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Transformational Leadership and Perceived Organizational Support in Relation to Teachers' Multidimensional Well-Being in DepEd Davao del Sur Division: An Explanatory Sequential Mixed-Methods Study

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ABSTRACT

This study examined the relationships and predictive contributions of transformational leadership and perceived organizational support to teachers' multidimensional well-being in public secondary schools within the Department of Education Davao del Sur Division, Philippines. Employing an explanatory sequential mixed-methods design, the study surveyed 300 teachers selected through multistage stratified cluster sampling and conducted follow-up interviews with 15 participants. Adapted questionnaires measured transformational leadership, organizational support, and psychological, emotional, and professional/job-related well-being. Data were analyzed using descriptive statistics, Pearson's correlation, multiple linear regression, and framework-based qualitative analysis. Results revealed very high levels of transformational leadership (M = 4.598), organizational support (M = 4.443), and overall well-being (M = 4.466). Both transformational leadership ($r = .413$, $p < .001$) and organizational support ($r = .698$, $p < .001$) were significantly associated with well-being. The regression model explained 48.8% of the variance, with organizational support emerging as the only significant unique predictor ($\beta = .693$, $p < .001$). Qualitative findings highlighted fairness, recognition, empathetic leadership, and practical assistance alongside persistent workload pressures and resource limitations. The study concludes that consistent organizational support is particularly relevant to teachers' well-being. School administrators should strengthen equitable practices, provide practical assistance, and improve workload management. Geographic scope, self-reported data, and cross-sectional measurement limit generalizability and causal interpretation. The findings provide contextual evidence for institutional policies promoting teacher welfare, educational sustainability, and Sustainable Development Goals 3 (Good Health and Well-Being) and 4 (Quality Education).

Keywords: *Educational Sustainability, Explanatory Sequential Design, Multidimensional Well-Being, Perceived Organizational Support, Public Secondary Teachers, Transformational Leadership*

1. INTRODUCTION

Teachers' multidimensional well-being is essential to sustaining professional effectiveness and quality educational environments. However, increasing instructional responsibilities, administrative demands, limited resources, and workplace pressures may adversely affect teachers' psychological, emotional, and professional well-being. Recent studies emphasize that organizational conditions, professional relationships, and access to workplace resources influence teacher well-being, motivation, and occupational sustainability (Nwoko et al., 2023; Dreer, 2023; Zhou et al., 2024). School leadership and organizational support are particularly relevant in addressing these concerns. Transformational leadership encourages professional growth, collaboration, shared goals, and organizational improvement, while perceived organizational support reflects teachers' experiences of fairness, recognition, supervisory assistance, and institutional concern for their welfare (Heenan et al., 2023; Hsieh et al., 2022; Yu et al., 2024). In Philippine public schools, workload management and teachers' welfare have also received policy attention through Department of Education initiatives intended to reduce administrative burdens and rationalize teaching responsibilities (Department of Education, 2024a, 2024b). Despite existing research, further contextual evidence is necessary to understand the individual and combined relationships of transformational leadership and perceived organizational support with teachers' multidimensional well-being. Accordingly, this study employed an explanatory sequential mixed-methods approach to examine these relationships among public secondary school teachers in the DepEd Davao del Sur Division and explore the workplace experiences underlying the quantitative findings.

Research Problem

Teachers experience diverse occupational demands that may influence their psychological stability, emotional functioning, and professional satisfaction. Research demonstrates that excessive workloads, insufficient organizational resources, and unfavorable working conditions are associated with teacher stress, burnout, and reduced occupational well-being (Collie, 2023; Pan et al., 2023; Wang, 2024). Philippine evidence further identifies workload distribution, organizational assistance, and work-life balance as relevant considerations in protecting teachers' welfare and instructional effectiveness (Sanza & Asparin, 2025; Cachero et al., 2026). Transformational leadership has been associated with positive teacher outcomes, including psychological well-being, motivation, and supportive professional relationships (Nacaytuna, 2024; Zhou & Guo, 2024). Similarly, organizational support and supervisory assistance are associated with teacher engagement, workplace well-being, and reduced burnout (Uslukaya & Demirtaş, 2023; Yu et al., 2024). Nevertheless, the extent to which transformational leadership and perceived organizational support independently and simultaneously explain teachers' multidimensional well-being remains insufficiently established within the specific context of public secondary schools in the DepEd Davao del Sur Division. Addressing this contextual gap requires examining both statistical relationships and teachers' experiences of leadership practices, organizational assistance, workload demands, and workplace conditions.

