

A PATH MODEL OF TEACHER WELLBEING AS ESTIMATED BY PRESENTEEISM, QUALITY OF WORK-LIFE AND SOCIAL SUPPORT

STERRIN S. MALONES¹ and DR. GEMMA N. KINTANAR²

¹Central Mindanao Colleges, Kidapawan City, Philippines.

Corresponding email: smalones@cmc.edu.ph

ABSTRACT

This study attempted to investigate the presenteeism, quality of work-life, social support and wellbeing of elementary and secondary public-school teachers. Four hundred teachers from M'lang Central district, Cotabato participated during the conduct of this study for the S.Y. 2023. This study employed a path analysis method using quantitative approach. The data gathering tool contained an adopted questionnaire coming from the different authors. Mean, standard deviation, Pearson product moment correlation, multiple regression analysis and structural equation modeling were used in statistical tool. Based on the findings of the study, wellbeing, presenteeism, and quality of work-life were described as very high. Meanwhile, the social support was described as high. The results also revealed that there is a significant relationship between presenteeism, quality of work-life, social support and teacher wellbeing. Presenteeism and quality of work-life have significantly predicted the teacher wellbeing compared to social support. Hypothesized model 5 have successfully met the criteria set by each index. This means that the model fits well with the data which can best explain the wellbeing of teachers.

Keywords: *Teacher Wellbeing, Presenteeism, Quality of Work-Life, Social Support, Path Analysis, M'lang Central District*

INTRODUCTION

Teachers have a significant impact on students' lives. They are the individuals in charge of motivating students and advancing their learning. Teachers are, in fact, the most significant in-school element influencing student performance, satisfaction, and achievement, according to empirical research (Darling-Hammond, 2020; Konstantopoulos, 2018). Education communities and systems have high expectations for teachers' work because of how vital they are to a child's growth and learning. Modern educational systems develop in an environment marked by a lack of qualified teachers, frequent staff changes, and low job appeal. It is vital to comprehend teacher well-being and its effects on the teaching and learning nexus in this setting since these difficulties are interrelated (OECD, 2018).

Based on the study conducted by Glazzard and Rose (2019), 84% of teachers cited a variety of factors that contributed to their work-related stress, such as busy times of the year like assessment periods, the pressure of extracurricular activities, the unexpected, keeping up with the pace of change, and changes in school leadership. In a similar vein, several teachers who reported feeling unwell admitted to wanting to

maintain control and to constantly strive for perfection; comprehending this is not always feasible seems to be a big part of their recovery.

The studies and literature cited above provide proof that both internal and external influences have an impact on teachers' wellbeing. However, no such research has demonstrated that presenteeism, quality of work-life, or social support have no impact on teachers' wellbeing. In order to close this gap and better understand how these three variables affect teacher welfare in M'lang, Cotabato, and the researcher was resolved to do additional research. Between the factors indicated in this study, a model and theoretical framework for the investigation were constructed.

This study is relevant to the readers for it leads to the development of a framework designed to categorized empirical work of effectiveness research and inform subsequent literature search. This also used to provide insight into the themes on which a considerable body of work agree and could provide educational leaders with the knowledge needed to motivate, engage and retain teachers.

Results, discussions, and findings from this study can be used by policy makers, school administrators, and teachers as a reference material in making productivity improvement of the school. Likewise, scholars and future researchers can benefit from this research as a way of providing them ideas for their future research endeavors.

FRAMEWORK

This study was anchored by two models namely the Job-Demand Resources (JD-R) model by Bakker and Demerouti (2007) and PERMA model by Silegman (2012).

According to the Job-Demands Resources (JD-R) model, a job's demands and resources combine to produce both work stress and wellbeing. While job demands may cause stress, job resources can help employees cope by assisting them in meeting objectives, encouraging learning and development, and promoting wellness (Bakker & Demerouti, 2007; Demerouti & Bakker, 2011). Therefore, it is crucial to comprehend the many job resources that teachers require in order to boost their wellbeing. Several professional organizations, including teachers, have used the JD-R model (Hakanen et al., 2018), but more study is necessary to comprehend the evolving and context-specific resource demands of teachers.

