

**Understanding the Factors Affecting Teachers' Well-being in
Harmony with the Leadership Practices: A Study Among
Teachers at a Private School in Dubai**

فهم العوامل التي تؤثر على رفاهية المعلمين بما يتوافق مع ممارسات القيادة:
دراسة طبقت على معلمين في مدرسة خاصة في دبي

by

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of the requirements for the degree of
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DECLARATION

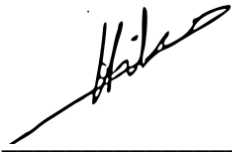
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ABSTRACT

In the education field, well-being becomes very important to both teachers as well as students. Lots of schools create a department that specifically cares about their employees' well-being. As teachers' well-being is one of the main concerns for the KHDA, it is very important to understand the factors that affect teachers' well-being, thus this study has been conducted in one of Dubai's private schools to understand what effects a teacher's well-being, as well as find out the practices implemented by the senior leaders to maintain positive well-being which leave its impacts on students' well-being as well.

This study aims to find out how teachers' well-being in one of Dubai's private schools is affected by different factors such as: leadership and management, job satisfaction, organizational culture, teamwork, relationships, pay and benefits, and the work environment, and understand which practices leadership implement in order to increase their faculty's well-being. Scholars around the world agree that teachers are the basic foundation in the education field, yet few studies have discussed the ways to build the environment needed for teachers to stay healthy with a positive well-being and less stress and burnout.

The participants of the study consist of 65 teachers, of different nationalities, males and females, teaching from Kindergarten up to Grade 12 students, who answered the well-being questionnaire of 39 questions, and a principal and a vice principal of the same school who were interviewed.

A mixed method approach was used following the pragmatic research paradigm. The quantitative method was applied through using a survey of 39 questions filled by the teachers, while

the qualitative method was applied through an interview with two senior leaders from the same school. Data analysis of the well-being questionnaire has shown that most teachers were satisfied with their leadership and had a healthy lifestyle. However, they were inflicted with stress and burnout due to an overload of work, deadlines, and sudden tasks. The interviews with the principal and vice principal found that the senior leaders emphasize teamwork and listen to teachers' complaints and work hard to remove all obstacles they meet.

The limitation of the study consists of the small sample size who answered the survey, limited number of teachers, and the generalization of the survey questions, along with the limited number of interviewees.

The research paper used the theoretical framework that includes the social cognitive, subjective well-being, self - determination, economic welfare theories and other related theories to the study to analyze the factors that impact teachers' wellbeing from other studies' theories.

A focus on the role of leadership practices that implement teachers' well- being positively in the study shows how those practices helped teachers to live a healthy lifestyle and be satisfied about the school management through the results analyzed from both the questionnaire and the interviews done. The main issues that affects teachers' well-being negatively were the salaries and benefits that don't meet their performance in addition to the workload.

ملخص

في مجال التعليم، أصبحت الرفاهية على قدر من الأهمية للمعلمين والطلاب على حد سواء. هناك الكثير من المدارس التي تحرص على وجود أقسام مختصة بتوفير الرفاهية لموظفيها. وحيث أن رفاهية المعلمين واحدة من أهم الأمور التي تركز عليها هيئة المعرفة والتنمية البشرية في دبي، فمن الضروري فهم ودراسة العوامل التي تؤثر على رفاهية المعلمين في واحدة من مدارس دبي الخاصة، بالإضافة إلى فهم الممارسات التي تطبقها القيادة العليا من أجل المحافظة على الرفاهية الإيجابية التي تترك أثرها على الطلاب على حد سواء.

هذه الدراسة تقوم على توضيح كيفية تأثير رفاهية المعلمين في واحدة من مدارس دبي الخاصة بالعوامل المختلفة المتعلقة بالقيادة والإدارة المدرسية، الرضا الوظيفي، الثقافة التنظيمية، الراتب والفوائد المادية الممنوحة، و بيئة العمل. كما تشير الدراسة إلى الممارسات المطبقة من قبل قيادي المدرسة للمساهمة في نشر المشاعر الإيجابية التي تترك أثرها على رفاهية المعلمين. أجمع الباحثين في كل أنحاء العالم على أن المعلمين هم اللبنة الأساسية في العملية التعليمية، وعلى الرغم من ذلك نجد أن دراسات قليلة بحثت و ناقشت السبل التي تبني ما يحتاجه المعلمين من بيئة تعمل على منح حياة صحية ورفاهية ايجابية و شعور بالإجهاد أقل.

الدراسة قامت على مشاركة 65 معلماً ومعلمة يدرّسون مراحل مختلفة بدءاً من رياض الأطفال وانتهاءً بصفوف الثاني عشر، في الإجابة على استبيان مكون من 39 سؤال، كما تم إجراء مقابلة مع مدير المدرسة و نائبته من خلال طرح أسئلة تبحث في الممارسات التي تقوم بها قيادة المدرسة والتي من شأنها نشر الإيجابية في مجال العمل.

استخدمت الدراسة الوسائل النوعية والكمية، حيث استخدمت الوسيلة الكمية من خلال عمل استبيان مكون من 39 سؤال وتمت الاجابة عليه من قبل المعلمين في المدرسة، بينما استخدمت الوسيلة النوعية إجراء مقابلتين مع اثنتين من القيادة والادارة العليا من نفس المدرسة. وأوضحت نتائج الاستبيان أن أغلب المعلمين على رضا مع القيادة المدرسية وأن لديهم أسلوب حياة صحي. ولكن بسبب أعباء العمل ومواعيد تسليمها والمهام المفاجئة، وقعوا في حالة من الإجهاد والإرهاق. كما تبين من المقابلة التي أجريت مع المدير ونائبته، أنهم يؤكدون على أهمية العمل كفريق وعلى الإستماع إلى شكاوي المعلمين ، والعمل على إزالة العوائق والصعوبات التي تعترضهم.

محددات الدراسة كانت في صغر حجم العينة المستخدمة في الاستبيان و محدودية المعلمين المشتركين في الدراسة، بالإضافة إلى تعميم الاسئلة في الاستبيان ومحدودية عدد من أجريت معهم المقابلة.

استخدمت الدراسة إطار من النظريات مثل النظرية الإجتماعية المعرفية، نظرية الرفاهية الذاتية، نظرية تقرير المصير، نظرية الرفاه الإقتصادي و نظريات أخرى لها علاقة بالدراسة لتحليل نتائج العوامل التي تترك أثرها على رفاهية المعلمين من خلال نظريات الدراسات الأخرى.

تسليط الضوء على دور ممارسات القيادة في المدرسة على رفاهية المعلمين الإيجابية في هذه الدراسة أوضحت كيف أن هذه الممارسات ساعدت المعلمين على العيش بنمط حياة صحية والرضا على إدارة المدرسة وذلك من خلال تحليل نتائج الإستبيان والمقابلات التي أجريت. بينما كانت الامور الأساسية التي أثرت على رفاهية المعلمين سلبياً هي الرواتب والميزات التي لا تتوافق مع ما يقدمونه، بالإضافة الى أعباء العمل.

DEDICATION

I would like to dedicate my thesis to the memory of my beloved father, my model and support who taught me how to remain confident and never give up, who inspired me to keep fighting till I make my dreams come true. *I would not be who I am today without you.*

I also dedicate my dissertation to my beloved mother, who's prayers have reached me as I continue to grow in my learning journey. I will also be thankful for all your efforts to continuously take care of me, even if we are miles apart. *Your love and support keep me going.*

This dissertation is also dedicated to my husband, Hayel, and kids, Saeed, Zaina, Lujain, and Saif. who supported and helped me in organizing my life, work, and studies. I promise I will cook regularly for you, just don't give up on me. *You are the hope of my life.*

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CHAPTER 1: INTRODUCTION

1.1 Background and Motivation

Teacher's well-being has become one of the main areas where schools' leadership are concerned. Yearly, leadership management in most schools studies the possibilities of decreasing the factors that are behind teachers' stress and burnout and affect their well-being, and as a result, leave its negative impacts on their performance (Briner 2007). Leadership practices usually work on some elements that work positively on teachers' happiness and well-being. These elements are teachers' physical well-being, positive emotions, engagement, mindfulness, positive relationships, and achievement. It is well known that teachers' feelings at schools are shown through their job satisfaction, stress and attitude. These feelings are reflected into their performance (Briner 2007), which is connected to their knowledge, feelings, and behavior, no matter if the work is individual or within a team.

The relationship between students and teachers is a two-way relationship. Teachers' well-being will influence students' behavior and attitudes. On the other hand, students' attitudes and performances will leave an impact on teachers' well-being. In the UAE, the government of education and the KHDA emphasize the importance of the students' well-being as well as the educators' well-being. Both parties influence each other, and their well-being gets affected by different factors in life and in their workplace (KHDA 2021). Leadership management is a factor and a tool at the same time that affects teachers' well-being.

This study is influenced by my background as a teacher for 14 years and as a secondary supervisor in one of Dubai's private schools. Part of my job is to make sure that the teachers are living in a safe, positive environment as well as to make sure that students are positively interacting with their environment. Due to my position as part of the leadership management, the concern of maintaining a suitable culture and job satisfaction for teachers to create a better performance is of great value. Thus, I have conducted the study to expand the knowledge around the well-being of educators in the education field.

Studies have been conducted for many years with the aim of showing how teacher's feelings and behaviors individually and in groups are affected by many factors. In this research, the study will focus on some of these factors including the organizational culture, job satisfaction, leadership management, pay and benefits, and the workload. Well-being is measured in life through being satisfied with life and being happy globally. Well-being is measured as focusing on a person's health, family, leisure, or other personal aspects. In our study we highlight the teacher's well-being related to job satisfaction, culture management style, and similar variables that have to do with the work field, identifying these factors and their effects on the teachers' well-being, finding how the leadership practices influence to decrease the negative impact of these factors or how practices increase the chances of implementing positive behavior and happiness as a resource of positive well-being. Through finding the relationship between leadership practices and the factors that influence teachers' well-being, it is recommended that other studies study the best practices on teachers' well-being that are suggested for the leadership management to apply in order to develop schools' performance.

1.2 Problem Statement

Teachers' well-being plays a vital role in attracting, maintaining, and preserving teachers to the profession. While it is of great significance, much research to date has centered on the deficit model that leads to an unwell teacher, therefore taking teachers' well-being into consideration is new around the world (Hattie & Yates 2014). Most of the research conducted towards well-being comes from abroad, with very little focus surrounding the Middle East, and even more specifically Dubai (Hattie & Yates 2014). Proof show how teachers and teaching quality are the main factors that affects students' attainment and goals. (Berthoud 2021). Good quality of education depends mainly on teachers' performance which is directly affected by their well-being, therefore leaving its impacts on students learning results. Worldwide, lots of factors affect teachers' well-being, including the work environment, job satisfaction, economic welfare, and others. Thus, school leaderships are in need to find approaches and plans to aid teachers' well-being by implant practices, professional development and work environment to maintain healthy lifestyle for teachers. (Berthoud 2021).

Lots of studies around the world search in teachers' well-being and its significance towards students' achievements and learning outcomes (Mccallum 2021). More studies are required, especially in the Middle East area, that focus on the relation between the factors that affects teachers' well-being positively and negatively, and the practices implemented by the school leadership to maintain their well-being. Hence, an angle needs to be addressed towards the Arab region and Dubai to understand the well-being of teachers from a new perspective and location.

1.3 Aim and Objectives

The aim of this study is to identify the factors that affect teachers' well-being at a Dubai private school and the practices accomplished by the leadership management to maintain a healthy environment for both teachers and students to live in, through accomplishing the following objectives:

- To highlight the factors that affect teachers' well-being positively and negatively and affect their performance in one of Dubai private schools.
- To find out the effect of job satisfaction, pay and benefits, relationships, teamwork, leadership management, organizational culture, and the work environment on teachers' well-being.
- To deduce the leadership management practices and their effect on teacher well-being.
- To discover the relation between teachers' well-being and the workload

1.4 Research Questions

As the research aims to identify the factors that affect teachers' well-being, the study aims to examine the social, environment, and economic well-being attributes that might have an effect on the teachers' themselves, in addition to identifying the practices conducted by the leadership in order to maintain their faculty's well-being. Thus, the research questions are:

Main question:

- What are the effects of workplace factors and practices on teachers' well-being in one of Dubai's private schools?

Sub-questions:

- How do job satisfaction, organizational culture, teamwork, relationships, leadership management, pay, benefits, and the work environment affect teachers' well-being in one of Dubai's private schools?
- What are the practices that leaders implement to maintain a healthy school environment with positive teachers in the school?
- What is the relation between those practices and the teachers' well-being in the school?

1.5 Rationale of the study

Only a limited amount of study has been conducted into how to build effective teachers to sustain their well-being and health. Teachers are without a doubt the most significant element in a student's success, belonging, happiness, and thriving in school (Hattie & Yates 2014; Allen et al. 2018). Across the globe, beginning teachers quit teaching within the first five years. Teachers were leaving mostly due to "burnout," an increase in the role's demands, as well as institutional pressures and the role's accountability. The loss of quality teaching graduates is one of the effects of teachers leaving the profession.

Teaching itself is a highly complex profession. Aspiring teachers start wanting to contribute positively to learning and engagement with school students but are often overwhelmed with the complexity of their roles (Hattie & Yates 2014). Teachers' health and well-being play a crucial role in recruiting, maintaining, and motivating them to preserve their health and productivity rate at their workplace (Hattie & Yates 2014).

Long working hours, unequal wages, unclear responsibilities, weak facilities, lack of social respect, and career insecurity, all of which are correlated with workplace tension, are known to cause high levels of stress in teachers across cultures. When an individual is working in a specific workplace, there is a vital correlation between self-esteem, self-efficacy, and the social standing associated with feeling valued, respected, rewarded, and belonging to a particular group; their coworkers (Hattie & Yates 2014). That being said, if there is a disparity between work commitment and monetary gain, self-esteem plummets, with an elevated probability of autonomic arousal and subsequent stress responses, as well as heightened anxiety and insecurity. Workplace stress and anxiety may have a negative effect on the well-being and the mental health of the teacher (Allen et al. 2018).

Subjective well-being contains a combination of both mental and cognitive factors. The emotional dimension encompasses both positive and negative outcomes, while the cognitive component is concerned with an individual's level of life satisfaction, which includes their work, fitness, and other aspects (Diener & Ryan 2009). Good habits of feeling and thought change as a teacher's well-being improves. Their success in the classroom has a positive impact on the well-being of pupils, increases teacher's efficiency, school effectiveness, emotional self-regulation, career satisfaction, and relationships with students' parents or guardians, not to mention increasing the probability of approaching teaching as a whole, sustaining teachers in the discipline (Diener & Ryan 2009). Much research to date has centered on the deficit model that leads to an unwell teacher. Just a small quantity of research has been done into how to cultivate teacher's well-being in the workplace (Hattie & Yates 2014).

The UAE Ministry of Education strives to instill happiness and positivity in all of its components, focusing among students in schools, educational areas, and employees, due to happiness having a significant effect on students' academic performance (The Ministry of Education 2019). This is to be accomplished by developing a new framework focused on satisfaction and well-being that is supported by a number of active policies and interventions focusing on achieving happiness and well-being. The Ministry of Education held a seminar titled "Positive Education" for this reason, presented by Alejandro Adler, a Mexican scientist, and expert in well-being education and public policy from the Positive Psychology Center at the University of Pennsylvania. He recognized various factors that are critical in sustaining exceptional well-being, which in turn means maintaining satisfaction and positivity, such as dedication to work, understanding the positive work we produce, positive relationships around us, dependence on others, unity, love and respect, and affection (The Ministry of Education 2019).

Adler also listed the existence of several variables that can be used to quantify happiness, such as levels of optimism, motivation, and communication, as well as the fact that 50 percent of happiness is innate in the sense that the cause is the community itself. Other tools, on the other hand, account for 50% of well-being, with 10% coming from external circumstances such as employment and life in general, and 40% from our work and thoughts (The Ministry of Education 2019). Adler also relayed the strong foundation that the United Arab Emirates possesses and the great potential it has to become both an international and a regional hub in the well-being field, with a possibility of becoming a happiness and positivity regional leader due to contributions in the subject at hand (The Ministry of Education 2019).

The Knowledge and Human Development Authority (KHDA) in Dubai measures students' well-being by evaluating their happiness, confidence, and relationships at their educational facility (KHDA 2021). The UAE Vision 2021 National Agenda is focused on encouraging happiness as one of the National Agenda's pillars to creating a collective cohesive society. If teachers contain low well-being, they will have difficulties with attaining students both physically and psychologically, affecting the National Agenda's second pillar of developing and producing a first-rate educational system (Al Samkari and David 2019). The KHDA is accountable for Dubai's private educations development and quality as they support facilities including schools and universities as well as individuals like parents, teachers, and students along with investors and government partners with the goal of producing a sector with a high-quality education that stresses the well-being and happiness of the society (KHDA 2021). Looking at the current significance of teachers' and students' mental health and well-being in the UAE, this study aims to show the level of job satisfaction and behavior among teachers in one of Dubai's private schools and the role of leadership management in it.

1.6 Dissertation Structure

This dissertation contains five chapters. The first one explains the background and motivation behind the study, the aim and the purpose of the study, the significance of the research to show the importance of this study, not to forget the objectives we are looking for in addition to the expected outcome.

The second chapter has to focus on the theoretical framework and related studies. It inspects the literature related to the subjective teachers' well-being and the effect of leadership management

on it. Also, through this chapter, an analysis of the factors that influence teachers' well-being will be covered.

The third chapter talks about the methodology of the research, describing the methods used, participants, contexts, instruments used, and ethical deliberations.

The fourth chapter shows the findings and analyzes the quantitative and qualitative instruments and data used in the research in order to answer the research questions proposed and test the proposed thesis and hypothesis.

The fifth chapter is the final one that concludes the research, provides a summary of the study, and mentions the recommendations and scope for any future studies and research on the subject, along with the limitations and implications that follow.

2 CHAPTER 2: LITERATURE REVIEW

2.1 Overview of the Chapter

This chapter identifies and defines the key concepts discussed on teacher's well-being; in addition, it explores the different theories that are associated with well-being, leadership behavior, and the psychological component in examining the quality of a life of an individual, all explored in the context of a teacher's well-being. This chapter also identifies various factors and obstacles that affect a teacher's wellbeing in the school's environment from different articles and resources as told by other researchers. It also places the gap within which the study will further cover and explore.

