providing consistent communication and further developing connections with those within the school. Pedagogical leadership refers to the principal having a vision in place and setting values for the school. The vision and values were based on particular learning and teaching goals aimed at improving student outcomes and overall school efficiency (Constantinides, 2023). Behaviours that were demonstrated by principals to achieve this included having clear, precise, and consistent communication across the school to both students and staff about the school's goals, purpose, and mission. The study found that leaders' clear communication provided a collaborative and interactive working environment (Constantinides, 2023). Also, the study discovered personal leadership traits and behaviours that school leaders utilised that enabled their long-term performance as principals. These traits and behaviours involved showing honesty, empathy, dedication to the community and school, and having outstanding compassion and caring ethics that put staff and students' needs first (Constantinides, 2023). To meet the learning needs of students across the school, competent principals put a lot of time and effort into creating and supporting a collaborative culture based on trust. Principals creating a relational connectedness among the school's community allowed for success (Constantinides, 2023).

McCleary et al. (2013) had a similar focus alongside Leksy et al. (2024) and Constantinides (2023) about principals as leaders. McCleary et al. (2013) highlighted that "principals as leaders are expected to construct a vision for the school and inspire others to

accept and implement it; they envision and create a more effective school” (McCleary et al., 2013, p.1). This is achieved through principals bringing the community together and providing resources to teachers, such as professional development days and team bonding exercises. Furthermore, with a focus on the New Zealand education systems, principals communicated beliefs and expectations for high achievement for all students and especially for minority students such as those of Māori and Pasifika descent (Constantinides, 2023), groups that may be of concern due to declining education rates compared to Pakeha students. Principals who focus on the vision and communication for their school and who work towards helping minority students will therefore help improve the overall outcomes for the school.

The education system also has middle leaders, the subject leaders, or heads of department. Some of their leadership responsibilities include creating and coordinating subject work and observing colleagues’ work. Typically, the middle leader role revolves around ensuring that students’ quality of learning is being met (Harris et al., 2019). Middle leaders have a very important teaching role as well as requirements in regard to overall leadership within their school (Farchi & Tubin, 2019). Middle leaders can facilitate spaces for teachers to collaborate, which can help teams function in a positive way, foster trust, and create relationships between teachers that help create a positive sense of wellbeing (Lipscombe et al., 2023). Middle leaders typically have a strong focus on student wellbeing; however, they do not hold as much authority as senior management (principals and deputy principals) to ensure that the work and mental wellbeing goals of employees are met (Farchi & Tubin, 2019).

Kilag et al. (2024) used a transformational leadership lens to explore how this style of leadership might foster a committed, satisfied, and motivated workforce of teachers. Their systematic review identified that a transformational leadership style had a positive impact on teachers’ job satisfaction, motivation, and commitment to the school. Leaders’ awareness of their employees’ individual needs allowed teachers to feel satisfied and engaged in their work, which was achieved through leaders providing support and mentoring opportunities that centred around each individual’s strengths and abilities. Behaviours that supported teacher satisfaction included inspiring/encouraging others, providing support, and providing opportunities for professional development and growth. Kilag et al. (2024) also identified that transformational leaders provided meaningful work tasks and inspired teachers to passionately engage in their work. Teachers who viewed their leaders as supportive were more inclined to positively contribute to the school. A very important factor highlighted in Kilag et al.’s (2024) research was that teachers who had trust in their leaders were more likely to feel appreciated,

respected, and valued within the school. Trust encouraged open communication, which was pivotal in creating and maintaining open and collaborative relationships so that teachers felt able to express concern and have mutual understanding. Transformational leadership was found to have positive outcomes in educational settings and could create a positive culture within schools, allowing teachers to feel motivated and appreciated.

While Kilag et al. (2024) focused their research within the private school sector in the Philippines, other research by Nguni et al. (2006) in a school setting in East Africa also found that transformational leadership had a positive correlation with primary teachers' job satisfaction, organisational commitment, and organisational citizenship behaviour compared to transactional leaders. It is difficult to know whether this would be applicable in the New Zealand education system, as different countries have their own education curricula, resources, and pedagogical approaches. Further research should aim to explore different education systems and cultural contexts to enhance our knowledge.

Similarities Between Traditional and Virtual Leadership

Bentley et al. (2016) found that teleworkers can suffer from feelings of isolation and job-related stress due to being remote from colleagues and leaders, and that a lot of support is needed for teleworkers to maintain their overall wellbeing. Since that time, there has been a vast increase in virtual work in which employees and employers do much of their work online rather than in person. This has presented a range of challenges for employees and their leaders. Efimov et al. (2022) focused on peer-reviewed scholarly articles from the year 2000 onwards in English, German, and French, and found increases in psychological strain, stress, and perceptions of isolation among employees working remotely.

Leader behaviours have largely been studied in 'traditional' in-person settings; however, there can be similarities in leadership behaviours employed by leaders in a virtual setting. Research conducted by Marshall et al. (2020) focused on educational leaders in Barbados and Canada and identified four leadership behaviours that were effective in virtual or online leadership throughout a global pandemic.

1. Providing clear direction
2. Communicating effectively
3. Working collaboratively
4. Engaging in adaptive leadership (Marshall et al., 2020, p. 33).

Providing clear direction involved strategic risk-taking for leaders. Strategic risk involved the immediate move to remote teaching due to the pandemic, resulting in some students potentially being left behind due to internet issues or a lack of resources. Teachers and their leaders needed to recognise the additional pressures and requirements of students as well as staff and to adjust their approaches accordingly, e.g., by considering and addressing academic consequences such as grades for students.

Effective communication presented a challenge for leaders due to being virtual; however, it was essential to have open and honest discussions with students, teachers, and other education professionals to keep everyone aware and up to date. Effective communication was accomplished through online meetings and regular emails, while considering the extra workload that this created and its possible impacts on wellbeing. Through effective communication, leaders shared the direction and vision of the school and found ways to create feelings of respect and trust amid the uncertainty.

Working collaboratively throughout the pandemic was beneficial when it enabled employees across the education sector with various backgrounds, strengths, skill sets, and knowledge to collaborate and support decision-making. It also worked effectively when leaders were able to assign specific work tasks to individuals. This links back to Kilgus et al.'s (2024) finding that transformational leaders provide meaningful work tasks. Further to this, research conducted by Masry-Herzallah and Stavisky (2021), Marshall et al. (2020) and Nicola et al. (2020) found that principals who used transformational leadership principles effectively supported online teaching through the use of effective communication, and that leaders being accessible, communicative and empathic cultivated a sense of purpose that helped reinforce employee performance and wellbeing. This is likely to apply to New Zealand as all countries were facing issues such as poor internet connections, lack of resources, and uncertainty.

Health-Promoting Leadership Behaviour

Health-promoting leadership behaviour is a relatively new concept grounded in occupational/organisational health theories, and an outgrowth of research into positive and transformational leadership and wellbeing.

Dunkl et al. (2015) provide an excellent definition of health-promoting leadership.

It focuses on the interaction between the organisation and the individual by identifying components able to positively influence employees' working conditions (p. 3).

Dunkl et al. (2015) detail the interconnected nature of wellbeing, relationships, and work satisfaction.

Another definition is in Mokoaleli's (2022) work:

Health-promoting leadership is a positive leadership approach thought to be instrumental in influencing employee wellbeing and health outcomes indirectly by focusing on changing the working conditions of employees (p. 3).

The JD-R model suggests that leadership behaviour which explicitly aims at promoting employee health will improve employee work resources, ensure employee expectations and perceptions of their job characteristics are realistic, and positively impact workers' health and wellbeing (Yao et al., 2021). Previous studies have focused on work design and how leaders can influence the working environment by paying attention to aspects that build wellbeing and create good work environments. Health-promoting leadership behaviour is a broader concept that not only involves work design but also specific leader behaviours that support employee health.

Previous studies on health-promoting leadership behaviours have found that they enhance workers' health and wellbeing (Mokoaleli, 2022). Jiménez et al. (2017) highlight that health-promoting leadership behaviour focuses on understanding "specific components in leadership behaviour that are able to positively influence the working environment of employees" (p. 2431). These specific components relate to Leiter and Maslach's (1999) model on the six organisational areas of work-life. These components are achieved through leaders demonstrating healthy behaviours such as avoiding overworking, taking breaks as recommended, promoting healthy work/life balance, and having open communication. Other behaviours were showing appreciation, recognising and acknowledging success, and ensuring fairness across the workplace. According to Gurt et al. (2011), the health of employees can only be changed by the behaviours shown by a leader; therefore, the leader must emphasize the importance of health within the workplace. These behaviours include "responsibility for employee health, communication about health-related topics and setting agendas for workplace health promotion" (as cited in Jiménez et al., 2017, p. 2431). Further to this, behaviours include leaders focusing on personal communication and interaction, supporting employees to reach

their organisational goals, developing and improving employees' skills, and praising them for their achievements (Gurt et al., 2011).

The Essence of Health-Promoting Leadership Behaviour

Vincent-Höper and Stein (2019) discussed three categories of health-promoting leadership behaviours: demand, support, and development-oriented. Firstly, managing the balance between work demands and resources is a key leadership skill for performance and wellbeing. Secondly, support-oriented leadership involves giving task-related resources, including providing clarity around responsibilities. Leaders who adopt a support-oriented position give credit where it is due, are fair, and provide career support. Finally, development-oriented leadership refers to providing challenging duties that call for a variety of skills and demonstrating faith in employees' capabilities. These three kinds of health-promoting leadership behaviours link to reduced emotional exhaustion (burnout), psychological stress, and emotional weariness (Vincent-Höper & Stein, 2019). Health-promoting leadership behaviours can help reduce conflict between employees and create a more positive, healthy, and stress-free work environment.

