

Navigating Teacher Well-Being in Globalized Education: Challenges and Recommendations

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Abstract: In the context of globalized education, teacher well-being has emerged as a critical area of study, where educators face unique challenges. This research investigated the multifaceted factors influencing teacher well-being, aiming to identify common struggles and contextual influences that shape their experiences. Given the increasing responsibilities placed on teachers, it is crucial to prioritize their well-being, as it has a direct impact on the quality of education they provide. The preliminary data were gathered via electronic open-ended questionnaires and eight semi-structured individual interviews, which served as case studies. The study primarily targeted South African teachers, but through a thorough literature review, the framework has been modified to accommodate a global audience. The findings unveiled the components that teachers described as driving them away from the profession and the factors that pulled them towards it. The in-depth literature reviews' findings focused on the globalization of education, which, while offering benefits like shared best practices, presents challenges to teacher well-being. These challenges include increased workloads due to curriculum changes, diverse learner needs, pressure from standardized testing, and inadequate support systems. Based on these insights, the researcher proposes several recommendations aimed at improving teacher well-being. These include systemic changes in curriculum development, equitable resource allocation, and enhanced support systems. At the school level, fostering a positive culture and effective workload management are essential, while individual strategies such as reflective practice and self-care can further mitigate stress. The study calls for further research to explore the long-term effects of globalization on teacher well-being and to evaluate the efficacy of targeted interventions. By addressing these issues, stakeholders can create a more supportive educational environment that benefits both teachers and students globally.

Keywords: Education globalization, Teacher coping strategies, Teacher challenges, Teaching profession, Teacher well-being, well-being framework

1. Introduction

In recent years, the globalization of education has accelerated, creating a more interconnected and interdependent world (Goodwin, 2020:6). This process has facilitated the exchange of educational practices, policies, and innovations across borders, aiming to improve educational outcomes globally. However, with this increased globalization comes a set of challenges, particularly concerning the well-being of teachers. As the cornerstone of educational systems, teachers play a crucial role in shaping future generations. Therefore, ensuring their well-being is of paramount importance, as it directly impacts the quality of education they provide (Timm & Barth, 2021:51).

The globalization of education is characterized by the increasing interconnectedness and interdependence of educational systems worldwide (Tight, 2021:53). This phenomenon is marked by a growing trend of students pursuing education in foreign countries, resulting in a more diverse and multicultural student body. Moreover, there is a shift towards standardizing educational benchmarks, exemplified by the Program for International Student Assessment (PISA) implemented by the Organization for Economic Co-operation and Development (Lewis, 2020). Educational institutions are also forming international partnerships to collaborate on research, curriculum development, and teacher training (De Wit & Altbach, 2021:304). Additionally, online learning platforms have emerged, providing global access to education and fostering a globalized educational community (McKenzie & Aikens, 2021:313).

These trends have led to a more dynamic and competitive educational landscape, where the sharing of best practices and policies can enhance educational quality. However, this increased globalization also places additional pressures on teachers, which ultimately influences their well-being.

2. Literature Review

Teacher well-being is a critical factor in the effectiveness and sustainability of educational systems worldwide. Despite its importance, there remains a significant lack of comprehensive global approaches to supporting teacher well-being (Long, Grave, Sayed & Lampen, 2017:7). This deficiency is particularly concerning given the increasing globalization of education, which brings diverse challenges and stressors to teachers across different contexts. This article explores the current state of teacher well-being, the consequences of their poor well-being, and the urgent need for action to address this critical issue.

According to CEOWORLD magazine (2024), the ranking of countries with the best education systems is based on an annual perception-based global survey that considers the opinions of university students, academic professionals, teachers, professors, business executives, and education policy experts. The survey was conducted from January to March 2024 and received over 196,300 responses. In the 2024 rankings, the United Kingdom has the most well-developed education system in the world, followed by the United States in second place, and Australia, the Netherlands, and Sweden in third through fifth. France ranks sixth, Denmark seventh, Canada eighth, Germany ninth, and Switzerland tenth. Japan, Israel, Finland, Taiwan, and Singapore occupy the 11th to 15th positions, respectively. South Africa is ranked 71st, while Botswana is last at the 93rd position.