Assumptions of the Study

The study was guided by the theoretical expectation that transformational leadership and perceived organizational support represent distinct but potentially related workplace resources associated with teachers' multidimensional well-being. Transformational leadership may provide encouragement, professional guidance, and collaborative opportunities, while organizational support may provide recognition, fair treatment, supervisory assistance, and practical resources (Heenan et al., 2023; Hsieh et al., 2022). Consistent with the Job Demands–Resources perspective, the study recognized that these resources may be associated with

positive well-being, while excessive workloads and other occupational pressures may constrain their perceived benefits (Bakker et al., 2023; Pan et al., 2023). These relationships were treated as empirical propositions requiring investigation rather than predetermined findings or causal assumptions.

Objectives of the Study

This study aimed to determine the relationship and predictive contribution of transformational leadership and perceived organizational support to teachers' multidimensional well-being in public secondary schools within the DepEd Davao del Sur Division. Specifically, it sought to assess transformational leadership in terms of clarity, collaboration, confidence building, and change management; determine perceived organizational support in terms of fairness, supervisor support, and organizational rewards; and examine teachers' psychological, emotional, and professional/job-related well-being. Furthermore, the study aimed to establish the significant relationships between the independent variables and teachers' well-being, evaluate their combined predictive contribution, and identify which variable provided a significant unique contribution. Through follow-up qualitative interviews, the study also sought to explore teachers' experiences and workplace conditions that could explain, contextualize, or qualify the quantitative findings.

Theoretical or Conceptual Basis

The study was primarily anchored in Conservation of Resources (COR) Theory, which explains how individuals seek to acquire, maintain, and protect resources necessary for managing stressful circumstances. Contemporary applications of this theory to educational settings highlight the relevance of personal, psychological, and workplace resources in understanding teachers' resilience and well-being (Liu, 2024). Transformational Leadership Theory provides a complementary perspective by explaining how leadership practices involving shared direction, professional encouragement, collaboration, and individualized consideration may support teachers. Recent systematic reviews have identified positive relationships between transformational school leadership and teacher-related outcomes, including occupational well-being and organizational culture (Heenan et al., 2023; Meidelina et al., 2023). Organizational Support Theory further explains how employees interpret institutional practices as indications that their contributions are valued and their welfare is considered. Within educational organizations, perceived support encompasses recognition, fairness, supervisor assistance, and resources that may contribute to favorable professional experiences (Hsieh et al., 2022; Yu et al., 2024). Additionally, the Job Demands–Resources (JD-R) Theory explains how workplace demands, including excessive responsibilities and time pressures, coexist with resources that support employee functioning, motivation, and well-being. Contemporary theoretical and empirical research demonstrates the importance of balancing occupational demands with adequate resources in educational workplaces (Bakker et al., 2023; Pan et al., 2023). Integrating these perspectives, the conceptual framework identifies transformational leadership and perceived organizational support as independent variables and teachers' multidimensional well-being as the dependent variable. The latter encompasses psychological, emotional, and professional/job-related dimensions. An explanatory sequential mixed-methods design was employed to examine quantitative associations and predictive contributions before using qualitative accounts to contextualize the statistical findings (Creswell & Plano Clark, 2025).