Bregenzer et al.'s (2020) research identified that health-promoting leadership behaviour can go "beyond supporting health at the workplace and lead to more satisfied employees as well" (p. 12). The key behaviour identified was leaders demonstrating active listening skills. Active listening "creates a feeling of being accepted and appreciated and supports a positive working environment" (Bregenzer et al., 2020, p. 13). This improved overall job satisfaction and employee commitment for the long term. Active listening enabled employees to feel a sense of appreciation, acceptance, and respect, and supported a more positive working environment. Active listening was a crucial forecaster of organisational culture and job satisfaction. Similarly, McNeese-Smith (1997) focused on employee commitment and identified that nurses' commitment to their occupation was influenced through the leaders' behaviours such as showing appreciation, being supportive, trusting others, being a role model, creating an open communication, and providing a vision (McNeese-Smith, 1997; Loke, 2001). Furthermore, McNeese-Smith (1997) identified that nurses felt their job satisfaction was most positively influenced by the behaviour their leaders demonstrated. The behaviours that leaders were using to create this positive effect were meeting personal needs, providing recognition/appreciation, helping/guiding, and using leadership skills to support the team.

Another form of health-promoting leadership behaviour was through leaders being encouraging towards employees. Encouraging behaviour was seen through leaders being respectful, involved, and calm. Demonstrating respect was also noted by Korejan and Shahbazi (2016) and Akhavan Tabassi et al. (2025) as a practical way for leaders to show effective leadership. Encouraging behaviour included providing praise or positive reinforcement to others, reflecting on what is believed to be working for the organisation, and understanding the employees' perceptions of the organisation and whether improvements needed to be made (Kouzes & Posner, 1999). These findings are useful for understanding job satisfaction; however, they do not directly address employee wellbeing. Other health-promoting practices that successful leaders engage in include setting direction, which involves creating a shared vision and building relationships, achieved through leaders providing support and establishing trust (Skott, 2022). Having social support from work peers is also beneficial for wellbeing (Spiess & Stadler, 2016). Similar to these findings, Portuné's (2012) research identified that social support is a proven positive health resource, and lack of support from peers creates the risk of experiencing psychosocial harm.

Loke's (2001) research focused on understanding the relationship between five types of leadership behaviours and the outcomes of these behaviours for employees. The study was conducted in Singapore and focused on full-time registered nurses, similar to studies conducted by Häggman-Laitila and Officer (2022) and McNeese-Smith (1997). Loke's (2001) study was derived from Kouzes and Posner's model of leadership behaviour. This model focuses on how leadership is not a position someone holds, but rather it is a collection of practices and behaviours that are demonstrated (Abu-Tineh et al., 2008). Leaders should be eager to take risks and explore new opportunities to improve the organisation, but leaders must be accepting of the mistakes that arise from this and treat them as a learning experience (Loke, 2001). The practices highlighted in Table 2 act as a guide for leaders to assist employees in reaching their goals, executing significant tasks, and achieving good performance.

Table 2: Behaviours/practices identified by Loke (2001) and the specific outcomes.

The behaviours/practices	What the behaviour/practice entails	The outcome
Challenging the process	Creating opportunities for employees to grow and learn from mistakes.	This had a strong positive correlation with productivity, job satisfaction and commitment to the organisation. Overall this practice was very beneficial when demonstrated by leaders.
Inspiring a shared vision	Inspiring followers and incorporating their values and interests into their future work. This practice involves bringing people in an organisation together.	This was important for both job satisfaction and employees having commitment to the organisation.
Enabling others to act	Promoting collaboration through building trust and providing followers with choice and visible support.	This behaviour was shown to be important for job satisfaction.
Modelling the way	Being consistent with shared values, promoting progress and commitment and by being a role model.	This behaviour was shown to be a key factor towards job satisfaction.
Encouraging the heart	Acknowledging individual recognition and providing motivation and praising achievements when appropriate.	This behaviour had a high correlation with productivity, although it was the lowest in regard to job satisfaction and commitment to the organisation.

Overall, the research identified that to create productive and satisfied employees, leaders need to be considerate, appreciative, caring, trust others, and acknowledge and praise accomplishments. It is important to remember that this research was based on nurses in Singapore, so it can provide some guidance, but due to different cultures and work sectors, the results for health-promoting leadership behaviour in New Zealand schools may differ.

A lot of research that focuses on understanding leadership behaviours and the impacts it has on employees is based in the health care sector. An exception is a qualitative study that focused on four different industries (none of them focusing on the health care sector). The aim was to understand what health-promoting leadership behaviours positively influenced employees' working environments and psychosocial wellbeing. The study concluded that supportive, hands-on, accessible, democratic, and inclusive practices were found to positively benefit employees the most (Skarholt et al., 2016). These practices included the leaders personally getting involved in some of the work, such as assisting on a construction site or 'walking around' the workplace and interacting with employees. With relevance to this thesis, this would involve a school leader (most likely the deputy principal or principal) teaching a class for a school period. A key strength of Skarholt et al.'s (2016) research is that it focuses on a diverse range of industries to provide a more well-rounded range of findings. The education sector was not considered in this particular research, which further enhances the importance of conducting this research.

Overall, it is clear that encouragement, social support, active listening, building trust, and demonstrating fairness were some of the main health-promoting leadership behaviours. However, the research focuses on a wide range of industries and countries other than New Zealand. Although this is useful, it does not help us understand how we can help improve teachers' wellbeing, job satisfaction, and understand what leaders in New Zealand's education system are doing.

The Present Study

This research focuses on teachers' perceptions of health-promoting leadership behaviour and how their leaders' behaviours were seen to be related to employees' job satisfaction and overall wellbeing. This research aimed to understand high school teachers' perspectives of what their leaders do to support their job satisfaction and wellbeing. This qualitative research involved conducting semi-structured interviews in person with full-time New Zealand secondary teachers. A qualitative approach was suitable as it is ideal for getting deep insights into the lived experiences of a small number of people. To date, there has been minimal academic research within the education sector in New Zealand on understanding and improving teachers' wellbeing and job satisfaction. This research can provide important feedback to support the education system's health and culture, so that teachers are retained and attracted to working within the education sector. It aims to provide insights into leadership

behaviours that promote health and to help increase knowledge about teachers' perceptions of healthy leadership in the workplace. All of this information can feed into future leadership development with the growing recognition of the wellbeing of teachers.

Chapter four: Research Methodology

Introduction

This chapter offers a thorough explanation of the research design, as well as details on participants and data collection methods. In addition, it explains how the interviews were used for data collection, techniques for analysing the data, and the ethical considerations relevant to this research process. This chapter concludes by discussing research reflexivity, which focuses on how I am positioned in relation to this research.

Selection of Participants

For this research, a purposive sampling method was used. Purposive sampling is where the researcher seeks participants who are able and inclined to share their knowledge, expertise, and experience to provide rich information that is pertinent to the researcher's intended purpose. Purposive sampling enables participants to bring real value to the research (Etikan et al., 2016). Selection criteria were developed to ensure that participants would offer the most information and have the biggest influence on the advancement and knowledge of the study. This helps the researcher to gather as much information as possible from the participants to have the greatest impact on the development of the knowledge that the research focuses on.

To be eligible to participate, respondents needed to be fully registered teachers through the New Zealand Teaching Council, working full-time and teaching at a New Zealand secondary school. Participants were selected through word of mouth and via email. Potential participants received a flyer with information about the study and an invitation to contact the researcher if they wished to participate in an interview (Appendix A). The flyer had the following information: the aim of the study, who was eligible to take part, how much time would be required, contact information, and clarification that the research was deemed low risk (Appendix B) by the Massey University Human Ethics Committee.

Eleven teachers from a range of subject specialities were approached. Four teachers did not respond or were unable to finalise a date and time to be interviewed. Therefore, a total of seven participants were interviewed, five female and two males. Participants ranged in age from 32 to 76 years old, most identified as Pākehā/European, and one participant identified as Māori. Participant expertise ranged from 10 years to 52 years' experience in teaching. Most participants had worked across one or two schools, with two participants having worked at four different schools across their careers.

Data Collection

Data was collected through semi-structured interviews. Semi-structured interviews provide structure, focus, and guidance for a natural flow of conversation (Adeoye-Olatunde & Olenik, 2021). This approach allows the researcher to make sure the focus remains on the research questions while allowing the interviewer to probe, explore, expand, and invite participants to share details that are relevant to the research. The interview schedule can be found in Appendix D.

The interviews had five set questions.

1. What kind of behaviour would you consider most valuable from a leader you have worked with that supported your
 - a) Performance at work (in-role performance)
 - b) Voluntary performance (extra-role behaviours)
 - c) Health and psychological wellbeing

2. Could you please provide me with an example of a time when a leader you have worked with demonstrated health-promoting behaviour that impacted you, or acted in a way that promoted your work performance or wellbeing?
 - a) What was it that this leader did?
 - b) How did this affect your wellbeing?
 - c) How did this affect your work performance?

3. Could you please provide me with an example of a time when a leader you have worked with did not act in a way that supported your work performance?
 - a) What did that leader do?
 - b) How did this affect your wellbeing?
 - c) How did this affect your work performance?

4. What else do you think that leaders you have worked with could have done to support your wellbeing and work performance?

5. How would you describe how your wellbeing and job satisfaction have been influenced by the quality of interactions you have had with a leader you have worked with?

Interviews were concluded by asking if there was anything further the interviewee would like to add.

Interviews varied in length from just under twenty minutes to thirty-five minutes. The interviews were voice recorded via the Voice Memos app on a personal, password-protected iPhone. Recordings were then downloaded onto an online transcription subscription called Transkriptor on a personal password-protected laptop for confidentiality reasons.

