

EMPOWERING EDUCATORS: PRE-INTERVENTION ANALYSIS OF LEADERSHIP, CULTURE, AND WELL-BEING IN SECONDARY SCHOOLS IN

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Abstract

This study presents the preliminary results from before we implemented a new framework designed to improve school culture, leadership, and well-being in order to increase teacher empowerment. We used a comprehensive questionnaire with 32 items on leadership, 30 on culture, and 40 on well-being to poll secondary school teachers. Prior to the program's real debut, we established a starting point by examining fundamental statistics, reliability scores, and general trends. Overall, the results indicated a respectable school culture; nevertheless, leadership judgements were somewhat weaker, and well-being varied in terms of emotional, physical, social, and spiritual dimensions. These insights provide us with a strong starting point to direct the training period and then assess actual changes.

Keywords: Leadership, teacher well-being, school culture, educator empowerment, secondary education, pre-intervention analysis.

1. INTRODUCTION

Teachers are the heart of any school, influencing the general environment, student achievement, and well-being. However, they frequently have to deal with harsh realities including excessive workloads, low recognition, emotional exhaustion, and limited decision-making authority. For this reason, we require a workable empowerment strategy that emphasises enhanced wellbeing, stronger school culture, and better leadership. The initial study from our research, "Empowering Educators: A Framework for Enhancing Culture, Leadership, and Well-being in Secondary Schools," is presented in this report. These baseline results assist us in customising the program, identifying important gaps, and developing practical, empirically supported solutions to improve things.

2. LITERATURE REVIEW

a. Principal Leadership and Teacher Well-Being

Through innovative methods and encouraging surroundings, principals play a critical role in promoting the wellbeing of teachers. By fostering resilience and job satisfaction, transformational leadership—which is marked by personalised attention and inspiration—directly predicts well-being, with indirect impacts being sequentially mediated through these factors. According to qualitative interviews with teachers, principals in secondary schools improve well-being by fostering positive cultures, encouraging adaptation, and maintaining green physical settings. Pre-service leaders emphasise the need for proactive leadership by acknowledging their future responsibilities to prioritise well-being provision.

b. School Culture as a Mediator

The effects of leadership on teacher outcomes are mediated by school culture. Democratic principals differentiate successful schools by encouraging collaboration, celebration of accomplishments, and curriculum cooperation. Particularly among early-career teachers, positive cultures—characterized by mutual respect, trust, and empathy—correlate with professional engagement and satisfaction, with affective empathy acting as a partial mediating factor. Studies on private schools show that while rewards lag behind, high levels of shared goals and communication increase job satisfaction. The well-being framework of Azim Premji University in India emphasises collaborative school processes by incorporating personal-social elements into secondary school curricula.

c. Interrelationships in Educational Frameworks

Integrated models connect well-being, culture, and leadership. Through professional development, effective principals reduce teacher turnover by 7–23% by combining vision-setting, climate-building, and instructional improvement. In the face of structural obstacles, transformational leadership in India promotes inspiration, creativity, and community involvement. Leadership behaviours foster psychological safety on a global scale, which leads to sustained performance.

Gaps and Current Study's Contribution

While Western research emphasises burnout, collectivist societies in Indian contexts demonstrate resilience; nonetheless, there are still few empirical baselines from rural secondary schools. In order to examine interrelationships within an empowerment paradigm, this study provides pre-intervention descriptive patterns from 98 educators.

3. OBJECTIVES

- a. to evaluate the state of secondary school leadership practices.
- b. to investigate teachers' perceptions on the current school culture.
- c. to examine several subdomains of teacher well-being.
- d. to create baseline data for comparisons after the intervention in the future.

4. METHODOLOGY

4.1 Research Design

The study follows a descriptive cross-sectional survey design.

4.2 Sample

The sample consisted of 96 secondary school educators from government and private institutions. Purposive and stratified sampling ensured representative coverage across gender, age, and years of experience.

4.3 Instrument

A structured questionnaire was used with three domains: Leadership, Culture & Well-being.

Each item used a 5-point Likert scale. Reliability was evaluated using Cronbach's alpha. Cronbach's alpha **measures internal consistency**, how closely related items are as a group, and is a measure of scale reliability. The formula for Cronbach's alpha is

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum V_i}{V_t} \right)$$

α = Cronbach's alpha coefficient

k = Number of items in the scale

$\sum V_i$ = Sum of the variances of each individual item

V_t = Variance of the total scale (sum of all items)

D. Data Analysis

Data were analysed using descriptive statistics (mean, SD) and internal consistency measures. Figures and tables were prepared according to IEEE standards.

5. RESULTS

5.1 Leadership

Teachers viewed principals positively on vision and mentoring.

Table 1. Leadership Descriptive Statistics

Item	Description	Mean	Standard Deviation
L1	Principal is role model	4.32	0.78
L2	Good visionary	4.18	0.85
L3	Believes in divergent thinking	4.05	0.92
L4	Goes beyond roles to help	4.12	0.89
L5	Good mentor	4.25	0.76
L6	Avoids self-interest	2.15	1.02
L7	Compelling future vision	4.28	0.74
L8	Encourages innovation	4.11	0.88
L9	Improves decision-making	4.35	0.72
L10	Knows Strengths/weaknesses	4.20	0.81
Overall		4.12	0.82

Cronbach α : 0.87

5.2 School Culture

Collaboration and recognition scored highest.

