

## TEACHERS' WELL-BEING IN A BANI WORLD: A KEY RESOURCE FOR RESILIENCE IN KNOWLEDGE-BASED EDUCATIONAL ORGANIZATIONS

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**Abstract:** *In the context of uncertainty, complexity, and rapid change, as described by the BANI framework (Brittle, Anxious, Nonlinear, Incomprehensible), teacher well-being becomes a key resource for organizational sustainability. In educational settings, increasing demands, instability, and ambiguity place significant pressure on teachers, affecting their emotional well-being and professional performance. This paper reviews teacher well-being adjusting the interaction between individual and organizational factors, illustrating the role of organizational culture, professional support, and autonomy in sustaining psychological balance. Drawing on relevant literature, the study argues that teacher well-being is not only an individual concern but also an important factor for educational organizations. It is further claimed that encouraging organizational environments increases engagement, adaptability, and professional performance. The paper proposes a conceptual perspective on the role of well-being in knowledge-based educational organizations and outlines directions for future research on creating eco-friendly organizational practices that support teacher well-being. In this way, 'eco-friendly' practices refer to approaches that not only foster environmental sustainability within educational settings but also promote a psychologically healthy, supportive, and inclusive climate for staff. Thus, integrating ecological and psychological approaches creates a reinforcing loop in which improvements in environmental sustainability contribute to better teacher well-being, and vice versa.*

**Keywords:** teacher, well-being, resilience, BANI, sustainability

### 1. Introduction

Modern educational systems face uncertainty, rapid change, and complexity, impacting professional practices. Jamais Cascio's BANI framework (Brittle, Anxious, Nonlinear, Incomprehensible) helps explain this instability. As a result, educational organizations must adapt, remain resilient, and sustain high standards.

Teachers are directly impacted by these changes. The increasing demands of their roles have made teachers well-being a major research focus. Well-being includes emotional, psychological, and professional aspects, such as job satisfaction, sense of purpose, and stress management [1, 2].

Kurrie and Warwas describe teacher well-being as a psychological construct involving positive cognitive and emotional factors. Research suggests well-being should be studied individually and organizationally [3]. Organizational culture, leadership, relationships, and support shape professional experiences and adaptability [4, 5]. Therefore, well-being is a systemic phenomenon within education.

Organizational resilience is crucial in unstable environments, enabling institutions to adapt and function. It is stated that work-life balance is not a right or an advantage, because it cannot be provided, but the organization must build it for oneself [6].

Research emphasizes that human factors, especially well-being, support adaptability and sustained performance [7, 8].

Yet, studies often examine well-being, organizational conditions, and resilience separately, lacking an integrated approach.

This gap is more pronounced in BANI environments, marked by fragility and uncertainty, increasing pressure on organizations and individuals. Although research on well-being, resilience, and organizational conditions is extensive, these topics are often studied in isolation.

Many studies focus on teachers' well-being as an individual issue, like job satisfaction or burnout, without considering broader organizational influences [1, 2]. Conversely, research on organizational resilience tends to prioritize structures and processes, overlooking teachers' individual roles [7, 9]. This fragmented perspective limits understanding of how individual and organizational factors interact, especially in complex, uncertain contexts like BANI. Few studies integrate these perspectives, and the lack of a unified framework hinders effective institutional policies.

Ecological and psychological aspects are often linked in practice. Greener, more comfortable spaces can reduce teacher stress and improve well-being. Sustainability projects foster responsible behavior and strengthen staff relationships, building a supportive climate.

This definition aligns with the framework 'Whole School Approach to Sustainability,' which integrates ecological responsibility and well-being at all levels [10, 11], and health-promoting school models that value supportive environments for physical and psychological health [12]. Addressing both ecological actions and support for teachers' well-being highlights the multidimensional nature of eco-friendliness in education.

