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School Leadership Styles and Teacher Subjective Well-Being: A Bibliometric Review of Scholarly Publications

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Abstract. School leadership is widely recognized as an important organizational factor associated with teachers' professional experiences and well-being. However, research examining the relationship between school leadership styles and teacher subjective well-being remains dispersed across different theoretical perspectives, research contexts, and publication outlets. This study conducted a bibliometric analysis of publications on school leadership styles and teacher subjective well-being from 2010 to 2026. Using Scopus-indexed literature and bibliometric techniques, the study examined publication trends, bibliometric indicators, influential authors, institutions, countries, and sources, as well as the intellectual structure and thematic development of the field. The dataset comprised 202 documents from 149 sources, involving 530 authors, with an average of 2.83 co-authors per document and an international co-authorship rate of 18.81%. The thematic structure also reflected connections among educational leadership, teacher-related factors, professional development, and educational innovation. These findings suggest that the field is expanding but remains thematically diverse, highlighting the need for stronger conceptual alignment, more explicit operationalization of teacher subjective well-being, broader international collaboration, and longitudinal and context-sensitive research. This study contributes an integrated bibliometric perspective on the evolution, intellectual foundations, and emerging directions of scholarship on school leadership styles and teacher subjective well-being, providing a basis for future empirical investigations and evidence-informed leadership practices.

Keywords: School Leadership Styles; Teacher Subjective Well-Being; Bibliometric Analysis; Instructional Leadership; Transformational Leadership

Introduction

School leadership and teacher subjective well-being have become increasingly important concerns in contemporary education because of their implications for instructional quality, teacher retention, organizational effectiveness, and the overall quality of education. School leaders play a critical role in shaping teachers' professional experiences by establishing supportive working environments, promoting collaboration, providing instructional guidance, and facilitating professional growth. However, teachers across different educational contexts continue to experience workplace pressures associated with increasing administrative responsibilities, educational reforms, workload demands, and changing expectations for instructional delivery. These conditions may contribute to occupational stress, emotional exhaustion, declining job satisfaction, and reduced psychological well-being.

Consequently, understanding how school leadership styles relate to teachers' subjective well-being is essential for developing supportive educational environments and sustaining effective teaching practices. Among various leadership approaches, transformational leadership has been associated with positive teacher outcomes, including empowerment, collaboration, professional commitment, and job satisfaction (Leithwood & Sun, 2012). Similarly, teachers' subjective well-being, which encompasses life satisfaction and the evaluation of positive and negative emotional experiences, is an important consideration in understanding their professional engagement, resilience, and teaching effectiveness (Collie et al., 2012).

International literature has increasingly examined the relationship between school leadership practices and teachers' psychological and professional experiences. Studies conducted across different educational settings have emphasized the importance of supportive leadership, positive organizational climates, and opportunities for professional development in promoting teacher well-being. Research has also

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explored how leadership practices influence teachers' motivation, job satisfaction, emotional experiences, and perceptions of their working environments (Benevene et al., 2018; Hascher & Waber, 2021). Transformational, instructional, distributed, participative, transactional, authoritarian, and laissez-faire leadership approaches provide different perspectives for understanding how school leaders influence teachers and educational organizations. While supportive and collaborative leadership practices may help foster positive professional experiences, leadership effectiveness must also be understood in relation to organizational conditions, teachers' needs, and the demands of particular educational contexts. Moreover, existing research has examined teacher well-being through related constructs such as stress, burnout, self-efficacy, job satisfaction, and work engagement. These developments indicate that leadership and teacher well-being constitute interconnected areas of educational research. Nevertheless, the growing body of empirical studies also creates a need to systematically examine how the field has developed, which research contributions have been most influential, and what emerging themes characterize the relationship between school leadership styles and teachers' subjective well-being.

In the Philippine educational context, school leadership and teacher well-being are particularly relevant given the responsibilities of school heads in instructional supervision, personnel management, school improvement planning, policy implementation, and the delivery of quality basic education. Teachers are expected to respond to curriculum reforms, address diverse learner needs, prepare instructional materials, assess learning outcomes, and fulfill administrative responsibilities alongside their classroom duties. These professional demands make supportive leadership practices important in maintaining teachers' motivation, professional commitment, and psychological well-being. School heads can contribute to a positive working environment by promoting collegial relationships, encouraging teacher participation in decision-making, providing constructive feedback, and ensuring that teachers receive appropriate professional and organizational support. However, the relationship between leadership styles and subjective well-being may vary according to institutional conditions, available resources, leadership practices, and teachers' professional experiences. Although Philippine educational research may provide insights into school leadership and teacher welfare, the extent to which these two constructs have been jointly examined within the national literature and represented in international scholarly publications requires systematic investigation. A bibliometric examination can help situate the Philippine context within the broader international research landscape, identify the extent of scholarly contributions, and reveal opportunities for further research. This national perspective is therefore important for understanding how the field has developed and how future research may contribute to more responsive school leadership and teacher-support initiatives.

Despite the growing scholarly attention given to school leadership and teacher well-being, an important question remains regarding the overall development and intellectual structure of research specifically connecting school leadership styles with teachers' subjective well-being. Existing studies have examined leadership practices in relation to teacher motivation, job satisfaction, organizational commitment, instructional effectiveness, and professional development. Other investigations have focused on teachers' psychological well-being, occupational stress, burnout, resilience, and emotional experiences (Benevene et al., 2018; Hascher & Waber, 2021). Although these studies contribute valuable empirical evidence, their findings are generally situated within particular research questions, educational contexts, populations, or methodological approaches. Consequently, an integrated understanding of the scholarly field requires an examination of publication productivity, influential authors and documents, productive institutions and countries, citation patterns, international collaboration networks, keyword co-occurrence, and the evolution of research themes. The extent to which these dimensions have been comprehensively mapped in studies combining school leadership styles and teacher subjective well-being remains to be established through a systematic review of existing bibliometric investigations. In particular, it is necessary to determine whether previous bibliometric studies have examined the two constructs together or have treated leadership and teacher well-being as separate research domains. Establishing this distinction is essential to demonstrating the originality and contribution of the present investigation rather than assuming that bibliometric research on the topic is absent. Accordingly, the present study seeks to address this research need by mapping the scholarly literature on school leadership styles and teacher subjective well-being, identifying influential contributions, examining collaboration patterns, and tracing the field's intellectual and thematic development.

Furthermore, comparative a bibliometric analysis from 2010 to 2026 evidence involving selected continents such as Australia, North America, and South America remains scare. Hence, this study addresses these gaps by conducting a bibliometric analysis of publications related to school leadership styles and teacher subjective well-being to provide a clearer understanding of the intellectual structure, research productivity, and emerging trends within the field.

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Research Questions

This study aimed to analyze the scholarly literature on school leadership styles and teacher subjective well-being and provide a comprehensive overview of its publication trends, influential contributors, and thematic developments. Specifically, this study sought to answer the following questions:

1. What are the publication trends and research developments in studies on school leadership styles and teacher subjective well-being?
2. What bibliometric indicators best describe the development of research on school leadership styles and teacher subjective well-being?
3. Who are the most influential authors, institutions, countries, and sources contributing to the field?
4. Which leadership theories, thematic areas, and teacher well-being dimensions dominate the scholarly discourse on school leadership styles and teacher subjective well-being?

Scope and Delimitation of the Study

This study focused on mapping and analyzing the scholarly literature on school leadership styles and teacher subjective well-being through bibliometric analysis. Specifically, it examined the development, intellectual structure, research productivity, scholarly contributions, and emerging thematic directions of publications addressing the two constructs. The investigation covered the publication period from 2010 to 2026, utilizing bibliographic records retrieved from the Scopus database. The geographical coverage focused on selected continents, particularly Australia, North America, and South America, to examine the distribution and development of scholarly contributions across these regions. The study utilized a total of 202 eligible scholarly publications from 149 sources, comprising journals, books, book chapters, conference papers, and other eligible publication types included in the retrieved dataset. The unit of analysis consisted of bibliographic records rather than individual teachers, school heads, or educational institutions as research participants. The analysis covered publication trends, annual scientific production, citation indicators, influential authors, institutions, countries, and publication sources. It also examined scholarly collaboration patterns, intellectual relationships, keyword co-occurrences, dominant leadership theories, teacher well-being dimensions, and the evolution of research themes. Furthermore, the study employed bibliometric techniques, particularly performance analysis and science mapping, using Bibliometrix, Biblioshiny, and VOSviewer to process, analyze, and visualize the retrieved bibliographic data. The investigation considered leadership approaches such as transformational, instructional, distributed, transactional, servant, and other relevant leadership styles, alongside teacher-related constructs associated with subjective well-being, including psychological well-being, job satisfaction, occupational stress, burnout, motivation, and work engagement, as represented in the selected publications. However, the study was delimited to publications indexed in Scopus and retrieved using the established search terms, Boolean operators, publication period, and eligibility criteria. Relevant scholarly works published in other databases, institutional repositories, and non-indexed sources were not included. Publications outside the 2010–2026 period, duplicate records, unrelated studies, and documents with insufficient bibliographic information were excluded from the analysis. The geographical coverage was likewise limited to the selected continents identified in the study's screening procedure; therefore, the findings do not necessarily represent the entire global research landscape. Moreover, the study relied exclusively on available bibliographic metadata, including publication titles, abstracts, author keywords, indexed keywords, authorship information, institutional affiliations, country information, and citation records. Consequently, the findings primarily describe patterns of scholarly production, citation relationships, collaboration, and thematic development rather than directly measuring teachers' actual levels of subjective well-being or establishing causal relationships between leadership styles and teacher well-being. Related constructs such as job satisfaction, burnout, self-efficacy, and work engagement were considered only insofar as they appeared in the retrieved literature and were relevant to the study's analytical framework; these were not automatically treated as equivalent to subjective well-being. Thus, the findings and conclusions of this study are confined to the 202 Scopus-indexed publications that satisfied the established selection criteria and the bibliometric indicators available at the time of data retrieval. The results provide a systematic overview of the development and intellectual landscape of research on school leadership styles and teacher subjective well-being while recognizing the limitations associated with database coverage, geographical representation, publication indexing, and the availability of bibliographic information.

Literature Review

School Heads Leadership Styles

Research on educational leadership styles consistently emphasizes the significant role of school leaders in improving teacher effectiveness, school climate, and organizational performance. Leadership practices, particularly transformational and instructional leadership, are strongly associated with teacher motivation,

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professional development, and organizational commitment. Studies have shown that principals who practice transformational leadership positively influence teacher performance, commitment, and self-efficacy through collaborative decision-making, mentoring, and supportive school cultures (Firmansyah et al., 2022; Çoğaltay et al., 2014).

The literature also highlights that effective school leadership contributes significantly to teacher retention and job satisfaction. Distributed and instructional leadership approaches foster positive workplace environments where teachers feel supported and empowered. Evidence from large-scale international analyses using the OECD Teaching and Learning International Survey (TALIS) revealed that leadership remains a major predictor of teacher job satisfaction and workplace commitment despite increasing professional challenges across countries (Lee et al., 2026). Likewise, instructional leadership has been found to enhance teacher self-efficacy, which directly affects instructional quality and teacher engagement (Alanoglu, 2022).