Data Analysis

Once all interviews were concluded, the next step was analyzing the data. All seven interviews were conducted within a four-week period. All transcripts were downloaded onto a personal password-protected laptop as audio recordings and text files. All transcripts were compared to the original voice-recorded interviews to ensure accuracy. All participants' and others' names that appeared on transcripts were recorded using fake names to maintain confidentiality. Each transcript was downloaded as a separate document for analyzing. Each transcript was formatted into three columns: the transcribed data was on the left-hand column; the middle column was for coding and gathering themes, and the right-hand column was for personal thoughts and ideas.

A thematic analysis approach was used to gather and create themes from the data. Thematic analysis is a method often used for organizing, extracting, analyzing, and arranging data into themes (patterns), in a way that allows the researcher to gather as much detail as possible within the data (Braun & Clarke, 2006). Creating themes allows the researcher to present important information from the data that is relevant to the research. The information from each participant often may relate to other participants' responses, creating a patterned meaning throughout the data set (Braun & Clarke, 2006). Thematic analysis is useful for its flexibility as it is often used when the research focuses on participants' lived experiences, which aims to understand their views, values, opinions, and behaviors.

The following steps were completed once transcripts were ready for analyzing. As guided by the recommendations from Braun and Clarke (2006), six steps were followed.

- Familiarisation

The researchers immersed themselves in the data. This involved repeated re-reading of transcripts and listening to audio recordings multiple times. Writing notes while completing this part was important to identifying themes and patterns within the data.

- Coding

Initial analysis involved colour coding data through highlighting key words relevant to the research question, to help with collating the initial sub-themes and main ideas.

- Creating themes

After analyzing all the data and completing the colour coding, four themes were initially created.

- Review the themes

After initial planning and writing, some themes became clearer and were then refined. This was an ongoing process throughout the analysis and writing stage.

- Findings

The findings are presented in the Results section.

Ethical considerations

Prior to conducting the research, ethical approval was gained through completing a low-risk ethics application form through Massey University's Human Ethics Committee. The ethical issues that needed to be addressed were conflict of interest, informed consent, confidentiality, and potential for harm. All ethical issues were addressed in an appropriate manner.

When conducting research with human participants, informed consent is crucial as it is a legal and ethical requirement (Nijhawan et al., 2013). Informed consent is a process where the objective is to ensure all relevant information is discussed and each potential participant understands what may be required from them and is free to decide whether to take part in the study or not. For the purposes of this research, each participant was provided with a participant information sheet (Appendix C), which was provided via email, so participants could understand all aspects of the research. Participants were informed about their rights, any possible risks and benefits, that they could decline any question they did not want to answer that they were free to withdraw from the study before the research was complete.

Confidentiality is an important ethical consideration throughout any research. It is the researcher's job to protect each participant's identity. All audio-recorded interviews were highly confidential as they included information that could identify other individuals and

schools, as well as the participants themselves. Interviews and transcripts were stored on a personal password-protected laptop, and no identifying information was included in the transcripts. Gubrium et al. (2012) highlight that confidentiality refers to ensuring the privacy of those participating in the research and anyone else who may be discussed. Therefore, for the purpose of this research, it was made clear that participants should not name or provide any identifying information about individuals throughout the interview, and all participants were reassured that no information that could identify people or organisations (schools) would be released. Further to this, it is important to note that throughout interviews, participants could refer to either their current or any past leader to help with confidentiality.

To minimise the potential for harm, a strengths-based approach was implemented to ensure the focus remained on positive health-promoting leadership behaviour, rather than discussing any problems within the workplace. Participants were also informed through the information sheet and verbal clarification that deciding to take part or not to take part would not affect their job position.

Conflict of interest occurs when there is a clash between the interests of an individual and those of another party (Carson, 1994). Conflict may occur when a researcher has a close relationship with a participant, which may affect the participant's decision to take part. This was addressed as I did not work alongside the teacher participants. My role within the school was to support students with their learning, alongside other support staff and teacher aides. In addition, there was no power imbalance that could affect teachers' decisions about whether to participate. The power balance remained in favor of the teachers, as it was their decision whether to take part in the research. The school principals' permission was granted for information about the study to be disseminated to potential participants within the schools, and for the study to be conducted. It is important to note that although I was employed in the education sector at the time of the study, participants were not necessarily recruited from within my own school.

Research Reflexivity

This section will focus on how I was positioned in relation to this research, challenges faced, the importance of the research, and motivation for engaging with this topic.

I work in the education sector as a teacher aide at a secondary school. I have personally seen the struggles (both mental and physical) that teachers face in their occupation. I have had several conversations with teachers who are desperate for more support as they feel

overwhelmed, burned out, and not satisfied. After reviewing the research literature on New Zealand teachers' wellbeing, I saw there was a lack of information available, and a clear need for further academic research to be conducted focusing on New Zealand teachers' mental wellbeing and job satisfaction. Due to working in the education sector and seeing some of the challenges firsthand, I was motivated to try to help fill this research gap. While there is research that focuses on the education system, more research needs to be done on New Zealand's education system. I also noticed a lack of understanding of who teachers consider to be their 'leader' and what their leader does (or does not do) to support them. In my experience, teachers may consider their leaders to be either the principal, deputy principal, or the head of their learning area (HOLA). In addition, it is important to consider that each teacher's experience will vary. Some have worked at multiple schools, taught different year levels, and even had different roles throughout their school(s).

Another motivating factor for research into teacher wellbeing is the high turnover in the teaching profession. The number of people choosing to study a Bachelor of Teaching has decreased dramatically over the years, as was highlighted by the Teaching Council of New Zealand, cited by NZ Herald (2024). The Teaching Council stated that half as many New Zealanders were registering to become teachers in 2024 compared in 2010. This suggests a need to better understand how leaders in schools can help improve the quality of teachers' experiences and mental wellbeing, recognizing that teacher wellbeing can have an influence on students' wellbeing and learning.

It is important to note that I had some challenges regarding recruiting participants. I reached out to principals of five local secondary schools via email, with one of those being the high school I attended as a student. Two schools did not respond, and the other three schools rejected the opportunity to take part in the research. Once an appropriate school was confirmed for the research, I had a personal discussion with the principal of that respective school to ensure the research would be professional and ethical. I was fortunate to receive considerable ongoing support and approval for the study.

Overall, I believe this research will be beneficial to the New Zealand secondary school system, the school leaders, the teachers, and the students. Further benefits involve being able to promote information about teachers' perceptions of healthy leadership in the workplace. This information can feed into future leadership development with the growing recognition of the wellbeing of teachers, and it can provide possible opportunities for leadership skill

development. Furthermore, I believe this research may help improve the working culture of New Zealand secondary school teachers and teacher/student engagement.

Chapter Five: Results

Thematic analysis identified one overarching theme, that teachers require trust in their leadership to enhance wellbeing and job satisfaction. Within the overarching theme of trust, there were four main themes and eight sub-themes describing the specific ways in which leaders gained trust of the teachers (Table 3).

Table 3: Summary of themes and sub-themes.

Overarching theme: Behaviours that build trust in leadership Teacher perceptions of leader behaviours that build trust and help create a sense of wellbeing and job satisfaction		
Main Theme	Sub Theme	Behavioural Examples
1. Providing support and availability	1.1 Proactively checking-in	1.1.1 Regular consistent communication 1.1.2 Positive language 1.1.3 Providing practical support
	1.2 Being available when needed	1.2.1 Having an open-door
2. Supporting autonomy	2.1 Providing encouragement	2.1.1 Giving praise 2.1.2 Providing support
	2.2 Providing feedback	2.2.1 Providing professional growth and development 2.2.2 Providing opportunities and freedom
3. Valuing the individual	3.1 Showing awareness of needs	3.1.1 Being responsive
	3.2 Acknowledging efforts	3.2.1 Providing positive reinforcement 3.2.2 Providing recognition
4. Managing workload	4.1 Respecting time	4.1.1 Being intentional with time 4.1.2 Awareness and understanding
	4.2 Delegating tasks	4.2.1 Being aware/not overloading

Trust in Leadership

Thematic analysis identified that when a leader displayed and created trust, it allowed teachers to grow, develop, and understand their potential. In order to build trust, leaders had to treat teachers with respect and make sure their relationships were sincere, genuine, and consistent. Trust between leaders and teachers was developed and established through interpersonal interactions and relationships. The foundation of building trust was *whakawhanaungatanga*, the Māori term for creating and developing strong connections and relationships. The importance of trust was also recognised through how leaders framed their language with teachers, and leaders noticing and recognising the effort that teachers put into their work. Overall, the following four main themes were identified regarding trust:

1. Providing support and availability
2. Supporting autonomy
3. Valuing the individual
4. Managing workload

Theme 1: Providing support and availability

Support and availability were recognised through two different forms: leaders proactively checking in with their staff, and leaders being available when needed. Throughout the interviews, participants emphasised the importance of leaders providing support and being available when needed in order for teachers to feel satisfied at work and have an overall improved sense of wellbeing.

1.1 Proactively checking-in

There were three main methods in which teachers recalled leaders proactively checking-in: regular, consistent communication; using positive language and providing practical support.

1.1.1 Regular consistent communication

Participants emphasised the importance of leaders taking proactive steps to check in with them. Checking-in could take the form of communicating through a brief conversation or proactively scheduling a meeting to have a conversation. Other forms of checking-in could be simple yet effective, as participant Rachel highlighted that she considered even a simple, courteous greeting a form of checking-in to provide support.

Smiling at you, saying good morning, waving at you, or just acknowledging your presence [Rachel].

Leader's checking-in with teachers built and developed a relationship, allowing the teacher to have a greater sense of wellbeing. It also allowed teachers to feel they could approach their leaders with questions or concerns, creating a bond of trust.

Being a teacher can be a very busy yet often isolating job. Participant Vanessa highlighted the potential isolation that teachers may feel, with the majority of their day being spent in the classroom teaching. Vanessa valued a proactive behaviour approach by her leader, which created the feeling of being cared about. Vanessa valued being noticed as a person and appreciated when her leader noticed if her mood or behaviour was unusual.