While this framework provides a broad view, Zhang and Luo argue its impact on educational organizations and teacher well-being is underexplored. Despite increased interest, few studies offer an integrated

model connecting teacher well-being and organizational factors influencing resilience under BANI (Brittle, Anxious, Nonlinear, Incomprehensible) conditions. Most research isolates either individual well-being or organizational resilience, overlooking their interaction in education. Consequently, how culture, support, and teacher autonomy together shape well-being and institutional adaptability in complex settings remains unclear [13, 36].

To address this gap, the present article is guided by the following research questions:

1. What is the relationship between organizational culture, professional support, teacher autonomy, and resilience in knowledge-based educational institutions?
2. How do these factors influence the well-being of teachers in environments characterized by instability and complexity (as described by the BANI framework)?
3. In what ways can an integrated conceptual model clarify the interplay between teacher well-being and resilience at both individual and organizational levels?

This article adopts a conceptual approach, viewing teacher well-being as a key resource for building organizational resilience in educational institutions. It aims to integrate individual and organizational perspectives by proposing a model that illustrates how culture, support, and autonomy interact to foster resilience, advancing understanding of well-being's role in organizational sustainability and adaptability.

## 2. Background

Crawford et al. [14] note that educational organizations face rapid change, instability, and complexity, affecting their adaptation to crises like economic downturns and the COVID-19 pandemic. Cascio's BANI framework is seen as a useful tool for making sense of these challenges, highlighting the fragility and volatility of educational systems [15]. In education, this results in frequent policy changes, rising performance pressure, and a constant need to adapt [16]. Research also shows institutions

need more adaptability and flexibility, making human resources increasingly strategic [17]. Teacher well-being encompasses emotional, psychological, and professional aspects, such as job satisfaction, emotional balance, and stress management [1, 2]. High well-being is associated with greater engagement and performance, whereas low well-being is linked to burnout and turnover [18]. Well-being also supports individual resilience and stress management [8, 13].

Surprisingly, there is less time for personal enjoyment, far from the ideal work-life balance. This imbalance leads to higher stress, health problems (like depression and anxiety), risky behaviors, more marital stress, lower job satisfaction, and reduced performance. Everyone must find their own balance, regularly reassessing and adapting as circumstances change, by starting with a clear goal and gradually adding elements of equilibrium [6].

Research shows organizational factors—culture, leadership, relationships, and resources—strongly influence teachers' professional experience [4]. Trust and collaboration boost engagement and satisfaction, while support reduces stress and increases effectiveness [5]. Autonomy is linked to motivation and adaptability [1].

Organizational resilience is the capacity to anticipate, respond to, and recover from adversity [19]. However, research often examines well-being and resilience separately, overlooking organizational context. This gap shows the need for a conceptual model linking individual and organizational factors in complex settings.

### **3. Well-being as a strategic resource**

In unstable and complex times, teachers' well-being is more than just working conditions—it is a strategic resource for schools. Recent research links well-being to not only individual satisfaction, but also organizational performance, adaptability, and sustainability [1].

Teacher well-being directly improves educational outcomes, engagement,

teaching quality, and innovation. Teachers with high well-being are more flexible and better equipped to handle change and complex situations [18].

Well-being is also essential for building organizational resilience. Teachers actively drive institutional adaptation, shaping how organizations respond to change [8].

Positive organizational scholarships suggest that psychological resources like well-being boost performance, relationships, and a healthy work environment [20]. Well-being thus acts as a catalyst for learning and innovation [21].

Well-being is systemic, shaped by and shaping the organization [13]. Teachers with high well-being are more engaged in decision-making and help build trust and collaboration [2]. In BANI environments, this view is critical. Instability and uncertainty make it vital for organizations to use internal resources like well-being as a buffer for adaptation and stability [22].

Few models explain the strategic role of well-being in schools. Several frameworks address aspects of well-being and resilience separately, such as Gu and Day's individual resilience framework [23] or Hascher and Waber's model of professional well-being in schools [2], but these do not link individual and organizational dimensions into a holistic model. For example, Gu and Day's model focuses on resilience processes at the individual level of teachers, without integrating in detail the organizational factors that may support resilience. Similarly, Hascher and Waber's framework emphasizes the psychological and professional health of teachers but does not integrate mechanisms for structural interaction with resilience [37].

