The Role of Job Satisfaction in Preschool Teachers' Well-Being: A Structural Equation Modeling Analysis

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Abstract: Teacher well-being is a stimulating topic frequently appearing in studies over long periods. Teachers are typically exposed to stress that, when addressed, can lead to low morale and positively impact their work. This study examined the relationship between job satisfaction and well-being among preschool teachers in Selangor. We used a quantitative research method and correlational research design to test the hypotheses and answer the research questions. The current study involved 977 government preschool teachers selected using a cluster random sampling method. After data cleaning, a data set of 610 respondents was used for this study. This study used exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) using AMOS for data analysis. SEM Analysis showed that job satisfaction positively influences teachers' well-being. However, our results also showed that the subconstruct of job satisfaction with students did not significantly influence preschool teachers' well-being.

Keywords: *Confirmatory factor analysis, exploratory factor analysis, job satisfaction, preschool teachers, well-being.*

Introduction

Teacher well-being is an exciting topic that is often addressed in lengthy research. Research findings show that the concept of well-being, in general, and teacher well-being, in particular, are perceived differently. This difference reflects the difficulty in determining teacher well-being and its multidimensional and multiple characteristics (McCallum et al., 2017), which can be objective and subjective. This study focused on subjective well-being. Many previous studies have demonstrated that subjective well-being, happiness, and some positive constructs are associated with desired outcomes, such as lowering divorce rates, improving academic performance, strengthening friendships, and improving physical health (Diener & Chan, 2011; Huppert, 2009). At the same time, previous studies also show a strong influence of each component on positive emotions, engagement, relationships, meaning, and achievement (PERMA) (Seligman, 2011). These concepts, collectively referred to as subjective well-being, generally protect and distance from negative emotions (Garland et al., 2010), increase resilience (Tugade & Fredrickson, 2004), reduce depression (Seligman et al., 2005), increase life satisfaction (Kashdan et al., 2009), reduce stress levels (S. Cohen & Wills, 1985), and also protect against physical ailments (Pressman & Cohen, 2005). In the context of education today, teachers are usually exposed to stress. If attention is not paid to the teacher's well-being, his or her life will deteriorate, affecting the individual's core responsibilities. Teacher stress is higher than in other professions (Stoeber & Rennert, 2008). This result is evident from previous studies that examined stressors over decades (Brackett & Katulak, 2007; Keller et al., 2014). These studies included preschool teachers. Preschool is the first platform for preparing students for formal education, and preschool teachers need to recognize and address this issue (Rimm-Kaufman et al., 2000). For teachers to communicate well-being to students, they must have a sense of well-being themselves (McCallum & Price, 2010). This well-being will lead to the school or institution functioning harmoniously without stress. Therefore, teacher well-being is essential for teachers and their students (Jiang et al., 2016; Lee et al., 2016).

Previous studies have reported that teacher well-being was low (Kidger et al., 2016; Seok et al., 2018) and related to low job satisfaction (Beehr, 2014). Studies have shown that teachers are dissatisfied with their jobs (Kidger et al., 2016), which is also true in Malaysia (Jabnoun & Fook, 2001). It was said that teaching is one of the high-emotion professions,

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often associated with high pressure and stress, which can lead to psychological problems, job dissatisfaction, low well-being, or even burnout (Brackett & Katulak, 2007; Keller et al., 2014). In Malaysia, 90.4% of civil servants experience stress, mostly related to colleagues and the work environment (Hassan et al., 2017). For example, the workplace causes stress and mental health problems due to workload, unfair job evaluation, lack of promotion opportunities, and emotional or cognitive pressure (Beehr, 2014). These problems impact an individual's job satisfaction and well-being. Teachers' perceived job satisfaction and student interest in teaching directly influence teacher well-being (Morgan, 2012). Therefore, job satisfaction is critical in any profession and to teacher well-being.

Many studies (Halim et al., 2021; Mirsultan & Marimuthu, 2021) have been conducted on teachers' job satisfaction and its relationship with leadership factors, stress, or communication in Malaysia with well-being. However, studies on preschool teachers' job satisfaction and its relationship with well-being are rare. Due to this research gap, this study focused on preschool teachers' job satisfaction and its relationship with well-being. This study extends the literature and contributes to the core knowledge by focusing on the impact of preschool teachers' job satisfaction on well-being in Malaysia. Therefore, this study examined the relationship between job satisfaction and well-being among preschool teachers in Selangor, Malaysia. Two hypotheses were tested in this study: There is a significant relationship between job satisfaction and the well-being of preschool teachers in Selangor; job satisfaction and colleagues influence the well-being of preschool teachers in the state of Selangor; job satisfaction and students influence the well-being of preschool teachers in the state of Selangor; and the influence of job satisfaction and parents on the well-being of preschool teachers in the state of Selangor. This study was conducted to answer the following research questions:

1. Is there a relationship between job satisfaction and the well-being of preschool teachers?

2. Is there a relationship between the sub-constructs of job satisfaction and the well-being of preschool teachers?

Research Hypothesis

1. There is no relationship between job satisfaction and the well-being of preschool teachers.

2. There is no relationship between job satisfaction and preschool teachers' well-being.

Literature Review

The PERMA model of well-being (Seligman, 2011) was used in this study to support well-being in life. PERMA was developed by Seligman (2011) to measure well-being. Seligman concluded that the goal or final objective in the theory of well-being is to optimally thrive by promoting and focusing on five aspects: positive emotions, engagement, relationships, and a life of meaning and accomplishment. The dimensions of positive emotions expand the available options to maximize resources and generate new ways of thinking, activities, and relationships (Seligman, 2011). Positive emotions encompass all variables of subjective well-being: pleasure, comfort, and tranquility (Seligman, 2011). The engagement dimension refers to receptivity and interests (Kern et al., 2014; Seligman, 2011). Kim et al. (2014) interpreted the engagement dimension as the degree of focus/attention or engagement in certain matters. Next, the dimension of a positive relationship is the presence of feeling sociable, caring deeply for someone, and supported by others who share social relationships with oneself (Seligman, 2011), feeling loved and valued (Forgeard et al., 2011), and also feeling a sense of belonging (Doyle et al., 2016). For the dimension of a meaningful life, the definition is a person's belief in the importance of life and a relationship with something more significant than self (Seligman, 2011) or belief in the existence of a self-purpose (Lee et al., 2016) that stems from one's resilience and positive relationships (Steger, 2012). Finally, Seligman (2011) defined positive accomplishment as achieving goals or objectives, feeling confident in everyday activities, and feeling able to do something, as well as maintaining individual well-being and mental health.

For good reasons, well-being has become an important issue for individuals, organizations, and policymakers (Butler & Kern, 2016). Psychologists have provided many definitions of well-being. Some stated that well-being should be unidimensional or multidimensional (Seligman, 2011). For example, Ryff and Keyes (1995) suggested six domains, Seligman (2011) proposed five domains, while Huppert and So (2013) suggested ten domains in the dimension of flourishing. However, there is still no terminology or specific measures for teacher well-being.

Well-being has many meanings and understandings (Hidayat et al., 2022; Shanmugam & Hidayat, 2022; Yong et al., 2020). It can be measured in both objective and subjective ways. This study focuses on subjective well-being and refers to the five domains Seligman (2011) proposed. Happiness, thriving, flourishing, hedonism, and life satisfaction are synonyms for subjective well-being. These terms are often used interchangeably with subjective well-being. Several previous studies have demonstrated that subjective well-being, happiness, and some positive constructs are related to various desired outcomes, such as lowering divorce rates, improving academic performance, strengthening relationships and friendships, and improving physical health (Diener & Chan, 2011; Huppert, 2009).

Since the first studies began eight decades ago, researchers have interpreted job satisfaction differently. From the perspective of psychology and management, job satisfaction is a multidimensional concept that includes cognitive and affective aspects (Hulin & Judge, 2003). The cognitive aspect evaluates the work situation and compares the job and the employee's desires. The affective aspect is the degree of happiness and positive emotions toward the job done. In general,

job satisfaction can be interpreted as a feeling towards the work, whether one enjoys it (positive) or not (negative). In the present study, preschool teachers are expected to show positive attitudes when they are satisfied with their work and the opposite when they are not.

Job satisfaction is influenced by intrinsic factors such as the desire to help students and improve their achievement, and extrinsic factors such as remuneration, additional benefits, and appreciation or recognition (Dinham & Scott, 2000), and mediates teachers' organizational commitment (Halim et al., 2021). Davis and Wilson (2000) reached a different conclusion. They found that teacher job satisfaction is a solid intrinsic motivational need of the teacher toward students. Teachers' job satisfaction is also a positive feeling toward one's career when one has autonomy or the opportunity to control the work environment or make decisions about work (Pearson & Moomaw, 2005). According to Abdul Rashid (2005), a teacher's job satisfaction can be achieved if he or she is enthusiastic about performing his or her duties despite his or her problems. In conclusion, teachers' job satisfaction is related to a person's feelings toward the work performed and the work environment. A positive feeling leads to job satisfaction, while a negative feeling leads to job dissatisfaction.

