

A Comparison Study of Chinese and Indonesia EFL Teachers' Well-Being

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Abstract

As the largest group of foreign language teachers, various issues about EFL (English as a Foreign Language) teachers always attract the attention. While, their well-being is always ignored compared to their teaching skills. The current research aimed to validate the well-being (PERMA) research instrument that previously used in the study of Chinese EFL teachers by comparing the PERMA of Chinese EFL teachers to their counterparts in Indonesian. A survey was used to collect data about the factor structure of PERMA from 1,036 EFL teachers. These teachers include 534 EFL teachers in 14 Indonesian universities and 502 EFL teachers in 18 Chinese universities. CFA analysis with AMOS 22 was used to validate the PERMA instrument applied to Chinese and Indonesian EFL teachers. The similarities and differences of PERMA between Chinese and Indonesian EFL teachers are discussed. The results also recommends that valid instrument generated from CFA analysis provides an evidence in gauging EFL teachers' well-being.

Keywords: Comparison study, EFL teachers, Structural Equation Modeling, well-being, PERMA

Introduction

With the rise of English change from an international language to the position of the global language, English teachers got more and more attention from societies (Liu, 2019). As the largest group of foreign language teachers, various issues about EFL (English as a Foreign Language) teachers always attract the attention of researchers. However, most researchers about the EFL teachers mainly focused on language skills training and academic knowledge, as well as the professional development of EFL teachers. They barely explore the development of EFL teachers' well-being and those studies, which focus mainly on the linguistic aspect of EFL teachers, failed to see the social value of EFL teacher's well-being (Gabryś-Barker & Gałajda, 2016). A few numbers of studies have found that EFL teachers are suffering more work-related stress, ill-being, health disorders compared to other teachers (Stansfeld et al., 2011; Mercer & Kostoulas, 2018). Lack of attention on well-being may directly lead to the negative impact of the EFL teachers' career development. Therefore, Mercer and Kostoulas (2018) called for putting language teachers' first focus on their well-being. However, there has been relatively little research on EFL teachers' well-being and individual flourishing.

Not until 1998, when Martin Seligman was elected as a president of the American Psychology Association and pushed the movement of positive psychology the field started to flourish tremendously. Positive psychology starts to focus on well-being, happiness, flow, personal strengths, wisdom, creativity, imagination and characteristics of positive groups and institutions. Positive psychology researchers have been developing various theories to explain the constructs of well-being (Butler & Kern, 2016). Seligman explained that well-being is multi-componential and had several measurable elements. Later, Seligman moves from "authentic happiness theory" to "well-being theory" as a model and construct. In order to avoid the simplistic misapprehensions, the PERMA model is proposed.

Positive emotions: Studies of positive emotions (Cohn & Frederickson, 2011; Frederickson, 2001) have led to the development of 'broaden-and-build' theory as prescribed by Fredrickson (2001), positivity can build the individual's psychological resources which can be tapped into when needed. EFL teachers with high levels of positive

emotions can stimulate students' curiosity while simultaneously enabling them to explore their life's satisfaction relatively, thereby broadening students' horizons (Mercer, 2016). It was further noted that the level of the EFL teachers' positive emotions would directly impact on the students' learning, and the whole atmosphere of the classroom (Débora, 2016).

Engagement: according to Reschly and Christenson (2012), engagement comes up from the interaction of various cognitive, affective, and behavioral elements. EFL teachers can work efficiently when they are interested in their work, enjoy their work, and active in teaching the students. Effective work will later enhance their life satisfaction. Research (Berejo-Toro et al., 2016; Huberman, 1999) has shown that EFL teachers with high-level engagement may contribute more when they are interested and enjoy their work. As a result, they are also more active in teaching; hence they contribute to their students' achievements as well as their student's life satisfaction (Huberman, 1999; Rogers, 2012).

Relationships: Relationship is concluded in the positive psychology with three words, which are "Other people matter" (Peterson, 2006). Relationships can meet some basic human needs, such as a sense of belongings, the need to be loved and understood, and the need for social support (Lyubomirsky 2010; Seligman, 2011). Researches have shown that positive interpersonal relationships and social support could reduce stress at the workplace (Rogers, 2012). As for EFL teachers, how to keep good relationships with language learners need to considered firstly. Good teacher-students relationship could reduce discipline problems and promotes students positive engagement and learning (Frisby & Martin, 2010).