As stated by Demerouti and Bakker (2011), job demands are those parts of the job that are physically, psychologically, socially, or organizationally demanding and may result in bodily or psychological consequences, such as a demanding workload or workplace conflict. Even while workplace demands aren't always bad, they turn into stressors when employees lack the means to cope with them (Schaufeli & Bakker, 2004). Managing challenging student behaviors, high class sizes, inadequate pay, a demanding workload, and a lack of social support are just a few of the challenges of the teaching profession that have been identified as contributing to teacher stress and burnout (Bitsadze & Japaridze, 2014; Castro et al., 2010; Chang, 2009; Ju et al., 2015; Kyriacou, 2001; Macdonald, 1999; Nagy & Takács, 2017).

The JD-R model has been used to study teachers in the past, and teacher populations have confirmed the predicted interacting effects of work demands and resources on stress and wellbeing (e.g., Evers et al., 2016; Hakanen et al., 2018).

However, we argue that further research is required to comprehend the resources that teachers in modern American schools require to handle their demanding duties.

Previous studies in the field of human flourishing have repeatedly shown that when people are experiencing the benefits of wellbeing, their intelligence, curiosity, interest, passion, creativity, problem-solving skills, engagement, and energy levels all rise, and their success or goal outcomes improve (Achor, 2011; Fredrickson, 2009; Seligman, 2012). However, these studies have not been conducted in educational contexts. Achor (2011) further argued that success, ideal performance, and achievement are preceded by wellness, optimism, and enjoyment rather than the other way around. Similar to this, Lyubomirsky, King, and Diener (2005) found that success and desirable work outcomes were associated with positive affect and optimal wellbeing in the twenty-two longitudinal studies they included in their meta-analysis of data from 293 studies investigating the relationship between happiness and success.

METHOD

Research Design

This study utilized the descriptive-correlational research design. Descriptive research design was used to obtain information concerning the current status of the phenomena to describe (Shuttleworth, 2008). Moreover, it is a fact-finding study that will allow the researcher to examine characteristics, behaviors, and experiences of study participants (Calmorin, 2007). Furthermore, the correlational design was used to identify the strength and nature of association between two or more variables (Creswell, 2003).

Respondents

The public-school teachers in elementary and secondary level in M'lang, Central district were the respondents of this study. Using the Slovin's formula to compute the sample size, a total of 400 teachers were selected using the stratified sampling technique.

Instruments

Sets of adopted questionnaires were used to gather data from the respondents. Even if the tools already have validity and reliability assessment. These instruments were subjected to validity and reliability test. The instruments include: teacher wellbeing questionnaire (Renshaw, Long & Cook, 2015), presenteeism questionnaire (Demirtaş & Alanoğlu, 2022), quality of work-life questionnaire (Catapan, Panucci-Filho, Pereira da & Catapan, Veiga, 2014) and social support questionnaire (Sarason et al., 1983).

Statistical Tools

Mean and Standard Deviation was used to determine the levels of wellbeing, presenteeism, quality of work-life and social support of teachers. Moreover, the Pearson Product Moment Correlation was utilized to determine the relationship between wellbeing, presenteeism, quality of work-life and social support of teachers. In addition, multiple regression analysis was used to measure the wellbeing, presenteeism, quality of work-life and social support. Furthermore, structural equation modeling was employed to assess the interrelationships of the variables.

RESULTS AND DISCUSSION

Level of Teacher Wellbeing

Table 1 shows the level of wellbeing of teacher in Central district of M'lang, Cotabato. The teacher wellbeing contains three indicators namely, school contentedness, joy of teaching and teaching efficacy. The overall mean of teacher wellbeing is 4.41 which can be described as very high.

The school contentedness has the mean of 4.44 which described as very high. This means that teachers always exhibit high level of wellbeing in the workplace. The result was supported by Veenhoven (2019) stated that one of the main factors in teachers' contentment is probably the caliber of their professional lives. When considering their quality of working life, all organization members are involved in decisions affecting their occupations and working conditions. Their involvement and job satisfaction rise as a result, lowering workplace stress. This component demonstrates how important it is to the workers to keep their level of work-life satisfaction.

In the same way joy of teaching got the mean score of 4.44 which is described as very high. This indicates that teachers always manifest high level of wellbeing in their profession. The finding is aligned to the statement of Argyle and Lu (2019) that the classroom changes into a joyful environment when teachers make the decision to significantly influence both their own and their pupils' days. In a supportive learning environment, students may approach academic challenges with better acceptance and resolution.