Educational leaders were required to manage crisis situations, implement remote learning systems, and support teachers' emotional and professional needs. Consequently, recent studies emphasize adaptive leadership, resilience, and flexible policy implementation as essential competencies in post-pandemic educational environments.

Overall, the literature demonstrates that leadership development, school climate, teacher retention, and professional growth are closely interconnected. Effective leadership practices contribute to stronger educational institutions by fostering collaborative cultures, improving teacher well-being, and enhancing school performance.

Teachers' Well-being, Human and Educational Factors

Human-centered perspectives remain a critical area in educational leadership and teaching research. Many studies focus on teacher well-being, job satisfaction, workplace motivation, and psychological experiences within educational institutions. Teacher job satisfaction is particularly important because it directly influences teacher performance, retention, classroom effectiveness, and student outcomes (Wartenberg et al., 2023).

The literature also highlights gender and demographic considerations in educational research. Studies frequently investigate differences in teacher experiences based on gender, age, and professional background to better understand workplace dynamics and organizational equity. Psychological factors such as stress, burnout, self-efficacy, and emotional well-being are increasingly recognized as important determinants of teacher effectiveness and professional commitment.

Methodologically, educational leadership research heavily relies on quantitative approaches, particularly surveys and questionnaires. These methods allow researchers to examine perceptions, attitudes, and behavioral patterns among teachers, students, and school administrators. Overall, the literature demonstrates that human factors remain central to educational leadership research. Teacher well-being, motivation, and psychological experiences are essential components of effective educational systems, while empirical survey-based methodologies continue to provide valuable insights into educational practices and organizational behavior.

Technology Integration and Innovation in Education

The integration of technology into educational systems has become a dominant theme in contemporary educational research. Recent studies emphasize the growing role of artificial intelligence (AI), e-learning platforms, learning management systems, and computer-assisted instruction in transforming teaching and learning processes. Educational institutions increasingly adopt digital technologies to improve instructional delivery, personalize learning experiences, and enhance administrative decision-making (Sposato, 2025).

Artificial intelligence has become particularly significant in educational leadership and management. Research indicates that AI technologies assist school leaders in data-driven decision-making, predictive analytics, student performance monitoring, and institutional planning. Sposato (2025) proposed a comprehensive taxonomy of AI applications in educational leadership, highlighting the importance of strategic AI implementation in schools and higher education institutions. Similarly, Arar et al. (2025) described the emergence of human-machine symbiosis in educational leadership, where school administrators increasingly rely on AI-supported systems to manage educational operations and improve institutional effectiveness.

The literature also demonstrates that technology integration significantly affects teaching methodologies and curriculum delivery. E-learning and digital learning systems became essential during and after the COVID-19 pandemic, accelerating the transition toward blended and online learning environments. Computer-assisted instruction and digital curricula have been found to improve student engagement, collaborative learning, and instructional accessibility. Moreover, generative AI tools are increasingly explored for assessment design, instructional support, and personalized learning experiences (Ogunleye et al., 2024).

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Educational leadership research further emphasizes the evolving role of school leaders in facilitating technologicalinnovation. School administrators are expected to possess digital leadership competencies, including technology planning, personnel training, and instructional technology supervision. Effective digital leadership ensures that teachers are adequately prepared to integrate technology into classroom instruction and adapt to changing educational demands.

The reviewed literature confirms the multidimensional nature of educational leadership research. Leadership development and school management remain foundational themes, emphasizing the importance of transformational, instructional, and distributed leadership in promoting teacher effectiveness, school climate, and organizational success. At the same time, rapid technological advancement has shifted research attention toward AI integration, e-learning systems, and digital leadership competencies. Additionally, human-centered perspectives continue to underscore the importance of teacher well-being, job satisfaction, and psychological factors in sustaining educational quality.

Overall, this body of literature reflects a major shift from traditional educational management toward technology-driven educational systems. The increasing integration of AI, e-learning, and digital learning environments suggests that future educational leadership will require a balance between technological innovation and pedagogical effectiveness.

Methodology

Research Design

This study employed a bibliometric research design to systematically examine the scholarly literature on school leadership styles and teacher subjective well-being. Bibliometric analysis involves the quantitative examination of bibliographic records to identify patterns of scientific production, citation impact, scholarly collaboration, and the intellectual and conceptual structures of a research field. This approach was considered appropriate because the study aimed to map the development of publications concerning school leadership styles and teacher subjective well-being rather than collect primary data from teachers or school administrators. The study combined performance analysis and science mapping to examine the productivity and influence of scholarly contributions and the relationships among authors, institutions, countries, publications, and research themes. Performance analysis was used to identify publication trends, productive contributors, and influential documents, while science mapping was employed to examine collaboration networks, citation relationships, keyword co-occurrence, and thematic structures, depending on the analyses supported by the retrieved dataset. These procedures provided a systematic basis for describing the development of the research field and identifying potential directions for future investigation. The methodological procedures were aligned with the study's research questions. Annual publication and citation indicators addressed the development of scientific production; productivity and citation measures identified influential contributors; network analyses examined patterns of scholarly collaboration and intellectual relationships; and keyword-based analyses identified prominent and emerging research themes. By establishing this alignment, the study ensured that the selected bibliometric techniques directly addressed the research objectives.

Research Locale

In this bibliometric investigation, the research locale refers to the bibliographic database and the scope of scholarly literature examined rather than a physical research site. The study utilized the Scopus database as its primary source of bibliographic information. Scopus was selected because it provides structured bibliographic metadata, citation information, author affiliations, publication details, abstracts, and keywords that support quantitative analysis of scholarly publications. The use of a single database established a consistent source for retrieving and analyzing the publications included in the study. Scopus-indexed records provided the bibliographic information required to examine publication productivity, citation patterns, authorship, institutional affiliations, international collaboration, and research themes. However, the use of Scopus also defines the coverage of the investigation. Publications indexed exclusively in other databases, as well as relevant works not indexed in Scopus, may not be represented in the final dataset. Accordingly, the findings describe the scholarly literature retrieved from Scopus under the specified search strategy and should not be interpreted as an exhaustive representation of every publication on the subject worldwide.

Research Participants

This study did not involve human participants, surveys, interviews, or direct data collection from teachers and school administrators. Instead, the unit of analysis consisted of the scholarly publications retrieved from Scopus that met the established eligibility criteria. Each eligible publication served as a bibliographic record containing information such as the title, authors, year of publication, source title, abstract,

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author keywords, indexed keywords, institutional affiliations, country information, and citation counts, depending on the availability of the relevant metadata. These records were analyzed individually and collectively to identify publication trends, influential contributions, collaboration patterns, citation relationships, and thematic developments. Authors, institutions, and countries were examined as contributors represented in the publication metadata rather than as human research participants. The study therefore focused on published scholarly outputs and their bibliographic relationships.

Research Instruments

The study utilized bibliographic data retrieved from Scopus and bibliometric software to perform the analyses required by the research questions. The principal analytical tools were Bibliometrix, Biblioshiny, and VOSviewer, provided that all three were used in the actual analysis. Bibliometrix, an R-based bibliometric analysis package, was used to process bibliographic data and generate descriptive indicators of scientific production, citation impact, and research development. Biblioshiny, its graphical user interface, facilitated the execution and visualization of selected bibliometric procedures without requiring all operations to be conducted directly through R code. VOSviewer was used to construct and visualize bibliometric networks, including co-authorship networks, keyword co-occurrence networks, and other relevant relationships supported by the data. The software's clustering and visualization functions helped identify groups of connected researchers, countries, keywords, or publications. The tools were selected because they support complementary aspects of bibliometric research. Bibliometrix and Biblioshiny provide a broad analytical framework for examining scientific production and thematic development, whereas VOSviewer facilitates the visualization and interpretation of relationships within bibliometric networks. Their combined use, where applicable, enabled the study to examine both the performance characteristics and the structural relationships of the research field. The bibliographic dataset was exported from Scopus in a format compatible with the selected software. The availability of particular indicators depended on the metadata supplied by Scopus and the analytical capabilities of each tool. The study's procedures were documented to facilitate transparency and reproducibility.

Data Gathering Procedures

Data collection and analysis followed a structured sequence to maintain consistency between the retrieved publications, the selected analytical procedures, and the research questions.

Results and Discussions

Research Question 1: What are the publication trends and research developments in studies on school leadership styles and teacher subjective well-being?

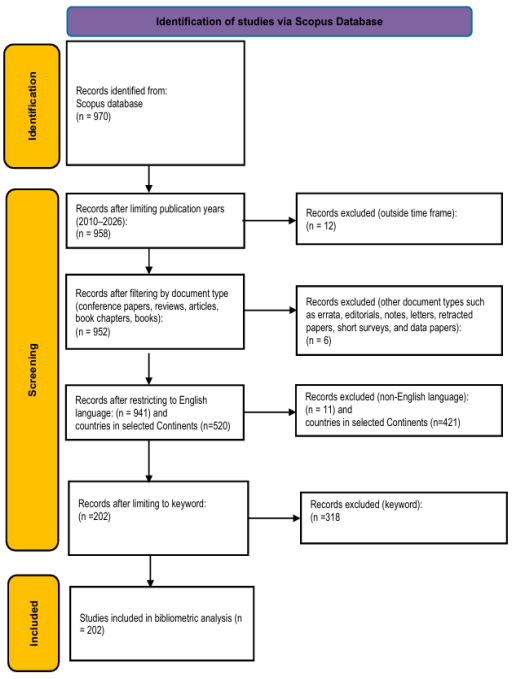


Figure 1: *PRISMA Flow Diagram*

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Data Cleaning and Preparation

Data were exported from Scopus in CSV and BibTeX formats and processed using VOSviewer (van Eck & Waltman, 2010) and the Bibliometrix package in R. The cleaning process involved several steps to ensure data integrity. Duplicates were removed based on DOI and title matching, and author disambiguation was conducted using Scopus Author IDs, with manual verification of highly productive authors. Institutional and country names were standardized (e.g., "USA" and "United States"), and author keywords were harmonized by merging synonyms, standardizing spelling variations, and eliminating irrelevant stopwords. Ambiguous records underwent manual screening based on titles and abstracts, and publication years were validated to ensure all entries fell within the designated timeframe. The final cleaned dataset served as the basis for all subsequent analyses.

Based on Figure 1. PRISMA Flow Diagram the study follows a systematic screening process divided into three primary phases: identification, screening, and inclusion. The process began with the identification of 970 records from the Scopus database. During the initial screening phase, 12 records were removed for being outside the 2010–2026 timeframe, leaving 958 records. This pool was further reduced to 952 records after excluding 6 documents categorized as errata, editorials, or other non-standard formats. The screening continued with a language and geographic filter, where 11 non-English records were removed to reach 941, and an additional 421 records were excluded based on selected continents, resulting in 520 remaining studies. In the final stage of screening, 318 records were excluded through keyword limiting, which narrowed the selection to 202 records. These 202 studies were ultimately included in the final bibliometric analysis.