Other approaches, such as the "Whole School Approach" or leadership models [18], suggest partial mechanisms but lack integrated explanations of how individual and organizational factors interact to develop resilience [38].

*Table 1. Operational description of the conceptual framework components*

| Component Name                 | Operational Definition                                                                                                                  | Key Practical Examples                                                                                                                    | Role in BANI Environment                                                                                                             | Measurement Instrument                                                 | Impact on Well-being and Resilience                                                                                                    |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Organizational Culture         | Set of values, norms, practices, and relationships, measured by trust, collaboration levels and stated values - behaviors consistency.  | Trust-based climates, collaborative relationships among staff, psychologically safe environments, and consistency in practices.           | Acts as a stabilizing mechanism and foundation for professional support/autonomy, facilitating collective adaptation and resilience. | Organizational Culture Assessment Instrument (OCAI)                    | Reduces professional isolation, fosters engagement, and creates a healthy work environment that supports institutional sustainability. |
|                                | Source: Schein (2010); Edmondson (1999); Hargreaves (2001); Collie (2021); Stankeviciute, Staniskiene, Daunoriene, Ramanauskaite (2023) |                                                                                                                                           |                                                                                                                                      |                                                                        |                                                                                                                                        |
| Professional Support           | Availability and access to training resources, mentoring, feedback, and emotional support from colleagues and leadership.               | Mentoring programs, professional development participation, formal/informal consultation mechanisms, and emotional support networks.      | Functions as an intermediary and stabilizing factor that strengthens the organizational climate and helps manage complexity.         | Teacher Collegial Support Scale or Professional Support Scales         | Reduces stress, enhances professional effectiveness, and increases job satisfaction and engagement.                                    |
|                                | Source: Hargreaves (2001); Collie (2021); Lichao, Manyuan, Hao (2025)                                                                   |                                                                                                                                           |                                                                                                                                      |                                                                        |                                                                                                                                        |
| Teacher Autonomy               | Freedom to make decisions regarding teaching practices, curriculum adaptation, and contribution to decision-making.                     | Involvement in pedagogical innovation, self-reported control over professional decisions, and participation in collegial decision-making. | Essential for managing uncertainty and enabling rapid adaptation to nonlinear changes in educational demands.                        | Teacher Autonomy Scale (TAS)                                           | Increases intrinsic motivation, fosters a sense of control and competence, and promotes openness to innovation.                        |
|                                | Source: Deci & Ryan (2000); Skaalvik & Skaalvik (2014); Leithwood & Jantzi (2005)                                                       |                                                                                                                                           |                                                                                                                                      |                                                                        |                                                                                                                                        |
| Resilience-building Mechanisms | Policies, procedures, and initiatives designed to support adaptation to stress and environmental change.                                | Stress management programs, social-emotional skills training, crisis support, and work-life balance initiatives.                          | Critical for transforming BANI challenges into development opportunities and maintaining organizational functionality.               | Teacher Resilience Scale or Connor-Davidson Resilience Scale (CD-RISC) | Mitigates burnout risks, strengthens coping abilities, and supports a positive feedback loop for adaptability.                         |
|                                | Source: Vrabii (2023); Gu & Day (2007); Lengnick-Hall, Beck & Lengnick-Hall (2011)                                                      |                                                                                                                                           |                                                                                                                                      |                                                                        |                                                                                                                                        |

Table 1 shows that **teacher well-being** is a key asset for schools in the BANI era. Supporting educators' psychological health

is essential for **resilience**, and centers on four pillars: **supportive culture**, professional resources, autonomy, and

resilience mechanisms. Eco-friendly practices that support well-being also help reduce stress. Together, these factors make schools more adaptable, with teacher satisfaction and psychological safety driving **flexibility** and quality in unstable times.