2.1 Teacher Well-Being From a Global Perspective

Building on the statistics presented in the previous section, this section will delve into the well-being of teachers in four diverse countries: the United Kingdom (ranked 1st), Croatia (35th), South Africa (71st), and Botswana (93rd). By examining the well-being of teachers in these countries, we can gain a comprehensive understanding of the global teacher well-being landscape. These four countries provide a representative sample, offering insights into the varying levels of teacher well-being worldwide and enabling a broader understanding of the factors influencing their overall well-being.

There is no universally accepted definition of teacher well-being, leading to varied approaches in different contexts. Some systems emphasize mental health, others focus on job satisfaction (Capone & Petrillo, 2020), while some consider broader aspects such as work-life balance and professional development (Eslami, Hashemian, Khorakian & Adibzadeh, 2024). Moreover, policies related to teacher well-being are often inconsistent. While some countries have robust support systems, others have minimal provisions, leading to disparities in the well-being of teachers globally. Furthermore, many educational systems, especially in developing countries, lack the resources to implement comprehensive well-being programs (Botha, De Jager & Evans, 2023:7).

The well-being of teachers significantly impacts educational outcomes, and it varies across different countries. In the United Kingdom, research indicates that teachers generally experience higher levels of job satisfaction due to access to professional development and mental health resources. According to Ingersoll (2017), UK teachers report feeling supported in their roles, although high workloads and stress remain prevalent issues. The government has introduced initiatives aimed at reducing teacher burnout, recognizing its importance in maintaining a robust educational system (Sibieta & Stokes, 2018).

In Croatia, the situation is more complex. While teachers enjoy stable employment, they often face challenges such as underfunding and a lack of resources. A study by Šehić and Šehić (2020) highlights that Croatian teachers feel undervalued and experience significant stress due to large class sizes and insufficient support from the educational system. These factors contribute to a decline in teacher morale, affecting their overall well-being and effectiveness in the classroom.

South Africa presents a contrasting scenario, where socio-economic factors heavily influence teacher well-being. Teachers often work in poorly resourced environments, leading to high levels of job dissatisfaction. According to Wills and Reddy (2019), South African educators face considerable challenges, including large class sizes and inadequate support systems, which contribute to feelings of burnout and disillusionment. Despite efforts to improve salaries and training, many teachers feel unsupported, exacerbating the challenges they face in the classroom.

In Botswana, teachers encounter similar difficulties with job satisfaction and well-being. Research by Moswela (2015) indicates that while the government has made improvements in educational infrastructure, teachers often experience overwhelming workloads and a lack of recognition. This environment contributes to high turnover rates and challenges in retaining qualified educators. Addressing the well-being of teachers in Botswana is crucial for enhancing the stability and quality of the educational system.

Hence, the literature review reveals that teachers worldwide are facing unprecedented levels of stress, burnout, and mental health concerns, which are further intensified by factors such as excessive workloads, inadequate support, and the lingering effects of the COVID-19 pandemic. (Naidoo, 2017; Charland, Martineau, Arvisais, Turgeon, Vinuesa & Cyr, 2021). Various factors contribute to this issue, including inadequate funding (Carelse, 2018), insufficient teacher qualifications, overcrowding, disruptive learner behaviour, diverse learner needs, lack of management and parental support, poor working conditions, excessive workload, and time demands (Rechtshaffen, 2014, Dreer, 2023). The constant stress and trauma can lead to loss of purpose and commitment among teachers (Steiner, Doan, Woo, Gittens, Lawrence, Berdie, Wolfe, Greer & Schwartz, 2022).

When teachers successfully navigate these challenges, they tend to perceive their professional journey as positive, inspiring, and fulfilling. Therefore, equipping teachers with effective coping mechanisms is proposed as a potential strategy to mitigate teacher stress, reduce resignation rates, and ultimately enhance well-being (Botha et al, 2023: 22).

