



**The Role of HR and Key Drivers on Teacher Well-being
in Cross-Cultural Workplaces**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
BUSINESS ADMINISTRATION
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This Independent Study Has Been Approved as a Partial Fulfillment of the Requirements for the
Degree of Master of Business Administration

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ABSTRACT

With increasing globalization and information exchange, many schools are becoming internationalized, resulting in teachers from different countries working together in the same institution. This leads to cultural differences, communication styles, work values, and understandings of management. Consequently, cultural differences can cause discrepancies in salary expectations and unequal pay for equal work.

This study examined how school personnel management (such as recruitment, training, school corporate culture, award and punishments) and key support factors within the organization can make teachers happier and perform better in cross-cultural educational environments.

A quantitative research method was employed, using an online questionnaire distributed to 217 teachers. This questionnaire was designed to evaluate how teachers perceive their well-being within cross-cultural workplace environments.

After data collection, descriptive statistics were used to analyze the demographic characteristics of the sample. Correlation analysis was conducted to examine the relationships between teacher well-being and key organizational factors, including organizational support, training and professional development, compensation and benefits, performance appraisal,

workplace environment, and work-life balance. The present research aimed to determine the key factors affecting teacher well-being and performance within cross-cultural workplace settings.

This study explored how human resource practices such as training and development and employee performance appraisal can enhance teachers' passion for their work, social and professional well-being among colleagues, and how these well-beings affect teachers' work performance and effectiveness. This study was based on Social Exchange Theory (SET) and Job Requirements-Resources Model (JD-R Model) and employed a quantitative survey approach.

The data were collected from teachers and human resources professionals in bilingual schools in Southeast Asia. The study found that leadership support, inclusive workplace culture, fair performance appraisal, and professional development training are the most important factors influencing teacher well-being and classroom engagement. These findings provide education administrators with real world survey data, helping them improve teacher retention, institutional performance, teacher well-being, and cross-cultural collaboration in a globalized education environment.

Keywords: human resource management, teacher well-being, cross-cultural workplaces, performance, work-life balance

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ZhangMiaoxiang



DECLARATION

I, Miaoxiang Zhang, solemnly declare that the independent study entitled “The Role of HR and Key Drivers on Teacher Well-being in Cross Cultural Workplaces” is an original work undertaken by me. This study has not been submitted, in whole or in part, for the award of any degree or qualification at any other university or institution. All sources of information used have been duly acknowledged.



(Miaoxiang Zhang)

Nov 12, 2025

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Chapter 1: Introduction

1.1 Background of the Study

Over the past decade, globalization has reshaped education worldwide, driving a steady rise in international schools, bilingual programs, and culturally diverse learning communities. For teachers, this means an increasing number now work in cross-cultural settings, collaborating with colleagues, students, parents, and school leaders from vastly different national, linguistic, and cultural backgrounds (OECD, 2023).

These environments offer meaningful professional benefits: teachers often develop broader instructional perspectives, stronger intercultural communication skills, and valuable international experience that can advance their careers. At the same time, cross-cultural workplaces also present unique challenges—language barriers, cultural miscommunication, adaptation stress, unclear role expectations, and heightened emotional demands are common hurdles for educators navigating these contexts.

Teacher well-being has become a central focus of educational research, and this is no accident: teachers are the cornerstone of student success, school effectiveness, and the long-term sustainability of education. Teachers with higher levels of well-being tend to be more engaged, more committed, more productive, and less likely to leave the education profession prematurely (Hascher & Waber, 2021). On the other hand, poor health is closely associated with burnout, increased absenteeism, emotional exhaustion, and declining teaching quality.

Human resource practices play a vital role in supporting employees and creating a healthy work environment—schools are no exception. For teachers, HR-related factors such as training and career development, leadership support, fair performance evaluation, compensation, workplace culture, and work-life balance significantly impact their well-being (Armstrong & Taylor, 2023). When these systems are well-designed, teachers feel recognized, supported, treated fairly, and encouraged to pursue their careers.

While employee well-being has been extensively studied, research specifically on teacher well-being in cross-cultural workplaces remains limited. These environments present unique management complexities and diverse stakeholder expectations that do not always align with

findings from studies in traditional single-cultural workplaces. Therefore, targeted research is urgently needed to identify the key factors supporting teacher well-being in these environments.

In this context, this study explores how human resource practices and related key drivers influence teacher well-being in cross-cultural school settings.

1.2 Research Problem

Globally, teacher well-being has become an increasingly pressing issue. Educators from diverse backgrounds face increasingly heavy workloads, rising administrative burdens, increasing emotional stress, and persistent role conflicts—all of which significantly impact their physical and mental health (OECD, 2023). In cross-cultural school environments, these stresses are often amplified as teachers must simultaneously navigate unfamiliar cultural norms, communication styles, and workplace expectations.

Many cross-cultural education institutions rely heavily on teachers from diverse national and professional backgrounds. However, these teachers often face overlooked challenges: difficulty adapting to new cultural environments, lack of targeted organizational support, unclear performance evaluation systems, blurred work-life boundaries, and stress from relocation, cultural isolation, or social disconnect. If these problems remain unresolved, they can harm teachers' physical and mental well-being, and even force them to leave the education profession altogether.

While human resource systems are theoretically designed to improve employee satisfaction and performance, many international schools still prioritize student achievement and school reputation over teacher well-being. Inadequate onboarding and professional development training, inconsistent leadership communication, unfair assessment processes, insufficient compensation, unsupportive work environments, and excessive workloads all hinder teachers' mental and physical well-being in these situations.

Research has long established that human resource practices influence employee performance within a business environment. However, there is still a lack of research specifically investigating which human resource factors and workplace drivers have the most direct impact on teacher well-being in cross-cultural education workplaces.

Due to a lack of clear, context-specific evidence to guide decision-making, school leaders struggle to develop effective strategies to retain teachers, motivate them, and support their long-term well-being. Therefore, this study aims to identify the key human resources and workplace factors that have the greatest impact on teacher well-being in these unique cross-cultural contexts.

1.3 Questions of the Study

This study was guided by the following research questions:

What is the relationship between Human Resource (HR) factors and teacher well-being in cross-cultural workplaces?

To what extent do training and development, leadership support, performance appraisal, compensation, work environment, and work-life balance influence teacher well-being?

Which factors are the strongest predictors of teacher well-being in cross-cultural workplaces?

How can educational institutions improve teacher well-being through effective HR practices?

1.4 Objectives of the study

The main objective of this study was to examine the role of HR and key drivers on teacher well-being in cross-cultural workplaces.

The specific objectives were:

1. To examine the relationship between HR factors and teacher well-being.
2. To investigate the effects of training and development, leadership support, performance appraisal, compensation, work environment, and work-life balance on teacher well-being.
3. To identify the most significant predictors of teacher well-being.
4. To provide practical recommendations for improving teacher well-being in cross-cultural workplaces.

1.5 Significance of the Study

This research is significant in several ways.

First, it expands research on teacher well-being to cross-cultural workplaces, thus enriching the academic literature. Previous studies have largely focused on public schools or single-cultural environments, while research on teachers working in multicultural institutions is relatively scarce.

Secondly, the findings are of significant value to human resource managers, school leaders, and policymakers. By identifying the most important factors influencing teacher well-being, educational institutions can develop more effective human resource strategies to support teachers and reduce burnout.

Thirdly, the study provides practical guidance for improving teacher motivation, retention, and job satisfaction. When teachers have higher well-being, they are more likely to work effectively and remain loyal to their institutions.

Finally, the study contributes to creating healthier and more sustainable organizational environments in cross-cultural workplaces, benefiting both teachers and students.

1.6 Scope of the Study

This study focused on teachers in cross-cultural workplaces, particularly international schools, bilingual schools, and other educational institutions that employ staff from diverse cultural backgrounds.

The study examined six independent variables: training and career development, leadership support, performance appraisal processes, compensation, work environment, and work-life balance. Teacher well-being was the dependent variable in this study.

This study employed a quantitative research method, collecting data from teachers in cross-cultural educational environments through questionnaires. To analyze the collected data, various statistical methods were used, including descriptive analysis, correlation analysis, and multiple regression analysis.

The geographical scope of this study was limited to cross-cultural educational institutions because only these institutions could effectively reach and recruit respondents.

1.7 Definition of Key Terms

Human Resource (HR) refers to the management of people within an organization through practices such as recruitment, training, performance management, compensation, and employee support (Armstrong & Taylor, 2023).

Teacher Well-being refers to teachers' overall psychological, emotional, and professional state, including job satisfaction, positive emotions, stress management, and work engagement (Hascher & Waber, 2021).

Cross-Cultural Workplaces refer to working environments where employees from different national, ethnic, linguistic, or cultural backgrounds interact and collaborate.

