

## ABSTRACT

Japanese teachers do not have a good work-life balance, and do not have sufficient opportunities for their professional development. Because of this, they are unable to secure time for self-study, leading to a decline in self-efficacy and feelings of exhaustion, or in other words, a decline in wellbeing. In Japan, various measures have been taken of teachers' work-life balance, professional development opportunities, self-study, and wellbeing. Measures have also been taken in the international context. In all locates, the findings have yet to be effective at improving these features. Another key to this research is that teacher wellbeing is closely related to self-efficacy, and which is closely related to job professional development. Since this study requires an in-depth investigation of specific case studies, qualitative data from semi-structured interviews with 10 teachers will be analyzed using M-GTA. The study will provide a strategic model for relationship between teacher wellbeing and their professional development. This will not only contribute to the improvement of education both in Japan and in the US, with particular regards to enhancing intercultural learning and pedagogical approaches.



## INTRODUCTION

### Teachers in Japan ...

- do not have a good work-life balance (Figure 1&2)
- do not have sufficient opportunities for professional development (Figure 3&4)



They are unable to secure time for self-study

- a decline in self-efficacy and feelings of exhaustion, or in other words, a decline in wellbeing
- that there is a correlation between teacher well-being and student achievement (OECD, 2018c).

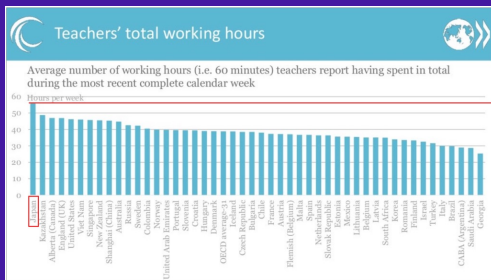


Figure 1: Teachers' total working hours (OECD, 2019)

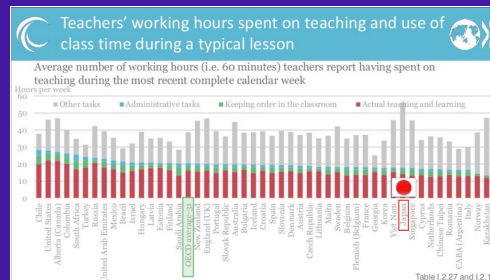


Figure 2: Teachers' working hours spent on teaching (OECD, 2019)



Figure 3: Teachers' participation in professional development (OECD, 2019)



Figure 4: Forms of professional development (OECD, 2019)

## LITERATURE REVIEWS

### Measures have been taken ...

- Setting work hours & outsourcing some of the work.
  - have not produced results that would visibly change the current situation (Uchida, R. et.al, 2020).
- Policy approaches, collaboration between teachers, & individual approaches to wellbeing such as mindfulness (Robert Wood Johnson Foundation & Pennsylvania State University, 2016)
  - have failed to examine how professional development may be related to wellbeing and the role of local teaching cultures
- Honzu (2020) summarizing OECD (2019);
  - teacher wellbeing is supported by self-efficacy, which is supported by professional development (See Figure 5).



Figure 5: What affects teacher wellbeing (made by the author based on Honzu (2020))

## RESEARCH METHODS

### Semi-structured interviews with 10 teachers using the Modified Grounded Theory Approach

- Work hours
- Work stress: "How often do you find work stressful?"
- Work autonomy: "How difficult it is to control workload?"
- Happiness: "When do you feel happy or satisfied during working hours?"
- Professional development: "What does the word mean to you?"

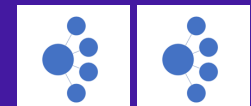


Figure 6: The process of M-GTA

## EXPECTED RESULTS

- To provide a strategic model for the relation between teacher wellbeing and their professional development
- To contribute to the improvement of education in Japan, but will also be significant in the United States
- To enhance student wellbeing as well

## REFERENCES

Honzu, M. (2020) The Teaching Profession Described by OECD - under the 'Idea', Well-being. *BULLETIN OF MIYAGI UNIVERSITY OF EDUCATION GRADUATE SCHOOL FOR TEACHER TRAINING* 1 39-49. <https://core.ac.uk/download/pdf/304169797.pdf>

OECD (2018a), Education Policy in Japan Building Bridges towards 2030. <https://www.oecd.org/education/Japan-BB2030-Highlights.pdf>

OECD (2018b), Effective Teacher Policies Insights from PISA. [https://read.oecd-ilibrary.org/education/effective-teacher-policies\\_9789264301603-en](https://read.oecd-ilibrary.org/education/effective-teacher-policies_9789264301603-en)

OECD (2018c), Valuing our Teachers and Raising their Status. [https://read.oecd-ilibrary.org/education/valuing-our-teachers-and-raising-their-status\\_9789264292697-en#page1](https://read.oecd-ilibrary.org/education/valuing-our-teachers-and-raising-their-status_9789264292697-en#page1)

OECD (2019), TALIS Results, OECD Publishing. <https://www.oecd.org/education/talis-2018-results-volume-i-1d0bc92a-en.htm>

Robert Wood Johnson Foundation and Pennsylvania State University (2016), Teacher Stress and Health: Effects on Teachers, Students, and Schools, Issue Brief, Pennsylvania State University, State College, PA, [www.rwjf.org/content/dam/farm/reports/issue\\_briefs/2016/rwjf430428](http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf430428)

Uchida, R. Hirota, T. Takahashi, T. Shimasaki, C. and Saito, H. (2020) *Going Astray of Reform of Teachers' Labor System: Considering the Variable Work System* [Translated from Japanese]. Iwanami Booklet.