3. Theoretical Framework

The preliminary research study was informed by two theoretical frameworks: Samuel van Wyk's (2008) Force Field Model (FFM) of professional development, which examines the dynamics of change and growth, and Seligman's (2011, 2009) PERMA Model of Well-being, which encompasses five essential elements of well-being: Positive Emotions, Engagement, Relationships, Meaning, and Achievement.

3.1 The Force Field Model of Professional Development

This article utilizes the Force Field Model to examine the various forces that shape teachers' experiences and influence their decision to remain in the teaching profession. The interplay of these forces can either foster or hinder teachers' job retention, and their impact is filtered through individual teachers' unique experiences and perceptions. These forces can be categorized into four domains: contextual forces (e.g., school culture and environment), institutional forces (e.g., administrative support and policies), programmatic forces (e.g., professional development opportunities), and biographical forces (e.g., personal values and career aspirations).

3.2 The PERMA Model of Well-Being

The PERMA model of well-being, developed by Martin Seligman (2011), serves as the second theoretical framework for this research. This model identifies five essential elements that contribute to well-being: positive emotion, engagement, relationships, meaning, and accomplishment. Positive emotion focuses on cultivating a positive outlook, even in the face of adversity, to foster happiness. Engagement refers to a sense of purpose and connection to one's work or activities. Relationships involve a sense of belonging and social connections, which are linked to favorable outcomes like reduced depression and improved overall health. Meaning is about feeling connected to something larger than oneself, giving life purpose and direction. Accomplishment refers to achieving goals and receiving recognition, bringing a sense of personal success. While the PERMA model highlights internal forces influencing well-being, the Force Field Model emphasizes external variables impacting teacher wellness.

3.3 The Merging of the Two Models

Upon further examination, the Force Field Model (FFM) was found to primarily focus on external forces beyond the teacher's control, including the biographical force which encompasses fixed variables such as culture, religion, and race. This limitation created a need for a complementary model that could account for the personal, subjective elements that teachers can influence. The PERMA model was therefore incorporated to address this gap, focusing on internal forces that contribute to well-being, such as positive emotions, engagement, and a sense of purpose. By combining the two models, the researcher created a comprehensive framework for understanding and assessing teacher well-being, acknowledging both the external factors that shape their experiences and the personal elements that they can manage and cultivate.

4. Research Methodology

This article is grounded in an interpretivist paradigm, which is suitable for this inquiry as it emphasizes understanding human experiences, values, and perceptions within specific contexts (Creswell & Creswell, 2018). This approach allowed the researchers to gain an in-depth understanding of the factors influencing teacher well-being.

A qualitative approach, utilizing a case study design, was adopted to explore this issue. The case study design was chosen because the researcher had no control over the events affecting the topic under investigation (Yin & Campbell, 2018). This multiple case study included eight teachers from diverse teaching contexts, ensuring representation across various school settings, ethnic groups, teaching experiences, and genders.

Participants were selected in two stages: voluntary sampling followed by purposeful sampling. Initially, the purpose of the study was posted on three different Facebook pages dedicated to teachers and educational matters, chosen for their multicultural nature and use of English as the medium of communication. Interested participants clicked on a link to a Qualtrics form, providing informed consent and completing a biographical

section and eight open-ended questions. Eighty-eight participants completed this stage. From these initial participants, eight were selected for further study based on their diverse teaching contexts, ensuring representation of gender, population group, school type, and geographic area. These participants were interviewed using semi-structured interviews, a method chosen for its ability to delve deeply into the phenomena under investigation (Ruslin et al., 2022). Semi-structured interviews allowed the researchers to follow up on responses from the initial open-ended questions, providing a richer understanding of the teachers' experiences.