Meaning: Seligman(2011) defined "meaning" as a subjective feeling of "belonging to and serving something that you believe is bigger than the self." Once EFL teachers realized the teaching is meaningful, they will have their initial motivations and devoted themselves to it (Steskal, 2015). Meaning makes this one of the advantages that EFL teachers can reinforce, reflect and remind EFL teachers consciously what attracted them to be EFL teachers and what rewards well-being can provide because of the meaningful teaching contribution to the students and society.

Accomplishment: Accomplishment is also equal to achievement. EFL teachers' commitment and maintaining high levels of motivation and satisfaction could depend on accomplishment. EFL teachers could not wait to be given but instead, need to seek to develop positively.

Although some reserachers (Bulter & Kern, 2016; Forgeard et al., 2011; Kern et al., 2014) stated that with the PERMA considered the best calculation of what individuals pursuer own sake and a signal of positive feeling as well as functioning. However, these researches have proven the validity, reliability and practicality of PERMA model among athletes, education leaders, service workers (Glenn, 2014), however, there is still research blank in non-diverse sample of EFL teachers.

Cultural Similarities and Differences

Although the PERMA model coves a wide range of essential determinants and expressions of well-being, there are still underlying factors, that is, different cultural background affects well-being. Hefferon, Ashfield, Waters and Synard (2017) have recommended the importance of such contextual analysis to extend the current well-being research. However, studies on well-being have mainly been focused on Western-individual countries, relatively little known about it in the Eastern countries. Therefore, it is necessary to explore whether the well-established concept of well-being in Western societies could be accepted or applied in Eastern societies. Despite the significant studies of PERMA model across Western cultural contexts have been explained (Chamberlin, 2010), there has been little research to examine and investigate similarities or difference of PERMA in Eastern countries due to its the cross-cultural characteristics.

Meanwhile, no effort ascertain whether similarities across research sites are due to the equivalence of the measurement of PERMA or if they are a function of country-specific differences. Additionally, a few studies in Eastern culture would provide significant knowledge in this area. However, most of the studies only focus on one country of Eastern countries rather than make a comparison of different countries. Moreover, the research focusing on the largest Confucian culture country (China) and the largest Muslim country (Indonesia) and the understanding of the well-being (PERMA) remain unclear.

In China and Indonesia, the number of researches on well-being (PERMA) is not many but escalating fast. In China, Wang (2013) published the first article and briefly introduced the PERMA model from a macro point of view. Then, the PERMA was introduced into the education filed. Later, Lin and Qin (2016) introduced the elements of PERMA theory and related research results and expounded the enlightenment to the psychological health education of higher vocational students. Lee (2016) pointed out it is necessary to cultivate PERMA for high school senior students, so that helps them reduce stress, reshape the significance of learning and examination, enhance the experience of achievement and establish the social support system. All these studies show that there are some distinctive features of the well-being of the Chinese people compared the other countries. Indeed, the people in China usually tend to the collectivistic society and collectivistic values have some significance on the things that make people happy and place importance on a harmonious relationship with other members of society (Lu & Gilmour, 2006). These studies have indicated that people China tend to place a higher emphasis on social factors rather than individualist factors as crucial to their experience well-being.

In contrast to previous studies of other countries in Asia, the research on well-being in Indonesia is always ignored, but it is also a crucial topic to be discussed since most of the Indonesians are Muslim (Maulana, Khawaja, & Obst, 2019). Interestingly, Maulana and

Obst (2018) concluded the Indonesians' unique experience of well-being, including meeting basic needs, social support from family and communities, and the positive perceptions of self-acceptance, gratitude, and spirituality around the world. Recently, the research on well-being in Indonesia is revival and Maulana and Khawaja (2018) more and more researchers tended to focus on exploring factors associated with well-being rather than investigating the specific Indonesian perspective of what constitutes well-being in the Indonesian context. Although some research on well-being related factors has been conducted based on the Indonesian context (Landiyanto et al., 2010; Maulana & Khawaja, 2018; Sujarwoto & Tampubolon, 2015), However, these studies mainly used restricted samples such as student, adults and sub-cultural group. These researches aimed to explore the well-being of the Indonesian context through qualitative analysis.