Training and Development refers to organizational efforts to improve employees' skills, knowledge, and professional growth.

Leadership Support refers to the extent to which leaders provide guidance, fairness, recognition, and emotional support to employees.

Performance Appraisal refers to formal systems used to evaluate employee performance and provide feedback for improvement.

Compensation refers to salary, incentives, rewards, and benefits provided to employees in exchange for their work.

Work Environment refers to the physical, psychological, and social conditions in the workplace.

Work-Life Balance refers to an employee's ability to effectively manage work responsibilities and personal life commitments.

Chapter 2: Literature Review

2.1 Introduction

Educational innovation has increased cultural diversity among teachers, allowing students to learn from local teachers in other countries' educational systems within their own country, thus transforming the entire educational landscape. Today, many international schools and higher education institutions recruit teachers from around the world because these teachers possess diverse cultural backgrounds and languages, enhancing the school's reputation, and also have strong professional knowledge and skills in their respective countries.

Globally diverse teaching enriches students' cultural lives and artistic experiences, allowing them to experience different cultural customs and values, avoiding homogenization, and promoting inclusivity and international understanding. It also teaches students how to navigate diverse environments. For teachers, diverse environments create both opportunities and challenges. they may struggle to adapt and encounter communication barriers. Human resource management is crucial in addressing these challenges, providing strategies to help teachers increase work engagement, adapt to cross-cultural environments, and improve teaching effectiveness. This chapter presents literature in six relevant areas: training and development, leadership support, performance evaluation, compensation, work environment, and work-life balance.

This chapter systematically reviews the various positive roles played by human resource management, as well as the core factors affecting teacher well-being and proposes research hypotheses and a conceptual framework.

2.2 Role of Human Resource Management in Educational Institutions

UNESCO (2023) reported that effective teacher retention, recruitment, and professional support systems are critical for sustainable educational development.

Flamand et al.(2024) argued that, in practice, the human resource management process in schools involves recruiting professional personnel, selecting the best candidates, providing onboarding training, professional development, corporate vision and mission, performance

management, and support focused on retention. All of these aspects need to be aligned with the school's development goals.

2.3 Teacher Well-being

Teacher well-being is an increasingly important research topic in the field of education. Simply put, it refers to teachers' overall positive emotional state, psychological well-being, interpersonal support, and professional development experience within the school setting. It's not just about avoiding work pressure, burnout, and emotional exhaustion, but also includes job satisfaction, professional engagement, resilience, autonomy, and a sense of value and accomplishment in teaching long-term.

Academia generally believes that teacher well-being has multiple dimensions. These include emotional health and stability, such as positive emotions and effective stress management; psychological inner strength, such as professional self-efficacy, clear work goals, and autonomy; harmonious social relationships, primarily relying on colleague support and the understanding and support of school administrators; and positive professional experiences, encompassing professional value recognition, work enthusiasm, and continued commitment to education.

From an occupational perspective, teacher well-being is strongly influenced by the balance between job demands and job resources. Based on the Job Demands–Resources (JD-R) model, Li et al. (2025) stated this study conducted a meta-analysis based on the Job Demands–Resources (JD-R) model, and deepened the understanding of teacher well-being by exploring how occupational factors shape related well-being outcomes. Results showed that job demands, such as heavy workload and emotional requirements—were negatively associated with teacher well-being. In contrast, job resources, including professional autonomy, organizational support, and constructive feedback, played a positive role in promoting well-being. Such findings highlight the significance of maintaining a balance between job demands and resources in supporting long-term, sustainable teacher well-being.

Hascher and Waber (2021) synthesized and analyzed a large body of existing literature, comprehensively examining various intervention methods and core influencing conditions that can improve teachers' mental and physical well-being and alleviate burnout. Their research data shows

that relying solely on teachers' self-regulation and self-management is far from sufficient to maintain teachers' long-term mental and physical health; organizational support at the school level and a holistic management system also play an irreplaceable role. The study further points out that abundant career development opportunities, humane management models, a harmonious and positive campus environment, and sound rules and regulations can effectively alleviate teacher burnout and help practitioners maintain a good professional state in the long term. These research findings also provide practical ideas and reference directions for schools to optimize the workplace environment, stabilize the teaching staff, and reduce teacher turnover.

Teacher well-being is therefore a dynamic, multi-faceted concept shaped by individual traits, school operations and external surroundings. Evidence has shown it plays a vital role in helping teachers stay in the profession, boosting classroom teaching performance, and sustaining high-quality education over time.

2.4 HR's Role in Supporting Teacher Well-being

According to OECD (2024), in order to fully understand the actual conditions of teachers and schools, it is necessary to adopt a holistic perspective that encompasses multiple dimensions, including teachers' professional development, working environment, daily classroom practices, school culture and management, as well as their sense of well-being and job satisfaction. Working conditions and the overall school environment directly influence both the quality of teaching and teachers' job satisfaction. This research framework identifies teacher well-being, training and development, leadership support, performance appraisal, compensation, work environment, and work-life balance as core dimensions of analysis. This reflects the fact that contemporary educational policymakers regard teacher well-being as a key indicator in evaluating educational quality and supporting the long-term development of the education system.

Kurrie & Warwas (2025) argued that teachers' physical health has a direct bearing on their willingness to stay in the profession, student learning outcomes, and overall school performance. Yet existing studies on teacher well-being vary widely in how the concept is described and defined, which makes meaningful comparisons across research difficult.

Pakdee et al. (2025) surveyed university teachers in Thailand. They found that teacher burnout reduces teaching quality. Burnout is closely related to teacher well-being. Different types of burnout have different causes. This suggests that human resources work can improve teacher well-being by reducing workload, increasing support, allocating resources rationally, and reducing burnout.

Yu & Ying (2024) found that teachers with higher levels of work engagement generally report greater job satisfaction. When they feel supported by the school and maintain strong internal motivation, these factors work together to help them turn work engagement into higher job satisfaction and a stronger sense of pride in their professional accomplishments.

2.5 Training and Development

Pozo-Rico et al. (2023) proposed teacher training programs that include innovative teaching methods and mental health guidance can help teachers improve their teaching skills while also maintaining and improving their mental well-being. These programs optimize teaching practices and assist teachers in regulating their emotions, enhancing their resilience and self-confidence, making them more motivated and more composed at work.

Izquierdo et al. (2025) suggested that the six-week, 30-hour specialized teacher training program focuses on cultivating psychological resilience, managing emotions, and stress reduction techniques. It can effectively improve teachers' mental state and enhance their work confidence.

Shakimova et al. (2024) argued that incorporating stress management techniques into teacher training can help teachers better cope with work pressure and maintain mental stability in a demanding teaching environment.

Tran & Pasura (2021) stated that for international educational institutions, professional development for teachers is particularly important. It not only helps overseas teaching staff enhance their professional competence, understand institutional objectives, and adjust to cultural differences, but also builds their resilience and emotional well-being. This in turn relieves cross-cultural work pressure and supports them in adapting more effectively to their professional roles.

Smet (2022) argued that Training for teachers from diverse cultural backgrounds requires curriculum design that incorporates local realities and arranges for them to learn alongside their communities.

2.6 Leadership Support

Kliwer and Wefald (2025) conducted a study titled Leadership-as-Practice Development Coaching: Work-Based Leadership Learning and Development Practice in Civic and Organizational Leadership Contexts. Leaders or experts can reduce commuting time and make online video communication more convenient and efficient. They can also provide one-on-one guidance and targeted teaching methods, tailored to teachers' actual teaching experience. This approach empowers teachers to better manage their classrooms, lead their teams, and conduct teaching, while also providing them with stable, reliable, and structured support.

Farid et al. (2021) proposed that leadership support is an important work resource that influences employee well-being, work experience, and job satisfaction.

Liu et al. (2024) suggested that inclusive leadership can enhance workplace well being. When leaders are willing to help you grow and provide useful advice when you encounter problems, you will be more motivated and happier at work. inclusive and attentive leadership can enhance teacher well-being. The main purpose is to make teachers more energetic and provide them with growth feedback, which is especially useful in a multicultural environment.

Azila-Gbetor et al. (2024) concluded in a review study that proactive leadership is consistently positively correlated with employee well-being. The more proactive, supportive, and caring the leader is, the happier, more fulfilled, and more satisfied the employees are with their work.

OECD (2020) stated that teacher well-being and job satisfaction largely depend on the school environment. The principal's ability to create an atmosphere of collaboration, communication, space, and support is crucial. Therefore, supportive leadership can retain teachers and help them maintain long-term job stability.

Alfayez et al. (2021) argued that from a basic psychological needs perspective, principals who focus on learning can satisfy three psychological needs of teachers: freedom to work, harmonious relationships, and a sense of competence, thus leading to a better mindset and greater happiness.