The data analysis process involved transcribing all interviews and evaluating each data set independently. Following Miles et al. (2014), similarities and differences were identified and categorized. The researchers, with a thorough understanding of the Force Field Model (FFM) and the PERMA Model of Well-being, related the categories to the FFM's different forces and the PERMA model's elements. Data content was analyzed descriptively, incorporating verbatim quotes to maintain authenticity. The flexibility of qualitative research analysis facilitated the transformation of raw data into meaningful conclusions.

Ethical principles, including informed consent, privacy and confidentiality, honesty and openness, access to findings, and avoiding harm, as described by Maree (2017), were strictly adhered to. Pseudonyms were used, and no schools were identified to ensure participant anonymity. Qualtrics enabled anonymous participation, with email addresses used solely for follow-up contact. Participants were informed of their right to withdraw at any time.

By employing an interpretivist paradigm and a qualitative case study design, this research provides a nuanced understanding of the factors influencing the well-being of South African teachers. The combination of the FFM and PERMA models offers a comprehensive framework for analysing both external and internal influences on teacher well-being, highlighting the complex interplay of forces that shape their professional and personal lives.

5. Research Findings and Discussion

The analysis identified codes and categories relevant to the current classroom environment in South Africa and its effects on teacher well-being. While this study specifically examined the experiences of South African teachers, the literature suggests that teachers globally face similar challenges. Although the severity and scope of these challenges may vary across contexts, the issues themselves are universally relevant, affecting teachers across the world.

As previously noted, the data was systematically categorized into four themes derived from the Force Field Model (FFM) and PERMA model.

5.1 Theme 1: Contextual Forces

This theme highlights the unique holistic context of teachers' experiences, encompassing all aspects of their careers, regardless of their teaching environment. The contextual forces shaping teacher well-being include professional benefits, which comprise various advantages associated with teaching, as identified by participants. These benefits included job security, salary, and fringe benefits.

The assurance of having a stable job, despite socioeconomic conditions, providing a sense of safety and belonging in the profession (Hussain & Saif, 2019). Furthermore, a consistent monthly income, although sometimes inadequate, providing financial certainty (74% of participants reported working over 7 hours daily, exceeding their contracted hours). Vacations annually, appealing particularly to mothers, allowing them to spend more time with their families (Skosana, 2018). However, these vacations are often utilized for administrative tasks, lesson preparation, and professional development (Simic-Muller, 2018).

These professional benefits can serve as pull forces, attracting teachers to the profession, while remuneration issues may serve as a push force, driving them away.

5.2 Theme 2: Institutional Forces

Institutional forces, unique to each school, play a significant role in shaping teacher well-being. These forces include learners, stakeholders, and the school environment, which encompasses infrastructure, resources, geographical location, and school type.

The influence of learners on teacher well-being is multifaceted. On the one hand, learner growth, positive behavior, and encouragement serve as motivators for teachers, driving them to continue in the profession.

Teachers find joy in seeing their learners achieve and flourish, and appreciation from learners can boost teachers' morale. On the other hand, learner misbehavior and absenteeism can create a negative work environment, leading to frustration and burnout.

Stakeholders, including the school management team, Department of Basic Education (in South Africa), and parents, also impact teacher well-being. While participants rarely mentioned school management, they acknowledged the importance of an open-door policy and recognition from the SMT. Appreciation and acknowledgment from stakeholders motivate teachers to work harder and contribute to their overall well-being.

On the other hand, parents were identified as the main contributing factor negatively impacting teacher well-being. The data revealed a lack of parental involvement, limited support, and unsatisfactory communication between teachers and parents. Specifically, unemployment and lack of education among parents were highlighted as significant challenges. Unemployment leads to poverty, making it difficult for parents to provide academic support, while illiterate parents struggle to assist their children with their studies.

The lack of parental support has a significant impact on teacher well-being, as teachers rely on parents to motivate their children, address behavioral issues, and support learning. Without this support, teachers are more likely to feel overwhelmed and demotivated, leading to a higher likelihood of leaving the school or profession altogether. Therefore, it is essential to recognize the importance of parental support and address the challenges posed by uninvolved and uneducated parents to create a more supportive and collaborative educational environment.