Objective 1. Publication Trends and Research Developments in Studies on School Leadership Styles and Teacher Subjective Well-Being

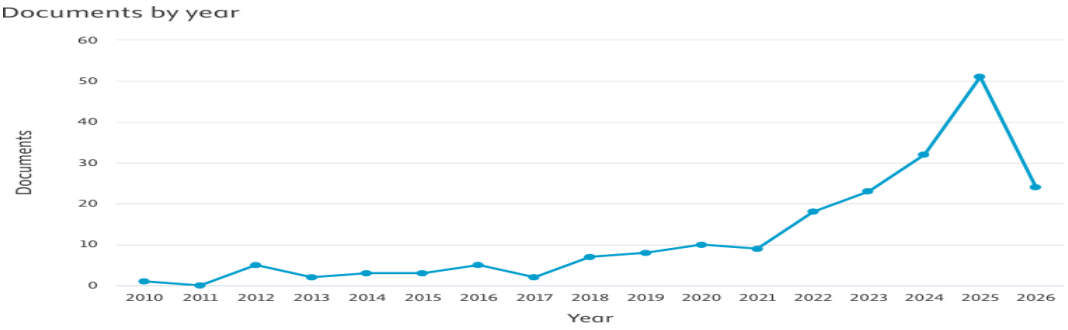


***Figure 2**: Annual Publication Trends*

Figure 2. The annual publication trend indicates a shift from relatively limited and inconsistent scholarly output in the earlier years toward substantially greater publication activity in the more recent period. According to the manuscript's reported results, annual output generally remained low between 2010 and 2017, with no publications recorded in 2010 and 2011 and no more than five publications in the years reported for this period. Publication activity began to increase more consistently from 2018 onward, reaching 16 publications in 2022, 20 in 2023, and 23 in 2024.

The highest reported annual output occurred in 2025, with 44 publications. This pattern suggests that the intersection of school leadership and teacher well-being has attracted increasing scholarly attention. One possible interpretation is that educational leadership is being examined not only in relation to organizational performance and school improvement but also in relation to teachers' professional experiences and psychological well-being. This interpretation is consistent with the manuscript's reported thematic emphasis on school leadership, principals, teaching, professional development, and psychology. However, the publication trend alone cannot establish why interest increased. Explanations involving changing educational priorities, workplace demands, or heightened concern for teacher well-being should therefore be presented as possible contextual interpretations rather than proven causes. The increase in output after 2021 is particularly noteworthy because it suggests that the topic has become a more visible area of scholarly inquiry. Nevertheless, increased publication volume should not automatically be interpreted as evidence that the field has reached theoretical maturity. Publication growth indicates greater research activity,whereas maturity also depends on the accumulation of coherent theoretical explanations, consistent measurement of teacher well-being, methodological rigor, and the integration of findings across different educational contexts. The relationship between publication volume and citation impact also deserves attention. The manuscript reports that older publications had relatively high citations per document, including 126.4 in 2012 and 108 in 2017, whereas the corresponding reported values were substantially lower for 2025 and 2026. This difference may partly reflect

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the length of time available for publications to accumulate citations. Recent publications have had less time to be cited, so their lower citation counts should not be interpreted as evidence of lower scholarly quality or importance. A more meaningful assessment would consider citation age, field-specific citation practices, and the influence of individual publications within the developing research network. The reported decline from 44 publications in 2025 to 17 in 2026 should also be interpreted cautiously. Because the dataset was retrieved before the end of 2026, the final year's records may represent only a partial publication year. The lower count therefore does not necessarily indicate a genuine decline in research interest. The manuscript should state the exact Scopus retrieval date and clarify that the 2026 count reflects records indexed and available at the time of data collection.

Furthermore, the publication pattern indicates that research on school leadership styles and teacher subjective well-being has gained visibility over the period examined. The increase in recent output creates opportunities for more focused investigations of the mechanisms linking leadership practices with teachers' well-being. Future studies should move beyond establishing whether leadership and well-being are associated and examine how leadership practices operate through factors such as organizational climate, professional support, teacher autonomy, workload, and self-efficacy. These relationships require direct empirical investigation rather than inference from publication counts alone. Overall, the growth in publication output provides a basis for more systematic evidence synthesis and theory development. Researchers can build on the expanding literature by comparing leadership approaches, clarifying the dimensions of teacher subjective well-being, and investigating whether relationships identified in one educational context also hold in other settings. Future bibliometric updates may determine whether the recent increase represents a sustained trajectory or a temporary concentration of publications.

Research Question 2: What bibliometric indicators best describe the development of research on school leadership styles and teacher subjective well-being?

Objective 2. Main Bibliometric Indicators of Research on School Leadership Styles and Teacher Subjective Well-Being

Table 1. Main Bibliometric Indicators of Research on School Leadership Styles and Teacher Subjective Well-Being

	Description	Results
1.	Main Information About Data	
	Timespan	3:2026
	Sources (Journals, Books, Etc)	149
2.	Documents	202
	Annual Growth Rate %	0.14
	Document Average Age	83.9
	Average Citations Per Doc	15.1
3.	References	13496
	Document Contents	
	Keywords Plus (Id)	481
	Author's Keywords (De)	615
4.	Authors	
	Authors	530
	Authors Of Single-Authored Docs	55
5.	Authors Collaboration	
	Single-Authored Docs	55
	Co-Authors Per Doc	2.83
	International Co-Authorships %	18.81
6.	Document Types	
	Article	128
	Book	5
	Book Chapter	26
	Conference Paper	1
	Conference Review	7
	Review	128

Table 1 presents the main characteristics of the bibliometric dataset on school leadership styles and teacher subjective well-being across Australia, North America, and South America. The dataset consisted of 202 documents published in 149 sources, including journals, books, and conference proceedings, covering publications up to March 2026. The dataset demonstrated an annual growth rate of 0.14%, indicating a gradual increase in scholarly interest in the field over time. The documents had an average age of 83.9 years, while the average citation per document was 15.1, reflecting the academic relevance and scholarly impact of the retrieved

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literature. Furthermore, the dataset contained a total of 13,496 references, suggesting a broad and interconnected knowledge base within the field. In terms of document content, the analysis identified 481 Keywords Plus (ID) and 615 Authors' Keywords (DE),indicating diverse thematic coverage and research interests associated with the topic. The higher number of authors' keywords suggests that researchers employed a wide range of terminologies and concepts in describing their studies. The reported average of 2.83 co-authors per document and international co-authorship rate of 18.81% provide an initial indication of collaboration patterns. The co-authorship average suggests that multi-author publications are a feature of the dataset. The international co-authorship percentage, however, indicates that cross-national collaboration represents a distinct portion of the reported publication output rather than the entirety of the research activity. These indicators provide a useful starting point for examining whether research communities are connected across countries or remain concentrated within national and institutional settings.

The dataset reportedly contains 481 Keywords Plus terms and 615 author keywords. These figures suggest that the retrieved publications use a range of terms to describe their subject matter. Such variation may reflect the interdisciplinary character of the topic, but it may also arise from differences in terminology and keyword indexing. For example, studies may use related but nonidentical expressions for teacher well-being, psychological well-being, job satisfaction, teacher motivation, or work engagement. These constructs should not automatically be treated as interchangeable. A more precise conceptual analysis should distinguish teacher subjective well-being from adjacent outcomes and identify how the included studies define and measure them. The reported average of 15.1 citations per document provides a descriptive indication of citation accumulation within the dataset. It should not, by itself, be interpreted as proof of academic quality, methodological rigor, or practical impact.

Taken together, the bibliometric indicators may suggest that research on school leadership and teacher subjective well-being has developed into a multidisciplinary area with a broad contributor base and observable collaboration. However, the indicators do not independently establish the maturity of the field. Evidence of greater maturity would also require a more stable theoretical foundation, clearer construct definitions, consistent operationalization of teacher subjective well-being, and stronger cumulative evidence about the relationships between leadership practices and teacher outcomes.



Figure 3: *Word Cloud*

Figure 3 presents the word cloud analysis of the most frequently occurring keywords in studies related to school leadership and teacher subjective well-being. The size of each word in the visualization represents its frequency and prominence within the reviewed literature. The findings reveal the dominant themes, concepts, and research directions explored in the field.

The keyword "leadership" emerged as the most frequently occurring term with 29 occurrences, indicating that leadership remains the central focus of scholarly investigations. This was followed by "school leadership" (23) and "teaching" (21), suggesting that the literature strongly emphasizes the role of school leaders in influencing teaching practices and educational outcomes. The prominence of these terms highlights the growing recognition of leadership as a critical factor in improving school effectiveness, instructional quality, and teacher performance.

Other highly frequent keywords such as "human" (17), "students" (17), "principals" (16), and "professional development" (15) indicate that research in this area extends beyond administrative functions and increasingly focuses on human-centered educational processes. The frequent appearance of "job satisfaction" (14) and "school leaders" (14) further suggests that many studies examine how leadership practices influence teachers' workplace experiences, morale, and professional well-being. These findings support the idea that effective leadership contributes positively to teacher motivation, organizational commitment, and educational productivity.

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The presence of leadership-related approaches such as "transformational leadership" (11), "teacher leadership" (6), "instructional leadership" (5), and "servant leadership" (5) demonstrates that scholars continue to investigate different leadership styles and their implications for educational settings. Among these, transformational leadership appears particularly significant, reflecting its widespread association with teacher empowerment, collaboration, innovation, and institutional improvement.

Moreover, the inclusion of keywords such as "school climate" (6), "motivation" (5), "self-efficacy" (5), "wellbeing" (5), "working conditions" (5), and "workload" (5) reveals a growing interest in the psychological and organizational dimensions of teaching. These themes indicate that contemporary educational research increasingly recognizes the importance of supportive leadership in promoting teachers' mental health, work satisfaction, and professional resilience.

The word cloud also reflects methodological trends within the literature. Terms such as "questionnaire" (6), "surveys and questionnaires" (6), "controlled study" (5), "human experiment" (7), and "meta-analysis" (5) suggest that quantitative and empirical approaches dominate the field. This implies that many researchers rely on survey instruments and statistical analyses to examine the relationships between leadership practices and teacher-related outcomes.

Additionally, the appearance of "covid-19" (9) signifies the emergence of pandemic-related educational studies, particularly concerning leadership challenges, teacher workload, instructional delivery, and school management during crisis situations. Keywords such as "educational policy" (7), "principal preparation" (7), and "personnel training" (5) further indicate that leadership development and policy implementation remain important concerns in educational administration research.

Overall, Figure 7 demonstrates that the literature on school leadership is heavily centered on leadership practices, teacher development, job satisfaction, and organizational well-being. The interconnected themes suggest that educational leadership is increasingly viewed not only as an administrative responsibility but also as a critical mechanism for fostering positive school environments, enhancing teacher well-being, and improving student outcomes.