On the other hand, teaching efficacy reach a mean score of 4.35 which is described as very high. This implies that teachers always exhibit high level of wellbeing in school. The result is corroborated to the findings of Gkolia, Belia, and Koustelios (2019) that the level of confidence a teacher has in their ability to assist students in succeeding is known as teaching efficacy. This includes assisting students in their learning, developing instructional materials that are beneficial to students, and successfully altering students' learning.

Table 1. Level of Teacher Wellbeing

Wellbeing Items	Mean	Std. Deviation	Description
School Contentedness	4.44	0.508	Very High
Joy of Teaching	4.44	0.501	Very High
Teaching Efficacy	4.35	0.511	Very High
OVERALL	4.41	0.416	Very High

Level of Teacher Presenteeism

Table 2 shows the level of presenteeism of the teachers in central district of M'lang, Cotabato. The presenteeism contains three indicators namely, organizational-related presenteeism, individual-related presenteeism and environmental

related presenteeism. The overall mean of teacher presenteeism is 4.21 which can be described as very high.

As of organization-related presenteeism, the mean score is 4.19 which is described as high. This indicates that teachers are frequently exhibit high level of presenteeism in the workplace. The result is supported by Aronsson et al., (2020) and Gilbreath and Karimi, (2021) that the education industry, the care and welfare sector, and other occupations where attendance has a significant impact on other people and their basic needs are prone to presenteeism. When it comes to presenteeism, which is described as a type of psychological strain with job stress as its root cause, negative supervisor behaviors are linked to it.

In terms of individual-related presenteeism, it generates a mean score of 4.24 which is described as very high. This implies that teachers always exhibit high level of presenteeism in school. The findings of the study is parallel to the statement of Hansen and Andersen (2019) and Vézina et al., (2021) that individuals have their own reasons for continuing to work while ill, in addition to organizational demands. Some of these have to do with conditions at home that might not be favorable to relaxation or people's preference to suffer in company rather than alone themselves.

With regards to environmental-related presenteeism, the mean score reached to 4.21 which is described as very high. This means that teachers are always manifest presenteeism in their teaching profession. The result of the study is congruent to the statement of Kelly (2020) that employees' perception of control over their environment has an impact on their work performance and contributes to presenteeism. People with different levels of sense of control could consciously or unconsciously attribute their social behaviors to both internal and external factors in an effort to manage and adapt to an environments.

Table 2. Level of Teachers' Presenteeism

Presenteeism Items	Mean	Std. Deviation	Description
Organization-Related Presenteeism	4.19	0.554	High
Individual-Related Presenteeism	4.24	0.548	Very High
Environmental-Related Presenteeism	4.21	0.594	Very High
OVERALL	4.21	0.490	Very High

Level of Quality of Work-Life of Teachers

Table 3 shows the level of quality of work-life of the teachers in central district of M'lang, Cotabato. The quality of work-life contains five indicators namely, working conditions for human capacity development, social integration in the work organization, future opportunity for growth and employment security, work and space for recreation and remuneration and compensation. The overall mean of quality of work-life of teacher is 4.21 which can be described as very high.

In working conditions for human capacity development, the mean score is 4.30 which described as very high. This indicates that teachers are always exhibit high level of quality of work life in school. The findings is supported by Groot of Molen (2020) that

the development of knowledge, skills, and attitudes in individuals and groups of people relevant in the design, development, management, and maintenance of institutional and operational infrastructures and processes that are locally meaningful.

With regards to social integration in the work organization, the result generates a mean score of 4.25 which described as very high. This implies that teachers are always manifest high level of quality of work-life in the workplace. The result is corroborated to the statement of Brissette, Cohen, and Seeman (2020) and House, Umberson, and Landis (2019) that social integration refers to a person's embeddedness (or involvement) in a variety of social links or relationships, social roles, and social activities. It is a key structural component of the social network perspective and affects a number of network-based aspects, including social capital, social support, and social cohesion.

In terms of future opportunity for growth and employment security, it reaches the mean score of 4.27 which is described as very high. It signifies that teachers are always manifest high level of quality of work-life in their teaching profession. This is aligned to the statement of Bedwell, Weaver, Salas, and Tindall (2021) that lifelong learning will increasingly involve opportunities that employees seek on their own rather than attending formal mandatory programs sponsored by the organization in their discussion of emerging conceptualizations of adult learning.