South Africa's diverse cultural, racial, and linguistic landscape, coupled with significant socioeconomic disparities, gives rise to varied school environments with distinct traditions, values, and challenges. The codes identified within this theme overlap but are presented here as school environment and socioeconomic factors. The term "school environment" encompasses various characteristics, including safety, atmosphere, and classroom conditions. Notably, safety concerns emerged as a significant influence on teacher workplace well-being in Data Set 1, aligning with the findings of the Teaching and Learning International Survey (National Centre for Education Statistics, 2018), which highlighted South Africa's high frequency and variety of school safety incidents. On the other hand, a positive school atmosphere was reported to enhance teacher well-being, motivating them to excel and remain in the profession. However, overcrowded classrooms posed a significant challenge for effective teaching.

The socioeconomic environment significantly impacts the lived experience of a school, with many African learners attending schools with inadequate infrastructure, resulting in poor academic performance. Historically disadvantaged neighborhoods often lack resources, presenting unique challenges for teachers. Analysis revealed that teaching in rural and township schools poses distinct challenges compared to private and urban schools, although the latter are not exempt from these challenges. While socioeconomic issues were primarily seen as a push force, some participants (four out of eight case studies) worked in well-resourced schools, enabling creative teaching methods. Both codes can influence teacher well-being and their decision to stay or leave the profession.

5.3 Theme 3: Programmatic Forces

Programmatic forces, encompassing formal, non-formal, and hidden curricula, significantly impact the teaching-learning experience (Samuel & van Wyk, 2008). Data analysis showed that participants focused on the workload associated with the curriculum and learner diversity, rather than the curriculum itself. This theme is categorized into two subthemes: the impact of learner diversity on teacher well-being and the influence of curriculum on teacher well-being.

When examining the impact of learners on teacher well-being within programmatic forces, learner diversity emerges as a significant factor. This diversity encompasses not only language and cultural differences but also the varying socioeconomic contexts in which schools operate. Teachers must continually adapt their teaching methods and classroom management strategies to accommodate learners with diverse cognitive levels, linguistic backgrounds, and socioeconomic statuses. This diversity can be taxing on teachers' well-being, potentially leading to burnout and departure from the profession.

The curriculum and teacher workload are closely intertwined. The current "one-size-fits-all" curriculum perpetuates inequality in the schooling system, failing to consider contextual differences among schools (Amin & Mahabeer, 2021). To address this, the curriculum should be revised to focus on relevant content, reduce

overload, and accommodate diverse learner needs. However, frequent curriculum changes since 1994 have resulted in increased workload, training requirements, and administrative tasks, overwhelming teachers and generating stress that negatively impacts their well-being. The assessment plans and content coverage requirements set by the DBE add to teachers' frustration, leading to a sense of overwhelm and push factors that detrimentally affect their well-being.

5.4 Theme 4: Biographical Forces

Samuel and van Wyk (2008: 140-141) defined biographical forces as the unique cultural, racial, ethnic, and religious identities that shape individuals' thoughts, actions, and behaviors in their interactions with learners, school authorities, and school subjects. These forces, rooted in teachers' personal histories, can significantly influence their well-being. While acknowledging the impact of these inherent forces, they are considered fixed attributes beyond the teacher's control. In this article, the biographical forces from the PERMA model are combined with those of the FFM and reframed as internal forces that teachers can actively manage and regulate. The five elements of the PERMA model - positive emotion, engagement, relationship, meaning, and accomplishment - are presented as categories and explored in detail below.

Positive Emotion

The first category of the PERMA model highlights the significance of positive emotions in contributing to teachers' well-being. Positive emotions encompass all emotions that enhance one's well-being, such as love, passion, and joy. Participants in both data sets expressed their deep love for teaching and their desire to continue in the profession, citing the emotional rewards of helping children reach their full potential. This passion for teaching acts as a pull force, keeping them engaged and motivated.