On the other hand, the investigation of PERMA in Indonesia is still infancy, and only a handful of research could be found. For instance, Hidayat et al. (2018) investigated the university students' well-being in Indonesia by applying the PERMA profile and found that the PERMA profile has reliability and validity in the Indonesian context. However, the sample of research is only more than 300, and the findings of this study might not be generalized to all Indonesian university students and other respondents like EFL teachers.

Although PERMA has been demonstrated and proved evidence of the validity and reliability issues in a different setting (Baltzell et al., 2014; Coffey, et al., 2016), it still less clear is whether PERMA is influenced by similar EFL teachers' characteristics based on different demographic status. Many studies on PERMA mentioned the development of the PERMA framework should consider the across time and places (Kern et al., 2014). Based on the above arguments, the present study attempts to explore the similarities and differences of well-being in Indonesia and Chinese EFL teachers when conducting the PERMA model.

Methodology

This study is non-experimental design, and mainly to investigate the well-being of EFL teachers in China and Indonesia. This research is a quantitative study whereby the survey method will be used. In this research cross-sectional survey will be adopted, which is known as the most popular form of survey design used in education (Cresswell, 2005).

Participants

The present research took place in China and Indonesia. China is a non-Muslim country in northeast Asia, and Indonesia is a Muslim country located in Southeast Asia. 502 EFL teachers who are Chinese university teachers from 18 universities in Zhejiang province found in the southeast part of China including 63.75% is female teachers and 36.25% is male teachers. Furthermore, 534 EFL teachers (62.55% is female teachers, and 37.45% is male teachers) from 14 universities in Riau province, which belongs to west java in Indonesia involved in this research. The data are presented as one group, and Table 1 shows the demographics for the total sample.

Procedures

The measures in the current research were conducted in the classroom environment and explained the purpose of this study before respondents answer the questionnaires. The participants'

Table 1. Sample demographics

Chinese EFL teachers (N= 502)		Indonesia EFL teachers (N= 534)	
Female	63.75%	Female	62.55 %
Male	36.25%	Male	37.45%

confidentiality of the data is ensured. The measurement requires within 10 minutes to complete, and no personal identifying information was corrected in the current research.

Measures

PERMA Profiler measured the five pillars of well-being and measures five domains, which are positive emotion, engagement, relationship, meaning and accomplishment (Butler & Kern, 2016). There are 16 PERMA items, including 3 items of each domain and one item for overall. Each item of 11-point scale from 0 (never) to 10 (completely or always) is rated. Bulter and Kern (2016) reported internal consistency reliability coefficients (Cronbach's alpha) for the total scale and subscale scores ranged from 0.92 to 0.95 for the overall score.

Data analysis

When numerous issues related to data screening, missing data, outliers, multicellularity and normality are solved, the two-step procedure was adopted to analyze the research questions. When the measurement model was tested to evaluate and accept that each of the latent variables was represented by its indicators, the structural model would be applied to analysis in Analysis of Moment Structures (AMOS) version 22.0. Software. As recommended by Awang (2012), multiple fit indices were used to evaluate the adequacy of model fit: Chi-square statistics ($p > 0.05$), comparative fit index ($CFI > 0.90$), Tucker Lewis Index ($TLI > 0.90$) and Root Mean-square error of approximation ($RMSEA < 0.08$). Cronbach's alpha coefficients, composite reliability (CR), and average variance extracted (AVE) were calculated to ascertain the reliability of the instrument.

Results

Descriptive and Preliminary analysis

As shown in Table 2, the means, standard deviations, skewness, and kurtosis for all variables are presented.