Just someone that checks in regularly and notices. We're so busy as teachers, and we all go about our things; we're all separate in our classrooms. So, if they notice your mood seems down or you're staying in your room more, they notice and ask about it [Vanessa].

Emily highlighted that she appreciates being heard/listened to by her leader. In a school environment, there are frequently many events taking place for various people at various times (for example, projects or exams). Emily placed an emphasis on her leader acknowledging her contributions, whether they were related to her work, her personal life, or her general wellbeing. Due to time constraints or a busy schedule, it could sometimes be easy for leaders to misunderstand or not acknowledge what an employee had stated. Emily believed that her leader being proactive and acknowledging what was going on for her helped form a relationship of trust and allowed her to feel valued at work.

Someone acknowledging what I've said, somebody checking-in on me, and that in itself makes me feel valued, because I know they want my wellbeing to be top notch, because I can't teach properly otherwise [Emily].

These forms of regular checking-in were done verbally. However, a couple of participants highlighted that the school leadership team arranged a meeting to discuss the implementation of a new app, which also focused on checking-in as a means of employee wellbeing. It was noted by participants that it was optional for support staff to attend this meeting, an unfortunate unintentional message from the leadership team that suggested some staff members were more important than others, which may not promote wellbeing and inclusion for all.

The app involved each employee anonymously tracking their wellbeing in an online journal and completing self-awareness check-ins daily. Teachers had the option of allowing the school leadership team to view their journals and check-ins (this information remained anonymous). The aim of the app was to improve the psychological safety and wellbeing of employees. It was an electronic means for leaders to keep wellbeing a priority.

The use of the app was viewed quite differently amongst teachers.

Participant Emily felt that it was an amazing initiative and has been highly beneficial for her wellbeing, while participant Mark did not use the app and instead thought it a 'lazy' way for leadership to appear to show concern for the wellbeing of staff when, in Mark's view, they probably would do very little with the information they received from teachers' journals. Mark would rather the leadership team engaged with him in person and took a more proactive leadership approach through human contact and connection.

We've got this new app, which I love. I've been checking-in every day, doing my little journals, which I think is amazing [Emily].

If you want to know how I am, sit next to me and ask me how I am. You don't need to go on an app; all you need to do is get out your office door and walk in and ask some people and sit with people, or walk around the school and talk to people [Mark].

The aim of the app was to provide support and availability; however, some participants felt that the app largely became a 'substitute' for proactively checking-in. Human contact and in-person acknowledgment, rather than technology, was the form most commonly appreciated by participants.

Health and wellbeing were the focus of this research, and there was one contrasting viewpoint made by participant Rachel, which stood out throughout the interviews. Rachel highlighted that teachers should be looking out for the wellbeing of the leadership team, in comparison to the leadership team looking out for the teachers' wellbeing.

Given that leaders are all enormously busy, I think it's actually impossible to focus on everybody's wellbeing and performance all the time [Rachel].

Participant Rachel expressed how leaders already had a very high-stress job with multiple demands continuously being placed on them. Rachel noted that she was previously a leader,

and when she was in that higher position, she felt like she was having to try to satisfy everybody from every direction, from other leaders to students to their parents.

Quite frankly, I think they've got a job that is at times impossible [Rachel].

Participant Rachel felt that a teacher's health and psychological wellbeing was not greatly affected by the leader's behaviour. Instead, Rachel believed that leaders may place psychological pressure on teachers due to pressures that are placed on the leaders from those higher up, such as the Ministry of Education or the Board of Trustees. Rachel did highlight that she felt she had these beliefs due to her personal background, experiences in life, and her age. Because this perspective was only shared by one individual, it suggests that this may not be a common thought for the majority of secondary teachers, although it is of course relevant to consider the wellbeing of leaders.

1.1.2 Using positive language

Just as crucial as the proactive checking-in and communication was the language leaders used. Participant Kyle highlighted that language was very important as he wanted to feel involved in the conversation and not just 'being spoken to'. Participants reported that leaders should ask questions of the teachers to establish two-way communication and reduce the risk of holding an authoritarian position over others. Kyle emphasised that if a leader demonstrated that they wanted his input or valued his time for a conversation, then it made him feel wanted.

It's how they frame the language that is important to me. Asking me, what are my thoughts? What are the outcomes I'd like to see? [Kyle].

A leader's language can be viewed in a variety of ways by teachers and, depending on the situation, how things are worded can potentially have an impact on teachers' wellbeing at work, personal lives, and general wellbeing.

I think the way that leaders speak to you or have a certain tone, whether it's through a phone call or text, or conversation, can really have an impact on how you feel about your working environment and the leader themselves [Caitlin].

1.1.3 Providing practical support

Participant Rachel highlighted that leaders providing verbal support was important for her wellbeing. However, providing a positive working environment was also essential, as verbal support alone could sound condescending. A positive work environment enabled teachers to feel positive about their job and enhanced their overall job experience, motivation, and

productivity, thereby improving wellbeing. Participants Rachel and Caitlin discussed how leaders creating a positive environment allowed them to do their best and how it was valuable for their work performance.

Someone that provides not just verbal support, but also offers an environment where you are able to do your best [Rachel].

Creating a positive working environment was described by Rachel as leaders allowing teachers to have the same classroom, thus avoiding the need to change location each period, and instead, the students come to the teacher's assigned classroom. Rachel also identified that leadership should not expect too much multitasking. For example, it may be unreasonable for leadership to request that a teacher complete a report by the afternoon of a day on which they had a full day of teaching. This type of work environment may lead to teachers experiencing a feeling of pressure and 'dread' given teaching priorities.

Although Rachel did not discuss the effects this had on her wellbeing, Caitlin felt the environment her leader created provided a sense of wellbeing. Caitlin described her leader as a very amicable individual who provided a happy feeling in the school department, making the department a pleasant place to be and to discuss. Caitlin expressed that this was achieved through a leader who was realistic with teachers' expectations of working hours and work output.

They communicated everything and created a really nice environment in the faculty just by being themselves [Caitlin].

Another form of practical support shown by leaders was attending extracurricular events such as school sports games, where the teachers coached the students. Mark highlighted his experience with a previous leader, where they would often have conversations in which the leader would express appreciation toward the extracurricular activities Mark undertook. Mark emphasised that the leader was always aware of what teachers were doing "for free" outside of working hours, which made him feel appreciated.

Although they couldn't reward us financially, there was support in talking to us about it, but also in showing up to games [Mark].

1.2 Being available when needed

There was one main way in which teachers reported their leaders being available when needed, and this was through leaders having their office door open, or as participants referred to it, an open-door policy.

1.2.1 Having an open-door policy

Participants noted that it was crucial for leaders to be available when needed to build trust, promote collaboration, improve productivity, job satisfaction, and wellbeing. Being available showed that leaders were interested and eager to help when they could. Although leaders had their own demands and timelines, a big part of the leaders' role was to provide continuous support for employees. Examples of ways that leaders were seen as being available when needed were showing they were always aware of teachers' needs and having an open-door.

Holly highlighted how important it was for her leaders to be available when she needed support or advice. Having a leader provide this availability and support meant that Holly wanted to remain working at the school, despite having other teaching job opportunities available. Holly valued a leader who had faith in her, as this also provided her faith in herself. It enhanced her wellbeing, allowed her to feel accepted, heard, empowered to succeed, happy in her work, and made her want to do a good job.

My leaders have been really warm and have an open-door policy; I feel I can go to leaders with questions and concerns, and they will have faith in me [Holly].

Having support and availability, particularly through the use of leaders checking-in was noted from all teachers who participated in this research. All these proactive and passive checking-in processes supported teachers' wellbeing, performance, and overall job satisfaction. Through leaders checking-in it enabled participants to feel valued and respected, whilst providing a sense of acknowledgement, and further creating relationship development. Checking-in, providing support, and being available were the most common health-promoting leadership behaviours that leaders could adopt in order to improve workplace wellbeing.

Although this research identified that most leaders did build trust with teachers by proactively checking-in and providing support and availability, along with creating a positive environment, some teachers had experiences where the support and availability were lacking, which in turn had a negative effect on their wellbeing and job satisfaction.

Trust can take years to build and gain, and trust can also be very easily lost. Therefore, it was important for leaders to ensure that the check-ins were genuine, not rushed, done in an appropriate setting, and became a consistent behavioural pattern in order to have a long-term positive impact and further create trust between the leader and teacher. Conversations should be done in an appropriate setting that respects the boundaries and privacy of employees. If a leader was aware of a personal circumstance that may be affecting an individual, they needed to ensure that any conversation was had in a respectful manner with the employee. Participant Holly felt that her privacy had been destroyed and that her leader did not approach the situation in a professional manner, which left her feeling upset.

They were checking-in on me in the staff room. I didn't necessarily want the entire staff to know about my personal situation, I had been dealing with [Holly].

Lack of respect for privacy could undermine trust when others overheard a private conversation in an inappropriate location. Leaders needed to understand that private conversations should not be discussed in work settings around others.

Participant Caitlin has previously had negative experiences with a leader who did not demonstrate proactive leadership behaviour; instead, they chose not to engage in conversation and spent most of their time in their office. This leader did the opposite of the 'open-door policy,' which could positively benefit employees. Caitlin explained that the result of this leader's perceived lack of support and availability was a constant feeling that conversing with the leader was not welcome. Having a leader who did not openly communicate left her feeling confused and unsure whether they were happy or not with her work quality.

The leader's office door was often closed. They were really hard to talk to; they just sat at their desk and didn't make you feel that they were wanting to connect with you in any way, they never acknowledged anything, there was no affirming [Caitlin].