The study by Karabati et al. (2019) involved 383 employees (272 females and 111 males) in the United States and Turkey. The study examined the relationship between job satisfaction, rumination, and subjective well-being. Analysis of the results showed that individuals who lack job satisfaction are more likely to ruminate, and their well-being decreases (lower happiness). In their study, Sharma and Srivastava (2020) examined the relationship between emotion regulation and job satisfaction as a predictor of doctor well-being. This study used the subconstruct of extrinsic and intrinsic job satisfaction as predictors of well-being. The regression analysis results showed that intrinsic job satisfaction positively predicted doctor well-being.

Kurt and Demirbolat (2019) investigated teachers' psychological well-being and job satisfaction in Turkey. In their study of 384 respondents, the construct of job satisfaction played a role as a mediator and directly affected the well-being of teachers in Turkey. Their results showed that teachers' job satisfaction partially mediated between perceptions of psychological capital and teachers' well-being. There was a positive and significant relationship between job satisfaction and teachers' well-being in Turkey. Kovacs et al. (2017) conducted a study of 892 individuals. The study examined the differences in job satisfaction and its relationship with well-being, motivation, and accomplishment. Their results showed that overall levels of job satisfaction differed by 25 to 51 percent for well-being and motivation and by 13 to 16 percent for accomplishment/achievement. Job satisfaction was positively related to well-being in general.

Liu et al. (2017) studied the relationship between self-confidence, job satisfaction, and subjective well-being. Their study involved 224 nurses working in intensive care units. Their results showed a positive relationship between well-being, job satisfaction, and self-confidence. In other words, subjective well-being influences job satisfaction and also self-confidence. Jones et al. (2015) examined the role of personality and job satisfaction on psychological well-being in a sample of 207 workers in South Africa. Their results showed that well-being influences job satisfaction.

A study by Isgor and Haspolat (2016) involved 348 individuals from various fields, such as education, safety, health, justice, engineering, and religion. The sample consisted of 107 females and 241 males aged between 21 and 64. Isgor and Haspolat (2016) found that psychological well-being influences employees' job satisfaction. Sousa and Coleta (2015) collected data from 66 psychologists to determine the relationship between psychologists' well-being and job satisfaction in two health centers and a public university. Their results showed that each workplace differed significantly in environment and achievement. The job satisfaction scale had a significant impact on well-being.

The opposite is the case in the study by Gurková et al. (2014) on the relationship between job satisfaction and subjective well-being in nurses. The study included samples from six hospitals in the Czech Republic. Their results showed a low relationship between job satisfaction and subjective well-being. The findings were aligned with the study by Jarosova et al. (2017) on 1190 midwives in 7 countries. The slight percentage difference showed a low relationship between the dimensions of job satisfaction and the components of subjective well-being. Wilks and Neto's (2013) study of 446 full-time employees found that the age factor had a more significant influence than gender. The older the employee, the higher the job satisfaction.

Faragher et al. (2005) conducted a meta-analysis of 485 cross-sectional studies to examine the relationship between job satisfaction and well-being. The study found an association between low job satisfaction and various health-related cases such as burnout, anxiety, depression, and lack of physical well-being. The study concluded that job satisfaction is critical to individual well-being. It thus supports the hypothesis that job satisfaction influences health and mental well-being.

Several studies have explored the relationship between job satisfaction and subjective well-being in different occupations and countries. The results suggest that job satisfaction significantly affects well-being. Individuals lacking job satisfaction tend to ruminate more and experience lower happiness. Intrinsic job satisfaction is positively associated with the well-being of doctors. Job satisfaction acts as a mediator and directly influences teachers' psychological well-being. It also influences the relationship between perceptions of psychological capital and teacher well-being. Job satisfaction is positively related to overall well-being, motivation, and accomplishment. Well-being influences job satisfaction, indicating a reciprocal relationship. Psychological well-being influences employee job satisfaction across various fields. Work environment and perceptions of achievement significantly affect psychologists' well-being. However, the

relationship between job satisfaction and subjective well-being is weak for nurses and midwives. Age has a more significant influence on job satisfaction than gender, with older employees reporting higher levels of job satisfaction. Low job satisfaction is associated with several health problems, including burnout, anxiety, depression, and lack of physical well-being. Job satisfaction is critical to individual well-being and supports the hypothesis that it influences health and mental well-being.

Methodology

Research Design

The researcher used a quantitative approach and correlational research design (Balachandran et al., 2022; Creswell, 2012; Fraenkel & Wallen, 2009; Hidayat et al., 2018; Hidayat & Iksan, 2018). The quantitative research approach allows the researcher to explain the problem by clarifying the relationship between variables, specializing in variables, hypotheses, and specific research questions, and testing the theory (Creswell, 2012). Quantitative research is based on positivism (Bahari, 2010; Creswell, 2012). Positivism aims to clarify and predict what is happening in the social world by looking for equivalence and causal relationships among elements of its constituents (Bahari, 2010). Therefore, research based on a correlational design was conducted with the participating teachers to collect data on the relationship between job satisfaction and the well-being of preschool teachers.