As of work and space for recreation, the mean score is 4.18 which is described as high. This implies that teachers are frequently exhibit high level of quality of work-life in school. The result is congruent to the assertion of Wang et al., (2019) that engaging in leisure activities at a young age increased the likelihood that one will do so in later life. So that individuals can enjoy a welcoming environment, it is very practical for sports and recreation groups of all kinds to be accessible everywhere. Recreational activities are ones that aim to make people happy and reward them with leisurely, enjoyable pursuits.

Meanwhile, in remuneration and compensation, the mean score is 4.06 which is described as high. This means that teachers are frequently exhibit high level of quality of work-life in school. The result conforms by Tohardi (2021) and Notoatmodjo, (2019) that being paid with exact amount for their qualification improves teachers' commitment to their respective schools. Paying employees is the company's way of saying "thank you" for the time, effort, and creativity they have invested in the business. According to job evaluations based on value and equity, compensation is determined. Compensation that is perceived as improper or unfair to employees may give rise to social envy.

Table 3. Level of Teachers' Quality of Work-Life

Quality of Work-Life Items	Mean	Std. Deviation	Description
Working Conditions for Human Capacity Development	4.30	.523	Very High
Social Integration in the Work Organization	4.25	.556	Very High
Future Opportunity for Growth and Employment Security	4.27	1.048	Very High

Work and Space for Recreation	4.16	.583	High
Remuneration and Compensation	4.06	.687	High
OVERALL	4.21	.500	VERY HIGH

Level of Teacher Social Support

Table 4 shows the level of social support of the teachers in central district of M'lang, Cotabato. The social support contains four indicators namely, appraisal support, tangible support, self-esteem support, and belonging support. The overall mean for teacher social support is 4.16 which can be described as high.

As of appraisal support, the mean score is 4.17 which is described as high. This means that teachers are frequently manifest high level of social support in school. The finding is supported by Aguinis (2019) stated that performance appraisal is the continuing process for determining, evaluating, and improving a person's performance in relation to the strategic goals of an organization. It's possible for appraisal to include formative elements that work to improve performance, like career advancement, professional growth, and feedback.

In terms of tangible support, the result generates a mean of 4.14 which is described as high. This indicates that teachers are frequently exhibit high level of social support in the workplace. The result is congruent to the assertion of Langford et al., (2019) that financial aid, tangible commodities, or tangible services are all examples of tangible support. This type of social assistance, also known as instrumental support, includes the practical, direct ways people help others.

With regards to self-esteem support, the result reaches the mean score of 4.14 which is described as high. This implies that teachers are frequently exhibit high level of social support in their teaching profession. This is supported by Branscombe and Baron (2019) that recognizing one's talents and faults honestly and legitimately is what it means to be realistic, whilst expressing appreciation demonstrates one's positive emotions. Self-esteem grows as a result of life experiences. Self-esteem will rise when people think back on their successes, but it will fall when they concentrate on their failures.

In the same manner, the belonging support has a mean score of 4.21 which is described as very high. This indicates that teachers are frequently exhibit high level of social support in school. The result is aligned to the statement of Wills (2020) that when teachers feel they have support and are not alone, they become more resilient, often coping more effectively with difficult times in their lives. Someone who receives this kind of encouragement feels like they belong.

Table 4. Level of Teachers' Social Support

Social Support Items	Mean	Std. Deviation	Description
Appraisal Support	4.17	0.596	High
Tangible Support	4.14	0.644	High

Self-Esteem Support	4.14	0.595	High
Belonging Support	4.21	0.560	Very High
OVERALL	4.16	0.494	High

Relationship between Variables

Table 5 shows relationship between presenteeism, quality of work-life, social support and wellbeing of teachers. The results show that all the independent variables have significant relationship with the wellbeing of teachers ($p < .05$).

In particular, there is a relationship between presenteeism and teacher wellbeing ($r = .584^{**}$, $p < .05$). This suggests that the increase in presenteeism would essentially increase the wellbeing of teachers. The study's findings support Lourenço, 2021; Sousa, 2021 findings that presenteeism is more prevalent in the field of teaching. Women appear to be more influenced than males by presenteeism, which is explained by factors such as organizational commitment (Sousa, 2021; Xavier, 2020). According to the findings of previous surveys on presenteeism among teachers, more than 27% (Xavier, 2020) or more than 60% (Porto, Almeida, & Teixeira, 2019) of participants reported coming to work even while they were sick. According to the report published in 2013 by the International Labor Organization (ILO), care costs associated with health plans, medications, disabilities, compensations, etc., as well as losses to the organization and workers, are extremely high.