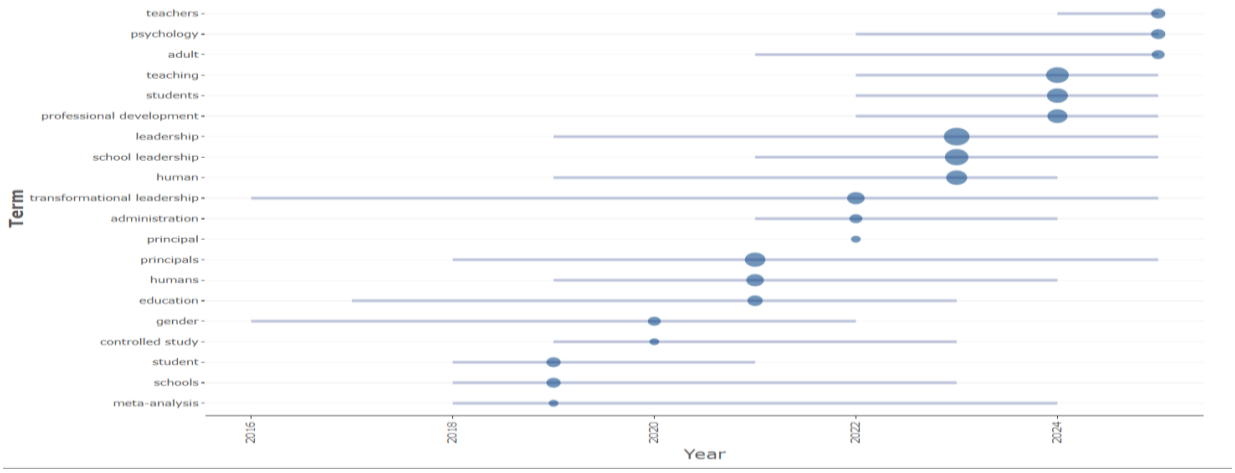


Figure 4: *Trend Topics*

Figure 4 presents the trending topics in the literature on school leadership styles and teacher subjective well-being from 2016 to 2025. The results reveal an evident shift in research interests over time, highlighting the growing complexity and multidimensional nature of leadership studies in educational settings. Earlier research trends from 2016 to 2020 primarily focused on foundational themes such as *gender*, *schools*, *student*, and *transformational leadership*. The keyword *gender* emerged as one of the earliest topics, appearing from 2016 to 2022 with six occurrences, suggesting that researchers initially explored how leadership styles and well-being differ according to gender perspectives within educational institutions. Similarly, *transformational leadership* showed sustained prominence from 2016 to 2025 with eleven occurrences, indicating its continued relevance as one of the dominant leadership approaches associated with teacher motivation, organizational commitment, and well-being.

Between 2018 and 2021, the literature expanded toward broader institutional and learner-centered concerns. Keywords such as *schools*, *student*, *education*, and *controlled study* became visible, reflecting increasing attention to educational environments and empirical investigations of leadership outcomes. The emergence of *meta-analysis* from 2018 to 2024 further indicates that the field has matured enough to encourage evidence synthesis and systematic evaluation of leadership-related findings. This demonstrates a transition from exploratory studies toward more rigorous and consolidated research approaches.

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From 2021 onward, the thematic evolution became more leadership-centered and human-oriented. The keywords *principals* and *school leadership* gained strong prominence, with *principals* recording sixteen occurrences from 2018 to 2025 and *school leadership* recording twenty-three occurrences from 2021 to 2025. This suggests that contemporary studies increasingly emphasize the direct role of school leaders in shaping teacher well-being, organizational climate, and educational performance. Likewise, the keywords *human* and *humans* highlight the growing focus on the personal, emotional, and psychological dimensions of educational leadership research.

The most recent trends from 2022 to 2025 reveal a stronger concentration on instructional and professional dimensions. Keywords such as *teaching*, *students*, *professional development*, *teachers*, and *psychology* became highly prominent during this period. The rise of *professional development* and *teachers* indicates that recent scholarship increasingly examines how leadership practices influence teacher growth, resilience, competence, and workplace satisfaction. Meanwhile, the emergence of *psychology* in 2025 reflects heightened interest in mental health, emotional well-being, and psychological support within educational leadership contexts. These recent themes suggest that the field is progressively integrating leadership, instructional quality, and psychological well-being into a more holistic research perspective.

Overall, the trend analysis demonstrates that research on school leadership styles and teacher subjective well-being has evolved from demographic and organizational concerns toward more human-centered, psychological, and professional development-oriented themes. The sustained prominence of *leadership*, *school leadership*, and *transformational leadership* confirms that leadership remains the central framework of the field, while the emergence of teaching, psychology, and teacher-related topics indicates expanding scholarly attention to the well-being and professional experiences of educators in contemporary educational environments.

Research Question 3: Who are the most influential authors, institutions, countries, and sources contributing to the field?

Objective 3. Influential Authors, Institutions, Countries, and Publication Sources Geographic Distribution of Research Output

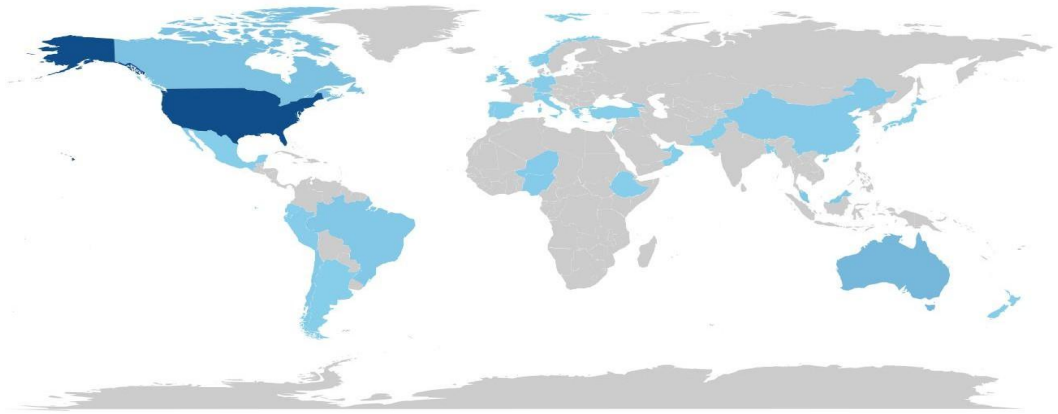


***Figure 5**: Leading Countries by Reported Publication Output*

Figure 5 presents the geographic distribution of publications related to school leadership styles and teacher subjective well-being from 2010 to 2026. The findings indicate that research productivity in this field is concentrated in a limited number of countries, with the United States contributing the largest number of publications. A total of 101 documents originated from the United States, far exceeding the contributions of other countries, highlighting its dominant role in the scholarly discourse on school leadership and teacher well-being. The second-highest contributor was Australia with 41 publications, followed by Canada with 22 publications and Malaysia with 11 publications. Other notable contributors included Brazil with 10 publications and Georgia with 8 publications.

Meanwhile, China contributed 7 documents, while both Chile and United Kingdom produced 6 publications each. Several countries demonstrated moderate research productivity, including Israel, Niger, and Nigeria with 4 publications each. Additionally, Belgium and Norway contributed 3 publications each, while Germany, Peru, and United Arab Emirates recorded 2 publications each. The remaining countries, namely Argentina, Bangladesh, Ecuador, Ethiopia, Greece, Ireland, Italy, Japan, Mexico, New Zealand, Oman, Pakistan, Portugal, Spain, Switzerland, and Turkey, contributed one publication each.

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Several countries demonstrated moderate research productivity, including Israel, Niger, and Nigeria with 4 publications each. Additionally, Belgium and Norway contributed 3 publications each, while Germany, Peru, and United Arab Emirates recorded 2 publications each. The remaining countries, namely Argentina, Bangladesh, Ecuador, Ethiopia, Greece, Ireland, Italy, Japan, Mexico, New Zealand, Oman, Pakistan, Portugal, Spain, Switzerland, and Turkey, contributed one publication each.

The country distribution reported in the manuscript indicates that research output is concentrated in a small number of countries, with the United States, Australia, and Canada among the leading contributors. If the country counts are confirmed using a clearly defined counting method, this pattern would suggest that the literature is geographically uneven, with some national research communities contributing more extensively than others. The presence of contributions from countries across different regions nevertheless offers an opportunity for comparative research. Differences in school governance, leadership preparation, teacher employment conditions, and professional support may shape how leadership is experienced and how teacher well-being is defined. Future studies could examine whether leadership practices associated with positive teacher outcomes in one national setting show similar relationships in other educational systems. Such comparisons would be particularly useful when they employ clearly defined measures of subjective well-being and account for contextual differences. The country results also raise a question about representation. A high concentration of publications in a few countries may leave the experiences of teachers in underrepresented educational systems less visible in the indexed literature. This does not mean that these countries lack relevant research; it means that their contributions may be less represented in the dataset retrieved for this study. Researchers could address this limitation through cross-national partnerships and context-sensitive studies that examine leadership and teacher well-being in a wider range of educational environments.

Overall, the geographic distribution demonstrates that research on school leadership styles and teacher subjective well-being is internationally represented, although publication output remains heavily dominated by developed countries, particularly the United States. The findings also suggest increasing global interest in the topic, with contributions emerging from countries across North America, Europe, Asia, Africa, Oceania, and South America.

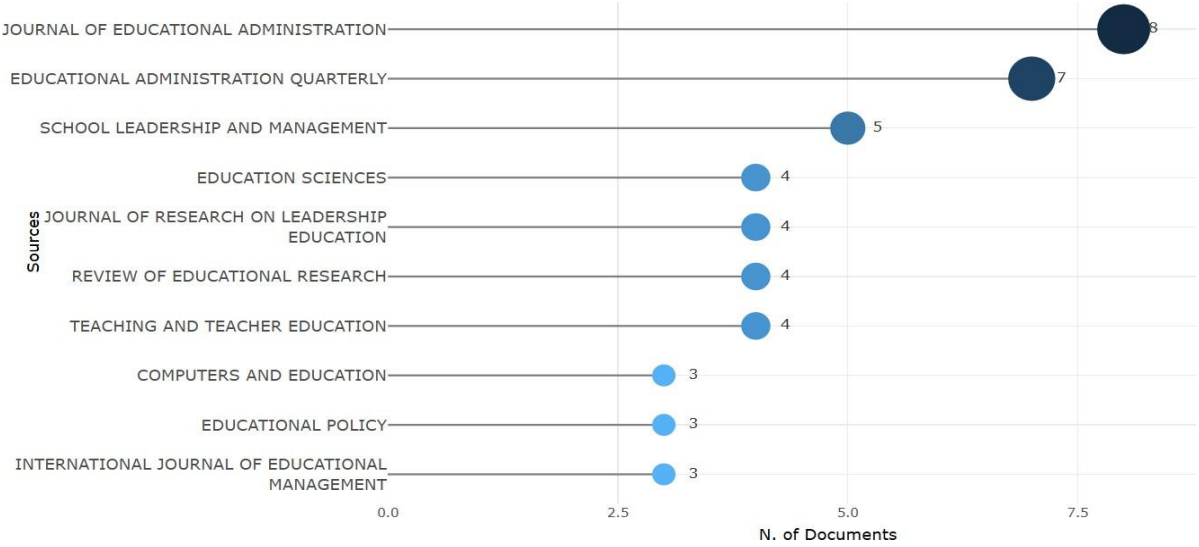


***Figure 6**: Most Relevant Sources*

Figure 6 presents the most relevant sources, the analysis of source titles indicates that scholarly output in this field is concentrated in a relatively small group of highly influential journals, while a large number of additional sources contributed only a few publications each. Among all sources, the Journal of Educational Administration emerged as the most productive outlet with 8 documents, followed by Educational Administration Quarterly with 7 documents and School Leadership and Management with 5 documents. These findings highlight the central role of educational leadership and administration journals in disseminating research within the field.