2.2 Conceptual Analysis

This paper aims to focus on the factors that affect teachers' well-being from the social, economic, and environmental perspectives revolving at the workplace. These three perspectives involve the mentality and well-being of the teachers themselves, the effect of outside elements on them, and the reflection they present onto their students because of such elements.

The well-being of an individual can be defined through more than one branch, as while it is generally the overall satisfaction and comfort of an individual, its positive or negative state depends and is taken from more than one factor. That being said, while it is centered around the teacher themselves in this study, it can be highlighted and expressed from more than one perspective. The teachers' well-being model, as shown below, expresses the specific concept or attributes that this study will focus on discovering and analyzing, all of which are individually and collectively essential to understand the teachers' well-being. Inspired by Carol Ryff's six-factor

well-being model (2006), which primarily explores an individual's well-being as a whole, the teachers' well-being model takes a more specific scope as it relays concepts and narratives directed toward the teacher and their exposure to such elements.



Figure 1: Concepts evaluated through the study on Teachers' Well-being

Firstly, the economic well-being, supported by the economic and welfare well-being theories discussed in the theoretical framework, focuses on the financial welfare of the teacher and

its effect on their motivation and performance in their workplace, particularly through both the salary provided initially, and whether monetary incentives are further given throughout their career to enhance their economic well-being and assist in their well-being as a whole. This study aims to understand whether economic well-being plays an impactful role through the findings of the study provided and the interviews conducted, all of which will discuss the economical concept present in well-being.

Secondly, the environmental well-being of a teacher takes into consideration both the environmental mastery and leadership feedback effect. Environmental mastery focuses on the adaptation of an individual towards their environment. In the teacher's case, that would take place both within the classroom and within the facility as a whole. This study plans to examine the environmental mastery capability of the teacher and use it to extract solutions to help enhance the mastery. The Leadership feedback effect, supported by the LMX (Leader-member exchange) theory discussed in the theoretical framework, focuses on the relationship between the teacher and the leaders of the school, and whether the feedback and association affect their well-being positively or negatively. Through the survey and the interviews conducted, the paper will be able to understand the relationship from both parties, assisting in creating an impactful examination and producing solutions towards creating a better feedback system and a healthy environment.

Thirdly, social wellbeing focuses on the teacher's self-determination, personal growth, and positive relationships. Their self-determination, supported by the self-determination theory further discussed in the theoretical framework, examines whether the teacher's motivation and productivity levels are in a stable, positive state, and assisting in their social lifestyle. Their personal

growth focuses on external events and achievements, including their family matters, and their effect on their performance at the workplace. As for the positive relationships, which is a part of the positive psychology theory further discussed in the theoretical framework, focuses on the peer and student relationships the teachers face routinely, and its impact on their well-being. These three attributes will be discovered mainly through the survey as specific sections will reveal the answers towards these factors, and whether they are in need of enhancement or not.

The teachers' well-being model underlines attributes not completely focused on collectively in other studies and papers, and will be explored more accurately within the study, in which not only will they be revealed within the survey but will be predictively boosted throughout various suggestions.

2.3 Theoretical Framework

The Theoretical Framework underlines theories that relate to the main subject discussed in this study, all of which include the Social Cognitive Theory, the Subjective Well-being theory, the Self-determination theory, Economic and welfare theories of well-being, Positive Psychology, and the Leader-member exchange theory. The figure below showcases the various theories discussed in relation to the teachers' well-being, specifying the theories involved.

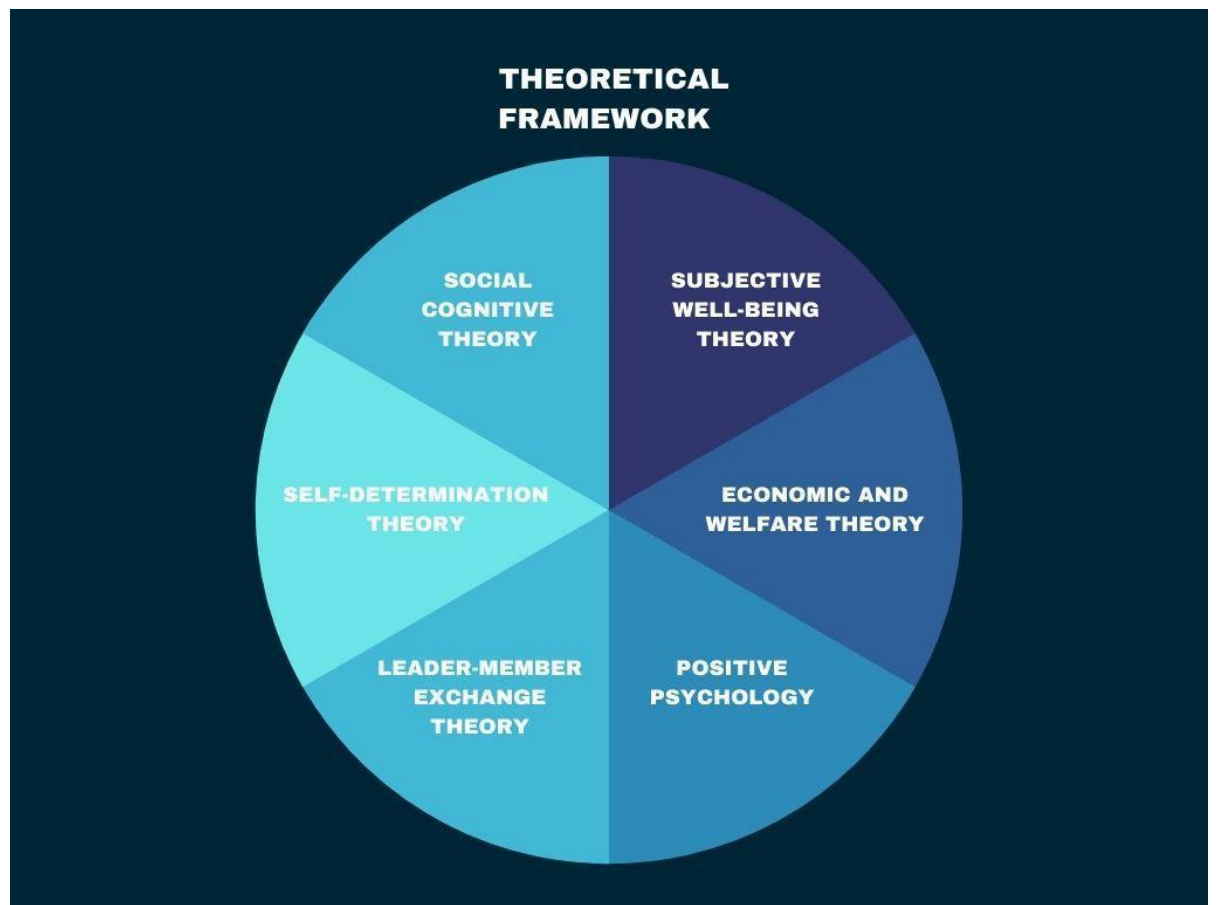


Figure 2: Theoretical Framework in relation to the Teachers' Well-being

2.3.1 Social Cognitive Theory

Humans are psychologically shaped by their experiences, their memories, and even their workplaces. When discussing a teacher's well-being, it is essential to look at the workplaces and relationships that teachers are exposed to and their effect on their thoughts, knowledge, and productivity, amongst many others, all of which the social cognitive theory explores. Facilitated by Albert Bandura as an extension of his social learning theory, the social cognitive theory model psychologically deals with the acquisition of knowledge and forethought that an individual regulates through motivation, action, and experience (Conner and Norman 2005). The theory

deduces that when an individual observes the behavior and the consequence of a particular action, they will attempt to replicate it or reciprocate the same application depending on the action's result. It is perceived as a form of survival method in which the individual copies the particular action or experience to avoid the failure of said action (Conner and Norman 2005). The theory can be correlated and emphasized when discussing its factors, precisely the motivation and self-efficacy factors. On the retro scope of a teacher's environment, applying the theory's motivational factor places an evaluation of whether the workplace and colleague's motivational behavior, along with the leadership at hand, is reflected towards the teacher's attitude.

In contrast, the self-efficacy of the teacher is also considered as teachers who are exposed and engaged in behavior and cognitive activities within the environmental scope are prone to feel efficacious about being productive about learning and improving at their job, all of which includes using effective learning strategies, examining their goal progress, and producing social and physical environment for their students, all of which reflect well on the student's well-being in return (Schunk & DiBenedetto 2020). However, taking in considering the social cognitive theory, this self-efficacy and motivation behavior can be affected by the outcomes of such actions, and by the social and environmental factors such as feedback from leadership and management, as well as comparison with colleagues, all of which can either reflect negatively or positively onto their motivation and self-efficacy (Schunk & DiBenedetto 2020). Thus, this research aims to examine whether such factors, concerning the theory, affect the teacher's well-being socially and environmentally and whether it is reflected upon their students.

2.3.2 Subjective Well-being

The measures of well-being can be acquired through different methods; however, the subjective stance remains the most effective stand when dealing with education, all of which can be identified through the subjective well-being theory. The subjective well-being theory (SWB) is the theory revolving around the amount of satisfaction and positive emotions and moods that they go through, identified as the positive effect, as well as the lack of negative emotions and moods present within that individual's dimension (negative affect) (Diener & Ryan 2009). It is understood to be the combination of emotional and cognitive evaluations that represent the individual's well-being, its components including satisfaction, thought to be the cognitive factor, and the happiness level considered the affective component (Lijadi 2018). Subjective well-being is a significant theory in multiple fields, as it affects not only the quality of life of the individual but also circulates around the satisfaction and quality of life of the society as a whole (Diener & Ryan 2009).

When discussing subjective well-being in the education sector, two of the most influential factors in increasing the subjective well-being of teachers include social, environmental, and economic solutions. A study on 96 China school teachers in Hong Kong concluded that through conducting an 8-week gratitude intervention program to provide positive feedback and raise the morale of the teachers, their subjective well-being as a whole showed a significant increase in both the positive affect and the life satisfaction levels, indicating that feedback and praise through programs and even from the leadership as a whole affect the teachers' well-being (Chan 2009). There is also a positive correlation between wealth and the subjective well-being of a nation. It was deduced that the healthier the environment and the more financially stable it is, including having equality in the work field, the higher an individual's subjective well-being (Diener et al. 2015). This

research aims to prove on a lower scale how a teacher's subjective well-being is affected through the questionnaire that will help identify whether their environment and financial incentives, along with their feedback, strengthens or weakens their current subjective well-being, in addition to discovering methods to increase their satisfaction and positive affect levels further.

2.3.3 Self-determination Theory

Motivation remains a complex concept embedded into individuals, with each having their source of a boost to complete a goal or aim, all of which is described in the self-determination theory. Constructed and later on developed by Richard Ryan and Edward Deci, the self-determination theory (SDT) refers to the intrinsic motivation and innate determination that individuals possess that assess their developmental psychological growth and contribute to the competency and strive in facing adversity (Lijadi 2018). The theory indicates this innate motivation to a natural propensity that requires assistance from the social environment exposed to continue its growth (Ryan & Patrick 2009). The theory indicates the attainment of the psychological needs of competency, relatedness, and autonomy. The need for competency comes from the experience of challenges and efficacy, relatedness to maintain close relationships with the social environment around, and the need for autonomy involving understanding the freedom of choice, the meaning of one-self, and self-determination (Kaplan and Madjar 2017). The developed theory also views happiness as a symptom, integrating such concepts to showcase how happiness is a factor in achieving self-regulation. Such self-regulation eventually leads to good well-being, thus depicting the correlation between the SDT theory and an individual's well-being (Lijadi 2018).

The self-determination theory can be applied in the education sector, especially towards teachers, as it not only can help in embedding motivation principles from the theory but also help in examining and understanding the environmental, social, economic, and workplace factors that boost or reduce teacher's motivation and self-determination at school (Reeve & Halusic 2009). Thus, this study plans to use the self-determination theory framework to help understand what motivates the teachers, the effect on their well-being, and whether solutions derived from the theory can help increase the teacher's well-being and reflect the students' productivity as a result.

2.3.4 Economic and Welfare Theories of Well-being

Initiated by Jeremy Bentham in 1781 through his philosophy of calculating the happiness of an individual, many economists have come to explore what tangible and motivating assets people are willing to purchase and take to increase their well-being, even reaching the initiation of the GDP (Gross Domestic Product) (Fox 2014). The economics of well-being was further taken into interest after Alfred Marshall took economics to be a "study of mankind in the ordinary business of life" (Lijadi 2018). The economics of well-being mainly explores the economic factor behind an individual's well-being and whether the possession of a particular material increases the well-being of that individual, placed even within the social context and action of the party (Lijadi 2018). Such theories have been proven when looking at countries with more excellent financial prospects having higher rates of quality of life and life satisfaction of their individuals (Easterlin et al. 2010). Wealth has also continued to be an essential factor in the subjective well-being theory (Lijadi 2018). However, such economic well-being objectives are criticized when looking at the Easterlin Paradox Theory, which states that at a certain level of economic satisfaction, the

individual's well-being, happiness, and life satisfaction becomes no longer supported by economic growth (Easterlin 2006).

Circling the education sector, various concerns are placed on whether economic components in the workplace affect the teachers' performance, well-being, and behavior reflected towards their students. It also places the question of whether economic incentives might increase teachers' performance at the educational facility (Thorburn 2015). Thus, this paper will examine and explore how the economy and welfare of the teacher affects their being using the theoretical framework and discuss how to control the economic factors to increase the teachers' well-being.

2.3.5 Positive Psychology

When discussing the teacher's well-being, it is crucial to direct the discussion to provide positive solutions and factors that can help improve the educators' well-being at their workplace; thus, the positive psychology approach must be involved. The positive psychology approach focuses on diverting the negative qualities and aspects of an individual's life into positive attributes, concentrating on the strengths and virtues of the individual (Waters 2011). Positive psychology helps promote happiness and a healthy lifestyle, directing its effect into well-being as well (Lijadi 2018). It provides a key factor to understanding and reaching human flourishing, further emphasizing its significance towards well-being (Waters 2011).

Amidst the education sector, positive psychology programs and interventions have provided incremental results towards students' well-being and academic performance, showcasing its positive effect on the education field (Waters 2011). This paper aims to further relay its impact by integrating positive psychology as a method to both understand and enhance teachers' well-

being in the education sector and view whether positive psychology can also reflect from the teacher to the students' productivity as well.

2.3.6 Leader-Member Exchange theory

Exploring the relationships teachers contain between both students and their leaders assists in understanding the state of their well-being and whether it provides a factor towards their quality of life. The Leader-member exchange theory (LMX Theory) discusses the different types of relationships produced by leaders and their "followers" or members, all of which are characterized by emotional support, mental or physical effort, as well as materials and resources that help develop or break down those relationships (Liden et al. 1997). The theory also focuses on the organizational behavior that is placed amongst these relationships and studies its impact on the performance, both parties, and the organization (Peterson and Aikens 2017). The LMX theory differs from other renowned leadership theories in that rather than focusing on the specific attributes of an organizational leader, it focuses on the quality and nature of the association between the leader and subordinates (Power 2013).

There has been a notable focus on applying the LMX theory to higher education, as leadership styles were explored and found to directly affect the facility's commitment and motivation to change (David & Abukari 2019, Lo et al. 2009). Furthermore, a positive correlation has been discovered between leader and employee outcomes, such as employee satisfaction, where positive relations have had a significant impact on the organization's performance and quality as a whole (Peterson and Aikens 2017). This study aims to further understand the effect of a leader and teacher's relationship on both the students and the educational facility through placing the LMX

theory into context, understanding whether the relationship affects the well-being and productivity of a teacher at their workplace.

2.4 Review of Related Literature

Various studies have discussed the factors that create an impact on the teacher's well-being and have studied the attributes crucial to having a successful school environment. To start off, Munn et al. (1996) studied factors that affect a child's life's specialist, also known as a teacher's professional wellbeing, and found that there are four main factors involved: workload, role stress, and social support. While Van Petegem et al. (2008) found that two categories affect teacher's well-being, personal features such as gender, age, personal status, experience, and school features such as support from the principal and professional development, workload, and problems like the environment of classes. Reviews of previous studies have all agreed that these individual characteristics as well as organizational and professional characteristics are all deduced as factors affecting the TPW.

Lever et al. (2017) state that there are multiple factors contributing to the well-being of a teacher downgrading, such as large class sizes, student behavioral changes, inadequate resources, poor physical space, workload, high responsibility for others, and lack of recognition or advancement. Furthermore, the American Federation of Teachers (2017) has deduced that 78% of teachers have reported feeling physically and emotionally exhausted at the end of the day. And another survey done states that 89% of the teachers were feeling enthusiastic when they first started teaching, and only 15% reported back to being still enthusiastic by the end of the survey. Lever et al. also stated that teachers and other school staff tend to experience emotional numbing, feeling

shut down, lack of energy, loss of enjoyment, increased illness, fatigue, high difficulty in making decisions, and making poor ones when needed.

Brasfield et al. (2019) show that low job satisfaction among teachers is very much related to occupational stress which often ends up in low levels of psychological well-being and physical health (Johnson et al., 2005). This concept has been studied for over 40 years, and findings from this research conclude that a teacher's stress can be attributed to three main factors: vocational influences, personal characteristics, and legislation. As well as likely due to the stress of high-stakes testing as mentioned in the article above too, which leads to the increase of teacher accountability relative to student achievement. In addition to that, teachers seem to face lots of occupational challenges. Going on to the next point, sources of vocational influences could be paperwork, deadlines, which lead to overtime. As well as inadequate preparation time, the austerity of resources, and role diversion. Stress is also reported to be higher among teachers working with students in high-need economically disadvantaged areas with different student bodies. And a student's behavioral acts such as disobedience, discipline, and any other negative effect are also associated with a teacher's job dissatisfaction. Young teachers in the age of approximately 29 have been seen to deal with more stress than those aged 50, because even when both experience similar amounts of stress, those who are younger are seen to burn out sooner than those older.

Glazzard and Rose (2019) have done a different kind of research in this article to bring out the factors of a teacher's well-being. The key to this research was involving 10 primary schools in Yorkshire and across the East Midlands and taking in the opinions of different pupils and staff members as part of their overall strategic development plans to raise awareness of this subject.

They have picked three different staff members, the head teacher, and a member of the senior leadership team. A teacher who was considered to have good mental health at that time, and a teacher who was considered to have poor mental health at that time. And also included a discussion group with children from years 3-6. In total, they spoke to 35 educational members and 64 pupils.

