



## PILOT STUDY ON SCHOOL LEADERSHIP IN PROMOTING MORAL, EMOTIONAL, AND SOCIAL WELL-BEING OF SECONDARY SCHOOL TEACHERS IN JAMSHEDPUR

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### Abstract

The well-being of teachers is a crucial factor influencing the effectiveness of educational institutions and the quality of teaching-learning processes. School leadership plays a significant role in shaping teachers' professional experiences, values, emotions, and interpersonal relationships. The present pilot study examines the role of school leadership in promoting the moral, emotional, and social well-being of secondary school teachers in Jamshedpur. The study aims to assess teachers' perceptions of school leadership, evaluate their levels of moral, emotional, and social well-being, and explore the relationship between leadership practices and these dimensions of well-being. A descriptive survey method was employed, and data were collected from a sample of secondary school teachers using standardized and self-developed questionnaires based on a five-point Likert scale. Descriptive statistics such as mean and standard deviation, along with Pearson's Product Moment Correlation, were used for data analysis. The findings reveal that teachers generally perceived school leadership as supportive and ethical. Moderate to strong positive relationships were found between school leadership and teachers' moral, emotional, and social well-being. The results indicate that leadership practices characterized by ethical conduct, emotional support, effective communication, and participatory decision-making contribute significantly to enhancing teachers' overall well-being. The pilot study also confirms the feasibility and reliability of the research tools, establishing their suitability for larger-scale research. The study highlights the importance of leadership development programs that emphasize humanistic and ethical dimensions of school administration to foster a positive and supportive school environment.

**Keywords:** School Leadership, Moral Well-Being, Emotional Well-Being, Social Well-Being, Secondary School Teachers

## 1. Introduction

School leadership plays a pivotal role in shaping not only students' learning outcomes but also teachers' professional satisfaction and overall well-being. In contemporary educational settings, teachers face increasing academic demands, administrative pressures, accountability measures, and emotional challenges. These pressures often affect teachers' moral commitment, emotional stability, and social relationships within the school environment. As a result, the role of school leadership has expanded beyond administrative management to include fostering a supportive, ethical, and emotionally healthy work culture.

Moral well-being refers to teachers' sense of values, integrity, fairness, and professional ethics in the workplace. Emotional well-being involves feelings of motivation, confidence, job satisfaction, and freedom from stress or burnout. Social well-being relates to positive interpersonal relationships, collaboration, mutual respect, and a sense of belonging within the school community. Effective school leadership can significantly influence all these dimensions by promoting trust, shared decision-making, recognition, and professional support.

In Indian secondary schools, particularly in urban-industrial regions like Jamshedpur, teachers operate in diverse socio-economic and institutional contexts. Despite the importance of leadership, limited empirical research has examined how school leadership contributes to teachers' moral, emotional, and social well-being at the secondary school level. The present pilot study attempts to explore this relationship and assess the feasibility of research tools for a larger investigation.

## 2 Review of Related Literature

A review of related literature provides a theoretical foundation and identifies gaps relevant to the present study.

- 1) Burns (1978) introduced the concept of **transformational leadership**, emphasizing the moral and ethical dimensions of leadership rather than mere administrative control. According to Burns, transformational leaders inspire followers by appealing to shared values, trust, and a collective sense of purpose. Such leaders elevate the moral standards of both leaders and followers, creating a work environment rooted in integrity, fairness, and mutual respect. Burns argued that when leaders demonstrate ethical conduct and moral commitment, they strengthen organizational well-being by fostering loyalty, motivation, and a sense of meaning among employees. In educational institutions, this form of leadership is particularly significant as it shapes teachers' moral outlook, professional identity, and commitment to institutional goals.
- 2) Building upon Burns' work, Bass (1990) further developed transformational leadership theory by identifying key leadership behaviours such as inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence. Bass emphasized the emotional aspect of leadership, highlighting the leader's role in motivating

and emotionally supporting followers. His studies revealed that leaders who recognize individual needs, provide encouragement, and create a supportive climate positively influence employees' job satisfaction, emotional stability, and overall well-being. In school settings, such leadership practices help teachers manage stress, maintain enthusiasm for teaching, and develop a positive emotional connection with their profession.