Unlike previous models, the conceptual model in this article integrates both dimensions, offering a systemic view of how culture, professional support, autonomy, and resilience interact to enhance well-being and adaptability. The model unfolds in these steps:

1. Organizational culture sets norms and values, providing a foundation for support and autonomy.
2. Professional support provides resources and mentoring, strengthening climate and autonomy.
3. Autonomy, supported by context and resources, allows teachers to adapt methods and engage in decisions, boosting motivation and satisfaction.

4. These elements combine developing resilience, promoting adaptation and stress management.

5. This creates a positive loop: teacher well-being supports resilience, and resilient organizations further strengthen well-being under BANI conditions.

The article not only analyzes these factors but also explains their interaction in strengthening resilience. This highlights the need for frameworks linking individual and organizational dimensions in resilience [24]. The next section presents a model showing how organizational factors support teacher well-being and foster resilience.

#### 4. Educational Resilience Model

The article proposes a conceptual model, based on the literature and BANI framework, that views teacher' well-being as a key resource for building organizational resilience in educational institutions.

The design of the conceptual model framework is presented in Figure 1.

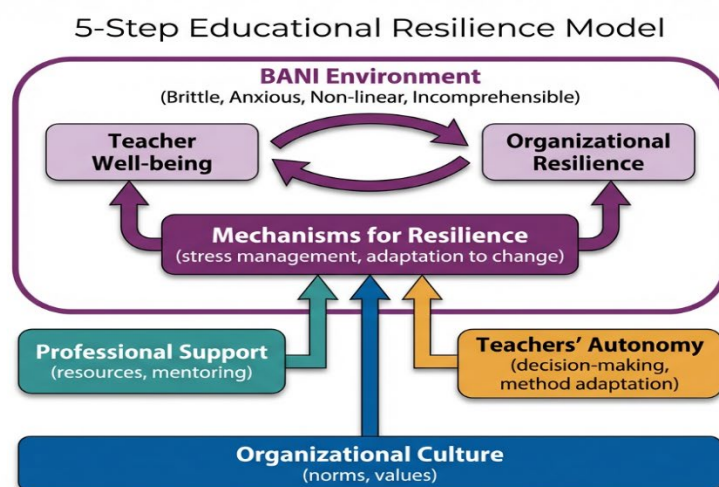


Figure 1. Educational Resilience Model (Source: authors conception)

The model has four interdependent components: organizational culture, professional support, teacher autonomy, and resilience-building mechanisms, which together support well-being and adaptability. Each can be measured with validated instruments (e.g., OCAI for culture, TAS for autonomy, CD-RISC for

resilience), making the model practical for empirical research [25, 26].

- *Organizational culture*: The values, norms, and relationships shaping institutional life, measured by trust, collaboration, and consistency between values and practices.
- *Professional support*: Access to training, mentoring, feedback, and emotional

support, measured by participation in development programs and perceived support.

- *Teacher autonomy*: Freedom to make teaching decisions and influence school processes, measured by self-reported control and involvement in innovation.
- *Resilience mechanisms*: Institutional policies and initiatives that help adapt to stress and change, such as stress management and crisis support programs.

Organizational culture underpins well-being by shaping perceptions and behaviors. In schools, trust and collaboration create a psychologically safe climate [4].

Psychological safety, associated with engagement and organizational learning [27], allows teachers to express their ideas and actively participate in institutional processes. At the same time, collaborative relationships reduce professional isolation and support well-being [5], contributing to professional effectiveness [1].

Consistency between values and practices fosters trust, while inconsistency causes frustration [4]. In BANI contexts, culture stabilizes and supports adaptation [17].

Professional support, including resources, development, and leadership, is key to well-being. Collegial relationships foster a positive environment [5]. Both formal (training, mentoring) and informal (collaboration, emotional support) support reduce stress and enhance effectiveness. Support networks increase engagement and satisfaction [1].