Key findings to this research were:

1. Most teachers agreed that their well-being does affect their professional performance in classes and outside of them.
2. It could be also a crisis in their personal life that is affecting their work such as relationship difficulties, family bereavement or illness, and childcare issues tend to tip them over the edge.
3. Work-related stress that increases during busy timings during the year such as assessment periods, the pressure on different extracurricular activities, changes in school leadership, and adapting to the pace of change.
4. Many teachers who had poor health well-being issues appeared to do so due to attempting perfection of work at all times and striving to be in control and failing to do so.
5. Lastly, the ability of being able to organize and prioritize your chores and activities are essential skills that teachers need to have in order to maintain good well-being.

Educational support discusses how a teacher with high stress and overload of work will result in low health and poor well-being and will lack the good performance of their educational abilities. A teacher who is stressed or ill and still works will find it harder to manage a poor behavior

of a student which will cause her to lose control which will lead to class disruption. As a student might already have other problems at home or in their personal lives, a teacher's positive well-being might affect the child in a better way to keep them focused on their schoolwork and educational life. Researchers conducted that a student with a good teacher leads to good exam results. And in 2009 it was proven that if a student with poor skills had an effective teacher and a student with high skills had a non-effective teacher their GCSE gap results would be reduced.

And so, what effect a teachers' well-being was discussed in this research as well, where it was sorted into:

1. Environmental demands such as workload.
2. Control and a teacher's own influence on themselves.
3. Support from colleagues and managers to help motivate them.
4. Understanding their role and the concept they should work on.
5. Adapt to any change in the organization.

And they highlight the importance of always measuring their staff's well-being by asking them questions such as if they're stressed, if they feel supported, are you managing your workload, would you like the opportunity of counseling and much more to assure the mental safety and well-being of a teacher.

Patrick O'Reilly (2014) discusses the relationship between a teacher's work satisfaction and their retention in the profession, using the five factors he thinks influences the teacher's experience on a daily basis. Them being: School environment, workplace support, teacher's

professional development, perceptions of their experiences, and factors contributing to the entry of this profession in the first place. The methodology in this study focuses on both a quantitative and qualitative approach, where they tested teacher's responses towards this subject by conducting a survey about the five factors discussed, the purpose was to take out teacher's experiences in their workplace and to see how they value and see themselves in their profession, where Patrick wants to see if a distinction is evident between elementary and secondary teachers over work satisfaction, which will lead him to understand how to make teaching a better and a more satisfying work experience, as well as strengthen retention. Where if his study advances well, it will play an important role in pursuing a better school and mentally stronger teachers, thus contributing to a teacher's well-being as well as the goal of forming well-educated students.

These researchers have conducted a survey in February of 2020 for teachers which had 80% of teachers/educational professionals, 8% of counselors, nurses, psychologists, and social workers, and 12% of other different positions answer questions about different topics that address a teacher's well-being. The survey did identify several causes of teachers' stress:

1. Adoption of new changes without professional developments or proper training, which not only impacts teachers' wellbeing, but also teachers' performance (Siyam & Hussain 2021a), which negatively impacts their job satisfaction.
2. Negative portrayal of teachers between students on media platforms.
3. Uncertainty when it comes to job expectations for teachers.
4. Salaries and dissatisfaction with their amounts.

Along with daily ones like time pressure, finding it hard to discipline children, not having enough personal time and space during the day for activities such as restrooms, and many more everyday challenges.

Cox et al. (2018) talk about how just as all educational stakeholders consider improvement to school safety (Siyam & Hussain 2021b), school climate, as well as a student's well-being. Many of them have turned their back on an important point, the role of schools in promoting teachers' mental health. While lots of attention is always directed over maintaining a student's mental health and always having it under positive check, they tend to forget that it is also essential to look after teachers and school staff who experience high levels of stress and anxiety during the time. As 61% of educators have reported here that their work is often or always stressful. Moreover, it is conducted that their emotions influence a student's outcome and prevent creating a healthy school environment for both teachers and students. The mechanisms that are suggested to help in reducing a teacher's negative well-being is to focus on a teacher's responsibility of their own self-care practices such as meditation or exercise or even participating in a support group for teachers in schools. It is true that with any profession comes along stress and work pressure and the constant feeling of accomplishing perfection till exhaustion takes over. However, we can shape a better school for teachers and students by addressing the causes of these problems and work on promoting teacher's wellness. Such accomplishment could lead to a healthier, more supportive, and positive school community, and a more positive outcome for students.

According to the UK's occupational health and safety executive (2020) Education professionals as well as teaching staff report the highest rates of work related to stress, anxiety, and

depression in Britain. Therefore, this report was a detailed investigation as requested by teachers when asked for topics, to research about a teacher's stress and well-being in a teaching organization. Well-being at work has been identified by scholars to being the most important dimension of an individual's well-being, that as well as a major contributing factor to the economic growth of a country, as the international labor organization simply defines workplace well-being by "all the related aspects of working life, from the quality and safety of the physical environment, to how workers feel about their work, their working environment, the climate at work and work organization". As in this article, they used a what work center for well-being methodology framework in order to guide them in this study, where it gave them elements to look up for in teachers such as:

1. Their health (how they feel physically and mentally).
2. Relationships with other colleagues at work.
3. Their purpose (goals, decisions, motivation).
4. Their environment. (facilities, tools, etc.).

All of which are stated above are factors that they think should be checked on for the well-being of a teacher.

Sam Di Sano (2018) talks about the factors affecting a teacher's wellbeing and how we can tackle these obstacles. In 2017 Nick Haisman-Smith has talked about how it is impossible for schools to support the emotional and social health of young students which is high on record if they

do not support a teacher's well-being as well. Sam defined the well-being of a teacher by three factors:

1. What they can do for themselves and have control over.
2. The climate and the environment around them.
3. The relationships and connections built between each other.

Along with these factors affecting the poor well-being of a teacher are higher workloads, increased compliance, monitoring and accountability, constant policy changing, and greater complexity. This often leads to a lack of motivation and poor physical and mental health, which also leads to an impact on student's outcomes. Where he discusses then the two key coping strategies of this problem:

1. Tackle the stigma: Schools need to shed more light on this problem and name and recognize what stresses the employees the most. Where investing the time and money for the well-being of teachers demonstrates their genuine support and approach to this issue.
2. Seek out and implement strategies to foster well-being: as Sam states that for many years, he contracted the services of a corporate health and fitness companies to improve the teacher's well-being. Where they provided them with weekly fruit boxes, free flu vaccinations, reflexology, health and fitness expo, yoga and pilates and nutrition workshops, voice care workshops, and many more.
3. And lastly, taking responsibility, teachers need to constantly take into consideration that there are students on the line, and that they should be selfless and take time for themselves

in order to better themselves for a positive outcome of their students. And for the school to take the responsibility of investing in the well-fare and well-being of their staff.

2.5 Summary

While multiple studies have taken the teachers' well-being into consideration, very few have focused on both the factors and the solutions towards increasing the teachers' quality of life and reflecting that effect on students' performance. Thus, through garnering results from both conducting a survey analysis and interviewing leaders at a Dubai private school in the United Arab Emirates, this study, with the framework of the theories and studies discussed previously, will fill the gap through identifying the aspects that affect teachers' well-being through social, economic, and environmental perspectives, and provide solutions on how to further boost their well-being and create a healthy productive educational organization.

3 CHAPTER 3: METHODOLOGY

3.1 Introduction

While the main focus around this paper is on the teacher's well-being, its factors, and possible solutions, understanding the specific research methods used during the study is significant to examine the core of the paper itself (Vasilou et al. 2009). In this chapter, the methodology of the paper will be further discussed, as the research method, the research paradigm, the participants, the instruments used, the samples, the data collection, the ethical considerations, and the rationale behind the research procedures as a whole will be thoroughly inspected.

3.2 Research Paradigm

The nature of research has heavily evolved over time, with multiple branches of the type of research, including the method approach, separating the once uniformed way of research into various branches, different theoretical frameworks, most commonly known as the research paradigms (Mackenzie & Knipe 2006). The paradigm might be explained as the philosophical aim behind conducting research, or a "loose collection of logically related assumptions, concepts, or propositions that orient thinking and research" (Mackenzie & Knipe 2006; Bogdan & Biklen 1998). These different types of paradigms range from the postpositivist, which is used when undertaking quantitative research, to the interpretive, the constructivist, the deconstructivism, the transformative, emancipatory, critical, and most importantly, the pragmatic paradigm, all of which have evolved from the simple origin of research (Mackenzie & Knipe 2006). These different types of research paradigms range from the postpositivist, which is used when undertaking quantitative research, to the interpretive, the constructivist, the deconstructivism, the transformative,

emancipatory, critical, and most importantly, the pragmatic paradigm, all of which have evolved from the simple origin of research (Mackenzie & Knipe 2006). This study uses the pragmatic paradigm as the research paradigm of the study.

This study used both the qualitative and quantitative methods, more appropriately considered as the mixed-method approach, due to the fact of having both a questionnaire distributed to the teachers at a private school in Dubai, creating the quantitative approach, as well as an interview with the leadership at the same private school in Dubai, considered the qualitative approach. The concentration on what factors affect the teachers' well-being through using the combined approach along with a focus on the educational field, the pragmatic paradigm is deemed most suitable and is used from the research paradigms. Pragmatism as a research paradigm accepts the pluralistic approach towards methods in order to identify the most suitable for the research problem (Kaushik and Walsh 2019). The reason why it is suited for this study is due to the fact that it doesn't follow anyone's system of truth, reality, or philosophy, but rather looks at all, and focuses on the hows and whats of the study (Mackenzie & Knipe 2006). Using the pragmatic approach in this study places the research question and goal in the center and tries to look at all the methods that can assist in understanding the issue, thus associated with the mixed-method approach (Mackenzie & Knipe 2006). A significant goal of using pragmatic paradigm is that the knowledge or the observation of the world is affected by the experience, particularly the social experience (Kaushik and Walsh 2019). That does not necessarily mean that whatever happens is the right method, however pragmatic scholars take in all the experience and determine which in fact supports or solves the issue at hand (Kaushik and Walsh 2019). The pragmatic approach is generally placed at the middle of the research paradigm and its relation with methods, as unlike the post positivism,

which focuses on quantitative analysis, and constructivism, which focuses on qualitative research, the pragmatic paradigm is flexible and supports both extremes, offering a more combined approach (Kaushik and Walsh 2019).

It is important to notice that the pragmatic approach, used in this study, has received various obstacles in its usage in research. Looking at the bigger picture, the reality we observe and predict cannot be wholly ensured (Pansiri 2005). Thus, many pragmatics views that complete knowledge cannot be received from the reality of social experiences alone (Howe 1988). This leads pragmatists to look at the ‘truth’ in reality, or whatever has proved itself to be right within that reality over an extended period of time (Kaushik and Walsh 2019). Biesta (2010) highlights the importance of not looking at the pragmatic approach as philosophical, but rather as tools embedded from the philosophy that contains the value for examining issues. Pragmatism as a whole rejects the subjectivity and objectivity that are regularly used in traditional philosophical arguments and rather focuses on empirical and inquiry-focused research, thus proving its significance in this paper (Kaushik and Walsh 2019)

Due to the fact that the pragmatic approach is both flexible in nature, and focuses on experiences as a major determinant in the knowledge of the world, in addition to not following one specific philosophical approach, and raising questions on the factor of the research question (Kaushik and Walsh 2019), it is the one determined for this study, as not only does this paper count on experience, in which this study analyzes whether social situations and factors affect the teachers’ well-being at their workplace, but also supports the two extremes of quantitative and qualitative, both of which are used through the questionnaire and the interview conducted.

3.3 Research Approach

The methodology of a study focuses on the most appropriate methods and formats to be used in the acquisition and understanding of knowledge in the world (Kaushik and Walsh 2019). It is considered to be the “science of methods,” a branch that deals with the analysis of principle and the examination of the scientific inquiry (Mackenzie & Knipe 2006). The methodology of a study, associated with its significance, is seen as the theoretical framework linked to the research paradigms that use various procedures and tools to analyze data and other factors in research. (Mackenzie & Knipe 2006). The methodology of this study is underpinned using the mixed-method approach, due to the fact that it uses both the qualitative and quantitative modes of analysis in examining the teachers’ well-being through both a distributed survey and an interview with the leadership at the teachers’ workplace. The pragmatic paradigm is determined as the research paradigm of the study due to its flexible use of the combined method approach, and its dependence on examining experiences as factors in a study.

3.3.1 Mixed method approach

The paper discusses the factors affecting teachers’ well-being, including leadership, and attempts to create solutions to further increase the well-being of teachers at their workplace. In order to identify the specific attributes that affect the subjects’ well-being, a survey was distributed amongst teachers at one of Dubai private schools, with social, economic, and environmental questions around the matter being discussed and asked. To obtain more insight into the treatment of teachers at their facility, an interview was also conducted with the leadership to examine the well-being of their employees at the educational facility and to qualitatively understand their

current status. Taking into account the usage of both the survey given towards the teachers at the private school in Dubai and the interviews conducted with the leadership at the same school, the study used both quantitative and qualitative methods, thus using the mixed-method approach.

The quantitative and qualitative methods are separately successful, however, when combined together, lead to a more thorough and powerful result used by various researchers and scholars (Swanson and Holton 2005). The quantitative method, also referred to as the scientific method, in which it starts from a particular observation that leads to a hypothesis, which is then measured quantitatively in a specific format and is further analyzed to attain the results (Swanson and Holton 2005). The quantitative method is acquired through deducing the main questions to be solved in the research, to deduce the participants needed in the study, determining the appropriate methods that are crucial to solving the problem, including selecting the variables, its measure, and the overall structure, determining the tools needed for analysis, and examining and analyzing the results after the ‘experiment’ is completed, all while using numbers (Swanson and Holton 2005). The researcher does not tend to be a part of the quantitative study, and its examinations are commonly close ended, with no initiative to further interpret, and rather focus on examining on a specific condition (Techo 2016). It is essential to a large number of conclusions it deduces from its participants, and its accurate analysis, however, lacks quality in its perceived ‘excessiveness,’ sometimes considered unrealistic, and the lack of allowing the society to be heard, in addition to its heavy reliance on research (Swanson and Holton 2005; Techo 2016). Thus, the quantitative method is highly necessary for this research due to the fact that a large number of teachers are assessed to understand the factors affecting their well-being, however, qualitative research is

needed as well to position this study in a social context and understand the participants well for accurate and helpful conclusions.

Qualitative research is a method that allows the researcher to be placed in the world (Creswell and Poth 2018). It is a collection of material and analytical applications that enhance the view of the world, in which it begins with creating assumptions and attaching a theoretical framework through the examination of a social problem heavily addressing the individuals in the problem within itself (Creswell and Poth 2018). The study is placed in a natural environment familiar to the participants of the research, in which patterns are further interpreted during the data analysis process (Creswell and Poth 2018). In qualitative research, the researcher evolves the world through conducting instruments that they could be a part of (Techo, 2016). These instruments include the usage of recordings, interviews, photographs, and many more to be more openly analyzed, rather close-ended like the quantitative (Techo 2016; Creswell and Poth 2018). It is significant due to its ability to take the world from a different perspective, interpret and explore it, and change it thoroughly using the voice of the people (participants), and using their context in their paper (Techo 2016). Although qualitative research is of natural value, it does include complications in its tendency towards generalizing, lack of proper data, and its excessive interpretation (Creswell 2013). This places the need to integrate both the qualitative and quantitative methods, thus using the mixed-method approach.

While the mixed method approach has not created as stable of a footprint as the quantitative and the qualitative methods separately have, it is in fact coming to be one of the most significant approaches in research in many fields, including in the field of education and in the studies of

school effectiveness (Tashakkori and Teddlie 1998). The mixed-method has taken a non-traditional route in which researchers are now perceiving more in-depth integration through combining the traditional formats of quantitative and qualitative, creating a more thorough and solution-prone study (Kumar 2007). Through using the mixed-method approach, a pathway to discovering various assumptions and views will be created through the sample collection, one that is crucially essential when discussing multiple attributes that affect the teachers' well-being (Creswell 2013).

The city of Dubai is used in the study as it has become an educational hub, recognized continuously through the KHDA's goals and plans (KHDA 2021). A private school was chosen to provide a more closed analysis towards teachers' well-being through narrowing the samples down to one school. Teachers were chosen as they provide a big role in developing generations, and thus their well-being must be highlighted as to open the pathway for more discussions of well-being within the educational sector and moving forward. While the sample size is considerably small with around 65 teachers participating, it still validates as it contains a good amount of teachers' responses. The target population begins with the teachers, but extends towards the educational sector as a whole, the study on teachers' well-being offering great impact towards the target population in terms of development of their overall well-being.

3.4 Instrumentation

The usage of mixed-method research instruments helps support and boost the validity of the data collected, hence providing dependable results (Zohrabi, 2013). The two main types of research instruments used in the mixed-method approach include close-ended questionnaires, which provide for the quantitative aspect, and interviews, which regard the qualitative factor

(Zohrabi, 2013). Two types of instruments have been used in this study, one quantitative and one qualitative instrument to equally support the mixed-method approach. The quantitative instrument focused on the teachers at a private school in Dubai, in which a close-ended questionnaire was distributed to examine what factors affect their well-being in their work environment. The questionnaire included 39 questions discussing the factors and practices in the teachers' workplace that regard their wellbeing including their economic well-being, particularly in their salary and incentives, their environmental well-being, in regard to their leadership and management and organizational culture, along with the social wellbeing discussing their job satisfaction and positive relationship and teamwork. The questionnaire provided multiple choice answers that included a scale from 'strongly disagree' to strongly agree,' in which the teacher could conveniently answer either in the Arabic or English language. The attributes that affect the teachers' well-being were appropriately deduced from the survey and analyzed along with assisting in discovering solutions towards the issue at hand. The validity and reliability of the survey were confirmed through the usage of types of factor analysis and sampling techniques; Exploratory Factor Analysis (EFA), and Confirmatory Factor Analysis (CFA).

The qualitative and second instrument used in the study was a thorough interview that was conducted towards the leadership at the same private school in Dubai. The leadership was asked questions in relation to the practices provided towards ensuring their and their teachers' well-being in the environment, reflecting some questions that were deduced from the survey results in order to properly identify where the problem lies and to help in identifying what solutions could be put in place to ensure a healthier environment at the school.