Participants Emily and Rachel both had a similar experience with a leader who did not demonstrate support and appeared unwilling to engage in conversation. Emily's leader did not show any physical support with school productions, and Rachel's leader never provided physical support with attending sports games. Physical support was highlighted by participants as a very effective proactive leadership behaviour to improve teacher wellbeing and job satisfaction. Emily emphasised that this left her questioning why she should put so much effort

into her work if the leaders were not willing to provide that same effort back by providing support.

They had this whole persona; whenever you were around, you just didn't feel like you were safe to try anything, do anything, or say anything [Emily].

Nobody from management ever came to a basketball game, even though I coached the team three mornings a week from 6 am. I felt irritated that nobody offered physical support. I didn't expect them to say well done, but just being there, especially for the kids as well [Rachel].

Teachers wanted their leaders to be interested in their work and their students. This was accomplished by practicing proactive leadership.

Throughout the interviews, participants Emily and Mark mentioned the new technology application (app) that the leadership team was trying to implement. Although the intention of the app was likely genuinely to improve wellbeing, it was difficult to understand how the app was realistically meant to improve wellbeing, especially if employees did not allow leaders access to their respective journals. Conversely, should teachers allow access, it was unclear how leadership was expected to collate the data and make use of it.

This research identified that when trust in leadership was lacking, participants reported finding other sources of support, especially amongst peers, to be very beneficial. Teachers found that peer support offered a shared perspective and provided them with comfort and validation.

Participants Holly and Mark emphasised how beneficial it was to have support from their peers/colleagues. Holly and Mark discussed how they appreciated having support from individuals on the same level, rather than those in higher hierarchical positions. They stated that although this was their opinion, they believed this was a common feeling for other teachers, as private discussions were very common.

I think having the support of people, not just in senior management or management above you, but with you, is the thing that gets you through [Mark].

Participant Holly stated that after attending work meetings, she would then have a 'debrief meeting' in a private space with those whom she could trust, often with peers/colleagues. However, Holly did mention that this could create a divide and affect others' wellbeing.

You'd have the meeting and then you'd have the meeting in the carpark afterwards to debrief from the meeting. Naturally, a lot of truthful conversations were had in the carpark [Holly].

This may indicate that teachers felt they couldn't be truthful to their leaders or felt they could not say how they felt due to the leaders' position. Having peer support and knowing that teachers could rely on their peers made them feel comfortable. However, it would be preferable for teachers to feel they can speak up during meetings rather than having 'water cooler' conversations after the meeting.

Theme 2: Supporting Autonomy

Supporting autonomy falls under the overarching theme of trust, as trust was shown to allow teachers the freedom to take initiative. Although some leaders may find providing freedom to teachers a challenging part of their leadership role, it was important as it allowed teachers to feel a sense of purpose and satisfaction. Autonomy was recognised through two healthy leadership behaviours: encouragement and feedback. Participants highlighted that when these healthy leadership behaviours were demonstrated by their leaders, it improved their wellbeing, helped establish trust, and they felt more satisfied with no intentions or thoughts of leaving their employment with the school.

2.1 : Providing Encouragement

There were two main ways in which teachers reported leaders providing encouragement: giving praise and providing support.

2.1.1 Giving Praise

Participants emphasised the importance of being encouraged by their leaders. It was established that through leaders providing forms of encouragement, it helped create a relationship that formed trust.

Participant Caitlin noted how her leader was very encouraging and affirming. Caitlin discussed how, when she was a younger teacher, she was unsure if she was completing her work to the best possible standard. Caitlin had trust in her leader and felt she could approach them with even the smallest of concerns. Caitlin's leader listened to her, was very personable, and took the time to have discussions with her.

I'd say to my leader, Oh gosh, am I too sensitive as a teacher? Should I not be a teacher? And my leader said well actually, let's turn that around - sensitivity is a strength [Caitlin].

2.1.2 Providing support

Participant Emily highlighted how she valued a leader who believed in her and someone who could recognise what she was capable of achieving. Emily explained that her leader encouraged her to step outside of her comfort zone. Her leader believed that Emily was able to achieve a particular project that was running throughout the school. Leadership gave Emily the belief and support that she could achieve the project requirements, resulting in greater job satisfaction and productivity. Most importantly, Emily considered encouragement to be the most valuable

leadership behaviour for supporting her work performance. Through feeling supported, she felt more satisfied and happier.

The kind of leaders that encourage you to step outside your comfort zone to try new things. When you have that one person that's consistently saying, there is a reason for this, there's a purpose [Emily].

Participant Holly discussed a proactive approach around the concept of 'broken windows and celebrations', a proactive checking-in process that built trust but also required trust. Participants discussed broken windows as the things they needed support with, and celebrations of success at the start of every work meeting. This metaphor could open up conversations around requirements and achievements, although some participants reported feeling somewhat cautious about what they could or should share in the 'broken windows and celebrations' discussions.

It's a really good way to keep a pulse on what's happening in our teams. I think it is super valuable. It is a time for us to whakawhanaungatanga and to share and develop our relationships further [Holly].

2.2 Providing Feedback

There were two main ways in which teachers reported providing feedback: providing professional growth/development and providing opportunities/freedom.

As well as encouragement, importance was placed on the leadership behaviour of providing feedback. This health-promoting behaviour that supported teachers' autonomy was considered very valuable for positively boosting teachers' performance at work. Feedback was demonstrated through leaders providing regular check-ins and consistent communication with teachers. It was also demonstrated through leaders providing new development opportunities and a sense of freedom. Feedback allowed teachers to feel a sense of autonomy, allowing them to understand their own work performance, identify areas for improvement, all while still maintaining an open, positive relationship with their leader and being in control of their work environment.

2.2.1 *Providing professional growth and development*

Participant Holly had experienced positive leadership feedback, which was achieved through numerous one-on-one discussions. This feedback helped establish trust, as Holly felt there was a mutual connection where Holly could approach her leader and talk openly. Holly highlighted

that the reason she continued her employment with the school for ten years was due to the positive interactions she had experienced with the leadership team, which had positively impacted her wellbeing and job satisfaction.

Leadership have provided me with guidance, opportunities to develop, and provided me with feedback [Holly].

Providing teachers with opportunities to develop professionally allowed them to feel that they could step outside of their comfort zone, learn and develop new skills and experiences, and progress in their career, beyond what they thought possible.

2.2.2 Providing opportunities and freedom

Participants Rachel and Holly valued a leader who provided them with freedom. Providing freedom was recognised as a form of feedback, as teachers felt this was a way that their leaders showed trust in them to perform well. It was important that teachers felt they had some freedom within professional limitations. Teachers did not appreciate being instructed by their leaders on how to teach and conduct their classes. Holly and Rachel both appreciated a leader who provided guidance and support, then allowed them to complete their work accordingly.

Participant Holly emphasised that she appreciated a leader who had trust in her. Holly discussed that when her leader allowed her to take ownership of her classroom environment and teach in a way that suited her, she then felt she had support and freedom in her work performance, with improved wellbeing and job satisfaction. Overall, providing trust and freedom was seen as a highly valuable behaviour that could be demonstrated by leaders to benefit employees mentally and professionally.

Leaders give you the must dos, then give you some freedom to do some things in the ways that suit you and your teaching style [Holly].

A common discussion topic throughout the interviews was teachers' expressing displeasure at being micromanaged. Teachers stressed how important it was for leaders to give them the necessary information about what work needed to be accomplished, yet leaders must also let teachers complete work tasks in a way that suits them. This promoted trust, motivation, autonomy, career development, and feelings of achievement. In particular, participant Rachel highlighted that leaders assume that teachers know what they're doing, and that teachers are professional, and therefore leaders should not need to constantly interfere.

Somebody who allows me to take the lead and do what I think is the right thing to do [Rachel].

Providing encouragement and feedback was demonstrated by an active leader, and it was clear that these types of behaviours were likely to result in high job satisfaction and improved wellbeing. However, excessive active leadership was often not welcomed by participants. Participant Mark presented a broader view and expressed that he felt that the education sector exhibited very little leadership. Mark mentioned that to work with others, you need to have respect for your leader, and if Mark respected his leader, then he was more likely to have job satisfaction.

I think leadership is a term that gets thrown around when, in fact, there's very little of it. I see lots of management. I don't see lots of inspiration. If you're telling me what to do, you're not leading me [Mark].

Leaders often had the challenging task of needing to know when people need engagement or support, whilst also being able to identify personal and professional boundaries and when they may be overstepping and micromanaging.

Theme 3: Valuing the individual

Valuing the individual was displayed by leaders through two forms: showing awareness of needs and acknowledging efforts. Participants highlighted that when these healthy behaviours were employed by leaders, they felt more satisfied at work. Teachers felt they gained confidence to perform additional duties such as helping with school productions and going on camp. Through the interviews, participants noted that valuing the individual was achieved through showing awareness of needs and acknowledging staff efforts.

3.1 Showing awareness of needs

There was one main way in which teachers described leaders showing awareness of needs: responsiveness.

3.1.1 *Being responsive*

Awareness of needs focused on individualised consideration and how leaders saw teachers not just as employees within the education sector but as valued individuals and saw each person for who they are. Having awareness of individual needs was important for employees, whether those needs were inside or outside of work. The following are some examples of both inside and outside needs that were mentioned throughout participant interviews.

Examples of inside needs:

- Safe (physical and psychological) working environment.
- Feelings of support, purpose, belonging, and recognition.
- Trust and availability.

Examples of outside needs:

- Freedom of expression.
- Balance and control over time (rest/recover).

People strive to have their needs met both in and out of work to feel satisfied, secure, and emotionally well.