In the same way, there is a significant relationship between quality of work-life and wellbeing of teachers ($r = .552^{**}$, $p < .05$). This means that as quality of work-life increase, the wellbeing of teachers would also likely increase. The findings of this study corroborated Robbins and Coulter (2019) and Schacher, (2020) conclusion that QWL has a significant impact on overall well-being as well as on each state / self (physiological, psychological, etc.). Any QWL dimension or factor may have an impact on multiple human well-being states or selves. As an illustration, work-related stress and burnout can negatively impact one's physical, mental, emotional, intellectual, and even spiritual health.

Meanwhile, there is a significant relationship between social support and wellbeing of the teachers ($r = .410^{**}$, $p < .05$). This suggests that the increase in social support would essentially increase the wellbeing of teachers. The finding was supported by Chen (2019) and Ku (2019) assertions that teachers who receive more social support have better overall well-being and positive emotions, which makes them more optimistic to feel satisfied and succeed in their jobs than those who do not receive support. The sources and types of social support that are available have a positive and significant impact on well-being.

Table 5. Relationship between Variables

INDEPENDENT VARIABLES	TEACHER WELLBEING		
	R	p-value	Remarks

Teacher Presenteeism and Wellbeing	.584**	.000	Significant
Teacher's Quality of Work-Life and Wellbeing	.552**	.000	Significant
Teacher's Social Support and Wellbeing	.410**	.000	Significant

*Significant at .05 level

Influence of Presenteeism, Quality of Work-Life and Social Support on Teacher Wellbeing

Table 6 presents the results of regression analysis which purpose is to show the significant predictors of teacher wellbeing. The results indicate that presenteeism and quality of work-life were found to be significant predictors of teacher wellbeing.

In particular, the presenteeism have significant direct effect on wellbeing of teachers ($\beta=.381$, $p<.05$). This means that the regression weight for presenteeism in the prediction of wellbeing is significantly different from zero at the 0.05 level (two-tailed). Thus, for every unit increase in presenteeism there is a corresponding increase in the wellbeing by .381. Through this, would imply that presenteeism can improve better the wellbeing of teachers. The study's findings, which have been backed up by researchers such as Abacar, Roazzi, and Bueno (2021) and Moreira (2020), who contends that teaching is a very stressful profession. One of the elements thought to be important for teachers' disease processes is educational reform. Based on bureaucratic and technical prejudices, these started expecting a lot more of experts without giving them the necessary material conditions to do so. The work of teachers became more difficult than ever as a result, and some instructors frequently perform below standard or exhaustingly, which has an impact on their health (Gomes, 2022).

Similarly, the quality of work-life significantly predicts the wellbeing of teachers ($\beta=-.284$, $p<.05$). This means that the regression weight for quality of work-life in the prediction of wellbeing is significantly different from zero at the 0.05 level (two-tailed). In other words, when the quality of work-life is increase by 1, the wellbeing of teachers would increase by .284. This conclusion supports Rathi, (2019) assertion that employees with a high degree of psychological well-being are better, more devoted, and more productive than employees with a low level of psychological well-being, according to a body of literature. Another study confirms that there is a connection between psychological well-being and employees' QWL and that QWL is a key predictor of psychological well-being (Rathi, 2019). Quality of work life was also found to significantly predict employees' psychological well-being by Donaldson, Sussman, Dent, Severson, and Stoddard (2019), and Bradshaw's research (2020) found that QWL is the best predictor of wellbeing at work. These findings offer a solid framework and justification for implementing well-being policies in organizations.