3.5 Measurement Validation

The study instrument – the questionnaire, consisted of 39 questions about workspace factors and leadership practices Impacting teachers' well-being in Private Schools in Dubai; measuring Economic Well-being (EcW) in terms of Salary and Incentives (SI), Environmental Well-being (EnW) in terms of Leadership and Management (LM) and Organizational Culture (OC), Social Well-being (SW) in terms of Job Satisfaction (JS) and Positive Relationship and Teamwork (PRT), and Well-being (WellB). In order to confirm the validity and reliability of the questionnaire, two types of Factor Analysis were conducted; namely Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA).

3.6 Exploratory Factor Analysis (EFA)

In the present study, EFA was used to discover the underlying structure of observed variables (Jung, S. & Lee, S., 2011). Before performing EFA, some assumptions should be checked; namely, number of participants (sample size), sampling adequacy, correlation, anti-image correlations and commonalities.

3.6.1 Number of Participants

The present study recruited 65 teachers to answer the questionnaire questions, which is a small sample size (Kline, 2011). Although numerous guidelines have been proposed to help researchers determine an appropriate minimum sample size when using EFA (see Table 6), there is a lack of agreement on a rule of thumb to determine the appropriate sample size, noted by (Hogarty et al. 2005) who stated that these “disparate recommendations have not served researchers well”. Previous studies showed that there are no absolute thresholds: minimum sample size varies

depending on the level of commonalities, loadings, number of variables per factor, and the number of factors (Gagné & Hancock, 2006; MacCallum, Widaman, Preacher, & Hong, 2001; MacCallum et al., 1999; Marsh, Hau, Balla, & Grayson, 1998; Velicer & Fava, 1998). In their simulation studies, MacCallum et al. (1999) and MacCallum et al. (2001) applied a minimum N of 60, with their theoretical framework applicable to smaller sample sizes as well. However, no defined minimum sample size to yield acceptable solutions.

Most of these guidelines consistently prompted for large samples (i.e., at least 200 cases) to obtain high-quality factor analysis solutions. However, data sets with small samples are frequently encountered in social and behavioral research (MacCallum & Austin, 2000). In many cases, increasing the sample size may not be possible. In the current study, participants are teachers in private schools in Dubai, which makes it difficult to obtain larger sample size. Hence, based on these literatures, the current study sample size of $N = 65$ was acceptable.

Table 1. Different Rules of Thumbs from Previous Studies

Researcher	Rule of Thumb
Tabachnick and Fidell (2001)	≥ 300 cases
Hair, Anderson et al. (1995a)	≥ 100 cases
Comrey (1973)	100 = poor, 200 = fair, 300 = good, 500 = very good, and ≥ 1000 = excellent
MacCallum, Widaman et al. (1999)	If communalities > 0.6 and each factor is defined by > 3 items, then sample sizes can actually be relatively small.
Guadagnoli and Velicer (1988)	Correlation coefficients > 0.80 require smaller sample sizes
Sapnas and Zeller (2002)	50 cases (if correlation coefficients > 0.80)
Guilford (1954)	≥ 200
Gorsuch (1974)	< 50 = small and > 200 = large
Cattell (1978)	500 = good, and 200 or 250 = acceptable
Cattell (1978)	$N/p = 3:1-6:1$ (number of cases per variable)
Hair, Anderson, Tatham, & Grablovsky, (1979)	$N/p = 20:1$ (number of cases per variable)

3.6.2 Sampling Adequacy

This is statistically tested by the Kaiser-Meyer-Olkin (KMO) statistic, check Table 7. The table shows that $KMO = 0.78$, which is above the required threshold of 0.70 (Onwuegbuzie and Leech, 2005), indicating that enough items are predicted by each factor. The Bartlett's test of Sphericity (lack of correlation) is statistically significant, $\chi^2(741) = 2029.039$, $p < 0.001$, indicating that the variables are correlated highly enough (see Table 9 attached to the Appendix) to provide a reasonable basis for factor analysis.

Table 2. KMO and Bartlett's Test (An Output of the EFA Procedure in SPSS)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.780
Bartlett's Test of Sphericity	Approx. Chi-Square	2029.039
	df	741
	Sig.	.000

3.6.3 Correlation

Each of the 39 items is associated with each of the other 38. Note that some of the correlations are high (e.g., + or $-.60$ or greater) and some are low (i.e., near zero). Relatively high correlations indicate that two items are associated and will probably be grouped together by the factor analysis. Items with low correlations (e.g., $\leq .20$) usually will not have high loadings on the same factor. In the present study, it was found that 482 correlation coefficient values out of 741 exceeded 0.30, which is 65% suggesting reasonable factorability.

3.6.4 Anti-image Correlation

The test of anti-image correlation matrix indicated that the values of diagonal of Anti-Image matrix are above 0.5, as shown in the Table 10 attached to the Appendix. Items 10 and 21 had correlation values below 0.5; 0.419 and 0.433, respectively, which required to exclude them from the analysis since they have low correlation with other variables (Zeynivandnezhad et al., 2019).

3.6.5 Commonalities

The commonalities were all above .3 (see Table 8), further confirming that each item shared some common variance with other items (Neill, 2008); except item 10, which had a communality

value of 0.095. Therefore, this item was removed, confirming the decision taken based on the anti-image correlations.

Given these overall indicators, factor analysis was deemed to be suitable with all 37 items.

3.6.6 Exploratory Factor Analysis Results

Principal Components Analysis (PCA) with Promax (oblique) rotation was re-conducted to assess the underlying structure for the remaining 37 items of the teachers' questionnaire. Six factors were requested, based on the fact that the items were designed to index six constructs: SI, LM, OC, JS, PRT, and WellB. After rotation, the first component explained 40.5% of the variance, the second component explained 7.5%, the third component explained 6.2%, the fourth component explained 5.2%, the fifth component explained 4.9%, and the sixth component explained 4.2%, with total variance explained of 68.3%. Table 8 displays the items and factor loadings for the rotated factors, with eigenvalues (see Scree Plot in Figure 8) and percentage of variance explained. All items strongly loaded on the component they pertain to.

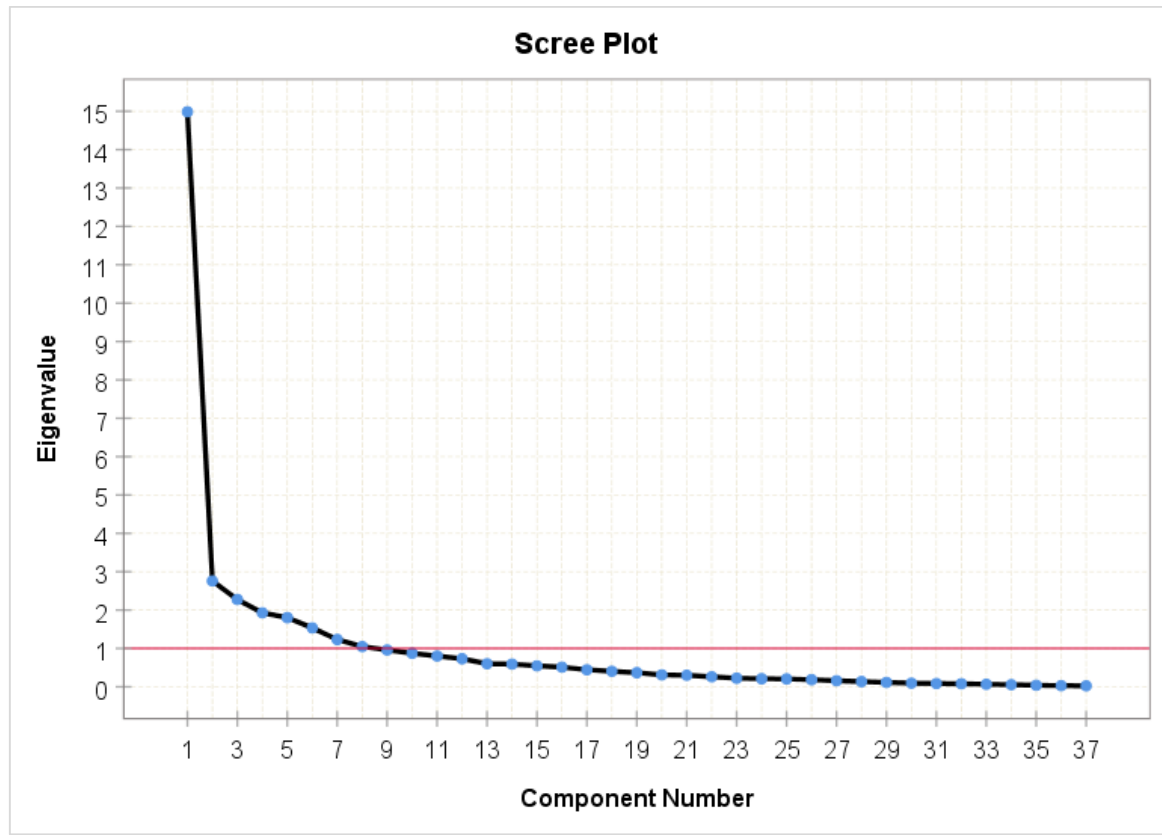


Figure 3. Scree Plot | EFA (Principal Component Analysis with Promax Rotation) for Teachers' Questionnaire

Table 3. Pattern Matrix^a | Factor Loadings from PCA with Promax Rotation for a Six-Factor Solution for Teachers' Wellbeing Questionnaire (N = 65)

Items	Component						Communality
	1	2	3	4	5	6	
3. I feel that the school I work in as a whole is managed well	.615			.316			.702
4. I see that the leadership team is adequately visible at my workplace	.808						.758
5. I am continuously kept informed about matters that affect me at my workplace	1.004						.747
6. Overall, I am confident in the decisions that are made by the leadership team at my workplace	.681						.768
14. The school values at my workplace are strongly abided by my colleagues and I	.427			.301			.540

Items	Component						Communality
	1	2	3	4	5	6	
18. I believe that my workplace respects individual's differences (e.g., cultures, working styles, ideas, backgrounds, etc.	.389						.490
25. I am clear of what is expected of me at my workplace	.649	.338					.664
26. I get the information I need in my workplace to do my job well	.564	.302					.706
27. I have clear work goals and objectives	.445			.350			.722
31. The school is a caring and culturally inclusive community	.608					.368	.709
32. There is a collaborative effort between school leadership teams and staff at my workplace	.813						.791
7. My manager motivates me to be more productive and effective in my workplace		.865					.758
8. My manager is open towards my ideas at my workplace		.864					.702
9. Any feedback received at my workplace helps me to improve my job performance		.857					.732
20. I find my work interesting	-.475	.687	.349				.566
22. A sense of personal accomplishment is given by my work		.641					.668
24. I am given a choice in deciding how I perform my work		.384				.325	.559
28. I have the tools I need at my workplace to perform my job effectively	.313	.396					.554
29. I have an acceptable and adequate amount of workload		.440	.376			.326	.587
30. I achieve a good balance between my personal life and my work life		.367	.533				.557
35. I am physically healthy	.400		.384	-.334			.464
36. I feel happy in my life			.696				.555
37. I rarely face any psychological issues			.850				.756

Items	Component						Communality
	1	2	3	4	5	6	
38. I rarely feel stressed			.895				.850
39. I rarely feel depressed and burnt out			.797				.788
13. Staff have a strong sense of belonging at my workplace				.550			.706
19. A strong combined vision is shared by the staff	.418			.532			.760
33. I have established strong relationships at my workplace				.811			.677
34. When talking about my workplace, I tend to say "We" rather than "they"	-.343			.649	.392		.782
11r. I personally have experienced harassment or bullying at my workplace					.866		.800
12r. I have personally experienced discrimination at my workplace	.468				.681		.800
16. I am respectfully treated by the people I work with				.323	.739		.727
17. I feel valued for the work I accomplish	.383		-.328		.485		.686
1. I feel that my pay sufficiently reflects my job performance						.825	.732
2. I am satisfied with the total benefits package, promotions and bonuses given at my workplace						.891	.831
15. I am fairly treated at my workplace						.434	.550
23. I feel involved in any decision-making that affects my work		.331			-.363	.413	.544
Eigenvalue	14.99	2.76	2.28	1.93	1.80	1.54	
% of Total Variance (68.3%)	40.5%	7.5%	6.2%	5.2%	4.9%	4.2%	
Cronbach's alpha	.935	.861	.868	.831	.838	.765	

Note: Empty cells indicates that the factor loading was < .10.

Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

The EFA results show that the extracted factor solution is different from the factor structure proposed by the researcher. However, the proposed factor structure would be retained as the grouping of items is more reasonable.

3.7 Confirmatory Factor Analysis (CFA)

CFA was performed to evaluate the factor structure proposed by the researcher and assess its validity and reliability. Two CFA measurement models were tested. The first order CFA model, in Figure 9, includes all sub-constructs (latent variables): SI, LM, OC, JS, PRT, and WellB, connected with each other by two-headed arrows representing covariances between the latent variables. In the second order CFA model, in Figure 10, the two main constructs EnW and SW were added to the model constituting a second (higher) level of the factor structure.

Validity tests used to assess the CFA model included construct validity and convergent validity. In the questionnaire, there are 39 variables for which the questionnaire was framed and the responses were collected from teachers.

3.7.1 Model Fit

The model parameters were estimated using maximum likelihood. The proposed six-factor model manifested an adequate fit outcome. Both models indicated good model fit measures; however, the second order model was more fit to the data than the first order model. This is reasonable as the factor structure includes the main constructs in the second order model. Therefore, we can conclude that the overall model fit indices are within the acceptable recommended values as proposed by the researchers, and hence the proposed model fits with the sample data.

Table 4. Fit Indices for Measurement Model of Teachers' Wellbeing Questionnaire

Index	Criterion	Model	
		1 st Order	2 nd Order
Chi-square (χ^2)	Low	685.113	644.909
Degrees of freedom (df)	≥ 0	505	500
Probability (p-value)	$\geq .05$	< .001	< .001
Normed Chi-square (χ^2/df)	< 3.0 (Byrne, 2010)	1.357	1.290
Comparative Fit Index (CFI)	> .90 (Hu and Bentler, 1999)	.893	.914
Tucker Lewis Index (TLI)	> .90 (Hu and Bentler, 1999)	.874	.897
Root Mean Square Error of Approximation (RMSEA)	$\leq .08$ (MacCallum et al, 1996)	.075	.067