According to the preliminary analysis of the PERMA model reached the univariate normality based on the range of skewness and kurtosis values (Table 2). The analysis of all the items of positive emotions, engagement, relationship, meaning, and achievement arrived at the

standard of normality because the skewness and kurtosis for each item of PERMA model were in the range of -1.96 to +1.96 at 0.05 significant level (Hair et al., 2010). Kline (2005) stated that the correlation matrix with correlations needs is lower than 0.90. The results of the inter-correlation of subcontract of the PERMA model are from 0.418 to 0.600. Therefore, there is no issue with discriminant validities. These outcomes indicated that the reliability of the variables of PERMA was accepted because the correlation between items has to be over 0.70 for the test to be considered as having internal consistency (Nunan, 1979).

Exploring multidimensionality of the PERMA

Structural equation modeling (SEM) was applied as implemented by the AMOS to investigate the multidimensionality of the PERMA model. Considering the PERMA's multidimensional characteristics and related to a different setting, CFA was firstly carried out to verify the factorial validity of all EFL teachers, Chinese EFL teachers, and Indonesian EFL teachers' PERMA.

Table 3 of CFA results of all teachers, Chinese EFL teachers, and Indonesia EFL teachers' PERMA model reflected these models are acceptable because three models have arrived the multiple fit indices that above have been mentioned. The measurement model of PERMA for all EFL teachers has a good model fit index, which is $\chi^2=251.311$, $\chi^2/df=3.141$, $RMSEA=0.045$, $TLI=0.975$, and $CFI=0.981$ (see Figure 1). Moreover, the model of PERMA for Chinese EFL teachers also had a good fit: $\chi^2=264.798$, $\chi^2/df=3.310$, $RMSEA=.068$, $TLI=.945$, and $CFI=.961$. For the Indonesian context, the factor structure achieved an acceptable model fit, which is $\chi^2=180.785$, $\chi^2/df=2.260$, $RMSEA=0.049$, $TLI=0.971$, and $CFI=0.978$.

According to Fornell and Larcker (1981), they proposed three procedures to asses for the convergent validity of the measurement items. It does not only include Cronbach alpha but also consider the composite reliability and the average variance extracted. While Awang (2012) explored the composite reliability (CR) with a value of 0.60 or higher, and the average variance extracted (AVE) should be over 0.50.

Table 4 obtained the convergent validity analysis of PERMA. For all EFL teachers, each dimension composite reliability (CR) is between 0.745 and 0.910. Furthermore, the average variance extracted (AVE) is between 0.500 and 0.772. For the Chinese EFL teachers' model and

Table 2. The descriptive results for variables

Variable	1	2	3	4	5
Positive emotion	1	.437**	.485**	.470**	.401**
Engagement		1	.418**	.453**	.349**
Relationship			1	.546**	.426**
Meaning				1	.600**
Accomplishment					1
Skew	-.568	-.554	-.819	-.853	-.565
Kurtosis	.561	.503	.934	.898	.192
M	7.0911	7.3912	7.2252	7.5026	7.2355
SD	1.60165	1.39475	1.60598	1.63263	1.48273
Cronbach's alpha	.883	.738	.821	.910	.845

Table 3. The Specification for the Confirmatory Factor Analysis

	All EFL teachers' Measurement Model	Chinese EFL teachers' measurement model	Indonesia EFL teachers' measurement model
χ^2	251.311	264.798	180.785
df	80	80	80
χ^2/df	3.141	3.310	2.260
RMSEA	.045	.068	.049
TLI	.975	.948	.971
CFI	.981	.961	.978

Table 4. *The convergent validity:*

Construct	Item	Factor Loading			CR			AVE		
		All	CN	IN	All	CN	IN	All	CN	IN
Positive emotion	P1	.908	.926	.886	.886	.906	.843	.724	.763	.644
	P2	.881	.875	.838						
	P3	.755	.816	.668						
Engagement	P4	.606	.537	.758	.745	.791	.720	.500	.567	.500
	P5	.764	.802	.726						
	P6	.731	.877	.546						
Engagement	P7	.715	.760	.666	.823	.845	.796	.609	.646	.568
	P8	.839	.852	.831						
	P9	.782	.796	.754						
Meaning	P10	.866	.887	.838	.910	.924	.893	.772	.802	.735
	P11	.892	.908	.867						
	P12	.877	.891	.867						
Achievement	P13	.906	.883	.931	.852	.843	.865	.661	.645	.685
	P14	.834	.825	.844						
	P15	.683	.688	.690						