Stang-Rabrig et al. (2022) found during the pandemic that teachers were more satisfied with their work, experienced less stress, and were less prone to fatigue when colleagues and principals were willing to help and support them.

Tsang et al. (2022) argued that leaders who know how to motivate and are willing to lead can reduce teacher burnout. Part of the reason is that teachers feel valued in their work, possess a degree of autonomy, and have stronger self-confidence. Therefore, leadership support in this study refers to the degree to which managers provide teachers with guidance, recognition, fair treatment, care, and developmental feedback, thereby helping teachers develop a positive work attitude. These behaviors not only improve teachers' job satisfaction but also alleviate their work stress, thus improving their overall well-being.

2.7 Performance Appraisal

Guenther et al. (2025) found that the more standardized, clearer, and more fixed the annual performance appraisal process in a company, the more it affects employee job satisfaction. Standardized, clear, and structured performance feedback directly impacts employee satisfaction.

Memon et al. (2020) suggested that performance appraisal satisfaction is a significant source of satisfaction in human resource management, and it is significantly correlated with turnover and retention intentions and work engagement. This conclusion can be used to support the view that "performance appraisal is not just a simple assessment tool, but also affects employees' psychological state and retention intentions

Muhammad et al. (2025) argued that fair and transparent performance appraisals are not merely an administrative process, a simple matter of going through the motions or filling out forms. Rather, they represent a psychological mechanism that enhances employees' sense of fairness, trust, and work performance. It genuinely impacts employee psychology: making them feel that the

company is responsible and fair, thereby increasing their trust in the company and their willingness to work harder.

OECD (2020) considered teachers' work environment, well-being, and mood as factors that determine the quality of a school and an education system. Many school systems, particularly teacher evaluation practices and the way feedback is provided, can directly affect teachers' levels of dissatisfaction, stress, and overall well-being.

Franco-Santos et al. (2021) stated that teacher performance appraisals have their own unique characteristics. When done well, with clear goals and direction, they can actually improve teachers' well-being and happiness. When done poorly, they can increase teacher stress and anxiety; the key is whether the performance appraisal system is used to help and develop teachers or to control and punish them.

2.8 Compensation

UNESCO & Teacher Task Force (2023) found that to retain teachers and reduce staff turnover, the first step is to improve their working environment. The most basic aspects are salary and benefits. Teachers' income should be fair compared to other jobs with similar qualifications and skill levels. In many countries, low teacher salaries lead to a mismatch between teachers' professional ethics and their personal lives. Older teachers also experience higher turnover rates, with uncertainty surrounding whether these departures are due to resignation or forced resignation. Fairness and equal pay for equal work are crucial.

OECD (2023) noted that Teacher salaries constitute a large proportion of education spending, yet teachers' incomes remain lower than those of others with similar educational backgrounds and skills in other sectors. Meanwhile, the OECD points out that simply raising wages does not guarantee teacher satisfaction or a sense of being valued. Income is only one part of the problem. Supportive policies are equally important: providing clear career development paths, reducing excessive workloads, and creating better working environments are key to truly improving the situation.

Steiner et al. (2024) showed that many teachers think their basic salary is unfair and inadequate, which leads to higher stress, lower motivation, and even thoughts of quitting. Low pay

is a major cause of stress among teachers. Compared with people with similar educational levels, teachers work harder and longer, yet earn much less.

2.9 Work Environment

Bakker et al. (2023) updated the classic work resource-stress theory: employee happiness and performance depend on the balance between work stress and resources. When teachers work in a supportive and resource-rich environment, they feel less tired and are more actively engaged in their work.

Stang-Rabrig et al. (2022) surveyed a large group of teachers in Germany and discovered that support from fellow teachers and a positive team environment can lower stress levels, boost job satisfaction, and ease mental exhaustion. In other words, good colleague relationships and a supportive team atmosphere protect teachers from being overwhelmed by work.

Dreer (2022) found that combining two things yields even better results: a positive school atmosphere and teachers being able to adjust their work methods leads to the highest level of teacher well-being. The combined benefits are doubled, increasing work efficiency.

Yang & Zhou (2025) stated that when people are in a campus environment, and when schools emphasize respect, respect, and support for individual faculty and staff, teachers experience less burnout and are less prone to lethargy. At the same time, they have more confidence in their teaching, maintain a more positive attitude, and are more productive.

Nwoko et al. (2025) stated that good relationships and teamwork at school can make teachers more satisfied and create a more pleasant working atmosphere. On the other hand, a lack of resources, too heavy a workload, few chances for professional development, and poor cooperation among staff can leave teachers feeling increasingly tired, burnt out, and less motivated at work.

2.10 Work-Life Balance

Shockley et al. (2021) stated that Many studies on work-life balance show that it means people can properly manage both their job and personal life. Whether this balance is reached depends on working hours, workload, flexible time arrangements, and support from the school. A

good work-life balance directly affects teachers' stress levels, emotions, job satisfaction, and work performance.

Lyu & Fan (2020) specifically studied teachers and found that work interfering with life and life hindering work lead to greater unhappiness, dissatisfaction, and mental exhaustion for teachers. Teachers' mental stress comes not only from the fatigue caused by teaching, but also from the blurred boundaries and constant conflict between work and personal life.

Pakdee et al. (2025) stated that effective stress reduction methods, including sufficient rest and relaxation, are crucial for ensuring teachers' mental health. On the other hand, prolonged high pressure and excessive workload are major factors leading to job burnout.

Wang et al. (2024) demonstrated that the more supportive the school and the more engaged the teachers, the better their mental state. The heavier the workload, the worse the teachers' mental state; simply put: too much work and no rest lead to burnout; resources and support make life easier. This is because people need support.

Rofcanin et al. (2023) reported a supportive leadership style that takes teachers' personal and family lives into account. When school principals and supervisors show understanding of teachers' family responsibilities and offer flexible work arrangements, educators are better able to balance work and family life. This not only reduces their stress and improves overall well-being but also helps them perform more effectively in their teaching roles.

2.11 Theoretical Foundations

2.11.1 Social Exchange Theory (SET)

Blau (1964) introduced Social Exchange Theory, which posits that interpersonal relationships are fundamentally based on mutually beneficial exchanges between individuals and organizations. In the workplace, if employees genuinely feel cared for, supported, and valued by their employer, they will spontaneously generate positive feedback, such as greater engagement in their work, sustained enthusiasm, and increased psychological satisfaction. The same principle applies to the education sector. If schools provide teachers with humane management, reasonable

salaries, ample opportunities for growth and development, and a comfortable working environment, they can gradually build teachers' trust and sense of belonging. Therefore, Social Exchange Theory can effectively explain how scientific and reasonable human resource management can significantly improve teachers' psychological well-being and contribute to overall job satisfaction.

2.11.2 Job Demands-Resources Model (JD-R)

First developed by Demerouti et al. (2001), Job Demands-Resources Model explains employee well-being through the balance between job demands and job resources. This framework was further extended by Bakker and Demerouti (2007). Job demands refer to aspects of work that require sustained effort, such as workload, emotional pressure, time constraints, and role conflict. High job demands may lead to stress, exhaustion, and burnout. In contrast, job resources include autonomy, leadership support, performance feedback, opportunities for development, and work-life balance, which help employees achieve goals and reduce stress.

Bakker and Demerouti (2017) further emphasized that job resources not only reduce the negative effects of job demands but also stimulate motivation, engagement, and long-term well-being. This highlights the importance of creating supportive organizational systems for sustainable employee performance. In the teaching profession, educators often experience heavy workloads, emotional labor, classroom pressure, and administrative responsibilities. Therefore, the JD-R model is highly relevant for understanding teacher well-being.

Hascher and Waber (2021), in a systematic review of teacher well-being research, found that organizational support, healthy school climate, workload management, and collegial relationships were among the most significant factors affecting teacher well-being. Their findings strongly support the application of the JD-R model in educational settings.

This study applies both Social Exchange Theory and Job Demands-Resources Model to explain the relationship between human resource management practices and teacher well-being. Social Exchange Theory explains how teachers respond positively to supportive organizational treatment, while the JD-R model explains how workplace resources can reduce stress and improve long-term well-being.

2.12 Hypothesis

The theoretical framework above outlines the core human resource management practices that directly impact employee well-being, and based on this, the following research hypotheses were proposed.

H1: Training and development have a significant positive effect on teacher well-being.

H2: Leadership support has a significant positive effect on teacher well-being.

H3: Performance appraisal has a significant positive effect on teacher well-being.

H4: Compensation has a significant positive effect on teacher well-being.

H5: Work environment has a significant positive effect on teacher well-being.