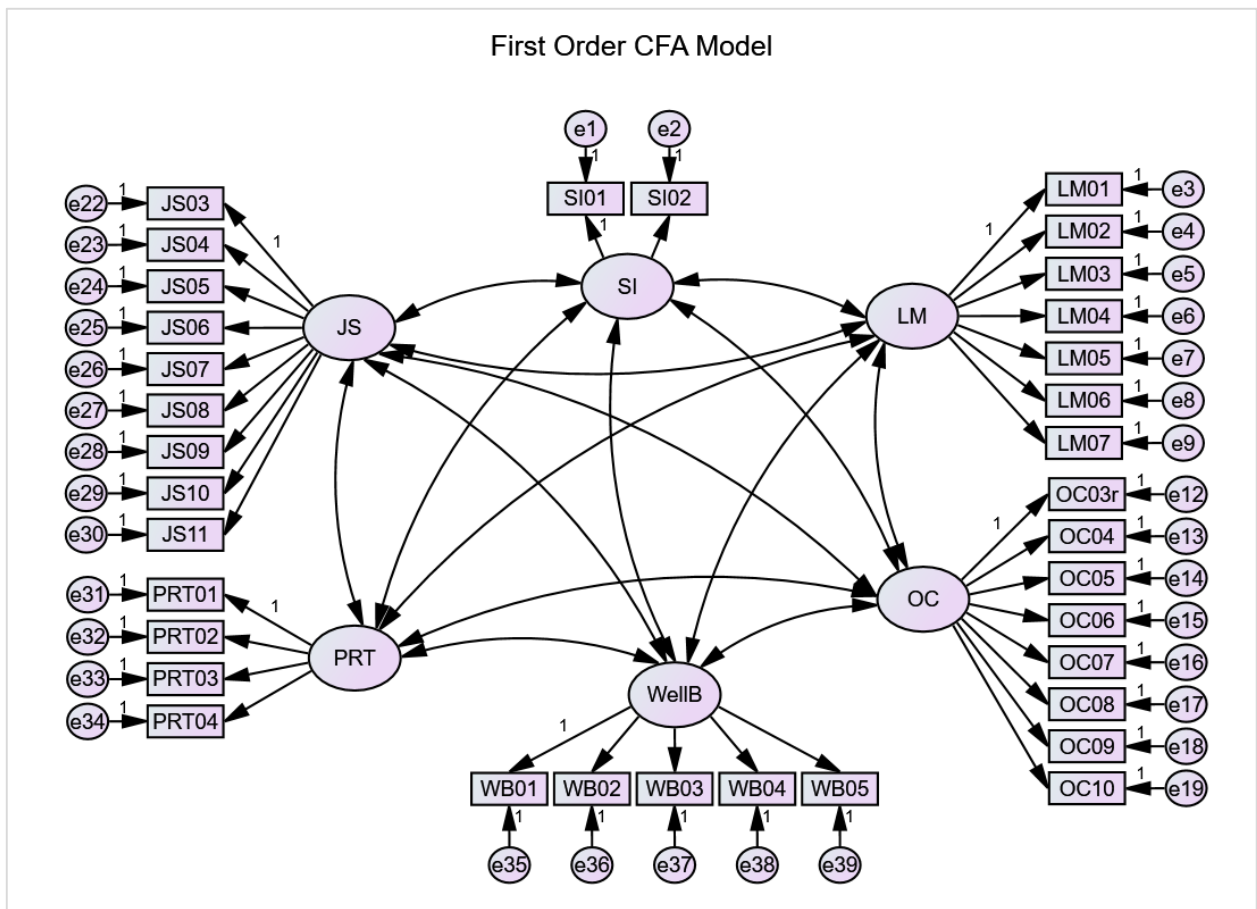


Figure 4. First Order CFA Model for Teachers Wellbeing

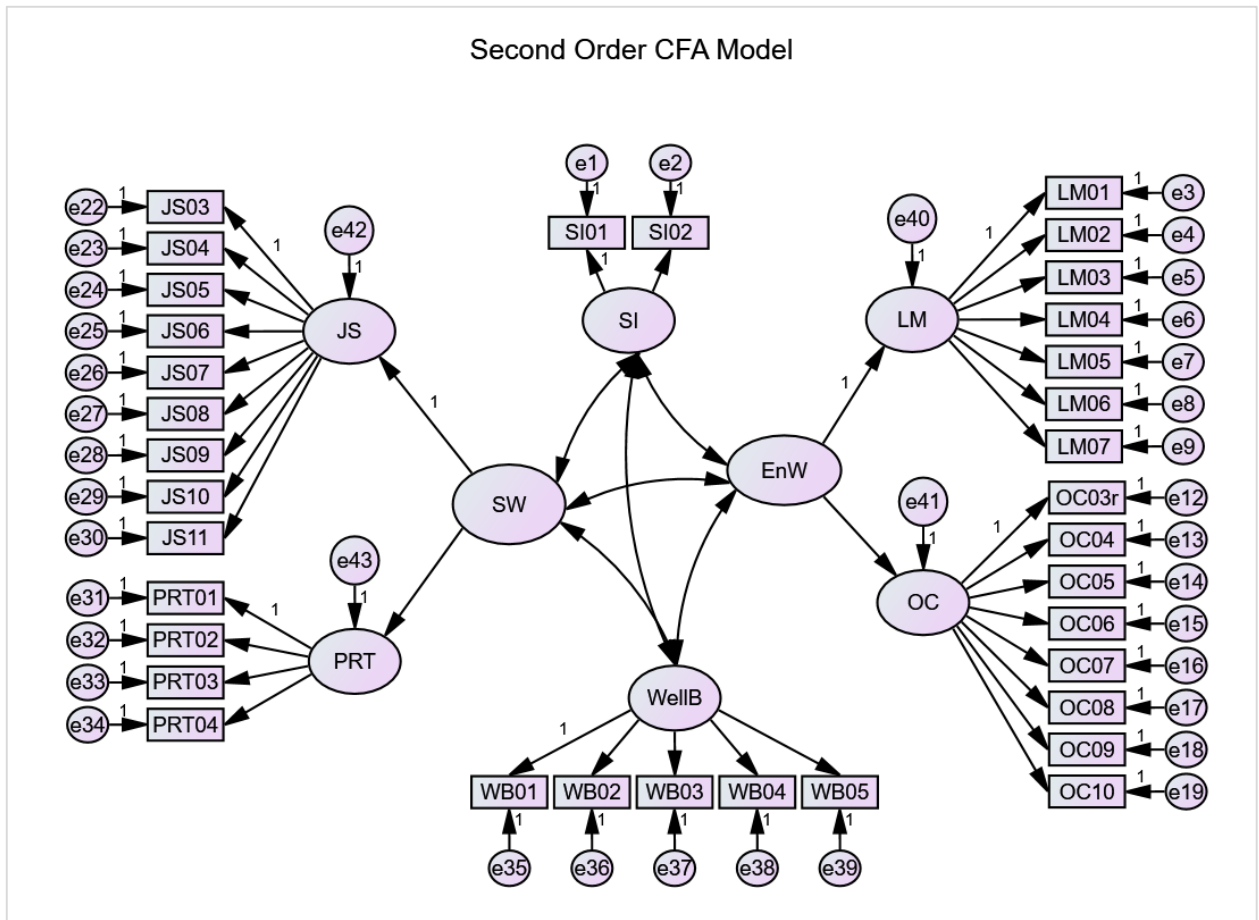


Figure 5. Second Order CFA Model for Teachers Wellbeing

3.7.2 Psychometric Checks of the Model

In order to assess the validity and reliability of the questionnaire (the measurement model), three psychometric checks are performed: reliability analysis, convergent validity, and discriminant validity. According to Awang (2015), a factor loading of 0.60 and above for each item would indicate a high convergent validity. Convergent validity was also assessed through composite reliability (CR) and average variance explained (AVE). The required levels of CR and AVE should be equal or more than 0.60 and 0.50, respectively (Hair et al., 2010). CR and AVE were also used to establish the reliability of the measurement model. CR is an alternative measure

to Cronbach's Alpha; it is recommended by Chin (1998) as an ideal measure to overcome some deficiencies in Cronbach's alpha. The CR should be 0.60 or higher, while the minimum threshold for an AVE should be 0.50 or higher to indicate adequate reliability (Awang, 2015). The standardized factor loadings, Cronbach's alpha (α), composite reliability (CR) and average variance explained (AVE) values for the measurement model of teachers' perceptions are presented in Table 10.

As can be seen from the table, the factor loadings for all items were greater than 0.60 except items 10, 11, 20, and 21, which were dropped from the model due to their insignificant and very low factor loadings. Significant items with factor loadings below 0.60 and above 0.40 were ($p < 0.001$), and with high reliability measures, were retained in the model. The two sub-dimensions (LM and OC) had factor loadings above 0.50, hence supporting their convergent validity (Hair et al., 2010). Similarly, the two sub-dimensions (JS and PRT) had factor loadings above 0.50, hence supporting their convergent validity (Hair et al., 2010).

According to Fornell and Larcker (1981), an AVE of 0.40 is acceptable when the construct's composite reliability (CR) is greater than 0.70. In this case, the AVE for OC (0.402), JS (0.447), and PRT (0.425) were, therefore, acceptable as the CR value for these dimensions exceeded 0.7, supporting the claims of convergent validity and reliability.

Table 5. Convergent Validity Estimates from CFA on Teachers' Wellbeing Questionnaire: Standardized Factor Loadings, Cronbach's Alpha (α), Composite Reliability (CR), and Average Variance Explained (AVE)

Factors and Indicators	Factor Loading
Economic Wellbeing	
Salary and Incentives ($\alpha = .905$, CR = .908, AVE = .831)	

Factors and Indicators	Factor Loading
1. I feel that my pay sufficiently reflects my job performance	.895
2. I am satisfied with the total benefits package, promotions and bonuses given at my workplace	.928
Environmental Wellbeing ($\alpha = .903$, CR = .978, AVE = .958)	
Leadership and Management ($\alpha = .873$, CR = .879, AVE = .513)	.876
3. I feel that the school I work in as a whole is managed well	.817
4. I see that the leadership team is adequately visible at my workplace	.828
5. I am continuously kept informed about matters that affect me at my workplace	.639
6. Overall, I am confident in the decisions that are made by the leadership team at my workplace	.753
7. My manager motivates me to be more productive and effective in my workplace	.691
8. My manager is open towards my ideas at my workplace	.593
9. Any feedback received at my workplace helps me to improve my job performance	.656
Organizational Culture ($\alpha = .839$, CR = .841, AVE = .402)	1.072
12r. I have personally experienced discrimination at my workplace	.515
13. Staff have a strong sense of belonging at my workplace	.709
14. The school values at my workplace are strongly abided by my colleagues and I	.645
15. I am fairly treated at my workplace	.492
16. I am respectfully treated by the people I work with	.621
17. I feel valued for the work I accomplish	.630
18. I believe that my workplace respects individual's differences (e.g. cultures, working styles, ideas, backgrounds, etc.	.688
19. A strong combined vision is shared by the staff	.732
Social Wellbeing ($\alpha = .878$, CR = 1.001, AVE = 1.003)	
Job Satisfaction ($\alpha = .877$, CR = .877, AVE = .447)	.923
22. A sense of personal accomplishment is given by my work	.671
23. I feel involved in any decision-making that affects my work	.499
24. I am given a choice in deciding how I perform my work	.714
25. I am clear of what is expected of me at my workplace	.722

Factors and Indicators	Factor Loading
26. I get the information I need in my workplace to do my job well	.747
27. I have clear work goals and objectives	.817
28. I have the tools I need at my workplace to perform my job effectively	.644
29. I have an acceptable and adequate amount of workload	.572
30. I achieve a good balance between my personal life and my work life	.572
Positive Relationship and Teamwork ($\alpha = .771$, CR = .741, AVE = .425)	1.074
31. The school is a caring and culturally inclusive community	.715
32. There is a collaborative effort between school leadership teams and staff at my workplace	.736
33. I have established strong relationships at my workplace	.438
34. When talking about my workplace, I tend to say "We" rather than "they"	.674
Wellbeing ($\alpha = .870$, CR = .867, AVE = .580)	
35. I am physically healthy	.441
36. I feel happy in my life	.635
37. I rarely face any psychological issues	.839
38. I rarely feel stressed	.868
39. I rarely feel depressed and burnt out	.918

Discriminant validity was used to measure the extent to which a construct really varies from other constructs. The model's discriminant validity was evidenced by AVE factors, which were higher than the squared shared variance (SV) for all the constructs (Fornell & Larcker, 1981). Discriminant validity was also established by inter-factor correlation values with a cut-off value below 0.85, thus also providing strong evidence for discriminant validity (Awang, 2015; Fang, Zakaria & Shokory 2016).

Table 11 illustrates the results for discriminant validity. The factor's AVEs are presented along the diagonal. Inter-factor correlations are located above the diagonal, while the squared inter-factor correlation values (also known as shared variance) are presented below the diagonal. The inter-factor correlation values of the dimensions were below 0.85 with a minimum value of 0.399 and a maximum value of 0.845, hence providing evidence for the model's discriminant validity. However, the model's AVE and SV did not meet the requirement. Yet, the inter-factor correlations provided sufficient evidence for the model's discriminant validity.

Table 6. Discriminant Validity for Teachers' Wellbeing Model

	SI	LM	OC	JS	PRT	Wellbeing
Salary and Incentives	.912	.400**	.596**	.494**	.523**	.399**
Leadership and Management	.210	.716	.780**	.845**	.697**	.473**
Organizational Culture	.466	.945	.634	.738**	.821**	.533**
Job Satisfaction	.296	.912	.843	.669	.694**	.569**
Positive Relationship and Teamwork	.453	.808	1.111	.976	.652	.540**
Wellbeing	.160	.265	.324	.328	.445	.761

** . Correlation is significant at the 0.01 level (2-tailed).

3.8 Data Analysis

The questionnaire was prepared and distributed on a Google survey form that was distributed to all 65 participants at a private school in Dubai. The data was collected and analyzed using the Statistical Product and Service Solutions (SPSS v.26) and Analysis of a Moment Structures (AMOS v.24) software. A descriptive analysis of the responses collected was provided with the SPSS, and through using two stages of the Factor Analysis, the Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA), the questionnaire was validated and

confirmed for its reliability and dependability. The CFA was performed through the AMOS, while the EFA was performed through the SPSS.

As for the interview, a private interview was conducted with the leadership at a private school in Dubai, in which the interviewees were both asked questions compatible with the subject and responses of the questionnaire participants. The data collected from the interviews will be discussed according to the category it relates to.

3.9 Sampling

The questionnaire included a small sample size of 65 teachers that participated in the study, apart from the 2 leadership interviewees (Kline, 2011). Demographic characteristics of participants are presented in Table 7. 78.5% of the questionnaire respondents were female, making up the majority of the participants, while 21.5 % were male. Age-wise, 78.4% were between the ages of 30-50 years old, while 61.5% were between 30-40 years old. Regarding their marital status, per the survey, 89.2% of the teachers stated that they were married. In terms of education, the respondents held great educational statuses as 73.8% held bachelor's degrees, 10.8% of the participants held diplomas, 12.3% had master's degrees, and two teachers held Ph.D.

Table 7: Sample Demographic Summary (N = 65)

Demographics	Frequency	Percent
Gender		
Female	51	78.5%
Male	14	21.5%
Age		
20-30 years old	9	13.8%
30-40 years old	40	61.5%
40-50 years old	11	16.9%
50+ years old	5	7.7%
Highest Degree or Level of Education Completed		
Bachelor's Degree	48	73.8%
Diploma	7	10.8%
Master's Degree	8	12.3%
Ph.D.	2	3.1%
Marital Status		
Not married	7	10.8%
Married	58	89.2%

3.10 Delimitation

The delimitation of research focuses on the limitation that has been placed by the researcher throughout the procedures of the paper in order to be able to achieve the aims and goals of the research itself (Theofanidis & Fountouki 2019). Delimitation does not constrain a study, rather has specific rationales towards why the boundaries were set and are usually set in favor of the study as a whole (Theofanidis & Fountouki 2019).

The main focus of this study was the well-being of the teachers and what factors might attribute to their well-being as a whole. That being said, the survey was only distributed towards the teachers at the private school in Dubai and not the leadership at the school due to the fact that they are the core and main subjects of the study. The reason behind placing a focus on teachers alone relates back to the researcher's interest, as a supervisor at the school, in understanding the obstacles that teachers face and how it affects their well-being. This also places emphasis on why the interviews were only conducted towards the leadership and management at the school, and not the teachers. That is because the researchers wanted to evoke responses from the leadership in reflection towards the answers of the teachers through the survey and understand how a higher chain of command perceives this issue, and what practices they are taking to ensure their employees' well-being. Through integrating the leadership in the study, another side and a factor of the teachers' well-being will be more examined, supporting the main objectives and the focus on teachers through a different angle.

3.11 Ethical Considerations

The role of the researcher in the study is understanding the practices and factors that affect the teachers' well-being through conducting both a survey directed towards the teachers at a private school in Dubai and an interview held with the leadership at the school to examine their objectives in maintaining and providing for their employees' well-being. It is essential to gain the consent of any participants in the study as to provide an ethical and legal paper held under respective terms (Connelly 2014). Ethical considerations placed in this study include the anonymity of the teachers and leadership communicated with as to protect their privacy and confidentiality as well as to

conduct the study in a legal manner. Consent from all participants was provided before participation in the study, with well-informed details around the aims and goals of the paper, each in its separate format, the interviewees properly understanding the purpose of the interview and were given the right along with the survey participants to not participate in the study to showcase the non-mandatory attribute in the study and the trustworthiness of the researcher (Connelly 2014).

4 CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 Outline of the Chapter

In this chapter, the results of data analysis of the data collected via the study instrument – the questionnaire, are presented and interpreted. Statistical Product and Service Solutions (SPSS v.26) and Analysis of a Moment Structures (AMOS v.24) software was used for data analysis procedures. As the main aim of this study is to identify the factors that affect teachers' well-being in one of Dubai Private Schools and the practices done by the leadership management to maintain a healthy environment for both teachers and students to live in, the following research questions need to be answered:

RQ_{MAIN}: What are the effects of workplace factors and practices on teachers' well-being in one of Dubai's private schools?

- **RQ₁:** How do Salary and Incentives, Leadership and Management, Organizational Culture, Job Satisfaction, and Positive Relationships and Teamwork impact teachers' well-being in one of Dubai's private schools?
- **RQ₂:** What are the practices that leaders implement to maintain a healthy school environment and positive teachers in the school?
- **RQ₃:** What is the relation between those practices and the teachers' well-being in the school?

In order to answer the research questions, the following hypotheses were tested:

- **H1:** Teachers have significant positive attitudes towards the well-being practices in the school.
- **H2:** Teachers have significant positive attitudes towards their personal well-being.
- **H3:** Salary and Incentives significantly positively impacts teachers' well-being.
- **H4:** Leadership and Management significantly positively impacts teachers' well-being.
- **H5:** Organizational Culture significantly positively impacts teachers' well-being.
- **H6:** Job Satisfaction significantly positively impacts teachers' well-being.
- **H7:** Positive Relationships and Teamwork significantly positively impact teachers' well-being.

In this section, the seven research hypotheses are tested and interpreted. Based on the statistical testing, only three hypotheses were found to be supported: H1, H2, and H6, at $p < 0.05$.

4.2 Analysis of the Quantitative Data

In order to test the research hypotheses, a number of statistical techniques was used. This chapter starts with presenting a descriptive summary of the sample demographics using frequency table, followed by a descriptive analysis section of the participants' responses to the questionnaire questions, using SPSS. Next, the questionnaire is validated using Factor Analysis, which was performed on two stages: Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) for the purpose of confirming the validity and reliability of the questionnaire. SPSS was used to perform the EFA, while AMOS was used to perform the CFA. Since CFA is a form of

Structural Equation Modeling (SEM), the same technique was used in hypothesis testing section, i.e., testing H2, H3, H4, H5, H6, and H7. H1 and H2 were tested using t tests performed in SPSS. All significance values were assessed using the significance level of $\alpha = 0.05$.

4.3 Descriptive Analysis Participants' Perceptions

In this section, the frequencies and percentages for teachers' responses are presented, accompanied by the descriptive statistics: the mean (M), the standard deviation (SD), and the relative agreement percent (RA), which is calculated as the percentage ratio of the mean to "5", referring to the total number of Likert-scale points. For each main construct and sub-construct, a graphical representation is plotted to better see how the teachers' responses were distributed.

4.3.1 Economic Well-being: Salary and Incentives

The main construct Economic Well-being (EcW) contains one sub-construct: namely, Salary and Incentives (SI). In Table 2, a descriptive summary is presented for the overall construct and its items. From the figures reported in the table, it can be observed that the two items have the same response frequencies and percentages, as well as the mean, SD, and RA. Overall, the average agreement level for SI is 53%, with only 20% of teachers agreeing to the two SI items, which is not high at all, see Figure 1. This indicates that the majority of teachers are not really satisfied with their economic well-being.

Table 8: Descriptive Summary of Economic Well-being: Salary and Incentives

Construct/Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	M	SD	RA*
Salary and Incentives	9.2%	43.1%	27.7%	13.8%	6.2%	2.65	.991	53.0%
1. I feel that my pay sufficiently reflects my job performance.	6	28	18	9	4	2.65	1.037	53.0%
	9.2%	43.1%	27.7%	13.8%	6.2%			
2. I am satisfied with the total benefits package, promotions and bonuses given at my workplace.	6	28	18	9	4	2.65	1.037	53.0%
	9.2%	43.1%	27.7%	13.8%	6.2%			

*. RA: Relative Agreement = Mean ÷ 5 (five-point Likert scale)

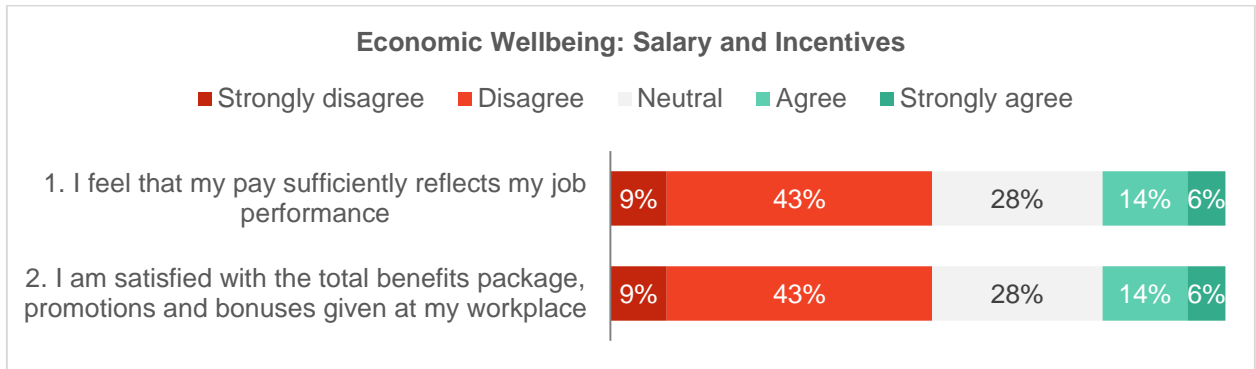


Figure 6. Economic Wellbeing: Salary and Incentives

4.3.2 Environmental Well-being

The main construct Environmental Well-being (EnW) was assessed using two sub-constructs: Leadership and Management (LM) and Organizational Culture (OC), summarized in Table 3 and graphically represented in Figure 2 and Figure 3. The summary indicates that the overall EnW is relatively good, RA = 79.6%, with 78.4% of teachers agreeing to all statements. The overall mean score is 3.98, which is nearly 4 (Agree). However, it seems from the figures reported in the table that teachers have higher RA (80.6%) for LM than for OC (RA = 78.8%). Also, LM has higher mean score of 4.03 than OC (M = 3.94).