- 3) Leithwood and Jantzi (2005) focused specifically on **school leadership** and its impact on teachers. Their research emphasized that effective school leadership significantly influences teachers' commitment, motivation, and emotional well-being. By fostering trust, collaboration, and professional respect, school leaders create a supportive environment that enhances teachers' sense of belonging and professional confidence. Their findings suggest that leadership indirectly affects student outcomes by first improving teachers' emotional and professional conditions.
- 4) Day et al. (2006) highlighted the importance of **emotional intelligence** in school leadership. Their study reported that principals who demonstrate empathy, emotional awareness, and supportive leadership behaviors are more successful in reducing teacher stress and preventing burnout. Such leaders promote emotional resilience among teachers by providing encouragement, understanding personal challenges, and creating a caring school climate. Emotional support from leaders was found to be crucial in sustaining teachers' long-term commitment and effectiveness.
- 5) In the Indian context, Singh and Sharma (2017) examined the impact of leadership styles on teachers' morale and professional satisfaction. Their study revealed that ethical and democratic leadership practices—such as shared decision-making, fairness, and transparency—positively influence teachers' motivation and morale. Similarly, Verma (2019) reported that principals who encourage open communication, participation, and collaboration enhance teachers' social relationships and workplace harmony. These studies highlight the relevance of supportive and ethical leadership in promoting teachers' moral, emotional, and social well-being within Indian secondary schools.

Despite these findings, limited research has focused on the combined moral, emotional, and social well-being of teachers in relation to school leadership, particularly in Jamshedpur. The present pilot study seeks to bridge this gap.

### **Statement of the Problem**

Teachers' moral, emotional, and social well-being is essential for effective teaching and a positive school climate. School leadership plays a crucial role in shaping teachers' professional experiences; however, limited empirical studies have examined how leadership influences teachers' well-being at the secondary school level in Jamshedpur. Therefore, the present pilot study seeks to investigate the role of school leadership in promoting the moral, emotional, and social well-being of secondary school teachers in Jamshedpur. PILOT STUDY ON SCHOOL

## LEADERSHIP IN PROMOTING MORAL, EMOTIONAL, AND SOCIAL WELL-BEING OF SECONDARY SCHOOL TEACHERS IN JAMSHEDPUR

### 3. Need and Significance of the Study

Teachers' well-being is directly linked to instructional quality, classroom climate, student achievement, and institutional effectiveness. Teachers who feel morally valued, emotionally supported, and socially connected are more committed to their profession and display higher levels of motivation and performance.

School leaders—principals, headmasters, and administrators—play a decisive role in shaping school culture. Leadership practices such as ethical decision-making, empathetic communication, participatory leadership, and supportive supervision can create a positive work environment. Conversely, authoritarian leadership and lack of emotional support may lead to stress, burnout, and professional dissatisfaction among teachers.

In Jamshedpur, secondary schools function under government, private, and aided managements, each presenting unique leadership challenges. Understanding how leadership influences teachers' well-being in this local context is essential for improving institutional functioning and teacher retention. Since limited localized studies are available, a pilot study is necessary to test research instruments, identify trends, and provide preliminary insights.

### 4. Objectives of the Study

The present pilot study was conducted with the following objectives:

- i. To study teachers' perception of school leadership in secondary schools of Jamshedpur.
- ii. To assess the level of moral well-being of secondary school teachers.
- iii. To examine the emotional well-being of secondary school teachers.
- iv. To study the social well-being of secondary school teachers.
- v. To determine the relationship between school leadership and teachers' moral well-being.
- vi. To examine the relationship between school leadership and teachers' emotional well-being.
- vii. To study the relationship between school leadership and teachers' social well-being.
- viii. To test the feasibility and reliability of the research tools used in the study.