Participant Vanessa believed that it was important for leaders to be aware of teachers' needs and to not simply treat them as employees, but to know them as a person, both professionally and personally. This was achieved through leaders' checking-in (as discussed in section 1.1) and understanding what was going on within the school for teachers, both personally and

professionally. There were various things that happened throughout the school, and this could become strenuous depending on the time of the year. For example, school presentations, camps/trips, and exams/tests placed additional stress on teachers. It is the nature of the education system to have a lot of things happening at different times. It should, however, be noted that it can be difficult for leaders to be aware of everything happening throughout a workplace or school, depending on how many people they have within their team.

Vanessa valued a leader who goes the extra mile to make teachers feel that they are wanted and valued at work. Vanessa emphasised that leaders being responsive demonstrated that their needs matter and it provided a positive difference to her job satisfaction and wellbeing.

You've got a team of people, they're all people with different stuff going on all the time and responding to those needs, rather than just treating them as just numbers [Vanessa].

The best way for leaders to get the most productive and happy employees was for leaders to bring employees along with them through active communication, rather than leaders being in their own silo and instructing staff in what needs to be done. Giving teachers a sense of inclusion and recognition created a better outcome than being dictated to.

3.2 Acknowledging efforts

There were two ways in which teachers reported leaders acknowledging efforts: providing positive reinforcement and providing recognition.

Acknowledging effort was highlighted by all participants in the interviews. All participants noted how beneficial it was for leaders to acknowledge and recognise the voluntary and involuntary work that teachers do. Through leaders demonstrating these healthy leadership behaviours, it allowed participants to feel seen, heard, and appreciated.

3.2.1 *Positive reinforcement*

Participant Caitlin noted how important it was for someone with authority to appreciate and see the effort she was putting into her work, especially outside of working hours. Caitlin felt that when a leader acknowledged her work efforts, it made her feel more positive towards work and allowed her to feel included in her working environment. Caitlin's leader would achieve this through providing positive reinforcement and acknowledging the efforts of certain people during work meetings.

In a meeting, they would say thank you to such and such for this and thank you to this person for doing this. Just genuinely sort of acknowledging what people had done. Having that recognition is really important and just makes you feel included in the working environment [Caitlin].

This healthy leadership behaviour of mentioning and thanking people in work meetings produced a positive outcome, as having a feeling of inclusion in the workplace was very important. In contrast, other participants emphasised how, on occasion, they could go weeks without receiving any recognition for their work, and when feedback was received, it was often from the unhappy students who complained about ‘boring’ school work.

3.2.2 Providing recognition

In relation to the behaviours of acknowledgement and showing awareness, some participants discussed receiving tangible rewards from leadership, which showed them that their leaders valued them as individuals. Receiving tangible rewards was discussed in the interviews, but a range of views were expressed about receiving and accepting rewards from leaders, whether the rewards were physical, intrinsic, or extrinsic.

Kyle highlighted in his interview that he received a reward as acknowledgment for his efforts from leadership, and Kyle emphasised his belief that this benefited him mentally. Whilst Kyle appreciated this unexpected reward, he also emphasised that this kind of recognition did not happen for most teachers.

A person with authority had seen the amount of extra work that I do, that is somewhat voluntary and for a reward, not that I was expecting anything, they gave me a day off [Kyle].

The other reward that was mentioned by participants was the concept of the ‘golden star’. The ‘golden star’ has been reworded for the purposes of this research, to not breach the school and participants’ identities. This reward was brought up by participants Rachel and Mark. If a teacher received the golden star, it meant they had been recognised by leadership and were able to park in the closest car park to the school entrance/exit for a week. It did not, however, appear to be a common way to improve teachers’ wellbeing and job satisfaction, as it was specific to just one school. Other examples of the combination of symbolic and practical rewards were not provided. Due to the limited information, it is not possible to know the extent to which this type of behaviour from a leader can be seen as health-promoting and positively benefiting teachers.

Participant Rachel did not agree with the concept of the golden star and found it an inappropriate acknowledgement of support, emphasising that a physical item was not required to show acknowledgment or recognition from leaders. Rachel found that the golden star concept had a negative impact on her wellbeing due to her being in the ‘spotlight’, resulting in a feeling of embarrassment, causing her to isolate herself from colleagues.

I know they think that giving physical rewards might be health-promoting, but I find that condescending. We’re adults, I don’t need a physical item to say thank you. The one time I got the ‘golden star’, it had a negative impact on me; I stayed away from the staff room for a whole week. It had a detrimental impact on my psychological wellbeing [Rachel].

Participant Mark was indifferent toward the golden star concept. Although the golden star reward did not have a negative impact on his psychological wellbeing, he did find that when he received the golden star reward, it made no difference and did not mean anything to him.

Those visual tokens, they are simple, silly things. They don’t mean anything to me, but to some people they mean a lot [Mark].

Participant Mark highlighted how at a previous school, they had a ‘mana enhancing teacher reward’. This was an approach where teachers received a box of chocolates or a bottle of wine. This could be seen as a more appropriate reward than the golden star; however, it is crucial that leaders engage in understanding what is valued and appreciated for individuals.

Examples were provided by participants when the proactive approaches of acknowledgment and awareness of individuals’ needs were not demonstrated by leadership. Vanessa had a negative experience where her leader never recognised or acknowledged any of the effort she put in, resulting in her wellbeing suffering and having lower motivation toward work.

When I go the extra mile for the school, it’s never recognised. They’d never say well done or thank you or anything. Your mental health goes down, and I wasn’t feeling motivated. It makes you feel really negative to the school, negative to the job, you know, negative to the other people around you [Vanessa].

This demonstrated that when employees had limited interactions with their leaders and when leaders provided minimal or zero recognition or acknowledgment, it could negatively impact how teachers behaved and felt towards work. This was further emphasised by participant Kyle,

who stated he felt a lack of support when he received limited or no acknowledgement from his leaders, thus negatively affecting job satisfaction and wellbeing.

When you [receive] no acknowledgement of your efforts, then you feel a lack of support [Kyle].

Unfortunately, when teachers felt a lack of support, they might discuss their feelings or frustrations with colleagues at work. This created a negative work environment and could impact colleagues' feelings towards their work, which could also affect their wellbeing and relationships with others at work.

Theme 4: Managing Workload

Teachers often felt under-resourced, overworked, and burnt out. Most participants noted that their work-life balance was an issue that a lot of them struggled with. This negatively affected their wellbeing and job satisfaction. Participants highlighted that a significant way their wellbeing and job satisfaction could be improved was through leaders demonstrating two forms of healthy behaviour: respecting their time and delegating tasks appropriately. Managing workload was about tailored individual approaches, which meant leaders needed to recognise what the needs were for each of the individuals.

4.1 Respecting time

There were two ways in which teachers reported leaders respecting their time: being intentional and having awareness/understanding.

4.1.1 *Being intentional with time*

Most participants throughout their interviews discussed that as teachers, their health and wellbeing could be at risk due to always being under stress and working in a fast-paced environment. Through leaders respecting their time, it allowed teachers to feel a greater sense of wellbeing, more satisfied within their job role, and overall, this helped establish trust in their leaders.

Participants Holly and Mark emphasized that having time was their most valuable resource. Both participants valued proactive leaders and highlighted that time being used throughout work should be used with intention and respect.

Participant Holly mentioned that she and her leader met for five minutes every week before the school day started on an agreed day to discuss whether they needed to have a lengthier

discussion to cover anything. Every week, the extended discussion (around half an hour) was set for the same day and time; if they did not need the catch-up, they waited for the following week. Holly found this very valuable and noted how it demonstrated health-promoting leadership behaviour.

We are all really busy in a really incredibly busy environment, so if you're going to take someone's time, not wasting that time and not having a meeting for a meeting's sake [Holly].

Participant Mark stated something important, which a number of other participants also mentioned throughout their interviews.

Allow me time, give me time, find me time to do the other stuff I need to do [Mark].

4.1.2 Having awareness and understanding

Participant Emily highlighted how she valued and respected a leader who understood the necessity of taking sick days when ill. Frequently, teachers felt overwhelmed and believed they were unable to take sick days due to their work demands. When a sick day was taken, teachers needed to reassign all their work (even though they were sick) to the substitute teacher for them to instruct the students. Teachers needed to organise the day's work for the substitute teacher, which prevented teachers from resting whilst ill at home. It was important that if an employee was unwell and using a sick day that the leadership team emphasised the importance of not completing work and instead prioritising rest. If leaders expected work to be completed by teachers while they were sick, it had a negative impact on their wellbeing and job satisfaction. Emily's leaders had positively communicated that if teachers are sick, they should not work from home and instead rest; this had also been demonstrated by leaders themselves when sick.

When I am sick and I take the day off, I think that people at school will think I'm pulling a sickie. So, you sit there at home worrying, so then you send an email, so it doesn't look like you're not doing anything. Although we are heavily encouraged from our leaders not to do that, which I think is great [Emily].

4.2 Delegating tasks appropriately

There was one main way in which teachers reported leaders delegating tasks appropriately: being aware of workloads and not overloading teachers.

4.2.1 Being aware/not overloading teachers

Delegating tasks appropriately was seen as a key task that leaders could do to ensure that teachers felt a positive sense of wellbeing and greater job satisfaction. It was recognised that when teachers felt their responsibilities were adequate, they felt more pleased about coming into work and more at ease. Delegating tasks appropriately was seen by participants as proactive management. Proactive management could take the form of giving people different responsibilities, creating fairness, sharing out the workload, and understanding what was happening throughout the school (camps, school projects, school trips, or exams/tests).

Participant Mark noted that to have healthy wellbeing, leaders needed to understand what was going on for teachers at work and not overloading them with tasks. This was achieved through leaders' understanding and being aware of what was happening for teachers throughout the school (some teachers may have exams, school trips, or parent conferences). Participant Mark claimed that throughout schools, there are teachers who do the bare minimum, and there are teachers who go above and beyond. In his view, those who are doing more than the basics of their job description are the ones who are often the quickest to burn out, but they are the quietest about being burnt out. He reported that this is where leaders need to ensure they are being observant and proactive and understand what is happening for each teacher and their subject department.