However, social support does not significantly predict the wellbeing of teachers ($\beta=-.002$, $p<.05$). This means that the regression weight for social support in the

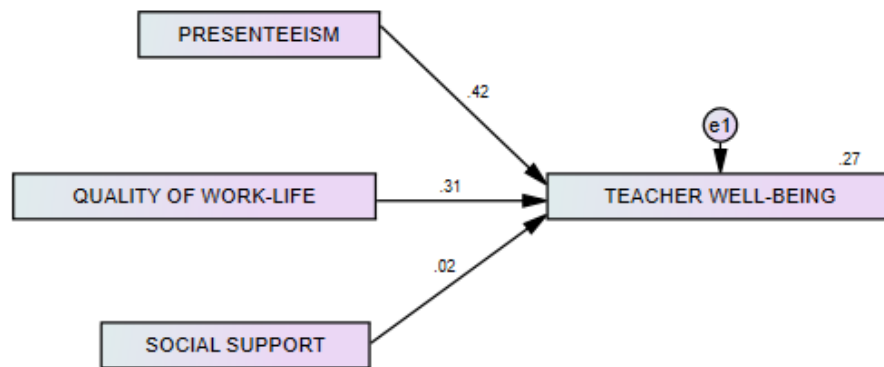
prediction of wellbeing is not significantly different from zero at the 0.05 level (two-tailed). In other words, when the social support is decrease by 1, the wellbeing of teachers would decrease by 0.02. This result is corroborated to the claims of Salami, (2021) that teachers who gain lower social support from their social networks cannot successfully boost their own performance, as social support is closely related to teaching effectiveness (Huang, 2019). As Hsu and Tsai (2019) have out, peer, family, and supervisor social support can improve the effectiveness of instruction.

Table 6. Influence of Presenteeism, Quality Work-Life, and Social Support on Teacher Wellbeing.

Variables	Unstandardized Coefficients		Standardized Coefficient Beta	T	p-value	Remarks
	B	Std. Error				
(Constant)	1.978	0.162		12.22	0.000	
Presenteeism	0.324	0.047	0.381	6.879	0.000	Significant
Quality of Work-Life	.237	0.047	0.284	5.014	0.000	Significant
Social Support	0.017	0.043	0.02	0.393	.694	Not Significant

STRUCTURAL FIT MODEL

Figure 6 presents the direct relationship of exogenous on the endogenous variables. Based on the results, the amount of variance explained by the combined influence of presenteeism, quality of work-life and social support on teacher wellbeing is 27 percent. Presenteeism, quality of work-life and social support significantly predict teacher wellbeing with beta values of .42, .31, and .02. Furthermore, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF > 3.0, (NFI, TLI, CFI, GFI < 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that the model does not fit with the data.



MODEL FIT VALUES

INDEX
CMIN/DF
P-value
NFI
TLI
CFI
GFI
RMSEA
PCLOSE

CRITERION

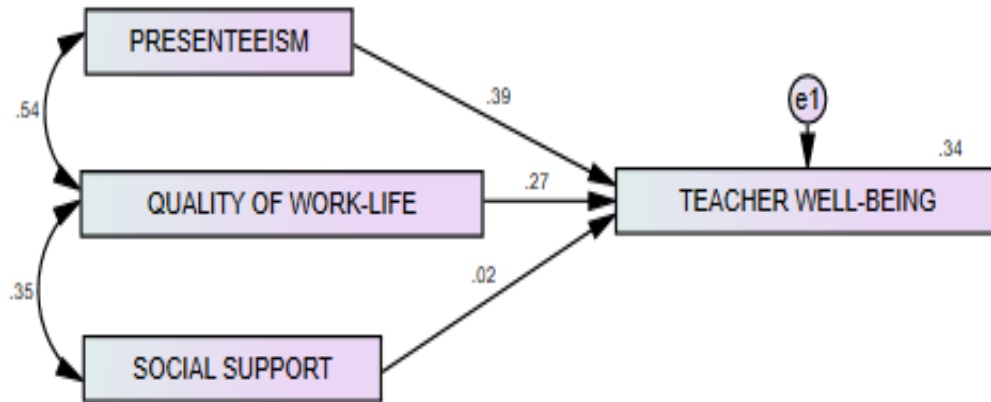
<3.0
>.05
>.95
>.95
>.95
>.95
<.05
>.05

MODEL FIT VALUES

150.586
.000
.302
-.399
.300
.150
.612
.000

Figure 6. Test of Hypothesized Model 1

Figure 7 presents the results of Hypothesized Model 2. Based on the results, a total of 34 percent of the variance of teacher wellbeing is explained by the combined influence of presenteeism, quality of work-life and social support. Meanwhile, presenteeism, quality of work-life and social support significantly predict teacher wellbeing with beta values of .39, .27 and .02, respectively. Moreover, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 2 does not fit with the data and a poor fit model of teacher wellbeing.