### 5. Hypotheses of the Study

The following null hypotheses were formulated:

Ho-1: There is no significant relationship between school leadership and teachers' moral well-being.

Ho-2: There is no significant relationship between school leadership and teachers' emotional well-being.

Ho-3: There is no significant relationship between school leadership and teachers' social well-being.

Ho-4: There is no significant overall influence of school leadership on teachers' moral, emotional, and social well-being.

### 6. Operational Definitions of Key Terms

1. **School Leadership:** The practices, behaviours, and administrative strategies adopted by school heads to guide, support, and influence teachers and the school environment.
2. **Moral Well-Being:** Teachers' sense of ethical values, fairness, respect, and professional integrity within the school.
3. **Emotional Well-Being:** Teachers' emotional stability, job satisfaction, motivation, and freedom from excessive stress.
4. **Social Well-Being:** Teachers' interpersonal relationships, collaboration, communication, and sense of belonging in the school.
5. **Secondary School Teachers:** Teachers teaching classes IX and X in secondary schools of Jamshedpur.

## 7. Methodology

### 7.1 Research Design

The study adopted a **descriptive survey method**, suitable for studying perceptions, attitudes, and relationships among variables.

### 7.2 Sample

The sample consisted of **30 secondary school teachers** selected through convenient sampling from government and private secondary schools in Jamshedpur.

### 7.3 Tools Used

1. School Leadership Perception Questionnaire (self-developed)
2. Teachers' Moral Well-Being Scale
3. Teachers' Emotional Well-Being Scale
4. Teachers' Social Well-Being Scale

All tools used a five-point Likert scale.

### 7.4 Statistical Techniques

Mean, Standard Deviation, and Pearson's Product Moment Correlation were used for data analysis.

## 8. Analysis and Interpretation of Collected Data

The data collected from secondary school teachers of Jamshedpur were analysed using descriptive and correlational statistical techniques. Mean and Standard Deviation were used to study the levels of school leadership and teachers' moral, emotional, and social well-being, while Pearson's Product Moment Correlation was employed to examine the relationships between school leadership and different dimensions of teachers' well-being. The analysis is presented objective-wise, followed by interpretation in relation to the formulated hypotheses.

### 8.1 School Leadership

**Table 8.1: Descriptive Statistics of School Leadership**

Variable	Mean	Standard Deviation
School Leadership	74.20	7.65

**Analysis:**

The mean score of 74.20 indicates that teachers perceived school leadership at a moderate to high level. This suggests that school heads in the sampled secondary schools generally demonstrate supportive leadership behaviors such as ethical decision-making, open communication, encouragement of teamwork, and approachability. The standard deviation of 7.65 indicates moderate variability in teachers' responses, reflecting differences in leadership practices across schools.

**Interpretation:**

Based on Objective 1, it can be interpreted that teachers hold a largely positive perception of school leadership in secondary schools of Jamshedpur. Effective leadership practices appear to create a sense of trust and confidence among teachers, which is essential for promoting a healthy professional environment.

**8.2 Moral Well-Being of Teachers****Table 8.2: Descriptive Statistics of Moral Well-Being**

Variable	Mean	Standard Deviation
Moral Well-Being	71.80	8.10

**Analysis:**

The mean score of 71.80 reflects a positive level of moral well-being among teachers. This indicates that teachers generally feel respected, treated fairly, and able to uphold professional ethics within their schools. The standard deviation of 8.10 shows a reasonable spread of scores, suggesting that while most teachers experience moral satisfaction, a few may feel challenged in terms of ethical climate or professional recognition.

**Interpretation:**

In relation to Objective 2, the findings suggest that school environments in Jamshedpur are moderately supportive of teachers' moral values. Leadership practices that emphasize transparency, justice, and professional dignity appear to strengthen teachers' moral commitment. This finding provides a foundation for examining the relationship between leadership and moral well-being.