The study aligns primarily with Sustainable Development Goal 3 (Good Health and Well-Being) and Sustainable Development Goal 4 (Quality Education). Its relevance to SDG 3 concerns the promotion of teachers' psychological and emotional well-being through supportive leadership,

organizational assistance, and healthier workplace conditions. Research emphasizes the importance of protecting teachers from occupational stress and burnout through appropriate institutional support and well-being interventions (Beames et al., 2023; Nwoko et al., 2023). The study also supports SDG 4 by generating evidence that may inform school leadership development, teacher-support initiatives, and organizational practices intended to sustain favorable conditions for teaching and learning. Teacher well-being is associated with professional commitment, retention-related outcomes, and the quality of educational relationships (Dreer, 2023; Zhou et al., 2024). From a sustainability perspective, the research contributes to educational, institutional, and socio-economic sustainability by providing contextual evidence for strengthening teacher welfare, maintaining professional effectiveness, and informing school-level support policies. These contributions represent potential applications of the findings rather than directly measured sustainability outcomes.

2. METHODOLOGY

Research Design

The study utilized an explanatory sequential mixed-methods design, in which quantitative data were collected and analyzed before conducting qualitative interviews to explain and contextualize the statistical results (Creswell & Plano Clark, 2018). The quantitative phase examined the relationships and predictive contributions of transformational leadership and perceived organizational support to teachers' multidimensional well-being. The qualitative phase explored participants' experiences and workplace conditions to interpret significant, weak, or non-significant quantitative findings. Both sets of findings were subsequently integrated to provide a comprehensive understanding of the relationships among the study variables.

Research Locale or Study Setting

The study was conducted in public secondary schools within the DepEd Davao del Sur Division, Philippines. The division comprised approximately 1,700 permanent, full-time public secondary school teachers distributed across schools of varying sizes and classifications. These educational settings provided the context for examining teachers' perceptions of school leadership, organizational support, and multidimensional well-being.

Participants or Data Sources

The quantitative phase involved 300 permanent, full-time public secondary school teachers selected through multistage stratified cluster sampling (Creswell, 2013). Schools were grouped according to size or school type, with proportional representation considered during sampling (Johnson & Christensen, 2017). Schools were randomly selected within the identified clusters. The sample size was determined using Fowler's sampling error tables, considering a 95% confidence level and a 6% margin of error (Creswell, 2014). For the qualitative phase, 15 teachers were selected from the quantitative respondents through purposive convenience sampling based on their willingness to participate in follow-up interviews. The relatively small sample facilitated an in-depth examination of participants' experiences (Creswell, 2013). Participant selection also considered the connection between the quantitative and qualitative phases of the research (James et al., 2024).

Research Instruments or Materials

Three adapted questionnaires were employed to measure the study variables. The transformational leadership questionnaire, adapted from Ermita and Baysa (2025), comprised 25 items measuring clarity, collaboration, confidence building, and change management. The perceived organizational support questionnaire, adapted from Wowor and Dewi (2022),

contained nine items assessing fairness, supervisor support, and organizational rewards. The teachers' multidimensional well-being questionnaire, adapted from Belonio et al. (2026), consisted of 10 items measuring psychological, emotional, and professional/job-related well-being. Qualified experts evaluated the instruments for clarity, relevance, and alignment with the research objectives. Pilot testing was conducted among teachers with characteristics similar to those of the target respondents but who were excluded from the main study. The combined 44-item instrument yielded a Cronbach's alpha of .99, indicating high overall internal consistency. However, this result did not establish the reliability of individual questionnaires or subscales.

Data Gathering Procedure

Before data collection, the researchers obtained ethical clearance and the necessary permissions from the Graduate School, DepEd Davao del Sur Division, and participating schools. The questionnaires underwent expert validation and pilot testing, with necessary refinements incorporated before administration. After obtaining informed consent, the researchers administered the questionnaires to selected teachers and organized the responses for quantitative analysis. Subsequently, 15 selected respondents participated in follow-up interviews to provide additional explanations and contextual information regarding the survey findings. The quantitative and qualitative results were integrated during interpretation to identify convergent, complementary, and contrasting findings.