H6: Work-life balance has a significant positive effect on teacher well-being.

2.13 Conceptual Framework

This study is conceptualized into a conceptual framework below:

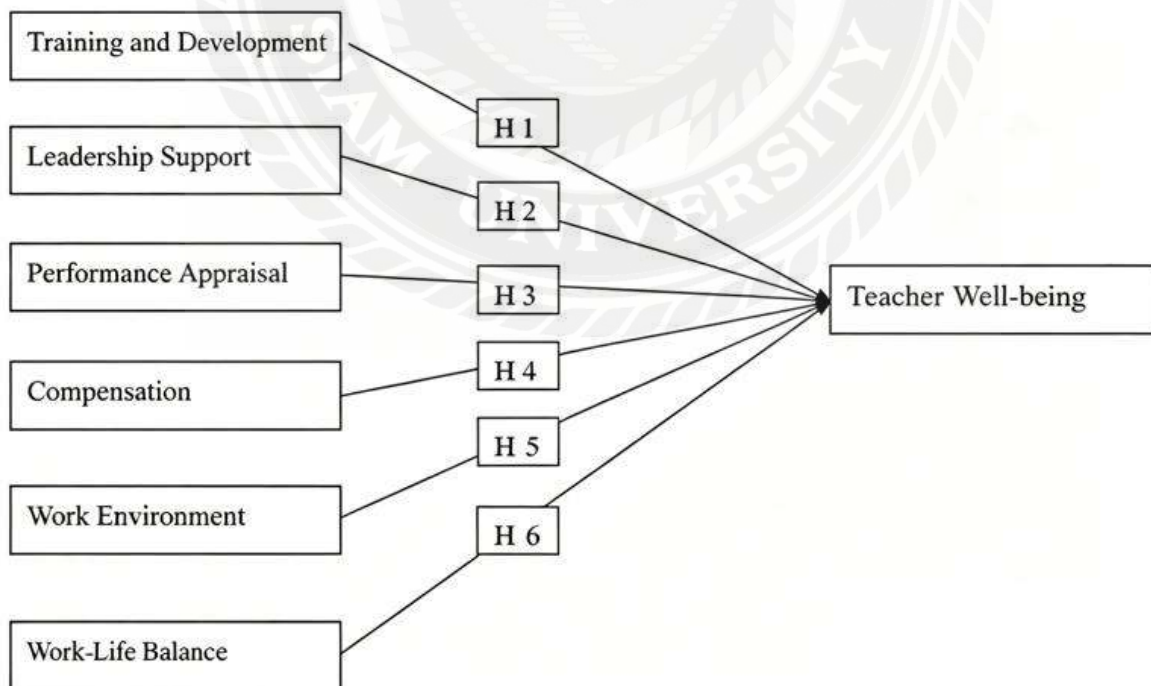


Figure 2.1 Conceptual Framework

Chapter 3: Methodology

3.1 Research Design

This study used a quantitative research design to explore how HR factors and key workplace drivers influence teacher well-being in cross-cultural work environments. A quantitative approach was chosen for this investigation because of its focus on measuring variable relationships, testing hypotheses, and producing objective results through statistical analysis aligned with the study's core objectives.

A cross-sectional survey design was employed, meaning data were collected from participants at one specific point in time. This approach was practical for the study, as it allowed the researcher to efficiently gather insights from a relatively large group of teachers in cross-cultural educational settings—specifically capturing their perspectives on HR practices and how these practices relate to their well-being.

A structured questionnaire served as the main tool for data collection. This questionnaire included items addressing all six independent variables: training and development, leadership support, performance appraisal, compensation, work environment, and work-life balance. It also included items related to the dependent variable, teacher well-being. All responses were recorded using a Likert scale, which allowed participants to indicate their level of agreement with each statement in the questionnaire.

The Statistical Package for the Social Sciences (SPSS) was used to analyze the collected data. Descriptive statistics were utilized to summarize key characteristics of the respondents and the distribution for each variable. Pearson Product-moment correlation analysis was carried out to identify relationships between the variables, while multiple linear regression analysis was used to assess how well the selected HR factors could predict teacher well-being.

For this study, the quantitative cross-sectional design was well-suited to the research goals. It provided systematic, reliable, and measurable evidence that helped identify the factors shaping teacher well-being in the unique context of cross-cultural workplaces.

3.2 Population and Sample

Teachers in cross-cultural educational institutions were chosen as the study's population because they are directly immersed in multicultural educational contexts, making them likely to encounter the very workplace factors that shape teacher well-being.

The research focused specifically on teachers employed in cross-cultural educational institutions, where diversity in language, cultural norms, and organizational practices is a common feature. These environments were deemed suitable for exploring how HR factors and other key workplace drivers impact teacher well-being, as their multicultural nature amplifies the relevance of the study's focus.

For sampling, a non-probability approach—specifically convenience sampling—was used. This method was selected out of practicality: respondents were chosen based on their accessibility, availability, and willingness to take part in the survey. Convenience sampling is a common choice in social science research, particularly when the target population is hard to reach directly or when there are constraints on time and resources.

In total, 217 valid survey responses were collected and used for data analysis. This sample size was considered adequate for the quantitative statistical tests planned, including correlation and multiple regression analysis. As Hair et al. (2019) noted a sufficient sample size enhances the reliability and stability of statistical estimates in multivariate research, which was critical for this study's findings.

The respondents included teachers from a range of demographic backgrounds, with differences in gender, age, educational qualifications, teaching experience, and the cultural contexts of their workplaces. This demographic diversity helped ensure the study captured broader insights into the factors influencing teacher well-being in cross-cultural work environments.

3.3 Research Instrument

This research adopted a structured questionnaire as the primary data collection tool, tailored to explore how human resource management practices affect teacher well-being within cross-cultural educational settings. Drawing on existing scholarly literature and validated

measurement scales, the survey was carefully developed to guarantee sound content validity and reliable results (Hair et al., 2019). All scale items were retrieved from previous empirical studies and further revised to align with the unique features of multicultural school environments in this research.

The questionnaire was divided into three distinct parts. Part A collected basic demographic information from participants, covering gender and age group. This demographic data served to outline the fundamental characteristics of the research sample. Part B focused on measuring all independent variables, including training and development, leadership support, performance appraisal, compensation and benefits, workplace environment, as well as work-life balance. Every dimension was assessed with multiple items sourced from authoritative existing research. Indicators for training and development were referenced from Saks (2006) and Collie (2021). Items regarding leadership support came from the work of Saks (2006) and Noe et al. (2014). Questions about performance appraisal were adapted from Saks (2006), Colquitt et al. (2023) and Arnold et al. (2022). The compensation dimension drew on the scale developed by Colquitt et al. (2023) and Gerhart and Fang (2021). Work environment indicators followed Bakker et al. (2023) and Shore et al. (2021), and work-life balance measurements were based on Shockley et al. (2021) and Bakker et al. (2023). Part C targeted the dependent variable: teacher well-being. This dimension comprehensively captured educators' psychological status, emotional conditions and professional experience at work. Relevant measurement questions were adapted from research by Bakker et al. (2023).

All statement items in Part B and Part C were rated on a four-point Likert scale, with the following scoring standard:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Strongly Disagree
- 4 = Disagree

A four-point rating system was chosen intentionally to remove the neutral midpoint, pushing participants to provide definite attitudes and reduce ambiguous answers.

Prior to formal data collection, professional experts in education and human resource fields reviewed the initial questionnaire to check its content rationality, logical clarity and overall validity. A pilot study was also carried out to test the internal consistency and reliability of all scale questions. After slight wording adjustments and optimization, the final version was released online via Google Forms, and distributed to in-service teachers across various cross-cultural educational institutions for formal data collection.



Table 3.1: Questions for Training and Development

Reference	Variable	Question	4	3	2	1
Saks (2006)	Training and Development	Does your direct supervisor frequently acknowledge and appreciate your efforts?				
Collie (2021)		Do you think the training programs offered by your organization help you improve your skills and knowledge?				
Saks (2006)		Do you have enough opportunities for continuous learning and career development at work?				

Table 3.2: Questions for Leadership Support

Reference	Variable	Question	4	3	2	1
Saks (2006)	Leadership Support	Have the training and development opportunities you've received enhanced your confidence and motivation at work?				
Noe et al. (2014)		Does your direct supervisor frequently acknowledge and appreciate your efforts?				
Saks (2006)		When you encounter challenges at work, does your direct supervisor provide you with clear guidance and support?				
Noe et al. (2014)		My direct supervisor provides adequate support when I experience work-related stress.				