**8.3 Emotional Well-Being of Teachers****Table 8.3: Descriptive Statistics of Emotional Well-Being**

Variable	Mean	Standard Deviation
Emotional Well-Being	69.50	8.75

**Analysis:**

The mean score of 69.50 indicates a moderate level of emotional well-being among teachers. This suggests that teachers experience a fair degree of job satisfaction, motivation, and emotional stability, though not at a very high level. The relatively higher standard deviation of 8.75 reflects

noticeable differences in emotional experiences, possibly due to workload, administrative pressure, or lack of emotional support in certain schools.

**Interpretation:**

With reference to Objective 3, the findings indicate that while teachers are not emotionally distressed, there is scope for improvement through supportive leadership practices such as counseling, appreciation, and stress-management strategies. School leaders play a crucial role in addressing emotional challenges faced by teachers.

**8.4 Social Well-Being of Teachers**

**Table 8.4: Descriptive Statistics of Social Well-Being**

Variable	Mean	Standard Deviation
Social Well-Being	72.10	7.90

**Analysis:**

The mean score of 72.10 suggests that teachers enjoy a positive level of social well-being. This reflects healthy interpersonal relationships, collaboration, mutual respect, and a sense of belonging within the school community. The standard deviation of 7.90 indicates moderate variation, implying that most teachers experience supportive collegial interactions.

**Interpretation:**

In accordance with Objective 4, the results reveal that schools generally provide a socially supportive environment. Leadership practices that promote teamwork, shared decision-making, and open dialogue contribute significantly to teachers' social well-being.

**8.5 Relationship between School Leadership and Teachers' Well-Being**

**Table 8.5: Correlation between School Leadership and Teachers' Well-Being**

Variables	Correlation (r)
Leadership & Moral Well-Being	0.62
Leadership & Emotional Well-Being	0.65
Leadership & Social Well-Being	0.68

**Analysis:**

The correlation coefficient of 0.62 between school leadership and moral well-being indicates a moderate positive relationship. This suggests that as the quality of leadership improves, teachers' moral satisfaction and ethical commitment also increase. Similarly, the correlation of 0.65 between leadership and emotional well-being reflects a moderate positive association, indicating that supportive leadership contributes to reduced stress, higher motivation, and emotional stability among teachers. The highest correlation (0.68) was observed between leadership and social well-being, suggesting that leadership practices strongly influence teachers' social interactions, collaboration, and sense of belonging.

**Interpretation:**

Based on Objectives 5, 6, and 7, these findings clearly indicate that school leadership significantly influences teachers' moral, emotional, and social well-being. Therefore, the null hypotheses Ho-1, Ho-2, and Ho-3 are rejected. The results confirm that effective school leadership plays a vital role in enhancing teachers' overall well-being. Consequently, Ho-4 is also rejected, as leadership demonstrates a significant overall influence on teachers' well-being.

**Hypotheses Testing with Numerical Data, Analysis and Interpretation**

In order to examine the influence of school leadership on teachers' moral, emotional, and social well-being, the following null hypotheses were tested using Pearson's Product Moment Correlation. The obtained correlation values were interpreted in relation to the objectives of the study.

**Ho-1: There is no significant relationship between school leadership and teachers' moral well-being**

**Table 8.6: Relationship between School Leadership and Moral Well-Being**

Variables	Mean (Leadership)	Mean (Moral Well-Being)	Correlation (r)
School Leadership & Moral Well-Being	74.20	71.80	0.62

**Analysis:**

The correlation coefficient obtained between school leadership and teachers' moral well-being is **0.62**, which indicates a moderate positive relationship. This suggests that better leadership practices such as ethical decision-making, fairness, and transparency are associated with higher levels of moral satisfaction among teachers.

**Interpretation:**

Since a meaningful positive correlation exists, the null hypothesis **Ho-1 is rejected**. It can be concluded that school leadership has a significant relationship with teachers' moral well-being. Effective leadership enhances teachers' sense of professional ethics, dignity, and moral commitment.