My job is to teach, but their job is to support me in managing my tasks. I need clear and concise communication, not overburdening me at stress points. Whether it is stress from timelines, pressures, or just the fact that we deal with teenagers or children. It is a matter of teacher management and understanding what's going on in the school, and where they can provide me with time [Mark].

Participants Rachel and Holly also highlighted how they appreciated a proactive leader who understood what was happening for each teacher. In doing so, it allowed leaders to not overburden teachers, causing pressure and stress that could lead to burnout. Participants Rachel and Mark mentioned that cancelling unnecessary or low-priority meetings, if appropriate, was a form of health-promoting behaviour that positively impacted them in a way that promoted their work performance and wellbeing.

Cancelling meetings if you've got deadlines coming up with exams and reports [Mark].

When leaders tell you the staff meeting tonight is cancelled because we've got reports [Rachel].

Participant Holly felt the same as Mark and Rachel, as Holly noted how she valued a leader who understood what was going on for teachers throughout the school.

Delegating tasks and splitting things out so that the workload is manageable for people, and making sure leaders are responsive and aware of what's going on for each individual [Holly].

Participant Vanessa signified how crucial it was for leaders to take on the responsibility of delegating work appropriately, as it allowed teachers to have improved job satisfaction.

You've got a leader who delegates things out, gives people different responsibilities, is always ready to listen, makes people feel like they want them to come to work, and they do a good job [Vanessa].

In contrast to this, some participants had experiences where their leader did not respect teachers' time. Examples included leaders phoning teachers outside of working hours and not approving annual leave, having a significant negative impact on their work-life balance.

Participant Caitlin had experienced having a leader who did not provide her with an adequate work-life balance, as her leader would call her outside of working hours at very unacceptable times. This resulted in Caitlin feeling frustrated and wanting to avoid her leader as she felt it would ruin her mood or day at work, affecting her performance, satisfaction, and wellbeing.

They'd be ringing me in the evening at 10 o'clock on a Saturday, and they'd be talking to me about work. It affected my work performance; I got disgruntled and told myself I'm not going near them as I get wound up [Caitlin].

Participant Vanessa dedicated a lot of her free time outside of working hours to coaching a school sports team, which her child was in, and this involved early mornings and weekends. She recounted how the sports team had an event approaching over the course of a few days, which was occurring throughout the school week. Vanessa wanted to attend, but her leader did not approve the leave request. Vanessa suggested leave without pay and highlighted the extra work in her own time she had done for the school; however, her leader still refused, and this created an argument between them. This left Vanessa questioning why she should go the extra mile for the school when it was never recognised. This situation affected her mental health and

reduced her motivation in her job. She reported that she was left feeling quite angry for a long time and did not want anything to do with her leader or their team.

My leader said to me – I'm not prepared to give you any time off, I can't believe you're even asking, I would never ask my boss for time off during term time [Vanessa].

It can be a challenging task for leaders to always be aware of what is happening throughout the school for each teacher. However, in doing so, it can make a positive difference towards teachers' satisfaction and the effort they put into their work. In addition, a manageable work-life balance for teachers leads to improved satisfaction and wellbeing.

Chapter Six: Discussion

This research has expanded our knowledge about how secondary school teachers see their leaders' health-promoting leadership behaviour, and which leader behaviours may have a positive impact on teachers' wellbeing and job satisfaction. These results are based on seven individuals who shared their personal experiences, thoughts, and beliefs. It is intended that this research will provide leaders with insight into how to maintain or improve their own health-promoting behaviours for their employees, and that these experiences will resonate with other individuals in some way.

These findings indicate that some traditional theoretical approaches to leadership may not quite fit into what people truly want. Participants in this study wanted to be valued by their leaders, to be seen as individuals, and to have their needs, autonomy, and skills recognised. Leaders who provided this were seen as allowing teachers to have a greater sense of wellbeing and satisfaction at work. This can, however, be complicated as leaders still need to ensure effective performance in the workplace. Leaders need to ensure that employees' key performance indicators (KPI's) are being met at the same time as addressing employee wellbeing, a balance that can make leadership a stressful thing to try and achieve successfully. Leadership theories have progressed over time, from command and control to relational leadership models to transformational theories, but these theories are still very organisation and performance-focused rather than wellbeing-focused.

Analysis of the interview data identified an overarching theme of trust in leadership as key to supporting teacher wellbeing. When teachers had positive experiences with their leaders, it enabled teachers to gain trust. Trust in leaders cannot be taken for granted but gradually grows stronger with greater familiarity and knowledge (Ministry of Education, 2025). Although trust takes a while to gain – from both the leader and the teacher - trust was seen as valuable to employees. In contrast, when teachers encountered negative experiences with their leaders, they reported less willingness to engage in work and less job satisfaction. Some teachers reported that when they experienced negative situations, they felt more inclined to leave the school where they were working, or they felt they needed to stay away from or avoid those individuals with whom they had negative experiences with. Avoiding people at work can create a hostile working environment for all and can cause potential conflict.

Further to this, in all occupations and organisations, trust in leadership can unfortunately be lacking. The Ministry of Education (2025) highlights that dishonesty, arbitrary

actions, and a lack of competence are threats to trust within the education sector. These are not seen as health-promoting leadership behaviours and can therefore have a negative impact on employees' wellbeing and job satisfaction.

The concept of receiving tangible rewards was discussed by some participants, although this was viewed differently among individuals. It is important to ensure that rewards are appropriate, as sometimes they could have the opposite of the intended effect. Leaders needed to know and understand their staff in terms of what each person recognised and valued as a reward. For example, (as discussed above) some people favoured the golden star concept and viewed it as a health-promoting behaviour, but some did not, as it provided them with no positive effect or feeling. On the other hand, reward examples such as having a day off work were often highly valued, except this needed to be fair and equitable across all employees. Teaching is a collaborative effort, so any kind of reward that places an individual on a pedestal, even temporarily, has the potential to be divisive and cause negative impact. Recognition and rewards need to be what people want and value, and expressions of support from leaders must match what employees will welcome.

Leaders who delegated tasks appropriately and did not overburden teachers were identified as demonstrating health-promoting leadership behaviour. However, it is important for leaders to also manage workplace performance. In the education system, particularly within schools, leaders have a very difficult job trying to provide teachers with a work-life balance. Examples include managing approvals of teachers' annual leave (especially if it is during the school term) or early and/or late starts, due to the need to ensure students are taught and the government curriculum is followed. Leaders must always make sure that the employee: student ratio is appropriate, that sick leave and annual leave are managed and that there are appropriate policies regarding how long teachers must remain on school premises after the students' school day has ended.

The findings from this study suggest that leaders need to take a proactive role in fostering trust within their teams. Teachers reported that their leaders built trust over time in four ways: support and availability, supporting autonomy, valuing the individual, and managing workload.

1. Support and availability

The main form of leader behaviour that was seen to be valuable for building trust was checking-in through forms of communication such as brief conversations, saying hello and

asking how staff were, and acknowledging teachers' presence. Taking proactive steps to check in with staff as well as being available when needed required proactive engagement from leaders, which, from leaders' own perspectives, may be considered time-consuming, but which was highly valued by teachers and created a positive outcome. Building on work by Kilag et al. (2024), this research further demonstrates that leaders who provide support and show behaviour that is encouraging and inspiring result in a positive impact on teachers' job satisfaction.

2. Supporting autonomy

This was linked to feedback and encouragement. Leaders needed to provide feedback and encouragement for teachers to feel satisfied and have improved wellbeing. Through feedback and encouragement, teachers were able to establish trust more easily with their leaders, and they felt that encouragement was a positive contributor to supporting their work performance and wellbeing. Other forms of health-promoting leadership behaviour were encouragement and support. This was demonstrated through consistent language, supportive conversations, and uplifting and motivating teachers to step outside their comfort zone. Leaders were also valued for recognising strengths and providing teachers with freedom to take initiative, which allowed and created space for improvement.

3. Valuing the individual

This was achieved through getting to know staff individually, being aware of their work-related needs and requirements and acknowledging their efforts, and having regular check-ins. Recognising employees' strengths supported leaders' ability to delegate tasks appropriately, allow appropriate amounts of autonomy, and manage teachers' workloads. Research by Loke (2001) identified "encouraging the heart" (p.193) as a health-promoting leader behaviour that affected employees' performance. This concept focused on leaders providing praise and celebrating accomplishments for employees and showing recognition for individuals who had achieved success in projects and personal aspects of life. This relates well to the current research as participants identified that the use of appropriate recognition was appreciated, seen, and acknowledged, often making them feel valued.

4. Managing workload

This form of health-promoting leadership behaviour was recognised by teachers, who valued their leaders' ability to manage workloads through recognition of both teachers' skills and the

workload implications of delegating additional work. Leaders need to know their staff and be aware of what is happening in their lives professionally and personally to ensure they are not overloading teachers, especially during times of report writing and exams.

Healthy leadership behaviour was seen as being proactive, in which leaders took the initiative to come and talk to teachers, to engage in conversation, to see how they were doing, and to notice if things were not going well. However, there was also a passive approach to availability through leaders simply being present in their offices. Having an open-door policy may not be seen as active engagement, but it still signals that leaders are available when needed. This research noted that people wanted the right level of active leadership, and that the right balance differs for different people. It is important to recognise that leaders who are too active are likely to be seen as micromanaging or intruding, and leaders who are too passive are likely to be seen as absent or unsupportive.