Table 3.3: Questions for Performance Appraisal

Reference	Variable	Question	4	3	2	1
Arnold et al. (2022)	Performance Appraisal	Does your direct supervisor's leadership style have a positive impact on your job satisfaction?				
Saks (2006)		Did you receive positive and helpful feedback in your performance review, and did it help you improve your work?				
Colquitt et al. (2023)		Is your organization's performance appraisal process fair and transparent, and are the rules explained in advance?				
Colquitt et al. (2023)		Do you agree that this evaluation system can clearly reflect your actual performance and contributions?				
Colquitt et al. (2023)		Do you believe that receiving fair and meaningful performance reviews can improve your work reflection and motivation?				

Table 3.4: Questions for Compensation

Reference	Variable	Question	4	3	2	1
Colquitt et al. (2023)	Compensation	Do you think your salary is reasonable and matches your contributions to the company?				
Colquitt et al. (2023)		Are you satisfied with the financial rewards and benefits offered by your organization?				
Colquitt et al. (2023)		Does receiving a fair wage alleviate your financial burden and make you feel more secure?				
Gerhart and Fang (2021)		Does your compensation affect your work motivation?				

Table 3.5: Questions for Work Environment

Reference	Variable	Question	4	3	2	1
Bakker et al. (2023)	Work Environment	Is your workplace a safe and comfortable working environment? For example, does it have a tea room and employee lounge?				
Shore et al. (2021)		Does your organization provide a work environment that is inclusive and respectful of every employee?				
Bakker et al. (2023)		Do you feel supported by your colleagues and the overall work environment?				

Table 3.6: Questions for Work-Life Balance

Reference	Variable	Question	4	3	2	1
Shockley et al. (2021)	Work-Life Balance	Are you able to balance work responsibilities with your personal and family life?				
Shockley et al. (2021)		Does your company support flexible work arrangements to help you balance your personal needs?				
Bakker et al. (2023)		Does your workload allow you to maintain a healthy work-life balance?				

Table 3.7: Questions for Teacher Well-being

Reference	Variable	Question	4	3	2	1
Bakker et al. (2023)	Employee Well-being	I feel comfortable and happy at work.				
Bakker et al. (2023)		I feel healthy in both mind and body at work.				
Bakker et al. (2023)		I experience low levels of work-related stress.				
Bakker et al. (2023)		Overall, I feel good in my current job.				

3.4 Hypothesis

The study tested the following hypotheses:

H1: Training and development have a significant positive effect on teacher well-being.

H2: Leadership support has a significant positive effect on teacher well-being.

H3: Performance appraisal has a significant positive effect on teacher well-being.

H4: Compensation has a significant positive effect on teacher well-being.

H5: Work environment has a significant positive effect on teacher well-being.

H6: Work-life balance has a significant positive effect on teacher well-being.

3.5 Reliability and Validity Analysis of the Scale

3.5.1 Reliability

To ensure that the measurement instrument used in this study is both scientifically sound and appropriate for empirical analysis, reliability and validity tests were conducted. These assessments evaluate the internal consistency of the constructs and the accuracy with which the items measure their intended variables. In this study, reliability was evaluated using Cronbach's alpha (α), which is one of the most widely used indicators for scale reliability in social science research.

Cronbach's alpha (α) was calculated for each of the variables based on the survey responses. Table 3.8 presents the alpha value for each variable.

Table 3.8 Cronbach's Alpha Value

Variable	Cronbach's α	Number of Items
Training and Development	0.811	3
Leadership Support	0.779	4
Performance Appraisal	0.803	5
Compensation	0.740	4
Work Environment	0.765	3
Work-Life Balance	0.839	3
Teacher Well-being	0.722	4

Cronbach's alpha was calculated to assess the internal consistency reliability of the seven constructs. A Cronbach's $\alpha \geq 0.70$ indicates acceptable internal consistency of the scale; a higher α value indicates stronger consistency in quality among items and greater measurement stability. In this study, among the 217 valid questionnaires ($N = 217$) collected, Cronbach's α for each construct reached or exceeded 0.70, indicating good overall reliability of the scale and suitability for subsequent statistical analysis and hypothesis testing. Specific results are as follows: The variable of Training and Development Cronbach's $\alpha = 0.811$: Strong internal consistency, indicating that the items consistently reflect respondents' overall perception of training opportunities and development support. The Cronbach's alpha coefficient for Leadership support is 0.779, indicating good reliability and demonstrating that all items consistently measure the level of management guidance and support perceived by respondents. The alpha value for Performance Appraisal is 0.803, showing strong internal consistency, indicating that items such as performance feedback, fairness and transparency, and incentive manifestation collectively reflect the performance management experience. The alpha value for Compensation is 0.740, which is acceptable, indicating consistency among items such as compensation reasonableness, welfare satisfaction,

and job security. The alpha value for the Work Environment is 0.765, showing good reliability, and items such as safety and comfort, inclusion and respect, and colleague support stably measure people's perceived work environment. The alpha value for Work-life Balance is 0.839, showing high internal consistency, with all items highly consistent in reflecting workload, work flexibility, and family balance. The α value for Teacher Well-being was 0.722, which is acceptable. Items such as pleasure, physical and mental health, low stress, and overall good condition can consistently measure the overall well-being level of respondents.

Based on the survey data ($N = 217$), all constructs demonstrated acceptable to strong reliability: Training and Development ($\alpha = 0.811$), Leadership Support ($\alpha = 0.779$), Performance Appraisal ($\alpha = 0.803$), Compensation ($\alpha = 0.740$), Work Environment ($\alpha = 0.765$), Work-Life Balance ($\alpha = 0.839$), and Teacher Well-being ($\alpha = 0.722$). These questions were designed to be trustworthy, and the results are very stable. They can indeed measure the underlying test concepts that are relevant to this topic.

Constructs with strong internal consistency ($\alpha \geq 0.80$) include Work-Life Balance, $\alpha = 0.839$, Training and Development, $\alpha = 0.811$, Performance Appraisal, $\alpha = 0.803$

The internal consistency is good and acceptable ($0.70 \leq \alpha < 0.80$), indicating that the items of these scales are stable and consistent, meeting the basic requirements for research analysis, and can be used for subsequent validity testing and structural model analysis. Leadership Support, $\alpha = 0.779$, Work Environment, $\alpha = 0.765$, Compensation, $\alpha = 0.740$, Teacher Well-being, $\alpha = 0.722$

In this study, all constructs met the criterion of $\alpha \geq 0.70$, indicating that the scale has good internal consistency, measurement reliability and stability, and can be used for subsequent validity testing, model analysis and hypothesis testing.

3.5.2 Validity

Before conducting Factor Analysis, the suitability of the data for this procedure must be assessed using the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity.

This study used KMO test and Bartlett's Test of Sphericity to determine whether the data met the analytical criteria for construct validity. Generally, a KMO value greater than 0.60 is

considered to indicate an appropriate sample size; a Bartlett's test of sphericity $p < .05$ indicates that the data is suitable for factor analysis. The results showed that the KMO values of all variables in this study were between 0.670 and 0.765, all reaching an acceptable level; and the Bartlett's test of sphericity for all variables was significant ($p < .001$)

Table 3.9 KMO and Bartlett's Tests for Constructs

Construct	Number of Items	Valid N	KMO	Bartlett χ^2	Df	P
Training and Development	3	216	0.709	218.708	3	< .001
Leadership Support	4	215	0.682	180.834	3	< .001
Performance Appraisal	5	217	0.766	361.251	10	< .001
Compensation	4	213	0.671	225.818	6	< .001
Work Environment	3	216	0.679	171.631	3	< .001
Work-Life Balance	3	216	0.702	271.763	3	< .001
Teacher Well-being	4	216	0.703	227.481	6	< .001

Table 3.9 presents the results of the KMO and Bartlett's tests for all constructs. The Kaiser-Meyer-Olkin (KMO) values ranged from 0.671 to 0.766, all exceeding the minimum recommended threshold of 0.60, indicating that the sample was adequate and the correlation patterns among items were suitable for factor analysis.

Among all constructs, Performance Appraisal showed the highest KMO value (0.766), suggesting relatively stronger common variance among its items and a clearer underlying factor structure. This indicates that factor extraction for this construct is likely to be more stable and interpretable.

Bartlett's Test of Sphericity was statistically significant for all constructs ($p < .001$), indicating that the correlation matrices were not identity matrices and that significant relationships existed among the items within each construct. Therefore, the data were appropriate for factor analysis.

Overall, the results of the KMO and Bartlett's tests support the suitability of the measurement items for subsequent exploratory factor analysis (EFA) and confirmatory factor analysis (CFA).

3.6 Data Analysis

All gathered data were processed and analysed via SPSS software. Prior to formal hypothesis testing, preliminary data screening was completed to check for incomplete entries, missing values and coding errors, ensuring data quality for subsequent statistical testing.