Data Analysis

Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS). Means and standard deviations described the levels of transformational leadership, perceived organizational support, and teachers' multidimensional well-being. Pearson's correlation coefficient determined the relationships between each independent variable and teachers' well-being, while multiple linear regression assessed their combined predictive contribution and individual statistical significance. The researchers also examined assumptions concerning linearity, residual normality, independence of errors, homoscedasticity, and multicollinearity. Qualitative interview transcripts were analyzed using the Framework Method (Gale et al., 2013). The researchers familiarized themselves with the transcripts, developed an analytical framework informed by the research questions and quantitative findings, coded responses, and organized relevant statements into a participant-by-theme matrix. Recurring patterns, differences, and contrasting experiences were examined to refine the emerging interpretations. Findings from both phases were integrated to explain the statistical relationships and provide contextual understanding of teachers' leadership experiences, organizational support, and workplace demands without establishing causal relationships.

Ethical Consideration

The study adhered to established ethical research standards. Ethical clearance and institutional permissions were obtained before data collection. Participation was voluntary, and respondents received information regarding the study's objectives, procedures, confidentiality measures, and their right to decline or withdraw without penalty. Informed consent was obtained from all participants. Participant identities were protected through the removal of identifying information from research reports. Digital records were stored in password-protected storage, while physical documents were secured in locked facilities accessible only to the researchers. Research records were to be retained for five years or according to institutional policy before secure disposal. Interview recordings were deleted following transcription, verification, and anonymization in accordance with the approved protocol. Qualitative trustworthiness was addressed through credibility, dependability, confirmability, and transferability. These were

supported by appropriate participant selection, accurate transcription, member checking when appropriate, documented analytical procedures, reflexive notes, an audit trail, and contextual descriptions that preserved participant confidentiality.

3. RESULTS AND DISCUSSION

3.1 Levels of Transformational Leadership, Organizational Support, and Teachers' Well-Being

3.1.1 Level of Transformational Leadership

Transformational leadership was rated very high overall (M = 4.598, SD = 0.441). Clarity obtained the highest mean (M = 4.711, SD = 0.937), followed by confidence building (M = 4.579, SD = 0.507), collaboration (M = 4.572, SD = 0.436), and change management (M = 4.530, SD = 0.441). These findings indicate that teachers generally perceived their school heads as providing clear direction, encouraging collaboration, and strengthening professional confidence. Although change management received the lowest rating, it remained within the very high category. The findings suggest that clear communication, professional encouragement, and collaborative leadership are valued aspects of school administration. However, the relatively lower rating for change management indicates a potential area for continued leadership development. This interpretation is consistent with Heenan et al. (2023), who identified positive relationships between transformational school leadership and organizational outcomes. Similarly, Caharian and Cabanlit (2024) emphasized its relevance to teacher commitment, while Meyer et al. (2023) highlighted leadership practices supporting collaboration and organizational change. Thien and Liu (2024) further demonstrated the relevance of teacher leadership and psychological need satisfaction to teacher well-being.

3.1.2 Level of Perceived Organizational Support

Perceived organizational support was rated very high overall (M = 4.443, SD = 0.485). Organizational rewards obtained the highest mean (M = 4.464, SD = 0.540), followed by fairness (M = 4.445, SD = 0.568) and supervisor support (M = 4.420, SD = 0.559). The findings indicate that teachers generally felt recognized, fairly treated, and supported by their organizations. Supervisor support received the lowest rating, although it remained within the very high category. These results emphasize the importance of institutional recognition, fair treatment, and accessible supervisory assistance in maintaining favorable workplace experiences. Wang (2024) identified organizational support as relevant to teachers' psychological well-being, while Uslukaya and Demirtaş (2023) associated supervisor support with work engagement and burnout. Prysmakova and Lallatin (2023) also identified favorable relationships between perceived organizational support and employee well-being in public and nonprofit organizations. Collectively, these studies support the importance of consistent organizational practices that communicate institutional concern for employees.

3.1.3 Level of Teachers' Multidimensional Well-Being

Teachers reported very high overall multidimensional well-being (M = 4.466, SD = 0.456). Emotional well-being obtained the highest mean (M = 4.490, SD = 0.456), followed by professional/job-related well-being (M = 4.474, SD = 0.569) and psychological well-being (M = 4.435, SD = 0.602). These findings reflect generally positive perceptions across the three dimensions. However, psychological well-being received the lowest mean, and the high overall rating does not indicate that all teachers experienced equally favorable conditions. The findings highlight the importance of maintaining institutional practices that support teachers' emotional stability, psychological functioning, and professional satisfaction. Dreer (2023) associated teacher well-being with favorable professional outcomes, while Nwoko et al. (2023) identified

working conditions, professional relationships, and personal capabilities as important influences. Beames et al. (2023) likewise demonstrated the potential benefits of teacher well-being interventions. The broader evidence synthesized by Zhou et al. (2024) reinforces the multidimensional nature of teacher well-being and its association with occupational resources and demands.