A second tier of influential journals included Education Sciences, Journal of Research on Leadership Education, Review of Educational Research, and Teaching and Teacher Education, each contributing 4 documents. Furthermore, Computers and Education, Educational Policy, and the International Journal of Educational Management each published 3 documents, suggesting the growing integration of educational policy, technology, and management perspectives in current research trends.

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Several journals and edited volumes contributed 2 documents each, including AERA Open, American Journal of Community Psychology, Cogent Education, Computers and Education: Artificial Intelligence, Educational Management Administration and Leadership, Educational Researcher, Frontiers in Psychology, Journal of School Psychology, Professional Development in Education, and School Science and Mathematics. The presence of interdisciplinary journals demonstrates that the topic extends beyond traditional educational administration into psychology, technology, teacher education, and leadership studies.

In addition to these core publication outlets, a substantial number of journals, books, conference proceedings, and handbook chapters contributed only one document each. These include sources such as British Educational Research Journal, British Journal of Educational Technology, International Journal of Leadership in Education, Journal of Educational Administration and History, Leadership Quarterly, NASSP Bulletin, Policy Futures in Education, School Mental Health, Urban Education, and Sustainability (Switzerland). The dataset also included several books and handbook publications focusing on educational leadership, ethics, wellbeing, diversity, mentoring, and artificial intelligence in education, indicating the multidimensional nature of the research area.

Overall, the findings demonstrate that research in this area is anchored in established educational administration journals while simultaneously expanding into interdisciplinary and emerging domains. The diversity of publication sources reflects the broad and evolving nature of educational leadership research, encompassing themes related to policy, psychology, technology integration, teacher development, wellbeing, inclusion, and organizational leadership.

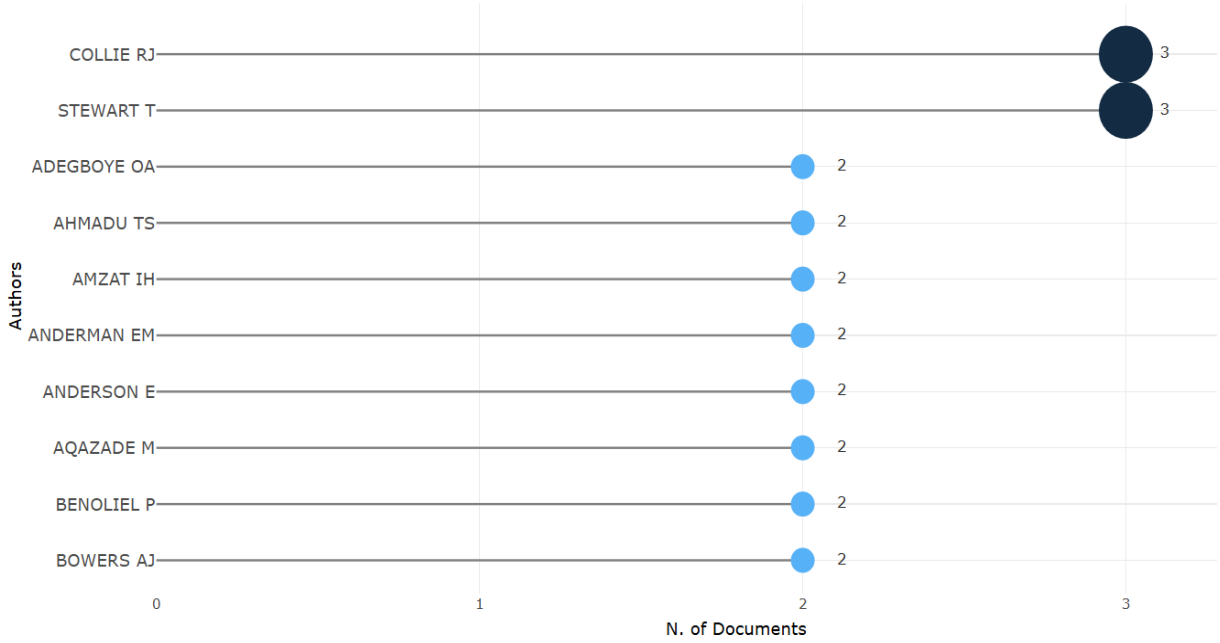


***Figure 7**: Most Prolific and Influential Authors*

Figure 7 analyzes the most prolific and influential authors based on the number of published documents and their impact within the research field. The findings indicate that Collie RJ and Stewart T were the most prolific authors, each contributing 3 documents. Among the two, Stewart T demonstrated a higher influence score (1.67) compared to Collie RJ (1.17), suggesting greater scholarly impact despite having the same publication count. Several other authors contributed 2 documents each, including Adegboye OA, Ahmadu TS, Amzat IH, Anderman EM, Anderson E, Aqazade M, Benoliel P, and Bowers AJ. Among these authors, Benoliel P and Bowers AJ recorded relatively higher influence scores (1.00 each), indicating notable scholarly visibility and citation impact compared to other authors with similar publication counts.

The remaining authors showed moderate influence scores ranging from 0.17 to 0.40, reflecting emerging or developing contributions within the field. Although their publication outputs were smaller, their inclusion among the top contributors demonstrates active scholarly engagement in educational leadership and administration research.

Overall, the findings suggest that the field is characterized by a relatively dispersed authorship structure, where only a few researchers contribute multiple publications. At the same time, influence is not

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determined solely by publication quantity, as some authors with fewer publications demonstrated comparatively stronger scholarly impact.

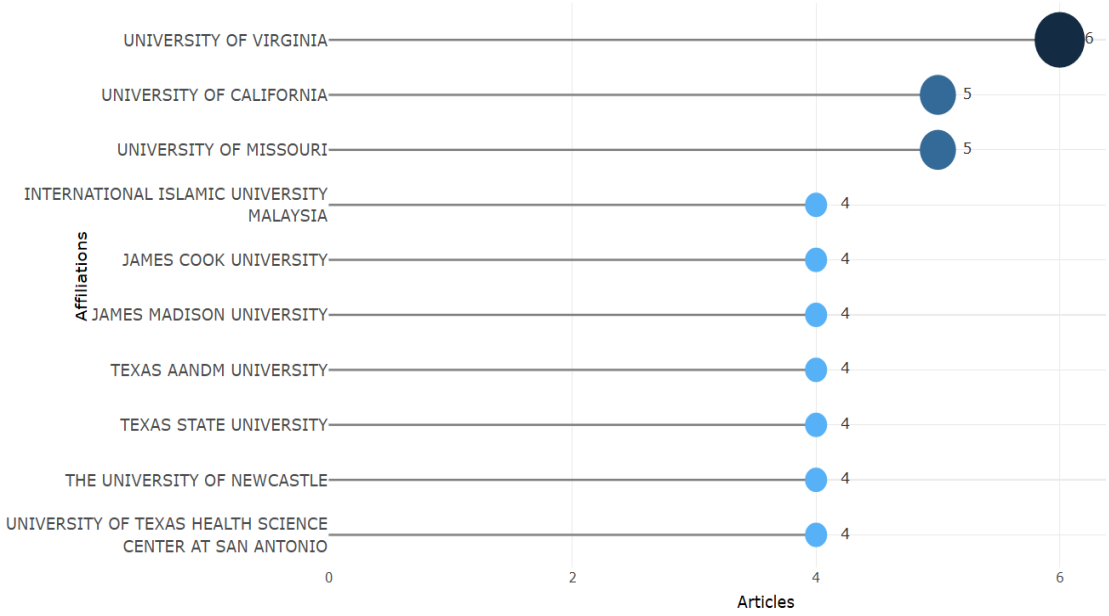


***Figure 8**: Most Productive and Influential Institutional Affiliations*

Figure 8 illustrates the most productive and influential institutional affiliations in the research area of school heads' leadership styles and teacher subjective well-being. Among the identified institutions, University of Virginia ranked first with six published articles, making it the most productive institutional contributor in the field. This indicates the university's strong scholarly engagement and research influence in studies related to educational leadership and teacher well-being.

The second highest contributors were University of California and University of Missouri, each with five publications. Their substantial number of research outputs reflects a sustained interest in investigating the relationship between leadership practices and teachers' psychological and professional well-being. These institutions also demonstrate active participation in educational and behavioral research, which may contribute to the growing body of literature in the field.

Meanwhile, several institutions produced four publications each, namely International Islamic University Malaysia, James Cook University, James Madison University, Texas A&M University, Texas State University, The University of Newcastle, and University of Texas Health Science Center at San Antonio. Although these institutions recorded slightly fewer publications, their consistent research productivity signifies their meaningful contribution to the advancement of leadership and teacher well-being studies.

Overall, the findings reveal that institutions from the United States dominate the research landscape, accounting for the majority of the top contributing affiliations. This dominance suggests that the topic of leadership styles and teacher subjective well-being has been extensively explored in American higher education and research institutions. At the same time, the inclusion of universities from Australia and Malaysia demonstrates the growing internationalization of the field and highlights the global relevance of educational leadership research in promoting teacher well-being and organizational effectiveness in schools.

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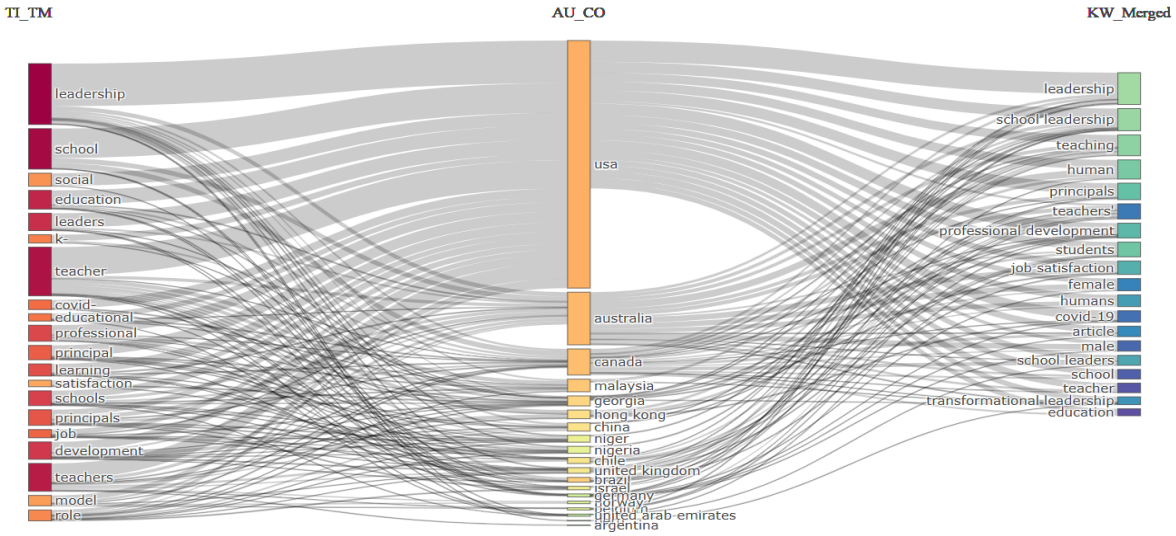


***Figure 9**: Three-Field Plot*

Figure 9 presents the three-field plot illustrating the relationship among article titles (TI_TM), authors' countries (AU_CO), and merged keywords (KW_Merged) in studies concerning school leadership and teacher-related outcomes. The visualization reveals how frequently occurring terms in article titles are connected to the countries producing the research and the dominant keywords used in the studies. The thickness of the connecting lines indicates the strength and frequency of these relationships.