Sample and Data Collection

The study population consisted of 977 government preschool teachers in Selangor, Malaysia. All selected individuals completed the free survey during their working hours. Cluster sampling was used to select the sample because it was more appropriate (Fraenkel & Wallen, 2009) since non-individual groups were selected for the study. Selecting a random cluster sample was appropriate, considering that the respondents in the study lived in different areas—nevertheless, a data set of 610 respondents after data cleaning was used for this study. The number of female respondents was 565 (92.6%), and the number of male respondents was 45 (7.4%). In terms of age range, 51 (8.4%) of the preschool teacher respondents were between 26 and 30 years old, 119 (19.5%) were between 31 and 35 years old, 195 (32.0%) were between 36 and 40 years old, and 245 (40.2%) were between 40 years old and older. The instrument used in this study to measure well-being was developed by Butler and Kern (2016) and is known as the PERMA Profiler. The instrument was used to measure well-being, as found in the dimensions of the PERMA model suggested by Seligman (2011). It had a scale with 15 items, each dimension of PERMA containing three items. This part consisted of items used to determine the level in each dimension of the PERMA model. The TJSS, or Teacher Job Satisfaction Scale, was developed specifically for education by Pepe et al. (2017). TJSS-9 has three dimensions, namely: satisfaction with colleagues (3 items) (KKR), satisfaction with student attitude (3 items) (KKM), and satisfaction with parents (3 items) (KKI). Each item was measured using a five-point Likert scale (1 = I am not satisfied with this aspect in school, 5 = I am delighted with this aspect in school).

Analyzing of Data

Data analysis was conducted in several phases to answer the study's research questions. The first phase was determining construct validity and reliability using exploratory factor analysis (EFA). Statistical Packages for the Social Sciences (SPSS) 25.0 was used to analyze the EFA and descriptive statistics. The researcher conducted the EFA to find out how many factors exist, whether the factors correlate with each other, and which observed variables measure each factor (Schumacker & Lomax, 2010). The EFA test was conducted in this study to determine if the TJSS and PERMA profiler instruments were appropriate for the characteristics of the preschool teacher population in the state of Selangor. Considering that the instrument was adapted from overseas, the likelihood of validity and reliability of the instrument needs to be retested. The main component of the EFA used in this study is the Varimax rotation and Kaiser criteria, but it could be more optimal (Osbourne, 2019). Therefore, the Kaiser-Meyer-Olkin (KMO) value, Bartlett, factor loading, eigenvalue, Scree plot, and Varimax rotation were determined in this study. The KMO index ranged from 0 to 1. A value of .50 or above is considered appropriate for factor analysis (Chua, 2014), while a value of .80 to .90 is considered very good, and a value of .90 and above is considered excellent (Hutcheson & Sofroniou, 1999). However, the KMO value in this study should be greater than .70 (Tuohilampi et al., 2015).

The second level is confirmatory factor analysis (CFA) with AMOS 24.0. Numerous research efforts have aimed to conduct CFA in the context of education (Hidayat et al., 2021a, 2021b; Yong et al., 2020). The CFA procedure was conducted to confirm the validity of the measurement model for the TJSS and PERMA profiler constructs. The relationship between the observed indicators and the latent variables in the CFA specified in the model was proposed following the literature review (Byrne, 2016). The proposed model was tested by evaluating goodness-of-fit indices. Many experts provided multiple goodness-of-fit indices to show the fit between the model and the data (Awang et al., 2018). For example, it was suggested that at least three appropriate indices should be used, with at least one index in each category of model fit (Hair et al., 2010), namely the chi-squared statistical test ($\chi2$), $\chi2/df$ (the test of chi-squared statistics divided by the degree of freedom), CFI (comparative fit index), TLI (Tucker-Lewis index), and RMSEA (root mean square error of approximation). This test has robust means, where the values are valid even though there may be violations of the normality assumptions underlying the approaches mentioned above (Byrne, 2016). For the chi-square statistical test, the

p-value must be greater than >.05. The CFI and TLI values can be accepted if the values are equal or close to .90 (Arbuckle, 2009). The RMSEA value below .05 is considered to be a good fit, the range from .05 to .08 shows adequate fit, a range from .08 to .10 shows moderate fit, and a value above .10 is less than good (MacCallum et al., 1996). Cronbach's alpha coefficients (L. Cohen et al., 2011), composite reliability (CR), and average variance extracted (AVE) (Awang et al., 2018) are used to determine reliability, discriminant validity, and convergent validity. The construct reliability (CR) (greater than .60) and average variance extracted (AVE) (greater than .50) are acceptable (Awang et al., 2018).