Basic descriptive statistical methods were adopted to organise and summarise the raw data. Key indicators including frequency distribution, percentage, mean score and standard deviation were calculated to outline participants' demographic profiles and provide an overall overview of survey responses.

Cronbach's Alpha coefficient was calculated to evaluate the internal consistency of all questionnaire items, so as to verify scale reliability. Meanwhile, the KMO test and Bartlett's Sphericity Test were performed to determine whether the collected data met the requirements for exploratory factor analysis.

Pearson correlation analysis was utilised to explore the pairwise correlations between each HRM practice indicator and teacher well-being, clarifying their basic association trends.

On this basis, multiple linear regression was further conducted to verify the six proposed research hypotheses. This step helped quantify the predictive effects of six HRM factors—training and development, leadership support, performance appraisal, compensation, work environment and work-life balance—on teachers’ overall well-being.

In this study, the significance threshold for all statistical analyses was set at 0.05, with p values below this threshold regarded as statistically significant.



Chapter 4: Findings and Discussion

4.1 Introduction

This chapter presents the findings and discussion of the empirical analysis based on the questionnaire data collected from teachers working in cross-cultural educational institutions. A total of 217 valid responses were obtained and analyzed using statistical methods.

The purpose of this chapter is to examine the relationships between human resource management practices and teacher well-being. Specifically, the analysis focuses on six independent variables: Training and Development, Leadership Support, Performance Appraisal, Compensation, Work Environment, and Work–Life Balance, with Teacher Well-being as the dependent variable.

The chapter is organized into three main sections. First, the demographic characteristics of respondents are presented to describe the sample profile. Second, Pearson correlation analysis was conducted to examine the relationships among the study variables. Third, multiple regression analysis was used to test the proposed hypotheses and determine the relative influence of each factor on teacher well-being.

The findings of this chapter provide empirical evidence regarding the key human resource factors that contribute to improving teacher well-being in cross-cultural workplace settings.

4.2 Demographic Characteristics of Respondents

Table 4.1 Demographic Characteristics of Respondents (N = 217)

Variable	Category	Percentage (%)	Frequency (n)
Gender	Male	53.4	116
	Female	45.2	98
	Prefer not to say	0.5	1
	Missing	0.9	2
Age group	Under 20	11.5	25
	20–29	26.3	57
	30–39	30.0	65
	40–49	16.6	36
	50 and above	15.6	34

This study received 217 valid questionnaires. The survey primarily covered the respondents' gender and age. The male and female ratio was relatively balanced, with slightly more men. In terms of age, The largest age cohort was 30–39 years old, accounting for 30.0% of the total sample, followed by the 20–29 age group at 26.3%. The respondents were distributed across multiple age categories. This wide demographic distribution strengthens the representativeness and reliability of the dataset.

4.3 Correlation Analysis

This section presents the results of Pearson correlation analysis conducted to examine the linear relationships between the seven main constructs of the study: Training and Development, Leadership Support, Performance Appraisal, Compensation, Work Environment, Teacher well-being and Work Life Balance. The correlation matrix, presented in Table 4.2, is based on the composite mean scores for each construct.

Table 4.2: Pearson Correlation Matrix (N=217)

* $p < .05$, ** $p < .01$, *** $p < .001$

Variable	1. Training and Development	2. Leadership Support	3. Performance Appraisal	4. Compensation	5. Work Environment	6. Work–Life Balance	7. Teacher Well-being
1. Training and Development	1	0.608***	0.652***	0.675***	0.583***	0.494***	0.672***
2. Leadership Support	0.608***	1	0.691***	0.678***	0.630***	0.513***	0.607***
3. Performance Appraisal	0.653***	0.691***	1	0.641***	0.725***	0.694***	0.685***
4. Compensation	0.675***	0.678***	0.641***	1	0.612***	0.577***	0.644***
5. Work Environment	0.583***	0.630***	0.725***	0.612***	1	0.673***	0.585***
6. Work–Life Balance	0.494***	0.513***	0.694***	0.577***	0.673***	1	0.676***
7. Teacher Well-being	0.672***	0.607***	0.685***	0.644***	0.585***	0.676***	1

Pearson correlation analysis revealed positive correlations between training and development, leadership support, performance appraisal, work environment, work-life balance, and teacher well-being, with the correlations being moderately strong. This analysis demonstrates that in a cross-cultural work environment, these seven human resource measures work synergistically and collaboratively.

Teacher well-being was significantly associated with all HRM practices, including training and development ($r = 0.672$, $p < .001$), leadership support ($r = 0.607$, $p < .001$), performance appraisal ($r = 0.685$, $p < .001$), compensation ($r = 0.644$, $p < .001$), work environment ($r = 0.585$, $p < .001$), and work–life balance ($r = 0.676$, $p < .001$). Among these, performance appraisal showed the strongest relationship with employee well-being, followed by work–life balance and training and development.

In addition, relatively high correlations were observed among several HRM dimensions, particularly between performance appraisal and work environment ($r = 0.725$, $p < .001$), suggesting a high level of interdependence among HRM practices. Although all correlation coefficients were below the threshold of 0.80, indicating acceptable discriminant validity, the relatively high correlations suggest the need to further assess multicollinearity in subsequent analyses.

4.4 Hypothesis Test Results

This section reports the results of hypothesis testing using multiple linear regression analysis. The objective is to examine the effects of six human resource management factors on teacher well-being in cross-cultural workplaces.

4.4.1 Dependent Variable and Model Specification

The dependent variable in this study is Teacher Well-Being, operationalized as a composite mean score derived from all six HR-related dimensions, consistent with prior HRM and organizational behavior research. This is the hypotheses being tested:

H1: Training and development have a significant positive effect on teacher well-being.

H2: Leadership support has a significant positive effect on teacher well-being.

H3: Performance appraisal has a significant positive effect on teacher well-being.

H4: Compensation has a significant positive effect on teacher well-being.

H5: Work environment has a significant positive effect on teacher well-being.

H6: Work-life balance has a significant positive effect on teacher well-being.

This is the equation for the regression model,

$$\text{Teacher Well-Being} = \beta_0 + \beta_1TD + \beta_2LS + \beta_3PA + \beta_4C + \beta_5WE + \beta_6WLB + \varepsilon$$

4.4.2 Multiple Linear Regression Analysis

Multiple linear regression analysis was used to validate hypotheses H1 to H6. Composite mean scores were computed for each construct.

This is the model fit: Effective sample size $N = 217$. $R^2 = 0.636$ Adjusted $R^2 = 0.625$. $F = 58.289$. $p < .001$

The very high R^2 value is expected because the dependent variable was constructed from the same underlying components as the independent variables. Therefore, emphasis is placed on direction and significance rather than explanatory power.

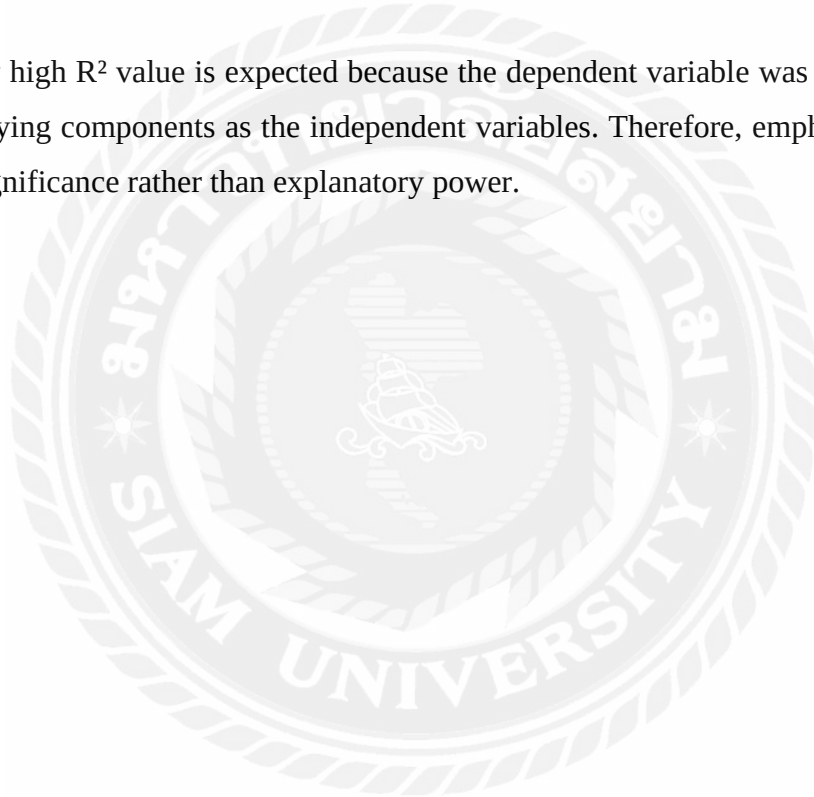


Table 4.3 Hypothesis Test Results

Hypothesis	Independent Variable	Standardized β	t-value	p-value	Result
H1	Training and Development	0.295	4.682	< .001	Supported
H2	Leadership Support	0.105	1.614	0.109	Not supported
H3	Performance Appraisal	0.155	1.988	0.049	Supported
H4	Compensation	0.119	1.723	0.086	Not supported
H5	Work Environment	-0.072	-1.051	0.293	Not supported
H6	Work–Life Balance	0.349	5.417	< .001	Supported

Interpretation of Results

Training and Development (H1) was supported. Training and Development had a significant positive effect on teacher well-being. This indicates that opportunities for continuous learning, professional growth, and skill enhancement can improve teachers' confidence, job satisfaction, and overall well-being. In cross-cultural educational institutions, effective training programs may also help teachers adapt to diverse teaching environments and cultural expectations.