The findings show that the United States (USA) emerged as the most dominant contributor in the field, exhibiting the widest and most interconnected flows across title terms and keywords. This suggests that the USA has played a central role in shaping research on leadership, school management, teacher development, and educational well-being. Other countries such as Australia, Canada, Malaysia, China, Hong Kong, Nigeria, and the United Kingdom also contributed to the literature, although with comparatively smaller research outputs and weaker thematic connections.

Among the title terms, "leadership" appeared as the most prominent and highly connected concept, followed by terms such as "school," "teacher," "teachers," "education," "principals," "professional," and "development." These title themes strongly corresponded with the dominant keywords including "leadership," "school leadership," "teachers," "professional development," "job satisfaction," "students," and "transformational leadership." This indicates that the existing body of literature primarily focuses on the influence of school leadership practices on teachers' professional growth, satisfaction, instructional performance, and educational outcomes.

The keyword field further demonstrates that leadership-related concepts remain the central focus of scholarly discussions. Specifically, "leadership" and "school leadership" were the most frequently linked keywords, emphasizing the importance of administrative and instructional leadership in educational settings. Additionally, keywords such as "professional development," "job satisfaction," and "transformational leadership" indicate that researchers increasingly examine how leadership styles affect teacher motivation, workplace well-being, and organizational effectiveness.

Furthermore, the figure highlights the interdisciplinary and international nature of the research area. Although the USA dominated the scholarly production, the participation of countries from Asia, Europe, South America, and Oceania suggests a growing global interest in leadership and teacher well-being studies. The interconnected structure of the three-field plot signifies that similar research themes are being explored across different countries, reflecting the universal importance of effective school leadership in improving educational quality and teacher outcomes.

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Table 2. Top 10 Most Cited Documents

Rank	Author(s)	Year	Title	Journal Title	DOI Links	Citations
1	Leithwood, K., & Sun, J.	2012	The nature and effects of transformational school leadership: A meta-analytic review of unpublished research	*Educational Administration Quarterly*	https://doi.org/10.1177/00131 61X11436268	362
2	Banks, G. C., Gooty, J., Ross, R. L., Williams, C. E., & Harrington, N. T.	2018	Construct redundancy in leader behaviors: A review and agenda for the future	*The Leadership Quarterly*	https://doi.org/10.1177/01492 06317741197	216
3	Liebowitz, D. D., & Porter, L.	2019	The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature	*Review of Educational Research*	https://doi.org/10.3102/0034 654319866133	182
4	Shuck, B., & Herd, A. M.	2012	Employee engagement and leadership: Exploring the convergence of two frameworks and implications for leadership development in HRD	*Human Resource Development Review*	https://doi.org/10.1177/15344 84312438211	170
5	Al Salami, M. K., Makela, C. J., & De Miranda, M. A.	2017	Assessing changes in teachers' attitudes toward interdisciplinary STEM teaching	*International Journal of Technology and Design Education*	https://doi.org/10.1016/j.tate. 2016.08.005	147
6	Boyce, J., & Bowers, A. J.	2018	Toward an evolving conceptualization of instructional leadership as leadership for learning: Meta-narrative review of 109 quantitative studies across 25 years	*Journal of Educational Administration*	https://doi.org/10.1177/00131 61X17734328	116
7	Chiu, T. K., Falloon, G., Song, Y., Wong, V. W., Zhao, L., & Ismailov, M.	2024	A self-determination theory approach to teacher digital competence development	*Computers & Education*	https://doi.org/10.1016/j.com pedu.2024.105 017	96
8	Kwee, C. T. T.	2021	I want to teach sustainable development in my English classroom: A case study of incorporating sustainable development goals in English teaching	*Sustainability*	https://doi.org/10.1002/ajcp. 12202	73

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9	Yoon, I., & Kim, M.	2022	Dynamic patterns of teachers' professional development participation and their relations with socio-demographic characteristics, teacher self-efficacy, and job satisfaction	*Teaching and Teacher Education*	https://doi.org/10.1016/j.tate.2021.103565	72
10	McMahon, S. D., Reaves, S., McConnell, E. A., Peist, E., Ruiz, L., Brown, V., et al.	2017	The ecology of teachers' experiences with violence and lack of administrative support	*American Journal of Community Psychology*	https://doi.org/10.1002/ajcp.12202	69

Table 2 shows the top 10 most cited documents related to leadership, teacher development, and educational outcomes. The most highly cited publication is the study of Kenneth Leithwood and Jin Sun (2012) titled *The nature and effects of transformational school leadership: A meta-analytic review of unpublished research*, published in Educational Administration Quarterly, which garnered 362 citations. This indicates that transformational school leadership remains a foundational and influential topic in educational leadership research.

The second most cited document is the work of George C. Banks et al. (2018), *Construct redundancy in leader behaviors: A review and agenda for the future*, published in The Leadership Quarterly with 216 citations. This was followed by the study of David D. Liebowitz and Lindsay Porter (2019), which examined the effects of principal behaviors on school outcomes and accumulated 182 citations. These findings highlight the strong scholarly interest in leadership behaviors and their influence on educational performance and organizational effectiveness. Moreover, studies focusing on employee engagement, instructional leadership, STEM education, and teacher digital competence also demonstrated substantial citation impact. The publication by Brad Shuck and Avery M. Herd (2012) received 170 citations, while the study of Maha K. Al Salami et al. (2017) obtained 147 citations. Similarly, the meta-narrative review of instructional leadership by Joshua Boyce and A. J. Bowers (2018) earned 116 citations, emphasizing the continuing relevance of leadership for learning in educational research.

Recent publications also showed notable citation performance despite their recent years of publication. The study of Ting-Kuang Chiu et al. (2024) on teacher digital competence development accumulated 96 citations, reflecting the growing importance of digital transformation in education. Likewise, studies related to sustainable development in English teaching, teacher professional development participation, and teachers' experiences with administrative support and violence gained citations ranging from 69 to 73. Overall, the table demonstrates that research on transformational leadership, instructional leadership, teacher development, and educational well-being constitutes the most influential and widely recognized themes within the field.

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Table 3. Top 10 Co-Citation Analysist Cited Documents

Rank	Author(s)	Year	Title	Citations	Total Link Strength
1	Khalifa, M. A., Gooden, M. A., & Davis, J. E.	2016	Culturally responsive school leadership: A synthesis of the literature. Review of Educational Research, 86(4), 1272–1311.	9	55
2	Center on Great Teachers and Leaders	2016	The Professional Standards for Educational Leaders (PSEL) 2015 and the Interstate Leaders Licensure Consortium (ISLLC) Standards 2008: A crosswalk.	7	39
3	Bryk, A. S.	2010	Organizing schools for improvement. Phi Delta Kappan, 91(7), 23–30.	6	37
4	Bandura, A.	1997	Self-efficacy: The Exercise of Control (Vol. 11). Freeman.	13	31
5	Grice, C.	2025	Practices of Leading Pedagogy. Singapore: Springer.	4	28
6	Leithwood, K., Harris, A., & Hopkins, D.	2008	Seven strong claims about successful school leadership. School Leadership and Management, 28(1), 27–42.	4	24
7	Grissom, J. A., Egalite, A. J., & Lindsay, C. A.	2021	How principals affect students and schools. Wallace Foundation, 2(1), 30–41.	4	24
8	Robinson, V. M., Lloyd, C. A., & Rowe, K. J.	2008	The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. Educational Administration Quarterly, 44(5), 635–674.	4	22
9	Spillane, J. P.	2006	Towards a theory of leadership practice: A distributed perspective. In Rethinking Schooling (pp. 208–242). Routledge.	6	22
10	MacGregor Burns, J.	1978	Leadership. New York: Harper & Row.	11	21

The co-citation analysis identified 67 key references (≥4 citations) from a total of 14, 749 cited sources, reflecting the school leadership styles and teacher subjective well-being. Table 1 lists the top ten most co-cited publications, which provide insight into the core scholarly foundations of this field.

Table 3 presents the top ten most co-cited documents identified from the co-citation analysis, highlighting the foundational scholarly works that have significantly influenced research on school leadership styles and teacher subjective well-being. Among the references, the study of Khalifa, Gooden, and Davis (2016) titled *Culturally Responsive School Leadership: A Synthesis of the Literature* emerged as the most influential publication, obtaining a total link strength of 55 and 9 citations. This indicates that culturally responsive leadership has become a highly interconnected and frequently referenced concept within the literature, emphasizing the importance of equity, inclusivity, and responsiveness in school leadership practices.

The second strongest reference was the *Professional Standards for Educational Leaders (PSEL) 2015 and the Interstate Leaders Licensure Consortium (ISLLC) Standards 2008: A Crosswalk* published by the Center on Great Teachers and Leaders (2016), which recorded a total link strength of 39 and 7 citations. This finding suggests that leadership standards and professional competencies serve as major theoretical and practical frameworks in studies concerning educational leadership effectiveness and teacher well-being. Similarly, Bryk's (2010) work *Organizing Schools for Improvement* ranked third with a total link strength of 37 and 6 citations, highlighting the importance of organizational improvement and collaborative school structures in educational leadership research.

Bandura's (1997) seminal work on self-efficacy received the highest number of citations (13) and a total link strength of 31, demonstrating the continued relevance of self-efficacy theory in explaining teachers' motivation, confidence, and subjective well-being within school environments. The inclusion of Grice's (2025) *Practices of Leading Pedagogy* with a total link strength of 28 further reflects the growing scholarly attention toward pedagogical leadership and instructional practices in contemporary educational settings.

Additionally, influential leadership theories and models were evident in the works of Leithwood, Harris, and Hopkins (2008), Grissom, Egalite, and Lindsay (2021), Robinson, Lloyd, and Rowe (2008), and Spillane (2006), each emphasizing successful leadership practices, distributed leadership, and the impact of principals on school outcomes. These studies collectively reinforce the notion that effective leadership significantly contributes to teacher performance, organizational climate, and school improvement. Lastly,

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Burns' (1978) classic work *Leadership* remained among the top co-cited references, confirming the enduring influence of transformational leadership theory in educational leadership research.

Overall, the co-citation analysis demonstrates that the intellectual structure of the field is anchored on theories of transformational leadership, distributed leadership, culturally responsive leadership, organizational improvement, and teacher self-efficacy. These foundational works collectively shape current discussions on how school leadership styles influence teacher subjective well-being and educational effectiveness.

Research Question 4: Which leadership theories, thematic areas, and teacher well-being dimensions dominate the scholarly discourse on school leadership styles and teacher subjective well-being?

Objective 4. Intellectual Clusters and Theoretical Foundations



Figure 10. *Co-Citation Network of Influential References on School Leadership Styles and Teacher Subjective Well-Being*

Figure 10 presents the co-citation analysis of influential authors and scholarly works related to school leadership styles and teacher subjective well-being. The network visualization reveals three major clusters represented by different colors, indicating groups of closely related studies and theoretical foundations within the field.