3.2 Relationships and Predictive Contributions of the Study Variables

3.2.1 Relationships Between Transformational Leadership, Organizational Support, and Well-Being

Pearson's correlation analysis revealed a statistically significant positive relationship between transformational leadership and teachers' multidimensional well-being ($r = .413$, $p < .001$). Perceived organizational support also demonstrated a significant positive relationship with well-being ($r = .698$, $p < .001$). The association was stronger for perceived organizational support, indicating that teachers who reported greater organizational support also tended to report higher levels of well-being. These findings are consistent with Nacaytuna (2024) and Zhou and Guo (2024), who identified positive relationships between transformational leadership and teachers' psychological well-being. Wang (2024) and Yu et al. (2024) similarly emphasized organizational support in relation to teacher well-being. Recent evidence from Chen and Yin (2025) also associates school leadership, workload stress, and autonomy support with teachers' well-being. Nevertheless, the present correlations establish statistical associations rather than causal effects.

3.2.2 Predictive Contributions of Transformational Leadership and Perceived Organizational Support

Multiple regression analysis indicated that transformational leadership and perceived organizational support jointly explained 48.8% of the variance in teachers' multidimensional well-being ($R = .698$, $R^2 = .488$, adjusted $R^2 = .484$). The regression model was statistically significant, $F(2, 296) = 140.9$, $p < .001$. Perceived organizational support emerged as the only significant unique predictor ($B = 0.652$, $SE = 0.048$, $\beta = .693$, $t = 13.543$, $p < .001$). Transformational leadership did not demonstrate a statistically significant unique contribution ($B = 0.009$, $SE = 0.053$, $\beta = .009$, $t = 0.177$, $p = .859$). The findings suggest that perceived organizational support provided substantial unique predictive information about teachers' well-being when both variables were considered simultaneously. The non-significant unique contribution of transformational leadership does not negate its positive bivariate relationship with well-being. Wang (2024) and Yu et al. (2024) emphasized organizational resources in understanding teacher well-being, while Sebullen and Jimenez (2024) demonstrated the relevance of administrative support to leadership and teacher satisfaction. Turan and Kilicoglu (2026) likewise identified organizational support and justice as significant predictors of teacher well-being. These findings support attention to consistent institutional support while acknowledging that the present regression model cannot establish causation.

3.3 Teachers' Experiences of Leadership and Organizational Support

3.3.1 Relational Support and Empathetic Leadership

Interviews with 15 teachers revealed that supportive relationships with school heads were important aspects of their workplace experiences. Participants valued leaders who listened attentively, communicated clearly, demonstrated empathy, provided constructive feedback, and remained approachable. Teachers associated these interactions with reduced stress, increased confidence, motivation, and greater emotional comfort. Illustrative accounts from R1–R3 emphasized the importance of being heard without immediate judgment and receiving

guidance without discouragement. These experiences suggest that supportive leadership becomes meaningful through everyday interactions that promote trust and psychological safety. Chuenwatthana and Sirisooksilp (2024) identified a positive relationship between empathic leadership and teacher well-being. Haw et al. (2024) similarly demonstrated the importance of perceived relatedness-support in school leadership, while Ha et al. (2025) emphasized administrative support and teacher autonomy in relation to job satisfaction and burnout. These studies provide relevant context for understanding why teachers valued supportive leadership even when its unique contribution in the regression model was not significant.