Implications for Research

This research focused on teachers who were all employed within New Zealand secondary schools, although participants could discuss their experiences of healthy leadership behaviour at any school they had previously been employed at. Future research should focus on a variety of secondary teachers from different schools in order to gather more varied views, opinions, and backgrounds. A larger sample size could be beneficial to provide increased data and a greater ability to identify patterns and themes. Further to this, future research should also focus on pre-school teachers, primary school teachers, and university lecturers to understand key differences and viewpoints. The New Zealand education sector as a whole requires more research to further understand how to improve teachers' wellbeing and job satisfaction. Additionally, future research could focus on the perspective of leaders themselves to gain further insights.

The literature review briefly covered virtual leadership due to the increase in teleworking. This research, however, did not find any opportunity to investigate virtual leadership within the education sector, so this remains a potential for future research. It would be valuable to explore how leaders are or are not implementing health-promoting leadership behaviours in a virtual environment. It would also be beneficial for future research to focus specifically on 'regular check-ins' and explore this phenomenon to further enhance our understanding. In doing so, we would be able to identify the benefits and limitations of leaders proactively checking-in with teaching staff. More research is needed to examine how leaders can act to promote the health and wellbeing of employees in the New Zealand education sector, as currently there is minimal research available. While broad-based quantitative survey research is valuable for highlighting issues and concerns as well as strengths within the profession, qualitative studies could provide valuable in-depth data to help us understand how teachers feel their leaders are (or not) demonstrating health-promoting leadership behaviour.

Implications for Practice

Leaders can develop health-promoting leadership behaviours and can aim to implement strategies that are helpful for employees to feel more satisfied and have a greater sense of wellbeing at work. Some examples highlighted by this research, that could be adapted by leaders within the education sector, include the following.

- Scheduling regular check-ins with teachers, for example, to check on workloads, students they may be struggling with, or anything that may be bothering them in their

personal life. This can be done fortnightly or monthly for more consistent engagement and positive outcomes.

- Allowing teachers to have a few non-contact times available throughout their week. Non-contact refers to a school period where teachers are not required to have direct teaching contact with students. This opens up time for teachers to respond to emails, mark assignments, write reports, and plan for the week ahead. In doing so, this allows teachers' time to be respected and helps reduce the risk of burnout. Non-contact time was noted as greatly beneficial by participants during interviews.
- Having professional development (PD) on topics such as teacher, student, and overall staff wellbeing, how to interact with parents/caregivers, and managing time.
- Promoting open channels of communication to create a culture where teachers feel they can reach out to leaders or peers for guidance and support.
- Having an open-door policy ensures that leaders are approachable for questions or concerns. Open-door policy approaches can build trust and ensure that communication becomes more accessible for all.
- Acknowledging and recognising the efforts that teachers are putting into their work. This can be achieved through the leader having a brief conversation with teachers and potentially offering appropriate rewards. Recognition and acknowledgment can also be done through congratulating personal achievements, in ways that the employee feels are appropriate to them.

These points were all discussed by participants, who made it clear that through leaders implementing these health-promoting behaviours on a regular basis, teachers felt more valued, appreciated, and respected, which resulted in feelings of happiness, satisfaction, improved wellbeing, and willingness to put effort into their teaching positions. Leaders need to ensure they adapt or continue these health-promoting behaviours, specifically support and availability, as these were recognised as the most valuable. These behaviours provide the opportunity to enhance the wellbeing and job satisfaction of teachers.

Conclusion

This research gathered data on secondary teachers' perspectives on health-promoting leadership behaviour and what their leaders do to support their overall job satisfaction and wellbeing. This addresses a significant gap in the academic literature on understanding how we can improve teachers' wellbeing and job satisfaction. A key finding was that trust was established with their leaders when their leaders demonstrated proactive care and concern through regular check-ins, providing availability and support, mutually acceptable approaches to managing workloads, and providing encouragement and feedback. All participants reported positive experiences with their current leadership, and all discussed negative experiences with their previous leadership teams. Participants highlighted the significance of having a good and supportive leader and the positive impact on their overall wellbeing, job satisfaction, and willingness to engage in work. To conclude, this research identified a variety of health-promoting leadership behaviours that had an overall positive impact on teachers' wellbeing and job satisfaction. Those behaviours were consistent and genuine check-ins, providing freedom and autonomy, recognising and utilising teachers' strengths, delegating tasks appropriately, providing encouragement, and being available when needed.

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Appendix A: Flyer for recruiting participants

TEACHER PARTICIPANTS NEEDED

Hi, I'm Emma. I am a teacher aide at [REDACTED] School. I am currently conducting research on health promoting leadership behaviour for my masters in psychology.

My research aims to understand employees' perspectives of what their leaders do to support their employees' job satisfaction and well-being. This research will gather an understanding of what leaders do to promote employee well-being and job satisfaction within a New Zealand high school context.

Any employed teacher of [REDACTED] who works with high school students is welcome to take part in this research through having a one on one interview with me. All interviews are completely confidential, and deciding whether or not to take part in my study will not affect your job in any way.

Interview's will take around 20 to 40 minutes. The interview can be completed at a time and location that suits you best. This research is being done as part of my studies at Massey University.

Please do not hesitate to contact me if you have any questions regarding this research. I can be contacted via email at [REDACTED]. You are also welcome to contact my supervisor Assoc. Prof. Dianne Gardner at [REDACTED].

This project has been subject to peer review and judged to be low risk by the Massey University Human Ethics Committee.



Appendix B: Ethics Application Approval (low risk)



to me, Human, Dianne ▾

Kia ora Emma,

Thank you for your reply.

We are happy with this clarification and will record on our database against your notification.

Please ensure that you include the following statement on all public documents (e.g., information sheet, recruitment docs, etc) related to your project:

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research.

If you have any concerns about the ethical conduct of this research that you want to raise with someone other than the researcher(s), please contact Massey University Human Ethics by email: humanethics@massey.ac.nz.

All the best with your research!

Ngā mihi nui

Appendix C: Participant Information Sheet

Information Sheet

Thesis title: High school teachers' perceptions of health-promoting leadership behaviours.

Hi everyone,

My name is Emma, and I am currently doing my Master of Arts thesis at Massey University. For my research I am looking at teachers' perceptions of health-promoting leadership behaviour.

Project description and invitation

I began working last year as a teacher aide at a local school and I noticed the lack of information available about factors that support teachers' wellbeing and job satisfaction in New Zealand.

My study aims to investigate how teachers' perceptions of leader behaviour can affect teachers' wellbeing and job satisfaction.

I would like to invite you to participate in this research.

I am aiming to interview employed teachers who teach high school students. Interviews would be either on Zoom/Teams or in person, at a mutually agreed date and time in a quiet location of your choice. The interview will last 20 to 45 minutes and will be recorded. Participation is completely voluntary and confidential. Transcripts will be anonymized and no information that could identify participants or anyone discussed in the interview will be released.

Please note that you are under no obligation to accept this invitation. If, however you decide to participate, you have the right to:

- Decline any question or ask to stop the interview at any time.
- Ask any questions about the study at any point during the interview.
- If you decide to withdraw from the study, you can do so up to 2 weeks after the interview.
- You can ask for the recording to be paused at any point during the interview and any conversation during that time will not be saved or used as part of the data.
- You can be provided with a copy of the recording if you wish.
- You can be provided with a copy of the transcript of the recording to check for accuracy if you wish.
- No information that could identify you will be included in the transcripts or any publications.
- All data will be stored securely and securely disposed of after 5 years.
- You will be provided with a summary of project findings when the research is concluded.

In the unlikely event that the interview causes any distress then the following support may be considered.

- Talk to a support person of your choice.
- Contact your General Practitioner or healthcare provider.

This research project has been subject to peer review and judged to be low risk by the Massey University Human Ethics Committee.

If you would like more information about the study, or take part in the interview, please contact me ([REDACTED]) or my supervisor Assoc. Prof. Dianne Gardner ([REDACTED]).

Kind regards,

Emma

Appendix D: Interview Schedule



Questions for semi-structured interviews with full-time employed New Zealand secondary school teachers.

Thank you for taking part in my masters research. As mentioned in the information sheet that I have emailed to you, I am studying high school teacher's perspectives of what their leaders do to support their employees' job satisfaction and wellbeing. I will be recording our interview so I can analyse it and I can send you the transcript of the interview if you would like.

I'm going to start recording the interview in a moment, do you have any questions before I start recording?

START RECORDING.

Okay, I have started recording, can you please confirm for me that you have read the information sheet and you are happy to take part in this interview?

“Are there any questions before we begin?”.

Just a reminder for you that you do not have to answer any questions you do not want to and you can ask for the recording to be paused at any moment. Therefore anything discussed during this time where the recording is paused will not be collected or used as data throughout this research.

“Are you okay proceeding with the interview?”.

I'm interested in what leaders do to support staff wellbeing and performance. This interview is based on health-promoting leadership behaviour and to provide you with some context. Health-promoting leadership is a positive leadership approach that focuses on influencing employee wellbeing and health outcomes by focusing on their working environment and conditions and by understanding how their leaders behave and interact with employees.

1. What kind of behaviour would you consider most valuable from a leader you have worked with that supported your:
 - a. Performance at work (in-role performance)
 - b. Voluntary performance at work (extra-role behaviours)
 - c. Health and psychological wellbeing
2. Can you please provide me with an example of a time when a leader you have worked with demonstrated health-promoting behaviour that impacted you, or acted in a way that promoted your work performance or wellbeing?
 - a. What was it that this leader did?
 - b. How did this affect your wellbeing?
 - c. How did this affect your work performance?
3. Could you please provide me with an example of a time when a leader you have worked with did **not** act in a way that supported your work performance?
 - a. What did the leader do?
 - b. How did this affect your wellbeing?
 - c. How did this affect your work performance?
4. What else do you think that leaders you have worked with could have done to support your wellbeing and work performance?
5. How would you describe how your wellbeing and job satisfaction have been influenced by the quality of interactions you have had with a leader you have worked with?

“Is there anything else you’d like to add?”

Thank you for your time today.

I will now stop the recording. **STOP RECORDING.**