Engagement

The second element, engagement, refers to being emotionally resourceful and focused on one's work. When teachers are engaged, they are fully present and connected to their work, using their skills and strengths to achieve challenging tasks. Participants reported that the diversity in the school setting required constant adaptation, but they found solace in discussing problems with colleagues and valued an open-door policy with school management.

Relationships

The relationship element underscores the importance of various relationships in the workplace, highlighting their impact on well-being. Supportive relationships with colleagues, learners, management, and parents are crucial for teacher retention and well-being. Participants emphasized the importance of healthy relationships, which help share burdens and improve their overall well-being.

Meaning

The fourth element, meaning, refers to teachers' need to feel valued and worthy, serving something greater than themselves. Participants reported feeling appreciated and valued, knowing they were making a difference in learners' lives. Recognition and acknowledgement kept them motivated and committed to the profession.

Accomplishment

The final element, accomplishment, refers to achieving success and mastery in one's work. When teachers feel they have accomplished their goals, it enhances their well-being and serves as a pull force. Participants reported various goals, including seeing learners succeed and achieving career advancement. Despite challenges, most participants wanted to continue teaching, with some aspiring to higher positions in education.

The PERMA model's elements - positive emotion, engagement, relationships, meaning, and accomplishment - serve as positive or pull factors that enhance teachers' well-being. When these elements are present in teachers' lives, they experience a greater sense of well-being and are more likely to remain in the profession. On the other hand, the absence or opposite of these elements can drive teachers away from the profession and deteriorate their well-being. While most participants exhibited a positive attitude towards teaching and had most PERMA elements present, some did not share this sentiment. Notably, many participants reported a lack of support from parents, which acted as a push force, and some struggled to find meaning in their profession, teaching solely for financial reasons or due to limited career options.

6. The MGB Well-Being Framework

The data analysis led to the development of the MGB Well-being framework, which prioritizes equipping teachers with coping skills through the integration of the PERMA Model. The ultimate goal is to foster resilience in teachers, enabling them to thrive and excel in their profession. By encouraging teachers to engage in reflective practices, they can better understand the unique challenges that impact their well-being and, in turn, their teaching effectiveness. This reflective approach empowers teachers to prioritize their own well-being, leading to improved teaching quality. The following illustration provides a concise overview of the MGB Well-being framework:

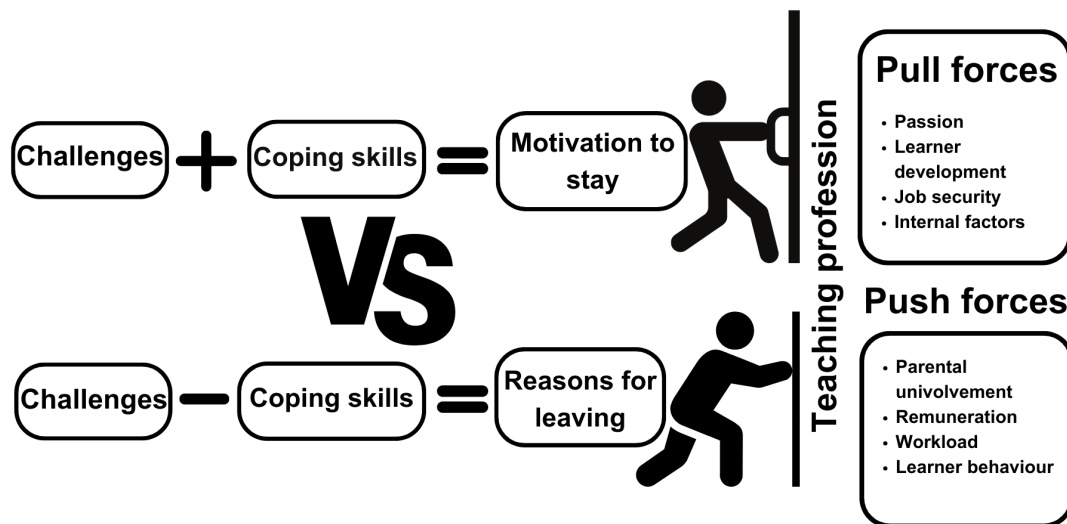


Figure 1: The MGB Well-Being Framework for Teacher Well-being

This framework offers a comprehensive approach to promoting teacher well-being, ensuring that educators are equipped to navigate the demands of the profession with resilience and dedication.