3.3.2 Fairness, Recognition, Trust, and Organizational Belonging

Participants consistently identified fairness, recognition, equal opportunities, consultation, and participation in decision-making as important indicators of organizational support. Teachers explained that acknowledgment of their contributions, including simple expressions of appreciation, strengthened their sense of professional value and belonging. They also emphasized that unequal treatment, favoritism, and inconsistent communication could weaken trust. Illustrative statements from R2 and R3 highlighted the importance of recognition and consultation in school decisions. These findings indicate that organizational support involves both interpersonal recognition and institutional fairness. Guo et al. (2026) examined organizational support in relation to teacher professional recognition, while Turan and Kilicoglu (2026) established the relevance of organizational justice to teacher well-being. Li et al. (2025) also identified trust in school leaders and organizational justice as relevant factors, while Hsieh et al. (2022) examined organizational support in relation to teacher engagement. Collectively, these studies support the interpretation that consistent and participatory organizational practices may strengthen teachers' sense of inclusion and institutional support.

3.3.3 Timely and Individualized Leadership Assistance

Teachers described situations in which school heads provided direct assistance by adjusting deadlines, prioritizing responsibilities, offering mentoring, supplying instructional resources, or accommodating personal and family concerns. These forms of assistance helped participants manage immediate demands and complete their responsibilities. However, the interviews also indicated that such assistance was sometimes situational and did not necessarily eliminate continuing workplace pressures. Accounts from R2, R3, and R11 illustrated the value of responsive, problem-focused support. The findings suggest that leadership assistance is particularly meaningful when it addresses teachers' practical needs rather than relying exclusively on encouragement. Uslukaya and Demirtaş (2023) associated supervisor support with favorable engagement and burnout outcomes, while Wang (2024) emphasized organizational support and workload in relation to psychological well-being. Accordingly, the interview accounts reinforce the importance of accessible guidance, resource provision, and reasonable workplace adjustments, although they do not establish the effects of individual interventions.

3.4 Workplace Conditions Affecting Teachers' Well-Being

3.4.1 Workload Pressure and Administrative Demands

Participants repeatedly identified excessive paperwork, overlapping deadlines, additional school programs, urgent reports, curriculum changes, and requirements from higher offices as sources of occupational stress. Teachers explained that simultaneous responsibilities sometimes produced exhaustion despite supportive school leadership. Some also described personal, family, health, and financial concerns that contributed to their overall stress. Illustrative accounts from R1, R3, and R5 emphasized that favorable leadership experiences did

not always eliminate pressure from demanding workloads. These findings indicate that teachers' well-being is associated with working conditions beyond individual leadership practices. Collie (2023) identified job demands and resources as relevant to teacher well-being, while Pan et al. (2023) examined the importance of workload and professional autonomy. Creagh et al. (2025) further documented the consequences of workload intensification and time pressure among teachers and school leaders. The meta-analysis conducted by Zhou et al. (2024) also identified occupational factors associated with teacher well-being. These studies support the need to consider systemic workload conditions alongside supportive leadership.

3.4.2 Resource Adequacy and Practical Organizational Support

Teachers emphasized the importance of sufficient instructional materials, available personnel, technical assistance, mentoring, standardized templates, and direct administrative help. Participants reported that access to these resources made school responsibilities more manageable, particularly during demanding activities. Conversely, inadequate materials and personnel contributed to workplace difficulties even when school heads were perceived positively. Responses from R13–R15 illustrated the practical importance of resource availability in accomplishing assigned tasks. These findings suggest that organizational support is more meaningful when accompanied by the resources necessary to accomplish professional responsibilities. Wang (2024) demonstrated the relevance of organizational support and workload to teachers' psychological well-being, while Uslukaya and Demirtaş (2023) emphasized supervisory support as a workplace resource. Related evidence from Pan et al. (2023) further supports the importance of balancing job demands with appropriate resources. These studies provide context for participants' emphasis on practical assistance rather than encouragement alone.