**Ho-2: There is no significant relationship between school leadership and teachers' emotional well-being**

**Table 8.7: Relationship between School Leadership and Emotional Well-Being**

Variables	Mean (Leadership)	Mean (Emotional Well-Being)	Correlation (r)
School Leadership & Emotional Well-Being	74.20	69.50	0.65

**Analysis:**

The obtained correlation value of **0.65** indicates a moderate positive relationship between school

leadership and teachers' emotional well-being. This reflects that supportive leadership behaviours such as encouragement, recognition, and empathetic communication contribute to reduced stress and improved emotional stability among teachers.

#### Interpretation:

As the correlation is positive and substantial, the null hypothesis **Ho-2 is rejected**. The findings suggest that school leadership significantly influences teachers' emotional well-being by promoting job satisfaction, motivation, and emotional security.

#### Ho-3: There is no significant relationship between school leadership and teachers' social well-being

**Table 8.8: Relationship between School Leadership and Social Well-Being**

Variables	Mean (Leadership)	Mean (Social Well-Being)	Correlation (r)
School Leadership & Social Well-Being	74.20	72.10	0.68

#### Analysis:

The correlation coefficient of **0.68** indicates a strong positive relationship between school leadership and teachers' social well-being. This suggests that leadership practices encouraging collaboration, shared decision-making, and open communication significantly enhance teachers' interpersonal relationships and sense of belonging.

#### Interpretation:

Since a strong positive relationship exists, the null hypothesis **Ho-3 is rejected**. It can be concluded that effective school leadership plays a crucial role in promoting teachers' social well-being within the school environment.

#### Ho-4: There is no significant overall influence of school leadership on teachers' moral, emotional, and social well-being

**Table 8.9: Overall Influence of School Leadership on Teachers' Well-Being**

Well-Being Dimensions	Correlation with Leadership
Moral Well-Being	0.62
Emotional Well-Being	0.65
Social Well-Being	0.68
<b>Average Correlation</b>	<b>0.65</b>

#### Analysis:

The average correlation value of **0.65** indicates an overall moderate to strong positive influence of school leadership on teachers' moral, emotional, and social well-being. The consistency of positive relationships across all dimensions highlights the comprehensive impact of leadership on teachers' professional and personal well-being.

**Interpretation:**

As the overall influence of school leadership is statistically meaningful, the null hypothesis **Ho-4 is rejected**. It can be inferred that school leadership significantly influences teachers' holistic well-being. Supportive and ethical leadership practices contribute to a healthy school climate, enhancing teachers' moral values, emotional stability, and social relationships.

**Overall Conclusion of Hypotheses Testing:** The hypotheses testing clearly establishes that school leadership has a significant and positive relationship with teachers' moral, emotional, and social well-being. All null hypotheses formulated for the present pilot study are rejected, thereby confirming the crucial role of effective school leadership in promoting teachers' overall well-being in secondary schools of Jamshedpur.

**8.6 Feasibility and Reliability of Research Tools**

To fulfil **Objective 8**, the feasibility and reliability of the research tools used in the pilot study were examined. The tools included questionnaires on school leadership and teachers' moral, emotional, and social well-being. The findings related to feasibility and reliability are presented below in tabular form, followed by analysis and interpretation.

*Table 8.10: Feasibility and Reliability of Research Tools*

Research Tool	Number of Items	Nature of Scale	Ease of Administration	Clarity of Items	Reliability Indicator
School Leadership Questionnaire	20	5-point Likert Scale	High	Clear and understandable	Satisfactory
Moral Well-Being Scale	15	5-point Likert Scale	High	Simple and relevant	Satisfactory
Emotional Well-Being Scale	15	5-point Likert Scale	High	Clear and age-appropriate	Satisfactory
Social Well-Being Scale	15	5-point Likert Scale	High	Clear and context-based	Satisfactory

**Analysis**

The table indicates that all research tools used in the pilot study were easy to administer and well-received by the respondents. Teachers were able to understand the questionnaire items without requiring additional clarification, indicating high feasibility. The consistent pattern of responses across items and dimensions suggests internal consistency and acceptable reliability

of the tools. Furthermore, the emergence of meaningful statistical relationships among variables supports the functional reliability of the instruments.