According to the proposed framework, teachers who employ effective coping strategies to address challenges are more likely to remain in the profession. Effectively managed challenges can even serve as motivators, encouraging future teachers to pursue a teaching career. This, in turn, enhances teacher well-being.

Conversely, if challenges are left unaddressed and effective coping strategies are not employed, teachers may be more likely to leave the profession. This scenario can have adverse effects on teacher well-being, ultimately driving them to discontinue their career. Therefore, it is essential to equip teachers with effective coping strategies to manage challenges, promoting teacher well-being and retention in the profession.

7. Recommendations for Policy and Practice

Based on the findings, several recommendations are proposed to enhance teacher well-being. First, policy and systemic changes should be implemented, including the adoption of a more contextually relevant and flexible curriculum that accommodates learner diversity and reduces teacher workload. Additionally, there should be a prioritized equitable distribution of resources to address disparities among schools in varying socioeconomic contexts. Comprehensive teacher support systems must be established, incorporating mentoring programs, access to mental health services, and professional development opportunities focused on stress management and coping strategies. Furthermore, strategies to improve parental engagement and community support for education should be developed.

At the school level, fostering a positive and supportive school culture is essential, as it values teacher well-being, encourages collaboration, and recognizes teachers' efforts. Effective workload management strategies should be implemented, ensuring realistic expectations for lesson planning, marking, and administrative tasks. Ongoing professional development opportunities are crucial to equip teachers with the necessary skills to address diverse learner needs, manage challenging behavior, and promote student well-being.

On an individual level, teachers should be encouraged to engage in reflective practices to identify stressors and develop coping mechanisms. Promoting self-care strategies and prioritizing personal well-being is vital to mitigate stress and burnout. Additionally, building supportive relationships among teachers can foster a sense of community and shared responsibility.

Finally, further research is needed to conduct longitudinal studies investigating the long-term impact of globalization on teacher well-being in various contexts. It is also important to explore the effectiveness of specific interventions and policies aimed at improving teacher well-being and retention, as well as to investigate the relationship between teacher well-being, student outcomes, and overall school effectiveness.

8. Conclusion

The globalization of education presents both opportunities and challenges for educational systems worldwide. While it fosters the exchange of knowledge and best practices, it also places significant pressures on teachers, impacting their well-being and, ultimately, the quality of education. This research, has highlighted the multifaceted nature of teacher well-being and the urgent need for comprehensive support systems.

The findings underscore the importance of addressing both external and internal factors influencing teacher well-being. Policymakers and school leaders must prioritize the creation of supportive working environments that value teacher well-being, provide adequate resources, and foster collaboration among stakeholders. Simultaneously, empowering teachers with coping mechanisms and promoting self-care strategies are crucial for navigating the complexities of the profession.

The MGB Well-being framework, offers a valuable tool for understanding and addressing the multifaceted nature of teacher well-being. By integrating the PERMA model's focus on internal resources with an understanding of the external forces shaping teacher experiences, this framework provides a roadmap for promoting teacher resilience and, consequently, enhancing educational quality.

However, it is crucial to acknowledge that this research represents a starting point. Further investigation is needed to explore the long-term impacts of globalization on teacher well-being across diverse cultural contexts. Longitudinal studies can provide valuable insights into the evolving challenges faced by teachers and the effectiveness of various interventions. Additionally, exploring the interplay between teacher well-being, student outcomes, and overall school effectiveness is crucial for developing evidence-based policies and practices.

Investing in teacher well-being is not merely an act of care for educators; it is an investment in the future of education itself. By prioritizing the well-being of those entrusted with shaping young minds, we pave the way for a more equitable, effective, and sustainable educational landscape for all.

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