3.4.3 Recovery Opportunities and Work-Life Balance

Participants described reasonable deadlines, flexible working arrangements, respect for personal time, recovery periods, and wellness activities as important conditions for maintaining well-being. Teachers appreciated opportunities to rest after demanding activities and institutional consideration during personal emergencies. Illustrative accounts included rest following competitions and training, wellness activities, and temporary work adjustments. Responses from R8, R10, and R11 demonstrated how recovery-supportive arrangements were experienced as helpful in managing emotional and professional demands. These findings emphasize that well-being involves opportunities for recovery in addition to positive workplace relationships. Sanza and Asparin (2025) examined organizational support and work-life balance in relation to teacher burnout, while Ha et al. (2025) highlighted teacher autonomy and administrative support in relation to occupational outcomes. Creagh et al. (2025) likewise emphasized the consequences of workload intensification and time constraints. These studies reinforce the importance of reasonable workloads, recovery opportunities, and organizational consideration for teachers' personal responsibilities.

3.5 Integration of Quantitative and Qualitative Findings

3.5.1 Leadership, Organizational Support, and Multidimensional Well-Being

Integration of the findings revealed that teachers' positive perceptions of leadership were reflected in interview accounts emphasizing empathy, approachability, communication, and constructive guidance. However, teachers also described persistent workloads and external demands despite favorable leadership experiences. Similarly, the stronger relationship between organizational support and well-being was contextualized by accounts of fairness, recognition, institutional resources, and practical assistance. Although overall well-being was very high,

some participants continued to report stress associated with overlapping responsibilities and inadequate resources. The integrated findings suggest that supportive leadership and organizational practices coexist with broader workplace conditions that may influence teachers' well-being. These observations are consistent with contemporary applications of the Job Demands–Resources perspective, which emphasize the importance of balancing occupational demands with available resources (Bakker et al., 2023; Pan et al., 2023). The qualitative accounts help interpret the stronger statistical contribution of perceived organizational support without establishing why transformational leadership was not a significant unique predictor. Overall, the findings indicate the importance of consistent organizational support, fair workplace practices, adequate resources, and manageable demands in sustaining teachers' multidimensional well-being.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that transformational leadership and perceived organizational support are positively associated with teachers' multidimensional well-being in public secondary schools within the DepEd Davao del Sur Division. Teachers reported very high levels of transformational leadership, organizational support, and psychological, emotional, and professional/job-related well-being. Although both independent variables demonstrated significant positive relationships with well-being, perceived organizational support emerged as the only statistically significant unique predictor when both variables were examined simultaneously. This finding emphasizes the importance of consistent institutional support alongside favorable leadership practices. Qualitative findings further revealed that fairness, recognition, empathetic leadership, practical assistance, and supportive relationships contributed to teachers' positive workplace experiences, while excessive workloads, limited resources, and overlapping responsibilities remained sources of stress. Collectively, the findings suggest that sustaining teachers' well-being requires not only effective school leadership but also responsive organizational practices and manageable working conditions, without establishing causal relationships.

School heads and DepEd division administrators should prioritize strengthening organizational support through equitable treatment, transparent decision-making, recognition of teachers' contributions, and accessible supervisory assistance. School administrators should promote open communication, active listening, constructive feedback, and meaningful teacher participation in institutional decisions. To address persistent occupational pressures, division and school leaders should review workload distribution, coordinate reporting deadlines, minimize unnecessary administrative responsibilities, and provide adequate instructional materials, technical assistance, and mentoring. Reasonable timelines, appropriate recovery periods, wellness activities, and consideration of teachers' personal responsibilities should also be incorporated into workplace practices where institutional policies permit. Regular confidential consultations and systematic monitoring of teacher well-being may help identify emerging concerns and evaluate existing support measures. Future researchers should examine additional predictors, including workload, organizational justice, resource adequacy, and work-life balance, using broader educational settings and longitudinal approaches to strengthen understanding of these relationships.

The study was limited to public secondary school teachers in the DepEd Davao del Sur Division, restricting the transferability of findings to other educational settings. Self-reported questionnaires may have been influenced by participants' perceptions and response tendencies, while the qualitative findings reflected the experiences of only 15 selected teachers. Data collected during a single period did not establish changes over time or causal relationships.

Furthermore, workload, organizational justice, resource adequacy, and work-life balance were not comprehensively examined as quantitative predictors. Future studies involving broader samples, additional variables, multiple data sources, and longitudinal designs may address these limitations and strengthen the evidence.

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