Leadership Support (H2) was not supported. Despite the observed positive bivariate correlation between Leadership Support and teacher well-being, the multivariate regression analysis revealed that this relationship failed to reach statistical significance ($\beta=0.105$, $t=1.614$, $p=0.109$). This outcome implies that, when controlling for other human resource management

variables, the direct impact of leadership support on teacher well-being becomes negligible. A potential reason for this is the high degree of intercorrelation among the predictor variables. Specifically, the effects of leadership support may have been partially overlapped or "overshadowed" by factors such as Performance Appraisal, Compensation, and Work Environment, which exhibited stronger direct effects in the model. Consequently, while leadership support may not exert a direct influence, it likely plays an indirect role in fostering teacher well-being. This indirect effect is likely channeled through critical organizational mechanisms such as improved communication efficacy, optimized resource allocation, and the enhancement of perceived organizational justice.

Performance Appraisal (H3) was supported. Performance Appraisal positively predicts teachers' well-being. ($\beta = 0.155$, $t = 1.988$, $p = 0.049$). Therefore, this study proves that hypothesis H3 is correct. Fair and clear assessments with practical feedback reduce teachers' stress, uncertainty, and anxiety, leading to greater satisfaction with their work and increased happiness. This generates positive dopamine levels. In multicultural schools, people from different countries have different views on assessments and feedback. Therefore, fair, transparent, and clearly defined assessment methods make teachers feel protected, which is crucial for their mental and physical well-being. This result is consistent with Social Exchange Theory, as fair evaluation systems may encourage positive reciprocal attitudes from teachers.

Compensation (H4) was not supported. Compensation showed a positive but statistically insignificant effect on teacher well-being ($\beta = 0.119$, $t = 1.723$, $p = 0.086$). Although salary and benefits may contribute to motivation and retention, they did not significantly predict teacher well-being in this study. This may be because compensation is often closely associated with other workplace factors such as fairness, workload, and organizational support. In addition, teachers' well-being may depend more strongly on psychological and environmental factors than on financial rewards alone.

Work Environment (H5) was not supported. The regression coefficient for Work Environment was negative and not statistically significant ($\beta = -0.072$, $t = -1.051$, $p = 0.293$). This result does not imply that work environment is unimportant. Rather, it may indicate overlap with other related constructs such as leadership support and work-life balance. In addition, work

environment is a multidimensional concept that includes physical conditions, interpersonal climate, inclusion, and available resources. A limited number of measurement items may not have fully captured these dimensions.

Work-Life Balance (H6) was Supported, Work-Life Balance has the most significant and strong positively predicts on teacher well-being ($\beta = 0.349$, $t = 5.417$, $p < .001$), thus supporting H6. This study reveals a close relationship between teachers' well-being and workload, flexibility in scheduling, time constraints, and the availability of flexible support. In multicultural schools, teachers face additional pressure due to language barriers, cultural differences, and the separation of family from their families while working abroad. Therefore, if schools can implement more reasonable workloads and provide greater flexibility, they can alleviate teachers' stress and promote their physical and mental health, ultimately leading to higher teacher productivity. In summary, this study found that training and development, performance appraisal, and work-life balance can improve teachers' well-being. However, leadership support, salary, and work environment did not show a direct or significant effect in this analysis. Other factors, however, cannot be ruled out. The results suggest that in cross-cultural educational work settings, teacher well-being is more easily influenced by direct work resources such as development resources, fair evaluation, and work-life balance management. They also imply that leadership support and the institutional environment may play a role through indirect mechanisms. This finding strongly supports the JD-R model, which argues that reducing excessive demands and increasing personal resources improves employee well-being.

Chapter 5: Conclusion and Recommendation

5.1 Conclusion

This study set out to examine how human resource management (HRM) practices shape teacher well-being in cross-cultural educational settings. Drawing on Social Exchange Theory (SET) and Job Demands-Resources (JD-R) model, the analysis focused on six key HRM factors: training and development, leadership support, performance appraisal, compensation, work environment, and work-life balance.

Quantitative data were collected from 217 teachers working in cross-cultural schools. Multiple linear regression analysis was then used to test the six hypotheses. The results showed that three factors — training and development, performance appraisal, and work-life balance — had significant positive effects on teacher well-being. By contrast, leadership support, compensation, and work environment did not emerge as statistically significant direct predictors in the final regression model.

The main findings can be summarized as follows:

First, training and development made a clear contribution to teacher well-being. When teachers have access to professional learning, skill-building, and career growth opportunities, they tend to report higher confidence, stronger motivation, and better psychological health. In cross-cultural contexts, training also plays a practical role in supporting cultural adaptation and reducing adjustment-related stress. Second, performance appraisal was positively linked to teacher well-being. Appraisal systems that are fair, transparent, and focused on development help teachers feel recognized and valued. When evaluation processes are seen as just and constructive, teachers tend to experience greater job satisfaction and emotional stability. Third, work-life balance stood out as the strongest predictor of teacher well-being. Reasonable workloads, flexible scheduling, and respect for personal time are critical in reducing stress and preventing burnout. This finding reinforces the importance of balancing professional demands with personal life, particularly for teachers in multicultural or international settings. While leadership support, compensation, and work environment were not significant direct predictors in the regression model, they should not

be dismissed as unimportant. Their influence may operate indirectly through other HRM practices, or they may overlap with stronger predictors such as work-life balance and performance appraisal.

Overall, the study confirms that teacher well-being in cross-cultural educational workplaces is shaped by an integrated HRM system, rather than by isolated practices. In particular, professional development opportunities, fair performance management, and policies that support work-life balance emerge as key drivers of teacher well-being. For educational institutions, this points to the need for comprehensive HRM strategies that prioritize teacher well-being, with the aim of improving both staff outcomes and long-term organizational effectiveness.

5.1.1 Demographic Factors

The demographic characteristics of the respondents in this study show that the sample is representative in terms of gender and age structure. The gender distribution is relatively balanced, with males accounting for 53.5% (n=116) and females accounting for 45.2% (n=98). A small number of respondents chose not to disclose their gender or had incomplete data (total 1.4%). In terms of age, the respondents were mainly concentrated in the 30–39 age group (30.0%, n=65) and the 20–29 age group (26.3%, n=57), followed by the 40–49 age group (16.6%, n=36) and the 50 years and older age group (15.7%, n=34). An additional 11.5% (n=25) were under 20 years old..

From a research perspective, this demographic structure suggests that the sample covers teachers in the early stages of their careers (20–29), the growth stage (30–39), and the relatively mature stage (40 years and older). Since teachers at different career stages may have different needs for work resources, sources of professional stress, and family responsibilities, demographic factors may influence their perceptions of HR practices and their level of well-being. For example, younger teachers may rely more on training and development opportunities to enhance their skills and career confidence, while older teachers may be more focused on work-life balance and long-term welfare guarantees. Meanwhile, in cross-cultural work environments, different age and gender groups may face varying degrees of cultural adaptation pressure and communication challenges. Therefore, schools need to adopt more inclusive support strategies when formulating HR policies, such as providing tiered professional development programs, flexible

work arrangements, and more transparent performance communication mechanisms, to improve the overall well-being and stability of different teacher groups.

5.1.2 Hypothesis Test Results

Multiple linear regression was conducted to test hypotheses H1–H6, examining the effects of six HR-related predictors on Teacher Well-being. Prior to analysis, all Likert-scale responses were coded from 1 (Strongly Disagree) to 5 (Strongly Agree), and composite mean scores were computed for each construct. After listwise deletion of missing values, the final regression model included 207 valid cases. The overall model was statistically significant ($R^2 = 0.636$, Adjusted $R^2 = 0.625$, $F = 58.289$, $p < .001$), indicating that the six predictors jointly explained approximately 63.6% of the variance in employee well-being.