Participatory leadership builds a positive climate and adaptability [28]. In this model, professional support stabilizes, boosting well-being and resilience in BANI contexts. Professional autonomy means making decisions and adapting teaching to student needs. It boosts motivation and job satisfaction [29], [30].

Autonomy supports well-being by fostering a sense of control and competence. Autonomous teachers are more engaged,

creative, and open to innovation, and they adapt more easily to changing demand [30]. Organizational context and leadership, especially participatory practices, influence autonomy [31]. In BANI contexts, autonomy is vital for managing uncertainty and rapid change.

Resilience mechanisms include practices that support adaptation, such as personal development, stress management, and work-life balance [32].

Resilience is a dynamic adaptation process shaped by individual and organizational resources [23]. Social-emotional interventions and supportive policies improve coping and reduce burnout [33]. Organizational resilience relies on flexible structures and leadership for adaptation [34]. In a BANI world, we assume these mechanisms help turn challenges into opportunities.

## 5. Discussion

The analysis shows that teachers' well-being is central to how educational organizations function, not just the outcome of working conditions. The model combines individual and organizational views, providing a clear framework for understanding how well-being supports resilience in uncertain, complex settings.

A key feature is the interdependence of organizational components. Culture, support, autonomy, and resilience mechanisms form an integrated system shaping professional experience and adaptability. This systemic view matches recent research on the interaction between individual and organizational factors.

In BANI contexts, where fragility and uncertainty increase pressures, well-being stabilizes organizations and aids adaptation and participation in change.

The model emphasizes that organizations must actively support well-being. Individual efforts are not enough without institutional policies for professional and emotional support.

Practically, investing in culture, support, autonomy, and resilience improves performance and sustainability [35]. Well-being should be a strategic organizational goal. This approach redefines the link between well-being and organizations, showing teachers' active role in building resilience and adaptability.

## 6. Conclusions and future perspectives

The paper examined teachers' well-being from an integrative perspective, focusing on educational organizations facing complexity and uncertainty. The BANI framework emphasizes viewing well-being as a strategic resource for building organizational resilience.

The article's contribution is a conceptual model integrating organizational culture, professional support, autonomy, and resilience mechanisms, showing their interdependence in supporting teachers well-being. The model shows the use of human resources to address challenges of instability.

This study has limitations. Its conceptual nature prevents empirical validation of the proposed relationships. Future research should use quantitative methods (e.g., surveys) and qualitative methods (e.g., interviews, focus groups) to examine the links among organizational culture, support, autonomy, and resilience. Multiple case studies could explore contextual differences. Additional variables, like cultural factors or education levels, may also play a role. There may also be biases in the selection and interpretation of literature, which could affect the conclusions. The model's applicability may be context-dependent, limiting the generalizability of some findings. International use of the model may require adaptation to different

structures and values. These limitations highlight the need for diverse and rigorous empirical research across various educational settings.

To guide empirical research and clarify what can be tested in the model, consider the following research questions:

1. What is the relationship between organizational culture, professional support, teacher autonomy, and the level of organizational resilience in schools?
2. To what extent does professional autonomy mediate the effect of organizational culture on teachers' well-being in educational contexts characterized by instability and change?
3. Is there a significant association between perceptions of professional support and levels of burnout or the intention to leave the profession among teachers?

These questions can guide hypotheses for future studies aimed at validating the model's relationships.

Future research should empirically test the model using quantitative and qualitative methods. Studies across different education levels and cultures could deepen understanding of how well-being supports resilience. Research questions might include: What is the relationship among culture, support, autonomy, and resilience in schools? To what extent does autonomy, shaped by leadership, affect teacher well-being in unstable contexts? These questions can clarify the interplay between individual and factors in building resilience.

In conclusion, we believe that teachers' well-being is vital for educational organizations. Integrating well-being into organizational strategies can foster more resilient, adaptable, and sustainable institutions.

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