Cluster 1 (Blue): Self-Efficacy and Cultural Responsiveness

The blue cluster centers on the works of Albert Bandura and Davis, highlighting themes associated with self-efficacy and culturally responsive leadership. The prominent citation of Bandura's work on self-efficacy suggests that researchers heavily rely on psychological and motivational theories in understanding leadership effectiveness and educational performance. Additionally, the inclusion of culturally responsive studies indicates growing scholarly interest in inclusive leadership practices and diverse educational environments.

Cluster 2 (Green): School Leadership and Organizational Management

The gren cluster includes authors such as Hindsay, Rowe, Easton, and professional standards-related studies. This cluster primarily focuses on school leadership, organizational management, and the role of principals in improving school effectiveness. Topics within this cluster emphasize organizing schools, leadership impact, and professional standards for educational leaders. The interconnectedness of these authors suggests strong scholarly attention toward administrative functions, leadership competencies, and institutional governance in education.

Cluster 3 (Red): Transformational and Instructional Leadership

The red cluster is dominated by the influential work of James MacGregor Burns, particularly the foundational concept of transformational leadership introduced in *Leadership (1978)*. This cluster also includes studies related to instructional leadership and strong claim theories in educational leadership research. The concentration of citations around Burns demonstrates the enduring influence of transformational leadership theory in contemporary educational administration studies. Researchers within this cluster frequently examine how visionary leadership practices contribute to teacher motivation, organizational change, and school improvement.

Overall, the co-citation analysis demonstrates that the field of educational leadership is grounded in three major scholarly dimensions: psychological and culturally responsive leadership perspectives (blue

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cluster), organizational and administrative leadership practices (green cluster), and transformational leadership theories (red cluster). The relationships among the clusters further indicate that educational leadership research is interdisciplinary, integrating psychological, managerial, and transformational approaches to understand school leadership effectiveness**.**

Table 4. Document Co-Citation Clusters and Associated Research Themes

	Cluster	Label	No. of Items	Representative Authors / References
1.	1 (Blue)	Blue Cluster: Self-Efficacy and Cultural Responsiveness	4	Bandura (1997); Davis (culturally responsive leadership studies); Koehler et al. (2006)
2.	2 (Green)	School Leadership and Organizational Management	4	Hindsay et al.; Rowe et al.; Easton et al.; Professional standards-related studies
3.	3 (Red)	Transformational and Instructional Leadership	2	Burns (1978); James MacGregor Burns; Instructional leadership studies; Strong claim theories in educational leadership)

Table 4 summarizes the three intellectual clusters generated from the document co-citation network. The co-citation clustering revealed three distinct thematic groups that represent the intellectual structure of the literature on educational leadership. The Blue Cluster, labeled Self-Efficacy and Cultural Responsiveness, consists of 4 items. This cluster is anchored on the theoretical contributions of Bandura (1997). The Green Cluster, labeled School Leadership and Organizational Management, contains 4 items. This cluster is associated with authors such as Hindsay et al., Rowe et al., and Easton et al., as well as studies on professional standards for school leaders. The Red Cluster, labeled Transformational and Instructional Leadership, includes 2 items. This cluster is dominated by the foundational work of Burns (1978). Overall, the results show that educational leadership research is organized around three major intellectual themes: psychological foundations of leadership, organizational and administrative leadership structures, and transformational-instructional leadership theories that drive school improvement.

Co-occurrence analysis

The co-word analysis uncovered the conceptual linkages and thematic trends within the research on the school leadership styles and teacher subjective well-being. From a total of 1,262 unique author keywords, 49 met the minimum occurrence threshold and were used to generate the co-occurrence network. The mapping revealed three major thematic clusters, each representing a distinct but interrelated research focus. Table 2 presents the top 15 most frequently occurring keywords, while Figure 3 visualizes the co-word network structure.

Table 5. Top 15 Keywords Identified in the Co-Occurrence Network Analysis

Rank	Keyword	Occurrences	Total Link Strength
1	Students	39	175
2	Teaching	46	153
3	Human	19	144
4	Leadership	30	90
5	Teachers'	21	85
6	Female	11	84
7	Article	11	84
8	School	9	84
9	Male	9	81
10	School Leadership	26	65
11	Psychology	8	67
12	Human Experiment	7	64
13	Adult	6	61
14	Job Satisfaction	14	60
15	Engineering Education	12	55

Table 5 presents the top 15 keywords identified in the co-occurrence network analysis, highlighting the dominant themes and conceptual relationships within the literature on school leadership and teacher subjective well-being. The frequency of keyword occurrences and their total link strength indicate the extent to which these concepts are interconnected across the analyzed studies.

Among the identified keywords, “teaching” emerged as the most frequently occurring term with 46 occurrences and a total link strength of 153, indicating that instructional practices and teaching-related concerns remain central to discussions of leadership and teacher well-being. Similarly, “students” ranked second in occurrences (39) but recorded the highest total link strength (175), suggesting that student outcomes and learner-related concerns are strongly connected with multiple research themes in the field. This finding

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implies that studies on school leadership and teacher well-being are often framed in relation to their influence on student development and educational performance.

The keyword "leadership" appeared 30 times with a total link strength of 90, reflecting the significant role of leadership concepts in the literature. More specifically, "school leadership" recorded 26 occurrences and a total link strength of 65, confirming that leadership practices in educational settings remain a major area of scholarly investigation. These findings indicate that researchers consistently examine how leadership approaches influence teachers' professional experiences, workplace conditions, and overall well-being.

Teacher-related themes were also strongly represented in the network. The keyword "teachers'" obtained 21 occurrences and a total link strength of 85, while "job satisfaction" appeared 14 times with a total link strength of 60. This demonstrates that teacher welfare, motivation, and satisfaction are recurring concerns in the literature. The inclusion of "psychology" (8 occurrences; 67 total link strength) further emphasizes the growing attention given to the psychological and emotional dimensions of teaching and leadership.

Demographic-related keywords such as "female" (11 occurrences; 84 total link strength), "male" (9 occurrences; 81 total link strength), "adult" (6 occurrences; 61 total link strength), and "human" (19 occurrences; 144 total link strength) indicate that many studies explored leadership and well-being across different population groups and demographic contexts. The presence of "human experiment" (7 occurrences; 64 total link strength) suggests that empirical and participant-based research designs were commonly employed in the analyzed publications.

Interestingly, "engineering education" ranked fifteenth with 12 occurrences and a total link strength of 55, indicating that studies related to leadership and well-being have also extended into specialized educational disciplines. This suggests the interdisciplinary nature of the research field and its application across diverse educational contexts.

Overall, the co-occurrence network analysis reveals that the literature is heavily centered on the interconnected themes of teaching, students, leadership, and teacher well-being. The strong link strengths among these keywords demonstrate the close relationship between school leadership practices, teacher professional experiences, and educational outcomes.

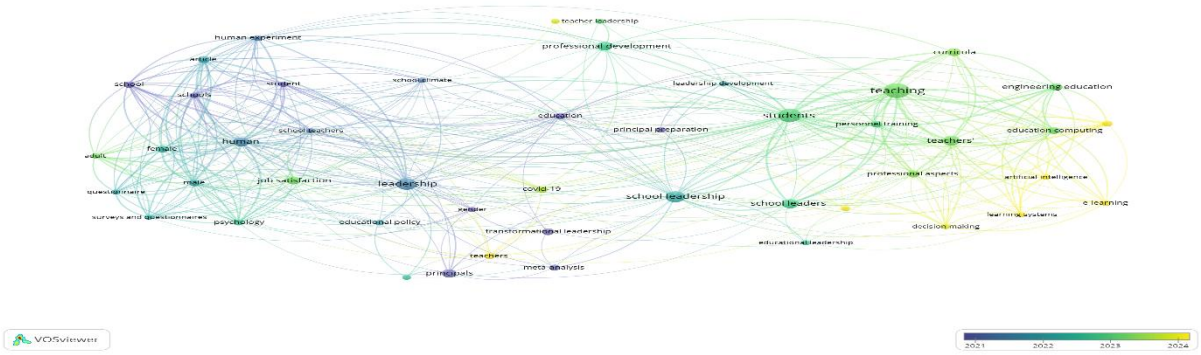


Figure 11: *Overlay Visualization of Keyword Co-Occurrence*

Figure 11 presents the overlay visualization map and clustering analysis of keywords related to school leadership and educational research. The analysis identified 47 keywords grouped into three major clusters, representing the dominant thematic areas within the field. The visualization illustrates the relationships among keywords, where node size reflects frequency of occurrence, link strength indicates the degree of association, and color variation represents the average publication year from 2021 to 2024.

Cluster 1 (Blue): Educational Leadership and Professional Development

The blue cluster consists of 17 items, including administration, covid-19, education, educational policy, gender, leadership, leadership development, meta-analysis, principal preparation, principals, professional development, school climate, school leadership, teacher leadership, teacher retention, teachers, and transformational leadership. This cluster mainly focuses on leadership practices, school administration, and teacher-related concerns within educational institutions.

The prominence of keywords such as leadership, school leadership, principals, and professional development indicates that many studies emphasize the critical role of educational leaders in improving school performance and teacher effectiveness. The inclusion of teacher retention and school climate suggests that researchers are also concerned with workplace conditions and strategies for sustaining teacher engagement. Moreover, the appearance of covid-19 reflects the impact of the pandemic on educational leadership and school

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management practices. Overall, this cluster highlights the importance of leadership competencies, policy implementation, and organizational development in education.

Cluster 2 (Green): Technology Integration and Innovation in Education

The green cluster contains 16 items, including artificial intelligence, computer aided instruction, curricula, decision making, e-learning, education computing, educational leadership, engineering education, k-12 schools, learning systems, personnel training, professional aspects, school leaders, students, teachers', and teaching. This cluster represents the growing integration of technology and innovation within educational settings.

The presence of keywords such as artificial intelligence, e-learning, learning systems, and computer aided instruction demonstrates the increasing scholarly attention toward digital transformation in education. Studies within this cluster examine how technological tools and AI applications support teaching, learning, and educational decision-making processes. The inclusion of students, teaching, and curricula further indicates that technology is being explored as a means of enhancing instructional delivery and student learning experiences. This cluster reflects the shift of educational research toward modern, technology-driven approaches and highlights the evolving role of school leaders in adapting to digital learning environments.

Cluster 3 (Yellow): Human Factors and Educational Research Methods

The yellow cluster is composed of 14 items, including adult, article, female, human, human experiment, job satisfaction, male, psychology, questionnaire, school, school teachers, schools, student, and surveys and questionnaires. This cluster centers on human-related factors and methodological approaches commonly used in educational research.

The keywords within this cluster indicate that many studies investigate teacher and student experiences, behavioral aspects, and psychological dimensions of education. Terms such as job satisfaction, psychology, and school teachers suggest a focus on teacher well-being, motivation, and workplace experiences. Meanwhile, keywords like questionnaire and surveys and questionnaires reveal that quantitative survey methods are widely employed in the field. This cluster demonstrates the continued importance of human-centered perspectives and empirical data collection in educational leadership and teaching research.