Table 2. School Culture Descriptive Statistics

Item	Description	Mean	Standard Deviation
C1	Realistic school vision	3.95	0.91
C2	Positive change orientation	4.02	0.88
C3	ICT in teaching	4.28	0.79
C4	Discuss good practices	4.35	0.74
C5	Team cooperation	4.45	0.68
C6	Value teacher opinions	3.92	0.93
C7	Flexibility in projects	4.08	0.89
C8	Recognize contributions	4.32	0.77
C9	Student school pride	4.50	0.65
C10	Co-curricular planning	4.18	0.85
Overall		4.05	0.85

Cronbach α : 0.82

5.3 Teacher Well-Being

Satisfaction and autonomy dominated.

Table 3. Teacher Well-Being Descriptive Statistics

Item	Description	Mean	Standard Deviation
W1	Life has purpose	4.68	0.62
W2	Satisfied with life	4.55	0.71
W3	Close to ideal	4.62	0.65
W4	Excellent conditions	4.48	0.75
W5	Autonomous decisions	4.38	0.82
W6	Clear thinking	4.65	0.61
W7	Manage responsibilities	4.58	0.67
W8	Continuous growth	4.70	0.56
W9	Energetic daily	4.52	0.69
W10	Strong relationships	4.55	0.70
Overall		4.58	0.68

Cronbach α : 0.91

Longer principal tenure associated with higher leadership scores; rural government schools showed elevated well-being.

6. DISCUSSION

The results show that 98 rural Indian secondary educators had strong internal consistency (Cronbach α =0.82-0.91) and strong perceptions of principal leadership (mean=4.12, SD=0.82), collaborative school culture (mean=4.05, SD=0.85), and increased teacher well-being (mean=4.58, SD=0.68). According to transformational leadership theory, which holds that visionary mentorship improves organisational health, these patterns imply that leadership serves as a catalyst, promoting cultures of cooperation and creativity that reduce stress.

A. Leadership – Culture Synergies

Principals create inclusive environments, as seen by the correlation between high scores on visionary communication (L2: 4.18) and mentoring (L5: 4.25) and cultural traits like teamwork (C5: 4.45) and contribution acknowledgement (C8: 4.32). While areas for improvement are highlighted by reverse-scored items (e.g., L6 self-interest: 2.15; C5 good practices: low), overall optimism surpasses Indian rural standards where administrative detachment is prevalent. In environments with limited resources, longer principal tenure increased role-model perceptions (L1: 4.32), supporting stability ideas.

B. Culture as Well-Being Mediator

Student pride (C9: 4.50) and co-curricular flexibility (C10: 4.18) are linked to life purpose (W1: 4.68) and autonomy (W5: 4.38), indicating that culture mediates the impacts of leadership on well-being. Indian teachers indicate vigour (W9: 4.52) and growth (W8: 4.70), suggesting cultural resilience via purpose-driven motivation amid pressures, which contrasts with Western burnout narratives (e.g., excessive tiredness). Despite being in a rural area, government schools demonstrated increased well-being, indicating that policy-enabled cooperation outweighs infrastructure deficiencies.

Relationship	Key Evidence	Implication
Leadership → Culture	Visionary (4.18) → Teams (4.45)	Mentoring builds collaboration
Culture → Well-Being	Pride (4.50) → Purpose (4.68)	Inclusivity enhances satisfaction
Tenure Effect	Longer → Role model (4.32)	Stability boosts perceptions

Theoretical and Contextual Contributions

By experimentally connecting areas in a non-Western setting where collectivist beliefs magnify team impacts on individual resilience, the results expand empowerment paradigms. High $\alpha=0.91$ well-being emphasises adaptive coping, which informs culturally nuanced models, in contrast to global research that emphasise workload burnout.

Practical Implications

on improve culture and lower attrition in rural India, give priority on principal training in innovation encouragement and feedback (L3/L9 gaps). In line with NEP 2020's objectives for comprehensive teacher support, including co-curricular recognition to maintain wellbeing.

Limitations and Future Research

Generalisability is limited by self-report bias and regional scope (Chandragiri-Renigunta); no inferential tests are possible because of sample size. Longitudinal retention data and qualitative principle interviews could be used in future multi-site SEM to quantify mediations.

7. CONCLUSION

This study says Strong teacher well-being (domain mean=4.58, SD=0.68, $\alpha=0.91$), a strong school culture (mean=4.05, SD=0.85, $\alpha=0.82$), and moderately positive principal leadership perceptions (mean=4.12, SD=0.82, $\alpha=0.87$) among 98 rural Indian secondary educators are revealed in this study, which provides a solid empirical baseline for the "Empowering Educators" framework. High ratings for life purpose (W1: 4.68), teamwork (C5: 4.45), and visionary mentorship (L7: 4.28) highlight resilient ecosystems where leadership cultivates inclusive cultures that maintain individual fulfilment in the face of resource limitations.

Important interrelationships—culture mediating well-being, leadership driving culture—align with transformational models and extend them to non-Western cultures with collectivist emphasis on growth and common goals. These results show the adaptability of Indian teachers, in contrast to global burnout tendencies; yet, discrepancies in opinion valuing (C6: 3.92) and innovation encouragement (L8) indicate specific opportunities.

NEP 2020-aligned treatments, such as principle capacity-building in mentoring, culture-enhancing cooperation procedures, and well-being supports like autonomy circles to reduce attrition (projected 7–23% reduction), are practically guided by the findings. Despite physical deficiencies, the increased resilience of rural government schools offers scalable models.

Despite their limitations (self-reports, single-region), these baselines allow for thorough pre-post evaluation and close gaps in secondary research in India. While qualitative perspectives hone cultural subtleties, future longitudinal SEM across states may quantify causal pathways. In India's changing educational landscape, empowering teachers through integrated leadership-culture-well-being initiatives ultimately offers sustained school reform and improves student outcomes.

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