

Editorial

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Dear teacher educators, scholars and educationalists,

It is our pleasure to present Volume 14, Number 2 (August 2025) of the Journal of Teacher Education and Educators. This issue brings together a diverse range of contributions that reflect the evolving challenges and opportunities in teacher education across international contexts. The five articles featured here provide insights into preservice teacher preparation, measurement and assessment, technology integration, organizational and individual dynamics of teaching, and the broader impact of global innovations such as artificial intelligence (AI). Collectively, they highlight the central role of teachers' voices, competencies, and well-being in shaping the future of education.

The opening article by Bagwell, Zoch, and Moteane foregrounds preservice teachers' perceptions of their educator preparation program in the southeastern United States. By centering the lived experiences and critical reflections of future teachers, the study underscores the importance of listening to student feedback when designing inclusive, responsive, and socially conscious teacher education programs. Their findings echo global calls for more reflective and participatory approaches in teacher education reform.

The study by Abroampa, Amadiok, Nyatsikor, and Dzakpasu explores how Ghanaian basic school teachers improvise information and communication technology (ICT) resources in implementing the standards-based curriculum. Confronted with limited technological infrastructure, teachers demonstrate creativity by using personal devices, low-cost alternatives, and open-source resources. These findings highlight the resilience and innovation of teachers working in resource-constrained environments and point to the urgent need for systemic support and investment in educational technology.

Spiess, Dowdy, and Sharkey examine teacher well-being (TWB) in U.S. public schools through a mixed-methods design. Their findings link well-being to both individual and organizational factors, emphasizing the impact of job demands, resources, and school climate. By adopting a strengths-based perspective, this article contributes to the emerging literature on TWB and offers practical recommendations for fostering healthier and more sustainable teaching environments.

Measurement remains a cornerstone of educational research, and the contribution by Keleş and Özcan responds to the need for reliable and culturally adapted tools. Their adaptation of the Classroom Management Self-Efficacy Instrument (CMSEI) into Turkish not only provides a robust measure for preservice teachers but also opens pathways for cross-cultural comparisons in classroom management research. This work is an important reminder that culturally valid instruments strengthen both research quality and policy impact.

The rapid rise of generative AI in education raises new pedagogical and ethical challenges. Elstad and Eriksen's study of Norwegian high school teachers investigates the antecedents of instructional resistance to AI. Using structural equation modelling, they demonstrate how instructional AI efficacy, collective beliefs, and age intersect to shape teachers' openness or scepticism. This timely contribution reminds us that successful

integration of AI requires not only technological readiness but also cultural and psychological support for teachers.

Taken together, the articles in this issue illustrate the multifaceted and global nature of teacher education. From the voices of preservice teachers in the U.S. to the resilience of Ghanaian educators, from the psychometric validation of Turkish instruments to the experiences of American teachers navigating well-being, and from the critical reflections on AI resistance in Norway to broader considerations of professional development, the scholarship presented here reinforces the journal's international scope.

As education systems worldwide confront rapid technological, cultural, and organizational change, these studies collectively underscore that the heart of any reform lies with teachers themselves—their preparation, efficacy, adaptability, and well-being. We hope this issue will inform both scholarship and practice, inspire comparative dialogues, and encourage continued research that bridges diverse contexts toward a shared goal: preparing and sustaining educators who can meet the demands of 21st-century schooling.

We thank our authors, reviewers, editorial board members, and readers for their continued support. We invite you to explore the rich content of this issue and to consider contributing your own scholarship to future volumes of the *Journal of Teacher Education and Educators*.