From another perspective, under the sub-construct LM, the highest relative agreement was for item 9 (any feedback received at my workplace helps me to improve my job performance). Under the sub-construct OC, item 16 (I am respectfully treated by the people I work with) had the highest RA; 87.4%.

Table 9. Descriptive Summary of Environmental Wellbeing

Construct/Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	M	SD	RA*
Leadership and Management	.4%	1.8%	16.9%	56.5%	24.4%	4.03	.545	80.6%
3. I feel that the school I work in as a whole is managed well.	-	1	8	37	19	4.14	.682	82.8%
		1.5%	12.3%	56.9%	29.2%			
4. I see that the leadership team is adequately visible at my workplace.	-	1	15	33	16	3.98	.739	79.6%
		1.5%	23.1%	50.8%	24.6%			
5. I am continuously kept informed about matters that affect me at my workplace.	1	2	13	35	14	3.91	.824	78.2%
	1.5%	3.1%	20.0%	53.8%	21.5%			
6. Overall, I am confident in the decisions that are made by the leadership team at my workplace.	1	-	15	36	13	3.92	.756	78.4%
	1.5%		23.1%	55.4%	20.0%			
7. My manager motivates me to be more productive and effective in my workplace.	-	1	14	33	17	4.02	.739	80.4%
		1.5%	21.5%	50.8%	26.2%			
8. My manager is open towards my ideas at my workplace.	-	2	9	37	17	4.06	.726	81.2%
		3.1%	13.8%	56.9%	26.2%			
9. Any feedback received at my workplace helps me to improve my job performance.	-	1	3	46	15	4.15	.565	83.0%
		1.5%	4.6%	70.8%	23.1%			
Organizational Culture	1.5%	6.9%	14.9%	49.7%	26.9%	3.94	.535	78.8%
10r. My job performance is evaluated based on whether I get the task done, rather than the quality of the output.	4	15	21	21	4	3.09	1.027	61.8%
	6.2%	23.1%	32.3%	32.3%	6.2%			

Construct/Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	M	SD	RA*
11r. I personally have experienced harassment or bullying at my workplace.	1 1.5%	6 9.2%	6 9.2%	31 47.7%	21 32.3%	4.00	.968	80.0%
12r. I have personally experienced discrimination at my workplace.	1 1.5%	5 7.7%	4 6.2%	29 44.6%	26 40.0%	4.14	.950	82.8%
13. Staff have a strong sense of belonging at my workplace.	2 3.1%	4 6.2%	12 18.5%	30 46.2%	17 26.2%	3.86	.982	77.2%
14. The school values at my workplace are strongly abided by my colleagues and I.	-	-	4 6.2%	38 58.5%	23 35.4%	4.29	.579	85.8%
15. I am fairly treated at my workplace.	1 1.5%	8 12.3%	10 15.4%	37 56.9%	9 13.8%	3.69	.917	73.8%
16. I am respectfully treated by the people I work with.	-	1 1.5%	3 4.6%	32 49.2%	29 44.6%	4.37	.651	87.4%
17. I feel valued for the work I accomplish.	1 1.5%	5 7.7%	10 15.4%	35 53.8%	14 21.5%	3.86	.899	77.2%
18. I believe that my workplace respects individual's differences (e.g., cultures, working styles, ideas, backgrounds, etc.	-	-	11 16.9%	32 49.2%	22 33.8%	4.17	.698	83.4%
19. A strong combined vision is shared by the staff.	-	1 1.5%	16 24.6%	38 58.5%	10 15.4%	3.88	.673	77.6%
Overall Environmental Wellbeing	1.1%	4.8%	15.7%	52.5%	25.9%	3.98	.501	79.6%

*. RA: *Relative Agreement* = $Mean \div 5$ (five-point Likert scale)



Figure 7. Environmental Wellbeing: Leadership and Management (Note: percentages < 5% are not labeled for ease of chart reading)

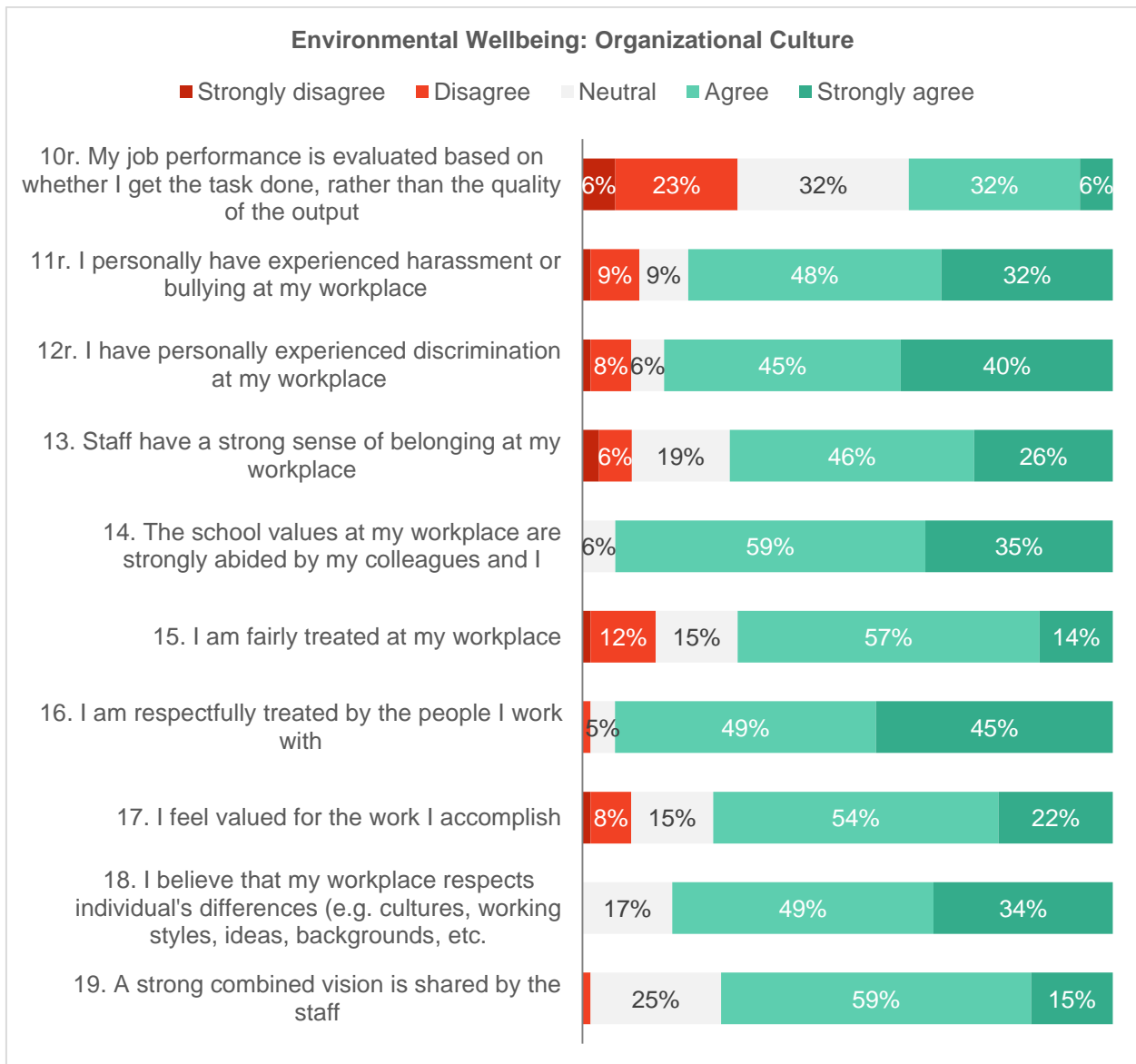


Figure 8. Environmental Wellbeing: Organizational Culture (Note: percentages < 5% are not labeled for ease of chart reading)

4.3.3 Social Well-being

This main construct (SW) was assessed in terms of two sub-constructs: Job Satisfaction (JS) and Positive Relationship and Teamwork (PRT), summarized in Table 4 and graphically represented in Figure 4 and Figure 5. The figures in the table indicate that the overall relatively agreement of SW was 77.6%, with 70.9% of teachers agreeing with SW items, which is relatively

good. Teachers had higher RA (80.6%) for PRT, while JS's RA was 74.6%, indicating that teachers were more satisfied with PRT than with their jobs. In addition, for JS, teachers were relatively satisfied the most with item 20 (I find my work interesting) as RA = 85.0%, while for PRT, they were most satisfied with item 33 (I have established strong relationships at my workplace); RA = 86.4%.

Table 10. Descriptive Summary of Social Wellbeing

Construct/Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	M	SD	RA*
Job Satisfaction	1.3%	10.9%	20.1%	49.2%	18.5%	3.73	.544	74.6%
20. I find my work interesting.	-	-	6	37	22	4.25	.613	85.0%
			9.2%	56.9%	33.8%			
21. I find my work sufficiently challenging.	2	9	16	31	7	3.49	.970	69.8%
	3.1%	13.8%	24.6%	47.7%	10.8%			
22. A sense of personal accomplishment is given by my work.	-	7	13	31	14	3.80	.905	76.0%
		10.8%	20.0%	47.7%	21.5%			
23. I feel involved in any decision-making that affects my work.	1	15	22	23	4	3.22	.927	64.4%
	1.5%	23.1%	33.8%	35.4%	6.2%			
24. I am given a choice in deciding how I perform my work.	1	13	7	36	8	3.57	1.000	71.4%
	1.5%	20.0%	10.8%	55.4%	12.3%			
25. I am clear of what is expected of me at my workplace.	-	4	8	39	14	3.97	.770	79.4%
		6.2%	12.3%	60.0%	21.5%			
26. I get the information I need in my workplace to do my job well.	-	3	11	35	16	3.98	.780	79.6%
		4.6%	16.9%	53.8%	24.6%			
27. I have clear work goals and objectives.	-	1	6	39	19	4.17	.651	83.4%
		1.5%	9.2%	60.0%	29.2%			
	-	4	16	33	12	3.82	.808	76.4%

Construct/Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	M	SD	RA*
28. I have the tools I need at my workplace to perform my job effectively.		6.2%	24.6%	50.8%	18.5%			
29. I have an acceptable and adequate amount of workload.	4	12	21	23	5	3.20	1.034	64.0%
	6.2%	18.5%	32.3%	35.4%	7.7%			
30. I achieve a good balance between my personal life and my work life.	1	10	18	25	11	3.54	1.001	70.8%
	1.5%	15.4%	27.7%	38.5%	16.9%			
Positive Relationship and Teamwork	-	3.1%	17.3%	53.5%	26.2%	4.03	.561	80.6%
31. The school is a caring and culturally inclusive community.	-	1	20	34	10	3.82	.705	76.4%
		1.5%	30.8%	52.3%	15.4%			
32. There is a collaborative effort between school leadership teams and staff at my workplace.	-	3	9	39	14	3.98	.739	79.6%
		4.6%	13.8%	60.0%	21.5%			
33. I have established strong relationships at my workplace.	-	2	2	34	27	4.32	.687	86.4%
		3.1%	3.1%	52.3%	41.5%			
34. When talking about my workplace, I tend to say "We" rather than "they".	-	2	14	32	17	3.98	.780	79.6%
		3.1%	21.5%	49.2%	26.2%			
Overall Social Wellbeing	.9%	8.8%	19.4%	50.4%	20.5%	3.88	.501	77.6%

*. RA: Relative Agreement = Mean ÷ 5 (five-point Likert scale)

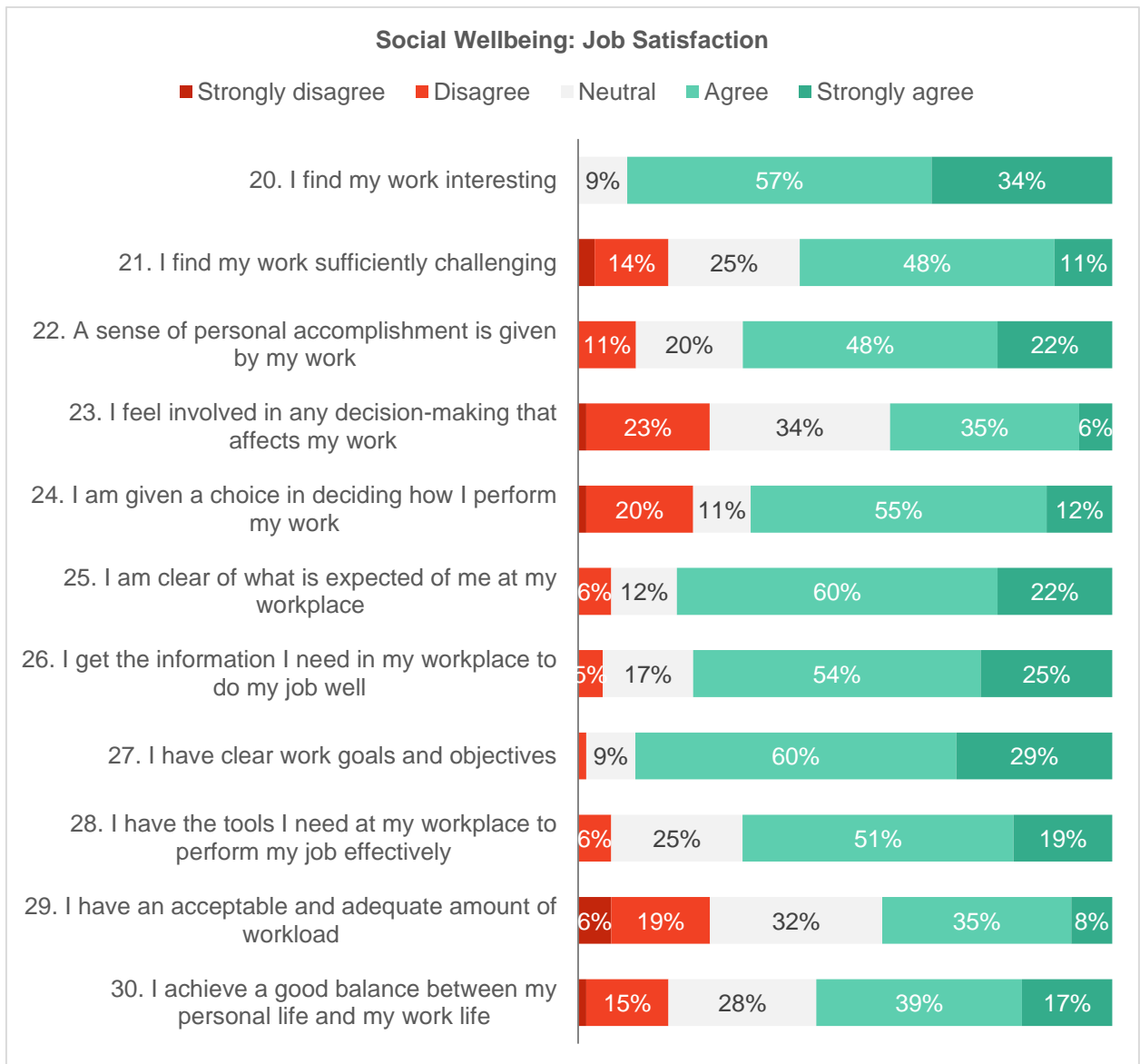


Figure 9. Social Wellbeing: Job Satisfaction (Note: percentages < 5% are not labeled for ease of chart reading)

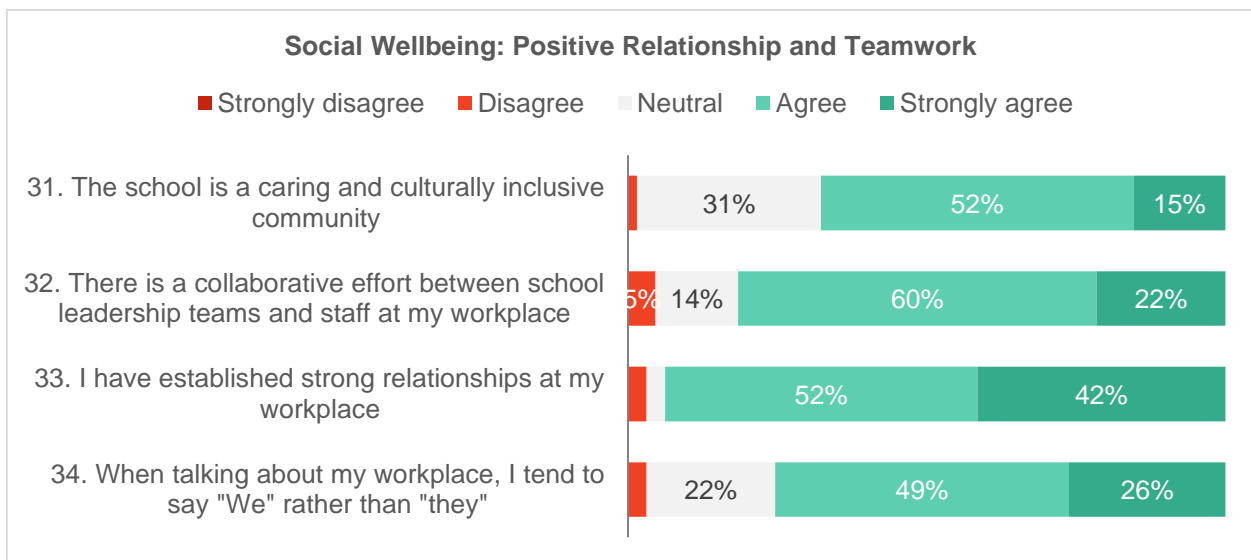


Figure 10. Social Wellbeing: Positive Relationship and Teamwork (Note: percentages < 5% are not labeled for ease of chart reading)

4.3.4 Well-being

This construct measures teachers' personal well-being (WellB), using five items. Overall, teachers were 78.0% relatively feeling good, with 68.0% of teachers agreeing to all items. Check the descriptive summary of all items in Table 5, graphically represented in Figure 6. The results show that teachers' relative agreement to items 35, 36, and 37 were obviously higher than RA of items 38 and 39. Checking these items' statistics in the table and their graphical illustration, we can see that teachers are less agreeing that they rarely feel stressed, depressed and burnt out. This indicates that teachers seem to have some issues regarding feeling stressed or depressed. Simultaneously, they believed that they were physically healthy, felt happy in their lives, and rarely faced any psychological issues.