Note. All=all EFL teachers; CN=Chinese EFL teachers; IN=Indonesia EFL teachers

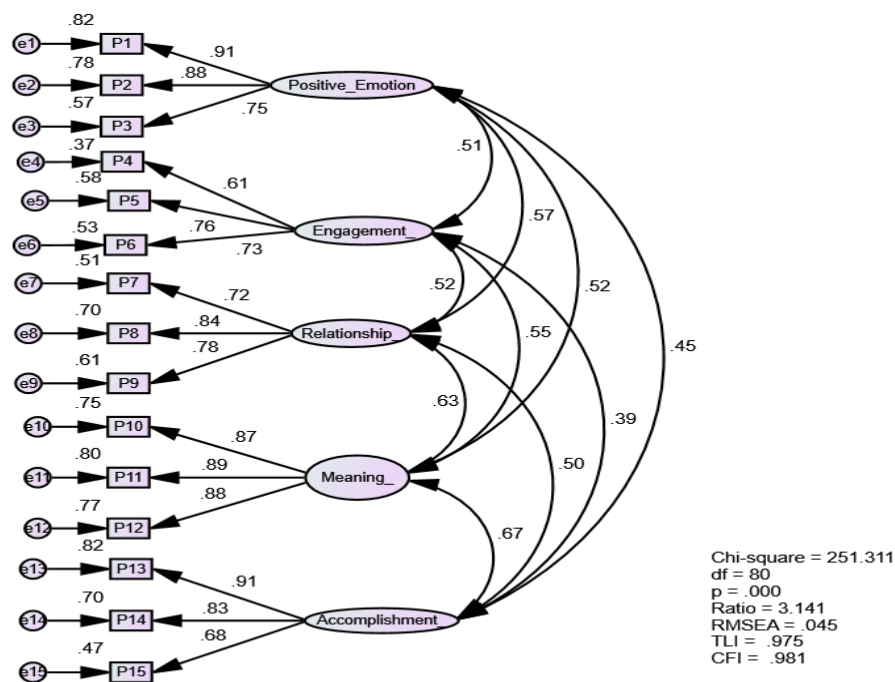


Figure 1. *CFA model for All EFL teachers*

Indonesia model, the composite reliability (CR) varied from .791 to 0.924, while the average variance extracted (AVE) ranged from 0.567 to 0.802, which higher than standard 0.50. For Indonesia EFL teachers, the highest of composite reliability (CR) is 0.893, and the lowest one is 0.720, while, the average variance extracted (AVE) is from 0.500 to 0.735.

When all diagonal values are higher than its rows and columns, the discriminant validity is achieved. Discriminant validity exists when the variance shared between construct and any other construct in the model is less than the variances that construct shares with its indicators (Fornell et.al, 1982). Table 5 shows all diagonal values (In Bold) are higher than the values in their corresponding rows and columns, which revealed the discriminate validity among three models.

Discussion

This research investigated the well-being (PERMA) of the Chinese and Indonesian EFL teachers. The reliable and valid instrument of the PERMA-Profiler for Indonesia and Chinese EFL teachers are confirmed. Consistent with past findings about the validity and reliability the PERMA-Profiler (Coffey et al., 2016; Hidayat et al., 2018; Kern et al., 2014) in non-Chinese and non-Indonesia settings. The findings in this study serves to expand past findings related PERMA profile, especially, this sample of Chinese and Indonesia university EFL teachers. The present study confirms a five-dimension structure of the PERMA-Profiler (postive emotion, engagement, realtionship, meaning and achinvement) for both different contexts. One of the

Table 5. *The discriminate validity Index Summary of models*

	Meaning			Engagement			Positive Emotion			Accomplishment			Relationship		
	All	CN	IN	All	CN	IN	All	CN	IN	All	CN	IN	All	CN	IN
Meaning	.878	.895	.857												
Engagement	.550	.546	.567	.704	.753	.683									
Positive Emotion	.518	.425	.693	.511	.491	.599	.851	.873	.803						
Accomplishment	.668	.568	.822	.387	.311	.566	.451	.261	.675	.813	.803	.828			
Relationship	.628	.596	.673	.525	.561	.481	.567	.461	.700	.496	.371	.621	.780	.804	.753