Results

Before specifically examining the research questions, some analysis was conducted. Among the preliminary analysis results was the evaluation of the SEM assumptions. The researcher will provide an indication of essential assumptions in the SEM analysis as proposed by Tabachnick and Fidell (2013) before presenting the descriptive analysis in the next part: (a) missing data, (b) normality, and (c) multicollinearity. In this study, no missing value was found in the data of 610 respondents. Regarding normality, according to Tabachnick and Fidell (2013), data are normal if skewness and kurtosis are less than ±2. However, Kline (2005) suggested skewness should be less than 3.0 for normal data distribution and kurtosis less than 8.0. The skewness value for the teacher well-being subconstruct ranged from -1.119 to -.793, while the kurtosis value ranged from -.948 to 2.067. The skewness value for the subconstruct of teachers' job satisfaction ranged from -.858 to -.520, while the kurtosis value ranged from .378 to 1.847. Multicollinearity can occur when the intercorrelations between several variables are very high or because what emerges as a different variable is the same (Kline, 2005). It is multicollinearity when the correlation matrix and correlation exceed 0.90 (Kline, 2005). The results of this study show that the subconstructs of teacher well-being (ranging from *r* = .69 to *r* = .83) and teacher job satisfaction (ranging from *r* = .47 to *r* = .670) were free from multicollinearity problems. Table 1 shows the relationship between the dimensions. The quadrant roots of all values of AVE were greater than the correlation shown below or to the left, supporting the discriminant validity of teacher well-being and job satisfaction.

Table 1. Correlation Among Dimension

		Positive emotion	Engagement	Relationship	Meaning	Achievement
PERMA	Positive emotion	1				
	Engagement	.81	1			
	Relationship	.70	.69	1		
	Meaning	.69	.76	.73	1	
	Achievement	.72	.80	.69	.83	1

		KKM	KKR	KKI
Job satisfaction	KKM	1		
	KKR	.49	1	
	KKI	.67	.47	1

The KMO value for PERMA-Profiler was .828 > .70. This value provided information on the number of enough items for each factor. Besides that, the value for Bartlett Sphericity [χ2 = 2980.615; *p* < .001] was significant, which rejected the null hypothesis that the correlation matrix was the identity matrix. In this study, the values of all item communalities ranged between .657 to .957, which exceeded the level of .50 for an explanation that fits (adequate explanation). Subsequently, there were five confirmatory factors with Eigenvalues more than one coming from EFA, which explained 86.34% of the variance in total. Positive emotions contributed 44.66%, accomplishment contributed 14.07%, meaning contributed 11.29%, engagement contributed 8.44%, and positive relationship contributed up to 7.88%. In this study, all 15 items which measured PERMA-Profiler had high factor loading ranging from .745 to .910 (more than .50). Table 2 illustrates details of the factor loading, communalities, Eigenvalues, and percentage variance for the sub-construct PERMA-Profiler.

Table 2. Factor Loadings, Communalities, Eigenvalues, and Variance

Factor	Dimension	Item	Communalities	Eigen value	% Variance	Component				
						1	2	3	4	5
PERMA-Profiler	P	P1	.940			.889				
		P2	.957	6.69	44.66	.900				
		P3	.884			.887				
	E	E1	.863						.846	
		E2	.862	1.26	8.44				.857	
		E3	.847						.878	
	R	R1	.780							.842
		R2	.657	1.18	7.88					.745
		R3	.883							.910
	M	M1	.833					.864		
		M2	.886	1.69	11.29			.892		
		M3	.836					.863		
	A	A1	.938				.878			
		A2	.928	2.11	14.07		.901			
		A3	.859				.877			

The KMO value for TJSS was .850 >.70. This value provided information about the number of sufficient items for each factor. In addition, Bartlett's sphericity value [$\chi2$ = 1932.149; p <.001] was significant and rejected the null hypothesis that the correlation matrix is the identity matrix. In this study, the values of all item commonalities ranged from .870 to .921, which was above the .50 level for a matching explanation. Next, three confirmatory factors with an eigenvalue greater than one that emerged from the EFA explained 89.836% of the total variance. KKM contributed 59.282%, KKR 19.334%, and KKI 11.221%. The matrix component after varimax rotation was used to find nine items more strongly associated with each factor. In this study, all nine items measuring the TJSS had high factor loadings, ranging from .814 to .926 (more than the required .50). Table 3 illustrates in detail the factor loading, communalities, eigenvalues, and percent variance for the subconstructs of TJSS.