Table 11. Descriptive Summary of Wellbeing

Construct/Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	M	SD	RA*
Wellbeing	2.5%	8.6%	20.9%	32.6%	35.4%	3.90	.806	78.0%
35. I am physically healthy	-	3	4	26	32	4.34	.796	86.8%
		4.6%	6.2%	40.0%	49.2%			
36. I feel happy in my life	1	2	10	25	27	4.15	.905	83.0%
	1.5%	3.1%	15.4%	38.5%	41.5%			
37. I rarely face any psychological issues	-	4	13	19	29	4.12	.944	82.4%
		6.2%	20.0%	29.2%	44.6%			
38. I rarely feel stressed	4	9	20	18	14	3.45	1.160	69.0%
	6.2%	13.8%	30.8%	27.7%	21.5%			
39. I rarely feel depressed and burnt out	3	10	21	18	13	3.43	1.118	68.6%
	4.6%	15.4%	32.3%	27.7%	20.0%			

*. RA: Relative Agreement = Mean ÷ 5 (five-point Likert scale)

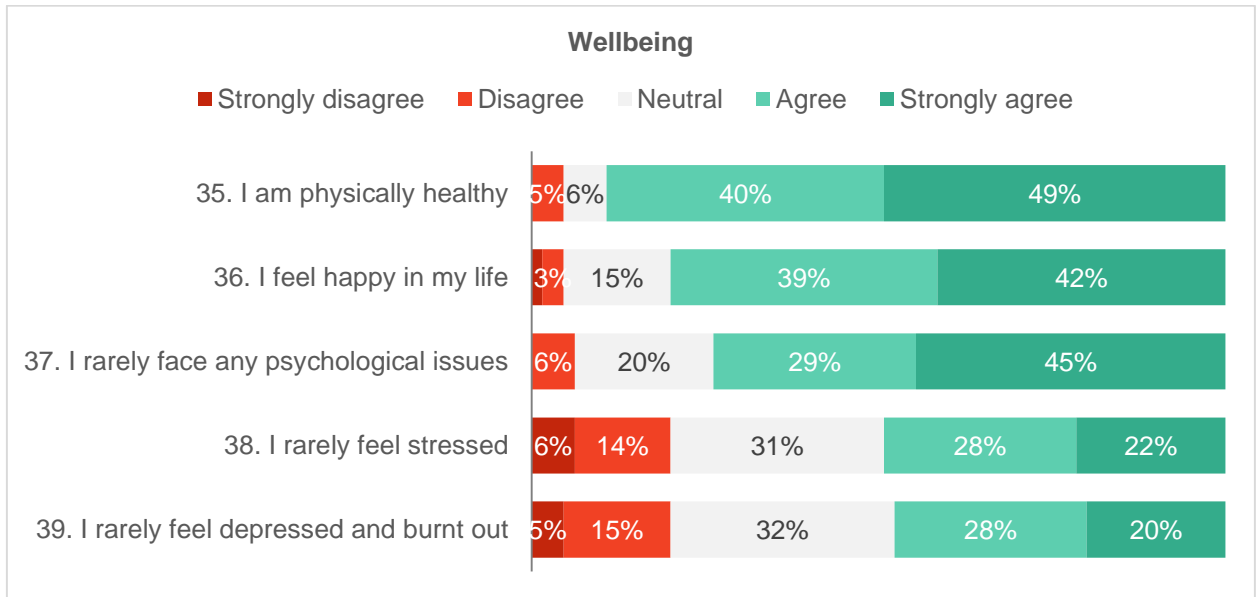


Figure 11. Wellbeing (Note: percentages < 5% are not labeled for ease of chart reading)

4.3.5 Other Factors Negatively Affecting Teachers' Well-being at Their Workplace

Teachers were asked whether there are any factors negatively affecting their well-being at their workplace (or leave them under any stress), and 43.1% said “Yes”, and most teachers stated that these factors include work load/pressure, extra/sudden tasks with insufficient time to accomplish them, constant changes of tasks, and other factors they have stated, listed below.

- Workload/pressure, overloaded with tasks
- Decisions are permanently changed more than once, which leads to reworking more than once, which causes exhaustion and discomfort, in addition to the illogicality of some decisions from my point of view
- The large number of tasks to be completed on the weekend that led to great pressure and social disconnection from the environment and family. It also helps in charging negative energy and not being able to show creativity and quality in preparing the class as well.
Please take into account that the class schedule on Thursday is very stressful and destructive and there is no regard for the teacher's health at all.
- Communication outside working hours
- When tasks are unassigned last minute with no clear guidelines and explanations of what is expected and unrealistic deadlines.
- Sometimes I am assigned to work suddenly, during weekdays, and during teaching without giving enough time to deliver it, which constitutes pressure and affects health, psychological and quality of work.

- School wants unexpectedly high results from students who are mostly not willing to cooperate and put most if not all the workload and responsibility on the teacher. This leaves the teacher drained, and with no job satisfaction.
- Long work hours and moving schoolwork home, which takes a lot of time and effort from me
- When I feel like I'm working all day tirelessly and yet I can't finish what is required of me, I feel pressure that affects my personal life
- Constant change and not giving enough time to complete the required tasks
- The unclear instructions and rational orders of required documentation with squeezing deadlines and unorganized timespan in advance keep me under high pressure of incapability and huge stress.
- Sometimes we are being given tasks to be done within the same day; however, we would be already having other duties...
- The huge change in teaching strategies while trying to reach expectations. so mainly not knowing what's next and sudden changes have an influence on my stress levels
- The amount of work and the amount of material required is illogical, the plans are exaggerated, there is no respect for the privacy of the weekend, the employee is not allowed to take a break on holidays, the required work needs working hours after work

- Stress related to sudden deadlines to hand over tasks and lack of organization in distributing tasks sometimes
- Sitting for long periods of time to give lessons from a distance, with the low quality of chairs, led to severe back problems
- Too much stress. We usually do the same work more than once.
- The sudden tasks with no extra time to accomplish...
- Work pressure and sometimes not giving enough time
- Being underpaid, no appropriate appreciation

4.4 Hypothesis Testing

In this section, the seven research hypotheses are tested and interpreted. Based on the statistical testing, only three hypotheses were found to be supported: H1, H2, and H6, at $p < 0.05$.

4.4.1 Hypothesis 1:

Teachers have significant positive attitudes towards the wellbeing practices in the school.

A one-sample t test was run to determine whether teachers' mean scores were above neutral attitude, defined as a neutral attitude of 3.0. Teachers' attitude scores were approximately normally distributed, as assessed by inspection of Normal Q-Q Plots, and Skewness and Kurtosis values (see the Appendix). An inspection of the boxplot in Figure 12 indicated few potential outliers; however, they did not represent any issues as assessed by the mean and 5% trimmed mean – no observed difference between both values. Mean attitude score towards wellbeing practices at school ($M = 3.72$, $SD = 0.537$) was higher than the neutral attitude towards wellbeing score of 3.0, a statistically

significant mean difference of 0.72, 95% CI [0.58 to 0.85], $t(64) = 10.78$, $p < 0.001$, see Table 12. Therefore, this hypothesis is supported and we can confidently accept it. Hence, we conclude that, in general, teachers have positive attitudes towards the wellbeing practices in the school.

One-sample t tests were run also to determine whether the mean score of teachers' attitudes towards wellbeing practices in terms of SI, LM, OC, JS, and PRT were above neutral attitude, defined as a neutral attitude of 3.0. The results of the tests were also presented in Table 12, indicating the following:

- teachers' mean score of their attitudes towards SI ($M = 2.65$, $SD = 0.991$) was lower than the neutral score of 3.0, a statistically significant mean difference of 0.35, 95% CI [-0.60 to -0.11], $t(64) = -2.879$, $p < 0.001$.
- teachers' mean score of their attitudes towards LM ($M = 4.03$, $SD = 0.545$) was higher than the neutral score of 3.0, a statistically significant mean difference of 1.03, 95% CI [0.89 to 1.17], $t(64) = 15.197$, $p < 0.001$.
- teachers' mean score of their attitudes towards OC ($M = 4.03$, $SD = 0.554$) was higher than the neutral score of 3.0, a statistically significant mean difference of 1.03, 95% CI [0.90 to 1.17], $t(64) = 15.032$, $p < 0.001$.
- teachers' mean score of their attitudes towards JS ($M = 3.70$, $SD = 0.627$) was higher than the neutral score of 3.0, a statistically significant mean difference of 0.70, 95% CI [0.54 to 0.85], $t(64) = 8.945$, $p < 0.001$.

- teachers' mean score of their attitudes towards PRT ($M = 4.03$, $SD = 0.561$) was higher than the neutral score of 3.0, a statistically significant mean difference of 1.03, 95% CI [0.89 to 1.17], $t(64) = 14.759$, $p < 0.001$.

Table 12. One-Sample T Test / Teachers Attitudes towards Wellbeing Practices at School

	Statistics		One-Sample Test				
	M	SD	t	Sig.	MD ^a	95% CI of the Difference	
						Lower	Upper
Overall Wellbeing	3.72	.537	10.780	< .001	.72	.58	.85
Salary and Incentives	2.65	.991	-2.879	.005	-.35	-.60	-.11
Leadership and Management	4.03	.545	15.197	< .001	1.03	.89	1.17
Organizational Culture	4.03	.554	15.032	< .001	1.03	.90	1.17
Job Satisfaction	3.70	.627	8.945	< .001	.70	.54	.85
Positive Relationship and Teamwork	4.03	.561	14.759	< .001	1.03	.89	1.17

a. Mean Difference

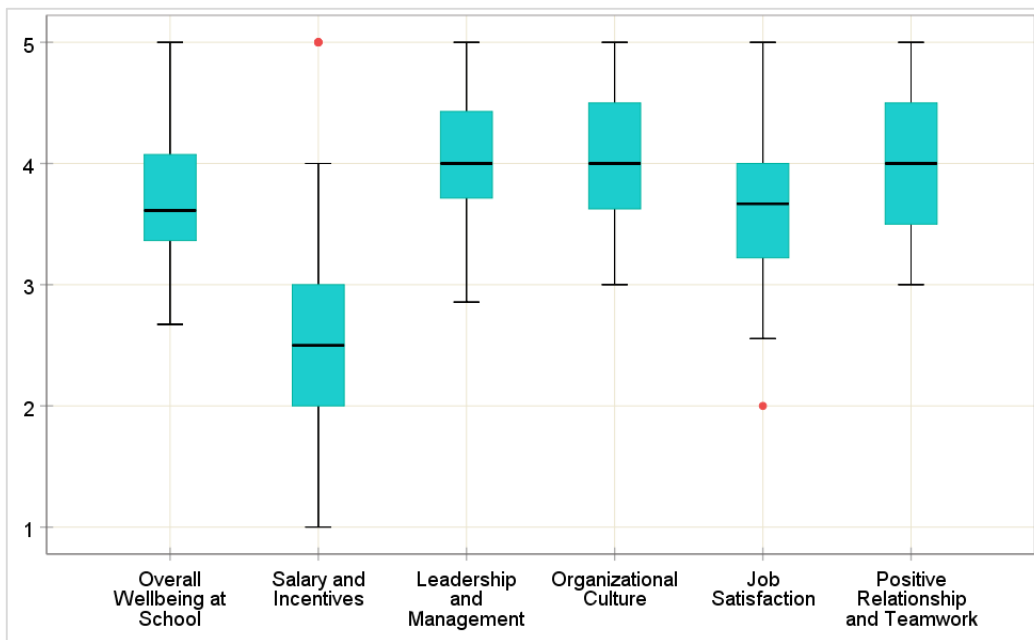


Figure 12. Boxplot of Teachers' Wellbeing Mean Scores

4.4.2 Hypothesis 2:

Teachers have significant positive attitudes towards their personal wellbeing.

A one-sample t test was run to determine whether teachers' mean score of their attitudes towards their personal wellbeing was above neutral attitude, defined as a neutral attitude of 3.0. Teachers' attitude scores were approximately normally distributed, as assessed by inspection of Normal Q-Q Plots, and Skewness and Kurtosis values (see the Appendix). Mean attitude score towards personal wellbeing ($M = 3.90$, $SD = 0.806$) was higher than the neutral attitude towards wellbeing score of 3.0, a statistically significant mean difference of 0.90, 95% CI [0.70 to 1.10], $t(64) = 8.992$, $p < 0.001$, see Table 13. Therefore, this hypothesis is supported and we can confidently accept it. Hence, we conclude that, teachers have positive attitudes towards their personal wellbeing.

Table 13. One-Sample T Test / Teachers Attitudes towards Personal Wellbeing

	Statistics		One-Sample Test				
	M	SD	t	Sig.	MD ^a	95% CI of the Difference	
						Lower	Upper
Personal Wellbeing	3.90	.806	8.992	< .001	.90	.70	1.10

a. Mean Difference

4.4.3 Hypotheses 3, 4, 5, 6, and 7:

Multiple regression analysis was carried out to investigate whether SI, LM, OC, JS, and PRT could significantly positively impact teachers' attitude towards their personal wellbeing. The results of the regression indicated that the model explained 37.9% of the variance and that the model was a significant predictor of teachers' attitudes towards their personal wellbeing, $F(5,59) = 7.198$, $p < 0.001$. While JS contributed significantly to the model ($B = 0.569$, $p = 0.036$), SI, LM, OC, and PRT did not, $p > 0.05$.

Table 14. Multiple Regression / Dependent: Personal Wellbeing

	<i>B</i>	<i>SE_B</i>	<i>B</i>
Salary and Incentives	.047	.108	.058
Leadership and Management	-.287	.326	-.181
Organizational Culture	.190	.325	.131
Job Satisfaction	.569	.264	.443*
Positive Relationship and Teamwork	.318	.265	.222

*. Significant at $\alpha = 0.05$.

$R = .616$, $R^2 = .379$, $F(5,59) = 7.198$, $p < 0.001$

4.4.4 Hypothesis Testing Summary

Based on the results presented in the previous section, Table 15 presents the results and conclusions made. Mainly, H1 and H6 were accepted, while H2, H3, H4, H5, and H7 were not.

Table 15. Hypothesis Testing Summary

Hypothesis	Statistical Test	Results	Conclusion
1 Teachers have significant positive attitudes towards the wellbeing practices in the school.	One-sample t Test	$P < 0.05$	Hypothesis supported
▪ Salary and Incentives	One-sample t Test	$P < 0.05$	Hypothesis not supported ($M < 3.0$)
▪ Leadership and Management	One-sample t Test	$P < 0.05$	Hypothesis supported
▪ Organizational Culture	One-sample t Test	$P < 0.05$	Hypothesis supported
▪ Job Satisfaction	One-sample t Test	$P < 0.05$	Hypothesis supported
▪ Positive Relationship and Teamwork	One-sample t Test	$P < 0.05$	Hypothesis supported
2 Teachers have significant positive attitudes towards their personal wellbeing.	One-sample t Test	$P > 0.05$	Hypothesis supported
3 Salary and Incentives significantly positively impacts teachers' wellbeing.	Multiple Regression	$P > 0.05$	Hypothesis not supported
4 Leadership and Management significantly positively impacts teachers' wellbeing.	Multiple Regression	$P > 0.05$	Hypothesis not supported
5 Organizational Culture significantly positively impacts teachers' wellbeing.	Multiple Regression	$P > 0.05$	Hypothesis not supported
6 Job Satisfaction significantly positively impacts teachers' wellbeing.	Multiple Regression	$P < 0.05$	Hypothesis supported
7 Positive Relationships and Teamwork significantly positively impact teachers' wellbeing.	Multiple Regression	$P > 0.05$	Hypothesis not supported

4.4.5 Summary of the Quantitative Data

Analysis of the survey overall has confirmed that job satisfaction and personal well-being had the most effect on their well-being. In accordance with the hypothesis presented at the beginning, analysis found that teachers overall had a positive attitude towards the well-being

practices, leadership and management, and organizational culture, as most supported the well-being practices presented by the leadership towards them. Stress and burnout were felt by many of the teachers as proven in the survey, with a great correlation towards job overload. In terms of economic well-being, analysis found that teachers were negatively responding towards the salaries and incentives provided by the organization, as they felt that they were not provided with enough salary and incentive when comparing their job performance to their earnings. All in all, the effectiveness of the well-being is determined through only the job satisfaction and personal well-being, as the analysis found that neither positive relationships, leadership and management, teamwork, nor organizational culture has a great effect on teachers' positive well-being, and rather the job satisfaction and personal well-being highly detects if teachers' have a good well-being.

4.5 Analysis of the Qualitative Data

With regards to the qualitative method in the mixed-method approach, interviews were held with two of the main senior leaders in the school, the principal and the vice principal. As they both adopted the school philosophy, their answers were more or less similar and their concerns of teachers' well-being are one of their priorities. In terms of stress and burnout, of which most of the teachers agreed on in the survey, the leaders revealed that they do their best in order to maintain good well-being throughout the school even with the limited resources provided within the organization.

In terms of relationships, leaders make sure to ask heads of departments to work in teams, taking into consideration the teachers' opinions and suggestions, without imposing tasks as orders. This is positively reflected as teachers within the survey majorly discussed how positive

relationships are held between them and their superiors. “I try to act as a facilitator and a team member rather than a superior that gives orders and evaluates progress,” said one of the interviewees. They believe that this act positively affects teachers’ job satisfaction. Leaders also believe that teachers’ well-being is highly impacted by their perceptions of how their efforts are appreciated and valued, and also their sense of accomplishment impacts their well-being.