Regarding individual hypotheses, Training and Development had a significant positive effect on Teacher Well-being ($\beta = 0.295$, $t = 4.682$, $p < .001$), supporting H1. Work–Life Balance also showed a strong positive effect ($\beta = 0.349$, $t = 5.417$, $p < .001$), supporting H6, and represented the strongest predictor in the model. Performance Appraisal was a weaker but statistically significant predictor of Teacher Well-being ($\beta = 0.155$, $t = 1.988$, $p = 0.049$), supporting H3. In contrast, Leadership Support ($\beta = 0.105$, $p = 0.109$), Compensation ($\beta = 0.119$, $p = 0.086$), and Work Environment ($\beta = -0.072$, $p = 0.293$) were not statistically significant when entered simultaneously, and thus H2, H4, and H5 were not supported. Overall, the results suggest that development opportunities, fair performance management, and work–life balance support are the most salient HR drivers of teacher well-being in this cross-cultural workplace context.

Although Leadership Support, Compensation, and Work Environment were positively correlated with Teacher Well-being, their unique effects became non-significant in the multivariate model, suggesting overlap among HR practices and potential indirect pathways.

5.2 Recommendation

Based on the findings of this study, several recommendations are proposed for educational institutions operating in cross-cultural environments to improve teacher well-being through effective human resource management practices.

5.2.1 Strengthening Training and Development Systems

International schools need to provide ongoing and targeted training to support teachers' professional development and cross-cultural competence. This training should not stop at the onboarding stage but should continue throughout a teacher's entire career. Relevant areas may include innovative teaching practices, stress management, and adapting to different cultural environments. When training is combined with career development opportunities, it can also enhance teacher motivation and improve their mental and physical well-being.

5.2.2 Enhancing Leadership Support Capabilities

Many studies on work-life balance show that it means people can properly manage both their job and personal life. Whether this balance is reached depends on working hours, workload, flexible time arrangements, and support from the school. A good work-life balance directly affects teachers' stress levels, emotions, job satisfaction, and work performance.

5.2.3 Improving Performance Appraisal Transparency and Developmental Focus

Performance appraisal should be designed as a clear, fair, and development-oriented process. Educational institutions are encouraged to explain evaluation criteria in advance, provide feedback that is specific and constructive, and use appraisal results to guide professional growth rather than impose pressure or punishment. In this way, teachers are more likely to regard appraisal as a source of support instead of stress.

5.2.4 Designing Fair and Competitive Compensation Policies

Human resources departments should regularly review compensation policies to ensure they remain fair within the organization and competitive in the broader market, especially for faculty working in cross-cultural or international settings. In addition to salary, supplementary benefits such as housing allowances, health insurance, and professional development funding can enhance faculty's sense of organizational support and positively impact their well-being.

5.2.5 Creating a Supportive and Inclusive Work Environment

Schools and educational organizations should take active steps to create a safe, inclusive and cooperative working atmosphere. This can mean upgrading teaching and office facilities, encouraging teachers to support each other, reducing unfair or discriminatory behavior, and setting up more open communication channels. Such a positive working environment not only helps improve teachers' well-being, but also helps schools retain their teachers in the long run.

5.2.6 Promoting Work–Life Balance Policies

Schools should take practical measures to help teachers balance work and life, such as offering more flexible working arrangements, assigning workloads reasonably, and setting clear boundaries between work and personal time. This is especially important in cross-cultural educational environments, where teachers often face extra pressure from adjusting to a new society and culture.

5.3 Limitations of the Study

Although this study provided some valuable insights, it also has several limitations that need to be acknowledged. First, the research relied on self-reported survey data collected through self-reports, which could be affected by response bias. In short, teachers' personal opinions may not fully reflect the real situation within the organization. Second, the study adopted a cross-sectional design, making it hard to determine clear causal relationships. The results only show connections between different factors rather than definite cause and effect. Third, the dependent variable, teacher well-being, was measured using a composite scale based on multiple perception-based items. Although this measurement approach was consistent with the theoretical framework of the study, the results should still be interpreted with caution. Finally, the participants were teachers working in cross-cultural educational environments. Therefore, the findings may not be directly generalizable to other industries or to schools operating within a single-cultural context.

5.4 Suggestions for Future Research

Future research can build on this topic in several meaningful ways. For one thing, longitudinal studies could be used to track how teachers' well-being evolves over a longer period. Qualitative methods like in-depth interviews or case studies would also help capture a more complete picture of teachers' real experiences in cross-cultural work settings.

Later research could also explore mediating or moderating factors such as cultural intelligence, organizational commitment, and work engagement, to better clarify how human resource practices affect teacher well-being. Comparative studies across different countries or education systems would be equally valuable, helping us understand more deeply how HRM practices work in various international educational environments.



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APPENDIX

Hello!

My name is Zhang Miaoxiang. Thank you so much for participating in this survey. The purpose of this questionnaire is to taking into account teacher well-being and corporate welfare for teachers.

Your responses will be kept confidential and will be used solely for the purposes of this research. The survey should take approximately 5-10 minutes to complete. There are no right or wrong answers; we are interested in your honest opinions and experiences.

SECTION I:

1. Gender:

- Male
- Female
- Prefer not to say

2. Broad Age Groups:

- Under 20
- 20-29
- 30-39
- 40-49
- 50 and above

3. Does your direct supervisor frequently acknowledge and appreciate your efforts? No diploma

- Strongly agree
- Agree
- Neutral
- Disagree

4. Do you think the training programs offered by your organization help you improve your skills and knowledge?

- Strongly agree
- Agree
- Neutral
- Disagree

5. Do you have enough opportunities for continuous learning and career development at work?

- Strongly agree
- Agree
- Neutral
- Disagree

6. Have the training and development opportunities you've received enhanced your confidence and motivation at work?

- Strongly agree
- Agree
- Neutral
- Disagree

7. Does your direct supervisor frequently acknowledge and appreciate your efforts?

- Strongly agree
- Agree
- Neutral
- Disagree

8. When you encounter challenges at work, does your direct supervisor provide you with clear guidance and support?

- Strongly agree
- Agree
- Neutral
- Disagree

9. Does support from your direct supervisor help reduce your work stress?

- Strongly agree
- Agree
- Neutral
- Disagree

10. Does your direct supervisor's leadership style have a positive impact on your job satisfaction?

- Strongly agree
- Agree
- Neutral
- Disagree

11. Did you receive positive and helpful feedback in your performance review, and did it help you improve your work?

- Strongly agree
- Agree
- Neutral
- Disagree

12. Is your organization's performance appraisal process fair and transparent, and are the rules explained in advance?

- Strongly agree
- Agree
- Neutral
- Disagree

13. Do you agree that this evaluation system can clearly reflect your actual performance and contributions?

- Strongly agree
- Agree
- Neutral
- Disagree

14. Do you believe that receiving fair and meaningful performance reviews can improve your work reflection and motivation?

- Strongly agree
- Agree
- Neutral
- Disagree

15. Do you think your salary is reasonable and matches your contributions to the company?

- Strongly agree
- Agree
- Neutral
- Disagree

16. Are you satisfied with the financial rewards and benefits offered by your organization?

- Strongly agree
- Agree
- Neutral
- Disagree

17. Does receiving a fair wage alleviate your financial burden and make you feel more secure?

- Strongly agree
- Agree
- Neutral
- Disagree

18. Does your compensation affect your work motivation?

- Strongly agree
- Agree
- Neutral
- Disagree

19. Is your workplace a safe and comfortable working environment? (e.g., tea room, employee lounge)

- Strongly agree
- Agree
- Neutral
- Disagree

20. Does your organization provide a work environment that is inclusive and respectful of every employee?

- Strongly agree
- Agree
- Neutral
- Disagree

21. Do you feel supported by your colleagues and the overall work environment?

- Strongly agree
- Agree
- Neutral
- Disagree

22. Are you able to balance work responsibilities with your personal and family life?

- Strongly agree
- Agree
- Neutral
- Disagree

23. Does your company support flexible work arrangements to help you balance your personal needs? .

- Strongly agree
- Agree
- Neutral
- Disagree

24. Does your workload allow you to maintain a healthy work-life balance?

- Strongly agree
- Agree
- Neutral
- Disagree

25. I feel comfortable and happy at work.

- Strongly agree
- Agree
- Neutral
- Disagree

26. I feel healthy in both mind and body at work.

- Strongly agree
- Agree
- Neutral
- Disagree

27. I experience low levels of work-related stress.

- Strongly agree
- Agree
- Neutral
- Disagree

28. Overall, I feel good in my current job.

- Strongly agree
- Agree
- Neutral
- Disagree