Table 3. Factor Loadings, Communalities, Eigenvalues, and Variance

Factor	Dimension	Item	Communalities	Eigen Values	Variance	Component		
						1	2	3
TJSS	KKM	KKM1	.870			.883		
		KKM2	.908	5.335	59.282	.891		
		KKM3	.921			.903		
	KKR	KKR1	.898				.926	
		KKR2	.914	1.740	19.334		.923	
		KKR3	.913				.895	
	KKI	KKI1	.837					.814
		KKI2	.916	1.010	11.221			.890
		KKI3	.908					.881

The analysis of the teacher well-being measurement model in this study is appropriate for preschool teachers in Malaysia, where χ^2 = 237.485, χ^2/df = 2.9690, p = .000, CFI = .980, TLI = .973, and RMSEA = .057. The fit index value meets the fit indices suggested by previous studies, where $\chi2$/pdf < 5.0, p >.05, RMSEA <.08, CFI > .90, and TLI >.90 (Awang et al., 2018). The analysis of the measurement model of the well-being of preschool teachers in Malaysia in this study yielded the following results: χ^2 = 66.421, χ^2/df = 2.768, p = .000, CFI = .991, TLI = .986, and RMSEA = .054. The values of the fit indices of the model meet the criteria proposed by previous researchers, where $\chi2$/df < 5.0, p >.05, RMSEA <.08, CFI > .90, and TLI >.90 (Awang et al., 2018) (Table 4).

Table 4. Goodness-of-fit of Measurement Model

Goodness-of-fit	Measurement standard	Results	
		PERMA	TJSS
χ^2	p > .05	237.485	66.421
χ^2/df	< 5.00	2.969	2.768
CFI	> .900	.980	.991
TLI	> .900	.973	.986
RMSEA	< 1.00	.057	.054

The structural model in this study was tested to examine the correlation between latent variables. The structural model in this study included features of $\chi2 = 588.287$, $\chi2/df = 2.421$, $p = .000$, RMSEA = .048, CFI = .972, and TLI = .969. The values of the fit indices of the model met the criteria of the fit indices as proposed in previous studies, namely $\chi2/df < 5.0$, $p >.05$, RMSEA $<.08$, CFI $> .90$, and TLI $>.90$ (Awang et al., 2018). The factor loading and coefficient of SEM regression are shown in Figure 1.
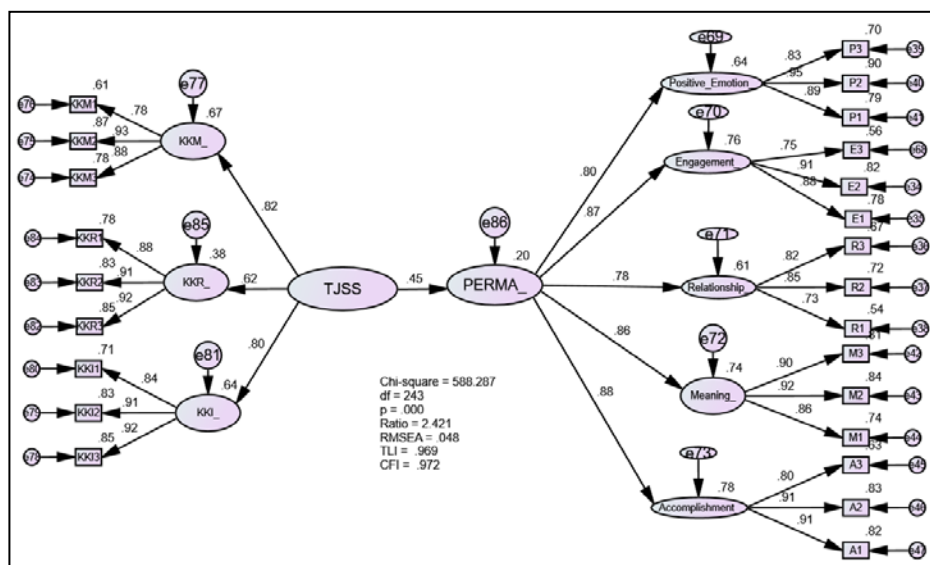
Figure 1. Structural Model of TJSS-PERMA

The structural model in Figure 1 shows the relationship between job satisfaction and teacher well-being. All factor loadings of five subconstructs of well-being (around .751 to .950) and three subconstructs of teacher job satisfaction (from .616 to .930) exceeded the required standard of .50 (Hair et al., 2010). Thus, based on the results from SEM, teacher job satisfaction explains up to 20% of the variance in teacher well-being. The coefficient of the standardized regression between constructs is shown in Table 5.

The hypothesis was that there was no significant relationship between job satisfaction and well-being. The SEM analysis showed that teachers' job satisfaction ($\beta = 925$, $p <.05$) affects teachers' well-being. Therefore, H0, which states that teachers' job satisfaction is one of the factors contributing to teachers' well-being, was not fully supported. Therefore, it is concluded that teachers with high job satisfaction had good well-being.