### **Interpretation**

Based on the analysis, it can be interpreted that the research tools are suitable for measuring school leadership and teachers' moral, emotional, and social well-being. The clarity of items and ease of administration ensured accurate data collection, while the consistency in responses confirms the reliability of the instruments. Therefore, the tools are appropriate for use in a larger-scale study, successfully fulfilling the final objective of the present pilot study.

### **Overall Interpretation:**

The analysis clearly demonstrates that positive school leadership is closely associated with higher levels of moral, emotional, and social well-being among secondary school teachers in Jamshedpur. The findings strongly support the role of ethical, supportive, and collaborative leadership in creating a healthy school environment and validate the assumptions underlying the present pilot study.

### **9. Major Findings**

- School leadership positively influences teachers' moral, emotional, and social well-being.
- Teachers perceived ethical leadership as crucial for professional integrity.
- Emotional support from school leaders reduced stress and increased job satisfaction.
- Positive leadership promoted healthy social relationships among teachers.

### **10. Educational Implications**

- School leaders should adopt ethical, empathetic, and participatory leadership styles.
- Emotional support mechanisms such as counselling and mentoring should be strengthened.
- Collaborative school culture should be encouraged to enhance social well-being.

### **11. Limitations of the Study**

- Small sample size due to pilot nature.
- Limited to secondary schools in Jamshedpur.
- Self-reported data may involve subjective bias.

### **12. Suggestions for Further Research**

- Conduct large-scale studies with diverse samples.
- Include qualitative methods such as interviews.
- Study the impact of leadership training on teacher well-being.

### **Conclusion**

The present pilot study concludes that school leadership plays a crucial and multifaceted role in promoting the moral, emotional, and social well-being of secondary school teachers in Jamshedpur. The findings clearly indicate that teachers who perceive their school leaders as supportive, ethical, and participatory tend to experience higher levels of professional integrity, emotional stability, and positive social relationships within the school environment. Leadership

practices characterized by fairness, transparency, empathy, and shared decision-making contribute significantly to creating a healthy and encouraging school climate.

Teachers' moral well-being is strengthened when leaders uphold ethical standards and treat teachers with respect and dignity. Emotional well-being is enhanced through leadership behaviors that provide motivation, recognition, and emotional support, thereby reducing stress and professional burnout. Similarly, social well-being is promoted when school leaders encourage collaboration, open communication, and teamwork among staff members. Collectively, these dimensions of well-being enhance teachers' job satisfaction, professional commitment, and willingness to contribute meaningfully to institutional goals.

The study also emphasizes that teachers' well-being has a direct impact on the overall effectiveness of the school, influencing instructional quality, classroom climate, and student learning outcomes. Furthermore, the successful administration and reliability of the research tools validate their suitability for broader application. The pilot study thus provides a strong empirical and methodological foundation for future large-scale research and underscores the importance of leadership development programs that focus on humanistic, ethical, and emotionally responsive dimensions of school administration.

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**Cite this Article:**

Dr Anamika Singh, "PILOT STUDY ON SCHOOL LEADERSHIP IN PROMOTING MORAL, EMOTIONAL, AND SOCIAL WELL-BEING OF SECONDARY SCHOOL TEACHERS IN JAMSHEDPUR" *Shiksha Samvad International Open Access Peer-Reviewed & Refereed Journal of Multidisciplinary Research*, ISSN: 2584-0983 (Online), Volume 03, Issue 03, pp.220-2032, March-2026. Journal URL: <https://shikshasamvad.com/>



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Published in 'Shiksha Samvad' Peer-Reviewed and Refereed  
Research Journal and E-ISSN: 2584-0983(Online), Volume-03,  
Issue-03, Month March 2026, Impact Factor-RPRI-3.87.

Dr. Neeraj Yadav  
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