“I believe that teacher’s well-being is highly impacted by their perceptions of how their efforts are appreciated and values, also their sense of accomplishment impacts their well-being,” said one of the interviewees when asked around what impacts their faculty’s well-being. Although teachers are supported by middle leaders, they still complain of the workload and their feeling that their efforts are not appreciated by the higher management. In accordance with the teachers’ survey, the leaders do agree by stating that teachers usually complain of the huge number of tasks they need to accomplish that do not relate to their work inside the classroom as they think and the additional hours, they need to work to complete these tasks. The senior leaders are listening to the teachers’ complaints by holding meetings with the teachers’ council in order to solve their problems.

School leaders to ease workload pressures towards teachers, they facilitate teachers’ work by working as a team and each team member contributes equally to the tasks, which helps in meeting the deadlines without compromising teachers’ well-being as well as achieving the school’s goals. The leaders further revealed that the school provides great opportunities for teachers’ professional development with the aim to increase well-being. Sometimes this usually feels like a burden to teachers as they are required to stay in the school for additional hours or attend the

workshop outside the school's working hours, however it serves to enhance performance and well-being as a whole, supporting their environmental attributes.

In response to teachers' dissatisfaction with the earnings and incentives presented by the school, the school's leaders admitted that there is a lack of financial support and incentives in the school. They think that this may affect teachers' well-being negatively as their efforts look unnoticed and they may feel that there is no difference whether they did well or not. However, the leaders do state that it isn't within their direct control and is rather up to the higher entity (e.g. the owner) to adjust their financial circumstances.

4.5.1 Summary of Qualitative Data

The interviews with the leadership overall revealed that they aim to become a facilitator and a member of the team rather than a superior towards their faculty. Discussion of the practice implemented to maintain well-being at the school was stated, which included the creation of a teachers' council that helps destress their faculty. In addition, the interviewees revealed that their goals include developing their faculty's well-being through various workshops. As for salaries and incentives, the leadership determined that they do not have central control over its distribution, however they attempt to compensate through recognizing the accomplishments of the teachers, focusing significantly on well-being.

4.6 Triangulation

The mixed method approach allows for the integration of quantitative and qualitative data to provide a more accurate result of the study. In this study, the quantitative data served as the "complaint" or question, while the qualitative data served as the "solution." To begin with, some

similarities were discovered between the analysis of the teachers' and the leaders' response. This includes the satisfaction and positive relationships conducted between the faculty and leaders, where the teachers described having strong relationships and complete satisfaction of the leadership, while the leaders admitted to trying to be a part of the team rather than a more superior entity. Thus, the social well-being contained a positive association from both sides.

In terms of environmental well-being, the teachers admitted to gaining stress and burnout from overload of work, in addition to being distant from the families as a result of working for the school. In response, the leaders identified the formation of a teachers' council to help solve such concerns, in terms of decreasing workload and coming with a safe solution that benefits both sides. Leaders also admitted to creating workshops that might take extensive hours after school but are aimed to help teachers develop their productivity and well-being as a whole. Thus, while the environmental well-being has decreased, the leaders are aiming to assist and help increase teachers' environmental well-being.

As for the economic well-being, teachers did state that they were not satisfied with the salaries and incentives provided by the school when examining their job performance, and rather served to earn more. In response, the leaders do understand their constraint, yet admit to a higher authority in control of the distribution, serving an alternative that they can control through validating the teachers' accomplishments in job performance and supporting them to help compensate for the decrease in economic well-being. Thus, the solution towards the increase of the economic well-being involves a higher entity.

Overall, both the quantitative and qualitative data served a great perspective on the teachers' well-being, as the paper understood which well-being factors are at a good level, which are not, and most importantly the recognition of leadership and their goals towards their employee's well-being, offering a comprehensive result from the mixed-method approach

5 CHAPTER 5: CONCLUSION

5.1 Overview of Chapter

This chapter recognizes the conclusion of the study presenting an overview and summary of the research, its limitations, any implications, and places forth the scope for further study on the paper's topic.

5.2 Summary of the Study

Due to little research on the factors that affect teachers' well-being, and what solutions can be proposed to help improve their well-being, this study focuses on identifying the various social, economic, and environmental factors, both internally within the organization, and externally in their day-to-day lives. The study aims to identify whether teachers are affected by attributes like job satisfaction, organizational culture, teamwork, relationships, leadership management, pay, benefits, and the work environment in one of Dubai Private schools. The study also reveals the efforts placed by the leadership at the same school to manage their employees' well-being and create a great safe space.

The paper initially formed a theoretical framework in which theories such as the social cognitive theory, the subjective well-being, the self-determination theory, economic welfare theories of well-being, the leader-member exchange theory and positive psychology. These theories were presented in order to analyze the possible factors that can affect the teachers' well-being from previously studied theories.

The study also examined various literature to witness how scholars have studied the concept of teachers' well-being and well-being in the education sector as a whole. Glazzard and Rose

(2019) analyzed well-being through mental health, revealing that teachers in Yorkshire agreed that well-being affects their productivity and performance at their workplace. They also discovered that work-related stress due to various activities and duties does have a strain on the teachers' well-being as well. Cox et al. (2018) takes on the concept of clarifying how "educational stakeholders" can apply to supervise and develop teachers' well-being at their organizations, through showcasing how 61% of educators consider work stressful as one of the findings (Cox et al. 2018). The literature placed a general pathway for the study to further analyze and identify what factors impact teachers' well-being, especially looking within the scope of Dubai in the United Arab Emirates.

The paper used a mixed-method approach, in which both qualitative and quantitative methods were used. The quantitative method was covered through a survey of 39 questions, regarding workspace factors and leadership practices impacting teachers' wellbeing was distributed amongst the teachers at one of Dubai private schools, with a small sample size of 65 teachers providing answers through the survey. The qualitative method was formed through an interview with the leadership at the same school, where two interviews with a principal and a vice principal were conducted to identify what methods are employed from the leadership to maintain good well-being amongst their well-beings. The study's methodology also followed the pragmatic research paradigm, which focuses on using different approaches to discover what is most appropriate for the study (Kaushik and Walsh 2019).

Analysis of the survey revealed that job satisfaction and personal well-being had the most effect on their well-being, as a majority of teachers felt that job satisfaction and their own well-being is a great variable towards identifying whether they have a positive well-being. A general

consensus was created on social factors and organizational cultures, as many advocated for establishing strong and positive relationships within the school, with no negative feelings towards their leadership and management. Many of the teachers did feel an immense amount of stress and burn out, with possible correlation towards job overload. Economically, while the teachers do not feel their performance is affected by salaries and incentives, they do remark that there is inadequacy in terms of the performance they give with the salary and incentives that they receive and have negatively responded towards. Overall, teachers felt positive towards the well-being practices presented by the leadership and management, organizational culture and job satisfaction, and negatively responded towards salaries and incentives, but deemed job satisfaction and personal the determinants of a good well-being, that fact brought as a surprise when realizing how a small amount factors have a great effect on teachers' well-being.

Analysis of the interview with the leadership discovered that they strive to become part of the team rather than a superior position to the teachers at their schools. The leaders also discussed the practices implemented to help sustain teachers' well-being, which include the formation of a teachers' council to help destress their faculty, and mission to develop their skills through various workshops. Economically, the leaders discussed that they have no central authority over the distribution of salaries and incentives, as it comes within a higher entity, but continue to attempt to maintain good organizational culture through recognizing the accomplishments of their faculty, with great focus on increasing their well-being.

5.3 Key Findings

The key findings of the paper are summed up as the following:

- Many of the teachers were consumed in feeling of stress and burn out in their workplace, creating a decrease in overall well-being
- Teachers overall believed that they were physically healthy, happy in their lives, and rarely face specific psychological issues.
- While teachers perceived their performance not affected by economical attributes, they maintained a general consensus that their performance was not in accordance with the salary and incentives provided by leadership
- Teachers were relatively good with its leadership, management, and organizational cultures, concluding less effect on well-being from their leadership as a whole.
- The social well-being of teachers was also placed at a good level, as the majority were satisfied with their teams, establishing strong relationships amongst their workplaces, and having positive relationships as a whole amongst their organization.
- Teachers believed that workload, pressure, extra tasks, sudden deadlines, working on weekends, and many incidental workloads affected negatively on their energy and well-being, impacting their job performance, and disconnecting socially from environment and family, creating a great impact from environmental aspects onto their well-being.
- Leadership at the school strives to create positive relationships within their faculty through ensuring their role as part of the team, not as a superior authority

- Leadership at the school recognizes the teachers' well-being and aims to develop and enhance it through councils and workshops
- Leadership at the school recognizes effect of economic factors on teachers' well-being, yet does not have central control of the issue, as it is handed to a higher entity

5.4 Implications

The study showcased a correlation between leadership and teachers' point of views in terms of well-being. There was a great consensus in the efforts placed by the leadership towards improving teachers' well-being, with both sides showcasing through the mixed method approach the positive relationship acquired, the main issue affecting teachers' well-being focused on salaries and incentives and stress and burnout.

In correlation with discoveries from Cox et al.'s study (2018), the paper did find many teachers majorly affected by the workload, as they perceive it a reason for stress within the school in Dubai, although in an overall stance, no psychological issues were formed from the workplace. From the leadership's point of view, a teacher's council was formed with the aim to help solve any stressed adapted as a result of overload, providing a practice that can be applied to improve teachers' well-being

Another solution to discuss would be a higher authority's advance in modifying or discussing salaries and incentives, as the majority of teachers do not feel that their job performance equals the amount of salaries and incentives they are provided with, although not directly affecting their job performance. This indicates the need for not only further research on developing

economical situations within the educational sector, but involves a higher authority than leadership to form a discussion with the teachers that might help in improving their well-being economically, as it stood to be one of the factors decreasing their well-being.

The overall happiness of teachers in the study indicates the possibility of an improvement in teachers' well-being in the educational sector, specifically in Dubai, as studies such as Jonathan and Andrea (2019) might have implied otherwise when discussing the effect of well-being on job performance. This provides the chance to further elaborate on the factors that cause positive well-being within teachers, away from the general discussion on the factors that affect teachers as a whole as conducted in the paper.

5.5 Recommendations

The study recommends enlarging the qualitative measurements in order to include various points of view and analysis in regard to the factors that affect teacher's well-being as well as the practices applied by the leadership to maintain proper organizational culture (Fetters and Creswell 2013). In addition, the paper recommends a larger sample size in order to further understand the impact of various attributes on teachers' well-being (Henson 2001).

The study further advises broadening the survey with more sections suitable for the school studied in order to provide more insight on the significant aspects that are effective, not to mention focusing on the certain theories that might co-relate towards those studies (Mackenzie & Knipe 2006).

5.6 Limitations

The study is limited due to the small sample size conducted in the survey. While teachers' well-being can come in many forms, the paper focused on a specific school and further a limited number of teachers. The reason comes from the fact that many teachers do not feel the utmost confidence to speak up about the factors they are affected by at their workplace, although complete confidentiality was offered when distributing the survey. The teachers might have also provided answers that would be approved by the school itself, although no results were showcased outside the researcher's area. Thus, the survey could have been broadened to include more teachers from other schools (Henson 2001).

Another limitation comes from the survey itself. While the survey did cover a lot of factors that teachers would face in environmental, social, and economical aspects within a theoretical framework and using the pragmatic research paradigm in respect to several approaches towards the results (Kaushik and Walsh 2019), the survey could have been more specific in terms of the practices that are applied to the private school itself, rather than the broader questions perceived to any teacher. While the survey was dedicated to fit teachers from all around the world, the study could have left a specific portion catered towards the school's specific environment.

The qualitative data was also limited in terms of interviewees, as the interview was conducted on two senior leaders, rather than a team of leadership. The reason comes from the fact that it is difficult for leadership to answer on a semi-sensitive topic in regard to their employees, and might have provided answers suitable to their organization. The study could have also included middle leaders rather than only senior leaders, as they would've provided a closer outlook on the

teachers' well-being at school. The study overall could have employed additional qualitative measurements in order to clarify the findings and extend the mixed-method approach (Fetters & Creswell 2013).

Overall, even though the study's findings cannot be generalized due to its focus on one private school in Dubai, the study provides a pathway to understanding what factors affect teachers' well-being, in addition to leadership managements' effect on their performance at their organization.

5.7 Scope of Further Study

The study recommends further research on the factors that affect teachers' well-being, specifically on understanding and analyzing those factors in different parts of the world, especially since different teaching agendas are created from country to country, with different outlooks from teacher to teacher and from leadership to another around the world. The paper could also be a basis for well-being research to develop on well-being in Arab countries as a whole, due to the lack of research in well-being associated with the MENA region as a whole.

The paper is also a foundation for a more inclusive research on employees in the educational sector other than teachers, including workforces in governmental entities, employees] in the educational sector from other organizations, and even employees in different work fields. There is a need to analyze the well-being of individuals from various backgrounds in order to create more correlations on what factors can be impacted on employees' well-being as a whole.

5.8 Concluding Note

Discussing teachers' well-being comes in a broad spectrum, where leadership places a great stance on whether the teacher increases performance and happiness level or falls apart (Power, 2013). That being said, the study focused on identifying what factors affect teachers' well-being from a social, environmental, and economical aspect, with a response from the leadership of the same school in regard to their management of their teachers' well-being.

The study discovered that the school had a positive correlation in terms of the leaderships' role within the school, as the well-being of teachers was not affected by their management, rather offering positive responses in terms of their relationships within the organization. The main factors negatively affecting the teachers were concluded to be the workload and the salaries and incentives, the workload under practice by the leadership as they provided a teachers' council to ensure their faculty's well-being and come to consensus within their dilemmas. As for salaries and incentives, it was identified that it comes within the power of the higher authority (e.g owner) in order to discuss and develop practice to accustomed teachers' satisfaction with their earnings, and additionally increase their performance within the school.

Concluding the study, the analysis found that teachers overall had a positive attitude towards the well-being practices, leadership and management, organizational culture, and job satisfaction, however, did not have positive attitude towards their salaries and incentives, as most agreed that they were underpaid. In accordance with the hypothesis findings, the research found that organizational culture, positive relationships and teamwork, salaries and incentives, and

leadership and management do not have a great effect on teachers' positive well-being, and rather it is the job satisfaction and personal well-being which has the most effect towards their well-being. This raises the discussion of the minute importance of teamwork, positive relationships along with the other factors towards the teacher's well-being and brings in a new angle to discuss how significant job satisfaction and personal well-being is towards teachers at one of Dubai's private school.

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7 APPENDICES

7.1 Survey Question for Teachers

Economic Wellbeing

Salary and Incentives

1. I feel that my pay sufficiently reflects my job performance
2. I am satisfied with the total benefits package, promotions and bonuses given at my workplace

Environmental Wellbeing

Leadership and Management

1. I feel that the school I work in as a whole is managed well
2. I see that the leadership team is adequately visible at my workplace
3. I am continuously kept informed about matters that affect me at my workplace
4. Overall, I am confident in the decisions that are made by the leadership team at my workplace
5. My manager motivates me to be more productive and effective in my workplace
6. My manager is open towards my ideas at my workplace
7. Any feedback received at my workplace helps me to improve my job performance

Organizational Culture

1. My job performance is evaluated based on whether I get the task done, rather than the quality of the output (reversed)
2. I personally have experienced harassment or bullying at my workplace (reversed)
3. I have personally experienced discrimination at my workplace (reversed)
4. Staff have a strong sense of belonging at my workplace
5. The school values at my workplace are strongly abided by my colleagues and I
6. I am fairly treated at my workplace
7. I am respectfully treated by the people I work with
8. I feel valued for the work I accomplish
9. I believe that my workplace respects individual's differences (e.g. cultures, working styles, ideas, backgrounds, etc.
10. A strong combined vision is shared by the staff

Social Wellbeing

Job Satisfaction

1. I find my work interesting
2. I find my work sufficiently challenging
3. A sense of personal accomplishment is given by my work

4. I feel involved in any decision-making that affects my work
5. I am given a choice in deciding how I perform my work
6. I am clear of what is expected of me at my workplace
7. I get the information I need in my workplace to do my job well
8. I have clear work goals and objectives
9. I have the tools I need at my workplace to perform my job effectively
10. I have an acceptable and adequate amount of workload
11. I achieve a good balance between my personal life and my work life

Positive Relationship and Teamwork

1. The school is a caring and culturally inclusive community
2. There is a collaborative effort between school leadership teams and staff at my workplace
3. I have established strong relationships at my workplace
4. When talking about my workplace, I tend to say "We" rather than "they"

Wellbeing

1. I am physically healthy
2. I feel happy in my life
3. I rarely face any psychological issues
4. I rarely feel stressed
5. I rarely feel depressed and burnt out

7.2 Interview Questions for Leadership

Q1. Does the school continuously ensure that the teachers are maintaining good well-being at school?

Q2 What are the practices that you apply as a leader to maintain good wellbeing?

Q3. From your point of view, what do you think are the factors that affect teachers' wellbeing at the school?

Q4. Which of these factors do you think affect teachers' well-being negatively?

Q5. How would you describe your relationship with the teachers at your school?

Q6. How does the administration's team's strong leadership accommodate greater working conditions for the teachers?

Q7. How are financial supports and incentives presented towards teachers at school?

Q8. Do teachers feel supported? What extra support do they say they need?

Q9. How do you as leaders ease workload pressures towards teachers when it comes to their tasks, including meeting deadlines?

Q10. Do you provide the teachers with professional development support? How?

7.3 School's Consent Form

Consent Form: School Principal

**I give consent for you to approach teachers and leaders to participate for the dissertation:
Understanding the Factors Affecting Teachers' Well-being in Harmony with the
Leadership Practices: A Study Among Teachers at a Private School in Dubai**

I understand the research aim and that:

1. The school's participation in this study is voluntary.
2. I may decide to withdraw the school's participation at any time without penalty.
3. Only teachers who give consent to answer the survey will participate in the study.
4. All information obtained will be treated in strictest confidence.
5. The identity of teachers will be reported anonymously.
6. My identity will be reported anonymously.
7. The school will not be identifiable in any written report about the study.
8. Participants may withdraw from the study at any time without penalty.
9. A report of the findings will be available to the school.

Principal: _____

Email: _____

Phone number: _____

Signature _____

Date _____