MODEL FIT VALUES

INDEX
CMIN/DF
P-value
NFI
TLI
CFI
GFI
RMSEA
PCLOSE

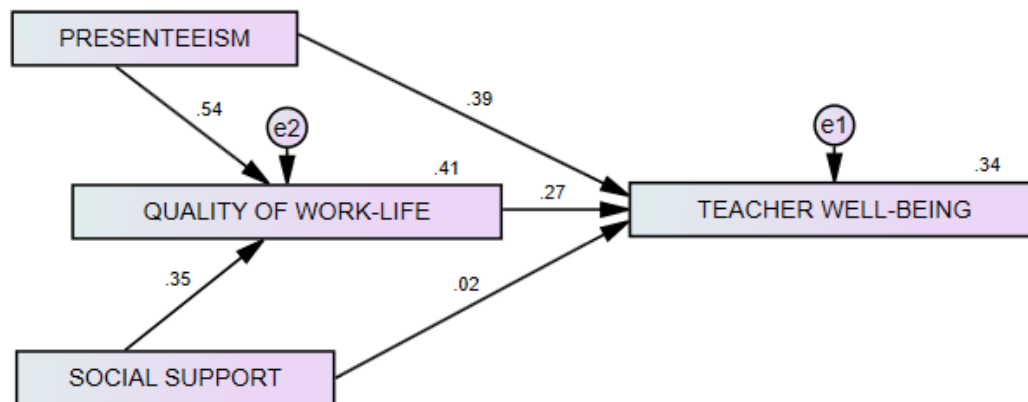
CRITERION
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>.05
>.95
>.95
>.95
>.95
<.05
>.05

MODEL FIT VALUES

159.875
.000
.753
-.486
.752
.125
.631
.000

Figure 7. Test of Hypothesized Model 2

Figure 8 presents the results of Hypothesized Model 3. Based on the results, a total of 34 percent of the variance of teacher wellbeing is explained by the combined influence of presenteeism, quality of work-life and social support. Moreover, presenteeism and social support explain 41 percent of the variance of quality of work-life. Meanwhile, the presenteeism, quality of work-life and social support significantly predict teacher wellbeing with beta values of .39, .27 and .02, respectively. Furthermore, presenteeism and social support have direct effect on quality of work-life with beta values of .54 and .35, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.08 with a PCLOSE > 0.05. This means that Hypothesized Model 3 does not fit with the data and a poor fit model of teacher wellbeing.



MODEL FIT VALUES

INDEX
CMIN/DF
P-value
NFI
TLI
CFI
GFI
RMSEA
PCLOSE

CRITERION

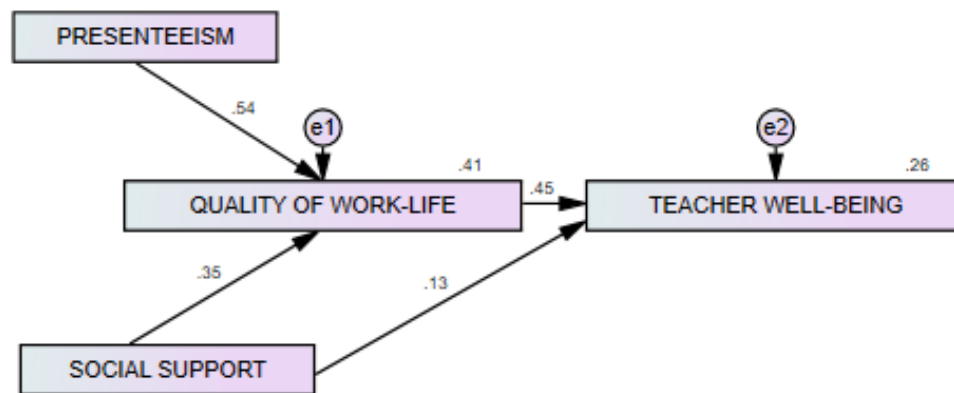
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>.95
>.95
>.95
>.95
<.05
>.05

MODEL FIT VALUES

159.875
.000
.752
-.486
.752
.125
.631
.000

Figure 8. Test of Hypothesized Model 3

Figure 9 presents the results of Hypothesized Model 4. Based on the results, a total of 26 percent of the variance of teacher wellbeing is explained by the combined influence of quality of work life and social support. Moreover, presenteeism and social support explain 41 percent of the variance of quality of work-life. Meanwhile, the quality of work-life and social support significantly predict teacher wellbeing with beta values of .45 and .13, respectively. Furthermore, presenteeism and social support have direct effect on quality of work-life with beta values of .54 and .35, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 4 does not fit with the data and a poor fit model of teacher wellbeing.



MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	102.459
P-value	>.05	.000
NFI	>.95	.684
TLI	>.95	.051
CFI	>.95	.684
GFI	>.95	.228
RMSEA	<.05	.504
PCLOSE	>.05	.000

Figure 9. Test of Hypothesized Model 4

Best Fit Model of Teacher Wellbeing

The hypothesized model 5 in standardized estimates is presented in Figure 10. It can be observed in the results that 31 percent of the variance of teacher wellbeing is explained by the combined influence of quality of work-life and social support. On the other hand, a total of 52 percent of the quality of work-life can be attributed to presenteeism and social support. Furthermore, the model illustrates the relationship of presenteeism and social support ($r=.57$, $p>.05$), and the direct effect of presenteeism and social support on quality of work-life with beta values of .49 and .32, respectively. On the other hand, it shows the direct effect of quality of work-life and social support on teacher wellbeing with beta values of .48 and .12.

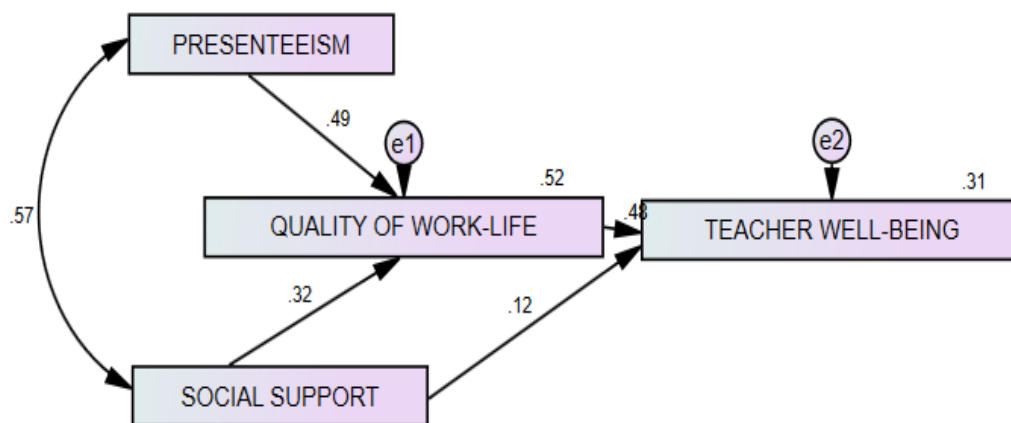


Figure 10. Test of Hypothesized Model 5

As shown in Table 7, all model fit value has successfully met the criteria set by each index (CMIN/DF=45.043 with its p-value >.05, (NFI, TLI, CFI, and GFI >.95), and RMSEA <.05 with a PCLOSE >.05. This means that the model fits well with the data which can be best explain the teaching effectiveness of teachers. This is supported by Arbuckle and Wothke (1999) denoting that CMIN/DF should be less than 3.0, and Tucker-Lewis Index (TLI) and comparative Fit Index (CFI) should be close to 0.90. Moreover, the RMSEA and PCLOSE values are supported by MacCallum, Browne and Sugawara (1996) indicating 0.01, 0.05, and 0.08 as excellent, good and mediocre fit respectively, with P of close fir (PCLOSE) that is greater than 0.05.

Table 7

Goodness of fit measures of the Hypothesized Model 5

MODEL FIT VALUES		
INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	45.043
P-value	>.05	.000
NFI	>.95	.930
TLI	>.95	.588
CFI	>.95	.931
GFI	>.95	.155
RMSEA	<.05	.332
PCLOSE	>.05	.000

CONCLUSION

The teachers have very high level of wellbeing, presenteeism and quality of work-life while social support was in a high level. On the other hand, all indicators such as presenteeism, quality of work-life and social support have significant relationship with teacher wellbeing. Furthermore, only presenteeism and quality of work-life were found to be significant predictors of teacher wellbeing. Hence, social support does not predict wellbeing of teachers. Model that has successfully met the criteria set by each index.

This means that the models fit well with the data which can best explain the wellbeing of teachers.

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