Overall Interpretation

The three clusters collectively demonstrate the multidimensional nature of educational leadership research. The blue cluster emphasizes leadership development and organizational management, the green cluster highlights technological innovation and digital transformation, while the yellow cluster focuses on human factors and research methodologies. The overlay visualization further reveals an evolution of research interests from traditional leadership and school management themes toward emerging topics related to artificial intelligence, e-learning, and technology-enhanced education. These findings suggest that future educational research will likely continue integrating leadership practices with technological advancement and human-centered educational approaches.

Growth and Evolution of Research Productivity

The bibliometric findings reveal a clear and sustained trajectory of growth is scholarly interest concerning school leadership styles and teacher subjective well-being. Publication output remained minimal and inconsistent from 2010 to 2017, suggesting that the intersection of leadership styles and teacher well-being was still a relatively nascent area of scholarly inquiry during this period. However, a meaningful uptick began in 2018, gaining significant momentum from 2022 onward, and culminating in 2025 with the highest annual output of 44 documents. This surge reflects the post-pandemic intensification of scholarly focus on teacher mental health, workplace resilience, and the role of school leadership in supporting educators through institutional crises and rapid educational reforms. The temporal decline in citation impact for more recently published studies is an expected bibliometric phenomenon, as newly published works require time to accumulate citations. Thus, the relatively lower citation rates for 2024–2026 publications should not be interpreted as evidence of diminishing scholarly significance, but rather as a natural artifact of recency.

Geographic Concentration and International Representation

The geographic distribution of publications underscores a persistent dominance of the United States, which contributed 251 documents a figure far exceeding all other countries. This aligns with the robust infrastructure of educational research institutions in the United States, particularly those with dedicated graduate programs in educational leadership and administration. Australia and Canada emerged as the next most productive contributors, consistent with their well-developed research cultures in education and teacher welfare.

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Nevertheless, the growing presence of countries from Asia, Africa, South America, and Oceania including Malaysia, Brazil, Nigeria, Chile, and New Zealand—signals an encouraging internationalization of the field. This diversification suggests that the concerns surrounding leadership effectiveness and teacher well-being are recognized as globally relevant, transcending specific educational systems or cultural contexts. The relatively limited representation of developing countries, however, indicates a continuing inequity in research infrastructure and access to publication platforms such as Scopus, which itself is an important limitation that future scholarship should address.

Influential Works and Intellectual Foundations

The citation analysis and co-citation clustering paint a coherent picture of the intellectual foundations of this field. Leithwood and Sun's (2012) meta-analytic review of transformational school leadership the most cited document with 362 citations confirms that transformational leadership theory remains the dominant conceptual framework through which researchers examine school leadership and its effects on teacher outcomes. This is further corroborated by the sustained prevalence of "transformational leadership" across keyword analyses and trend topic visualization.

The co-citation clusters delineate three theoretical pillars: (1) psychological and culturally responsive leadership, anchored by Bandura's (1997) self-efficacy theory and culturally responsive leadership frameworks; (2) organizational and administrative leadership, represented by works on school improvement, professional standards, and principal effectiveness; and (3) transformational and instructional leadership, dominated by the foundational contributions of James MacGregor Burns (1978). Together, these clusters indicate that the field draws from a rich interdisciplinary foundation spanning educational administration, organizational psychology, and leadership theory.

The high total link strength of Khalifa, Gooden, and Davis's (2016) work on culturally responsive school leadership is particularly noteworthy. It suggests a growing recognition within the field that leadership effectiveness is not culture-neutral—that equity, inclusivity, and cultural responsiveness are integral dimensions of school leadership that meaningfully affect teacher well-being and organizational commitment.

Thematic Clusters and Conceptual Evolution

The keyword co-occurrence and overlay visualization analyses collectively demonstrate the multidimensional and evolving nature of research in this domain. The three major thematic clusters Educational Leadership and Professional Development, Technology Integration and Innovation in Education, and Human Factors and Educational Research Methods reflect the broadening scope of scholarly inquiry beyond traditional administrative concerns.

The first cluster's emphasis on transformational leadership, principal preparation, school climate, and teacher retention confirms the persistent centrality of leadership as a structural variable in shaping teacher well-being and organizational effectiveness. The appearance of COVID-19 as a keyword within this cluster underscores how the pandemic served as a catalytic event that redirected scholarly attention toward crisis leadership, adaptive management, and the psychological toll of emergency educational transitions on teachers.

The second cluster's concentration on artificial intelligence, e-learning, and technology-enhanced education reflects the broader digital transformation of schooling and the evolving competencies required of educational leaders. As AI tools, learning management systems, and digital curricula become embedded in educational institutions, school leaders are increasingly expected to possess digital leadership capabilities alongside traditional instructional and managerial competencies. This cluster signals a significant research frontier that intersects leadership studies with educational technology.

The third cluster's focus on job satisfaction, psychology, questionnaire-based methodologies, and demographic considerations reveals the continued reliance on empirical, survey-based approaches in studying teacher well-being. The prominence of human-centered keywords such as "female," "male," "adult," and "human experiment" indicates that researchers consistently examine how leadership and well-being experiences differ across demographic groups, lending nuance to what might otherwise be treated as undifferentiated constructs.

The trend topic analysis further confirms a progressive thematic evolution—from early research focusing on gender differences and organizational structures, toward contemporary scholarship that integrates psychological well-being, professional development, and instructional quality under a more holistic and human-centered research lens. The emergence of "psychology" as a trending topic in 2025 is especially significant, as it suggests the field is increasingly turning to clinical and positive psychology frameworks to understand the emotional and mental health dimensions of the teacher experience.

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Implications for Practice and Policy

The findings carry important practical implications for school administrators, education policymakers, and teacher education programs. The consistent association between transformational and culturally responsive leadership with positive teacher outcomes suggests that leadership preparation programs should prioritize these competencies. Principals and school administrators who model empathy, vision, collaboration, and cultural sensitivity are more likely to foster school environments where teachers thrive psychologically and professionally.

The growth of technology-related research themes also implies that school leaders must be equipped not only with pedagogical and administrative knowledge but also with digital leadership competencies. As AI and e-learning become integral to schooling, the capacity of school leaders to guide technological adoption, ensure equitable access, and support teachers through digital transitions will become increasingly determinative of teacher well-being.

Furthermore, the relatively low representation of developing countries in the literature signals a need for targeted investment in educational research capacity in underrepresented regions. Policymakers and international education organizations should consider funding mechanisms that enable researchers from Africa, Southeast Asia, and Latin America to contribute their contextual knowledge to the global discourse on school leadership and teacher well-being.

Recommendation

Based on the findings of this bibliometric review, the following recommendations are proposed for researchers, school practitioners, policymakers, and teacher education institutions. Educational Policymakers, Educational policymakers, including Ministries or Departments of Education, should utilize the findings of this bibliometric analysis to develop leadership policies and professional standards that emphasize leadership practices associated with teacher well-being, organizational support, and sustainable school improvement. School Leaders and Administrators, School principals, supervisors, and educational leaders should strengthen the implementation of transformational, instructional, and human-centered leadership practices identified as dominant themes in the literature to foster positive workplace environments and enhance teachers' subjective well-being. Higher Education Institutions and Teacher Education Programs, Universities and teacher education institutions should integrate contemporary leadership and teacher well-being literature into leadership preparation and professional development programs to ensure that future school leaders are equipped to address teacher wellness, resilience, and organizational support. Research Organizations and Academic Scholars, Researchers and educational research institutions should investigate underexplored themes identified in the bibliometric analysis, including emerging leadership approaches, teacher mental health, cross-cultural comparisons, and technology-mediated leadership practices, to expand the current knowledge base. For Future Bibliometric and Systematic Review Researchers, Future researchers should extend the present study by incorporating additional databases such as Web of Science, ERIC, and Dimensions, conducting longitudinal analyses, and exploring broader international contexts to provide a more comprehensive understanding of the evolution of research on school leadership styles and teacher subjective well-being.

Ethical Considerations

This study utilized bibliographic records obtained from the Scopus database and did not involve direct participation of human respondents or the use of animal subjects. Consequently, formal ethical clearance was not required. Nevertheless, the study adhered to established ethical standards in research by ensuring the accurate collection, analysis, interpretation, and reporting of bibliometric data. Proper acknowledgment of authors and sources was maintained in reporting the scholarly literature. Bibliometric results were interpreted according to the indicators and procedures used, without treating publication counts or citation metrics as definitive measures of research quality. All sources were properly acknowledged, and the integrity of the retrieved records was maintained throughout the research process. Furthermore, the study complied with applicable copyright regulations, database usage policies, and principles of academic honesty and research transparency.

Conclusion

This bibliometric analysis provides a comprehensive and systematic account of the intellectual landscape surrounding research on school leadership styles and teacher subjective well-being from 2010 to 2026, with a focus on publications from Australia, North America, and South America. Drawing on 202 Scopus-indexed documents spanning 149 sources, the study mapped publication trends, citation structures, geographic and institutional distributions, author networks, and thematic evolution using performance

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analysis, co-citation analysis, keyword co-occurrence analysis, trend topic analysis, overlay visualization, and density mapping. The findings reveal a field that has grown substantially in scholarly attention, particularly in the post-pandemic period, as the intersection of educational leadership and teacher psychological well-being has become an increasingly urgent concern for researchers, practitioners, and policymakers alike. While the United States continues to dominate research productivity, the expanding contributions of countries across multiple continents signal a growing global recognition of the critical importance of school leadership in shaping teacher well-being and educational quality. The intellectual structure of the field rests on three foundational pillars: self-efficacy and culturally responsive leadership perspectives; organizational and administrative school leadership frameworks; and transformational and instructional leadership theories. Transformational leadership, as introduced by Burns (1978) and extensively validated through the work of Leithwood and colleagues, remains the dominant theoretical lens through which scholars examine leadership-well-being relationships. Meanwhile, culturally responsive leadership has emerged as an increasingly influential framework, reflecting a growing scholarly commitment to equity-informed and inclusive approaches to school leadership. Thematically, the field has evolved from early preoccupations with demographic variables and organizational structures toward a more holistic research agenda that integrates psychological well-being, professional development, instructional quality, and digital leadership. The emergence of artificial intelligence, e-learning, and technology-enhanced education as significant research themes signals an important frontier where school leadership studies must increasingly engage. Several gaps remain in the literature. The underrepresentation of developing countries, the overreliance on quantitative survey methodologies, and the limited use of longitudinal research designs are notable limitations that future scholarship should address. Moreover, as the role of technology in schools continues to expand, the intersection of digital leadership and teacher psychological well-being represents a particularly fertile and underdeveloped area of inquiry. In conclusion, this bibliometric review affirms that effective leadership does not merely manage institutions; it shapes the professional experience, emotional health, and long-term commitment of teachers. As educational systems worldwide grapple with growing teacher shortages, burnout, and the challenges of post-pandemic recovery, investing in the development of compassionate, culturally responsive, and digitally literate school leaders is not only an educational imperative it is a matter of institutional sustainability and social justice. Future research must continue to illuminate the pathways through which leadership practices cultivate thriving, resilient, and fulfilled teaching professionals across diverse educational contexts.

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