The research hypothesis stated that job satisfaction with colleagues does not influence teachers' well-being. The results showed that the relationship between job satisfaction with colleagues and the well-being of preschool teachers in Selangor was significant ($\beta = .29$, $p <.05$). This result means that job satisfaction with colleagues affects teachers' well-being. Therefore, H0 was not fully supported.

The statement for hypothesis H0 states that there was no influence of job satisfaction with students on teachers' well-being. The results of this study show that the relationship between job satisfaction with students and teachers' well-being in the state of Selangor is not significant ($\beta = .10$, $p >.05$). This result means that job satisfaction and students did not affect teachers' well-being. Therefore, H0 was fully supported.

Research hypothesis H0 states that parents' job satisfaction does not influence teachers' well-being. The research results showed a significant relationship between job satisfaction with parents and the well-being of preschool teachers in the state of Selangor ($\beta = .13$, $p <.05$). This result means that job satisfaction with parents influences teachers' well-being. Therefore, H0 was fully supported. The structural model shown in Figure 2 is the model that shows the relationship between job satisfaction with students, job satisfaction with colleagues, and job satisfaction with parents on teacher well-being.
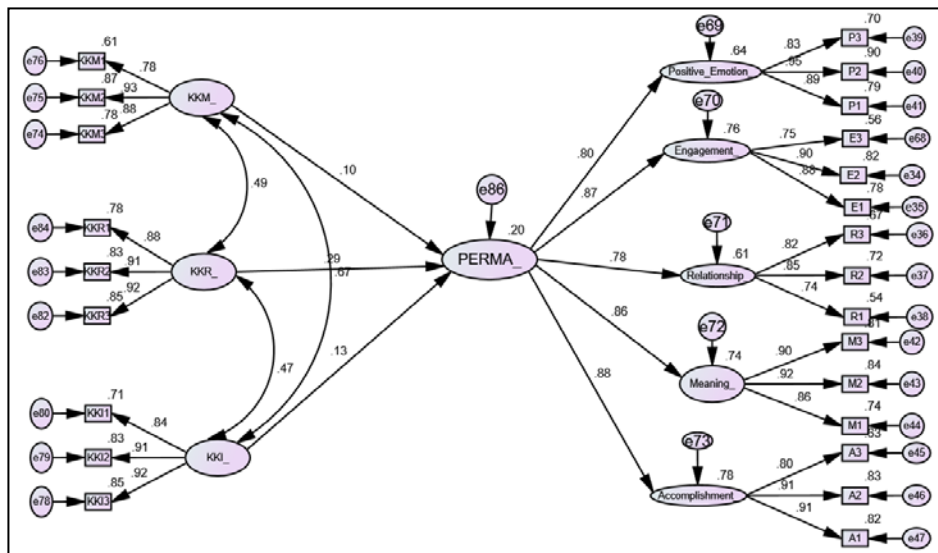
Figure 2. Structural Model of Sub-Construct of TJSS-PERMA

Discussion

The analysis of SEM showed that job satisfaction has a significant impact on well-being. This result is consistent with the study of Karabati et al. (2019), Kovacs et al. (2017), Liu et al. (2017), Jones et al. (2015), Kurt and Demirbolat (2019), Sharma and Srivastava (2020), and Sousa and Coleta (2015). This finding can be explained by Maslow's hierarchy of needs theory; the fourth level represents the need for appreciation. This hierarchy includes social appreciation, self-worth, and accomplishment/achievement (Franken, 2007). This result shows that the achievement of a person influences job satisfaction. This aspect was the same as one of the aspects of well-being, namely accomplishment. Herzberg's two-factor theory of intrinsic factors states that job satisfaction includes the job itself, responsibility, development, opportunity, chance to develop, accomplishment, and appreciation (Herzberg et al., 1959). When intrinsic factors improve, job satisfaction also improves. The aspect of achievement in the intrinsic factor is the same as that of well-being. Therefore, it can be concluded that job satisfaction influences well-being. When job satisfaction improves, well-being also improves.

We found that job satisfaction affects the well-being of preschool teachers in the state of Selangor. However, the results also showed that the subconstructs of job satisfaction with students did not significantly influence the well-being of preschool teachers. This result is because preschool students do not cause significant discipline problems to preschool teachers. Therefore, teachers can focus more on managing the preschool and preparing for teaching and learning.