Note. All=all EFL teachers; CN=Chinese EFL teachers; IN=Indonesia EFL teachers

possible explanations is the sample in the current research. We employ EFL teachers (adult) requiring complex ideas or thought, which cause the similarities of the present research and the prior works on the sub-dimensions of PERMA. This reason strengthens the expression of Bofah and Hannula (2015) stating distinctions in cultural backgrounds are not only limited to how strongly people have diverse responses, but also to what the absolute response constructs are. This finding suggests that a valid instrument resulted from CFA analysis offers evidence in measuring EFL teachers' well-being. Therefore, the level of teachers' well-being and the application of its appropriate valid measure should be executed in teacher professional development and training. By training EFL teachers well-being so that avoid some or all of the classic burnout symptoms such as low interest and motivation in class work preparation, frequent complaints, cynicism, chronic fatigue and frustration, decreased effectiveness, apathy, suspicion, excessive worry, malicious humor, low worker moral, impaired performance, a loss of meaning, absenteeism and a desire to leave the teaching profession.

Maulana, Khawaja, and Obst (2019) mentioned that cultural perspective is the determining dimensions and essential to well-being research. Although China and Indonesia have some similarities in terms of a large population, multi-ethnicity, collectivist culture, and multi-dialects, the two countries are different in terms of national characteristics, and this aspect would provide a significant distinctiveness among EFL teachers in two countries (Georgas & Berry, 1995). The findings suggested that positive emotions, engagement, and meaning dimensions play more positively significant roles among Chinese EFL teachers. The people in the Eastern countries usually tend to the collectivistic society while the Western countries more emphasis on the individualism and liberalism (Jaafar et al., 2012). In Chinese culture, most people pursuit the collectivistic value and advocate the self-sacrifice to society. Collective assessment is essential in making people happy and recognizing harmonious relationships with other members of society (Lu & Gilmour, 2006). Hence, the Chinese university EFL teachers teach by including the feeling of being connected, loved by sharing emotions so that they found work and life meaning.

Interestingly, for Indonesia EFL teachers, relationship and accomplishment dimensions play a more vital role than Chinese EFL teachers. Lun and Bond (2013) have explained that people from non-Western populations are aware of more social severe factors than personal factors that are critical to their experience well-being. Hence, the Indonesian EFL teachers emphasize social relationships and maintain harmony with their students, their leaders, colleagues. Meanwhile, Khaw and Kern (2014) explained that some cultural elements of spirituality and religions are essential aspects of the well-being of people from strongly religious cultures. As a dominant religion, Islam has influenced Indonesia people every day. The religious doctrine teaches people to be harmony and love each other. Therefore, the relationship dimension is better than Chinese university EFL teachers. By contemporary work, accomplishment is believed to

involve setting goals, holding prospective visions, and a sense of self-efficacy (Seligman, 2011). Moreover, the reason why accomplishment is more pronounced for Indonesian EFL teachers than Chinese EFL teachers is that Indonesia EFL teachers show good accomplishment, and hold supportive competence in the teaching and learning processes (Sasmoko et al., 2018). When Indonesian EFL teachers seek to achieve accomplishment, they want to have progressed in achieving his/her goals in terms of fulfilling well-being.

Conclusion

Through survey research of 1,036 respondents in Indonesia and China, we discover that a PERMA instrument was satisfactory for Chinese and Indonesian EFL contexts. Nationality play a moderating role in the CFA analysis of PERMA framework. The results also recommends that valid instrument generated from CFA analysis provides an evidence in gauging EFL teachers' well-being. The present research has some limitations that are precious noting. The sample was restricted to EFL teachers in Chines and Indonesia. This instrument can potentially be employed for study and practices in other contexts. Whether or not the PERMA profiler is valid for the entire population of EFL teacher need further exploration in future research.

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