In this study, the preschool teachers who had high job satisfaction called for positive relationships with students, colleagues, and parents. This satisfaction could create a positive environment that affects preschool teachers' emotional and physical well-being. Thus, positive emotions are one of the elements of well-being that increase well-being in life. The relationship between job satisfaction and the well-being of preschool teachers is influenced by the relationship between teachers and their colleagues; preschool teachers with adequate job satisfaction tend to have good relationships with their colleagues. These research findings are supported by Daft and Marcic (2009), who found that job satisfaction is determined by the relationship between supervisors and colleagues. Previous studies have proven that a positive relationship with colleagues contributes to job satisfaction (Ducharme & Martin, 2000; Ge et al., 2011). The results suggest that job satisfaction influences employee well-being.

We found a significant relationship between job satisfaction and parent well-being. This relationship is understandable because preschool teachers contact and deal with parents often. This result is likely because preschool is children's platform or first experience in the world of education, and parents care deeply about their children at this age. This positive relationship is essential for collaboration between the preschool institution and parents to contribute to children's welfare (Viskovic & Jevtic, 2017) and the academic aspect (Fredricks et al., 2004). Nevertheless, this result showed that job satisfaction and parents did not significantly impact teachers' well-being. The preschool teachers had no problems dealing with parents that could affect their well-being. The working relationship with parents had no positive effect or influence on teachers' well-being. The dimension of job satisfaction with students and the relationship with preschool teachers' well-being also showed an insignificant relationship. This finding suggests that preschool teachers in the state of Selangor are likely to need help with classroom management or less effective teacher-student interaction in teaching and learning.

In teaching and learning, preschool teachers are encouraged to use flipped classroom pedagogy, which can indirectly improve parent involvement, unlike traditional teaching. The results of a study on the usefulness of the Flipped Classroom approach in all preschool classrooms that implemented this approach showed that 92.86% of parents agreed

that there was a good relationship between them and the school administration and teachers (Ministry of Education Malaysia, 2012). This finding aligned with the aims of the Malaysia Education Blueprint 2013-2025 (Ministry of Education Malaysia, 2012) in the ninth shift that emphasized the engagement of parents, communities, and the private sector in strengthening schools. The shared responsibility of parents and schools was an initiative to create a quality learning environment for students. Therefore, parent job satisfaction needs to be improved to achieve the goals of this initiative.

Conclusion

Many researchers have focused on the pressure and stress teachers face. Since the development of Positive Psychology (PP), the focus has been on how teachers can achieve well-being by promoting their well-being and individual resilience. While numerous studies have examined the correlation between teacher job satisfaction and factors such as leadership, stress, and communication in Malaysia, there is a need for more research that focuses specifically on preschool teachers' job satisfaction and its association with well-being. The present study revealed that job satisfaction plays a role in influencing preschool teachers' well-being. However, the results also showed that job satisfaction with students did not significantly affect preschool teachers' well-being. Understanding the various job satisfaction factors can assist all parties responsible for creating changes that can sustain preschool teachers' thriving in their profession. This change is because job satisfaction is related to student achievement and performance. Teachers who have naturally high job satisfaction will teach with utmost responsibility.

Recommendations

In the context of this study, job satisfaction can be achieved by having a quality positive relationship with stakeholders, i.e., students, peers, and parents. We also suggest that future research should conduct a longitudinal study in all states of Malaysia. A longitudinal study is essential to make the results more accurate and meaningful. Therefore, well-being studies will be extended to lower primary and secondary students. The PERMA model presented in this study has been used in countries such as Australia and the United States of America to design well-being or positive education policies in schools. Therefore, a study can be conducted to test the PERMA model in Malaysian schools. The development and testing of a module on teacher and student well-being is proposed for future research. One exciting thing about using AMOS is that multivariate analyses can be conducted for groups such as gender and age. However, the prerequisite for analyzing different groups using the software AMOS is that it requires a whole group with many people in each group. For this study, we used SPSS. Using SPSS only allowed separate analyses for each construct without combining the well-being and job satisfaction constructs. Therefore, the effect of moderators was not tested in this study.

Limitations

This study has several limitations. This study was conducted quantitatively using a questionnaire as a research instrument. This study only attempted to collect information broadly rather than in depth. This study also examined demographic factors such as gender and age that affect preschool teachers' job satisfaction and well-being. This study was conducted only with preschool teachers who taught in government schools under the Ministry of Education in Selangor. Therefore, this study cannot be generalized to all preschool teachers throughout Malaysia. However, the results of this study can be used to provide an overview of the impact of job satisfaction on the well-being of preschool teachers in the state of Selangor who used the Teacher Job Satisfaction Scale (TJSS) instrument and the PERMA profiler. This study is based entirely on the preschool teachers as respondents of the study.

Ethics Statements

Conflict of Interest

None

Acknowledgments

Authorship Contribution Statement

Wan Idris: Conceptualization, design, writing. Hermawati: Editing/reviewing, securing funding. Hidayat: Analysis, writing, supervision. Nasir: Writing, supervision

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