



Examining the Well-being of TESOL Professionals: The Role of Job Satisfaction, Workload, Organizational Support, Autonomy, and Leisure Activities

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ARTICLE INFO

Article History:

Received: April 22, 2025

Revised: June 11, 2025

Accepted: June 12, 2025

Available Online: June 13, 2025

Keywords:

TESOL

Job Satisfaction

Autonomy, Well-being

Leisure Activity

Workload

Organizational Support

Funding:

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

ABSTRACT

Wellness of TESOL (Teaching English to Speakers of Other Languages) professionals is of utmost importance because it is directly linked with the quality of their work and happiness. TESOL professionals, who usually teach English to non-native English speakers, are very important in enabling other people to learn a language and gain knowledge about different cultures. A well-informed TESOL practitioner in terms of his/her well-being is likely to be engaged, motivated, and active in job, which may result in higher job satisfaction and improved student outcomes. This study investigates how job satisfaction of TESOL practitioners influences their well-being, and how their workload and organizational support result in this. The research examines the influence of autonomy and leisure activity on the relationship between job satisfaction, workload, and TESOL professionals' well-being. Data were gathered from a sample of TESOL professionals using a survey and structural equation modeling used as the analysis method. The research concludes that job satisfaction has a positive influence on the well-being of TESOL professionals. The research also verified that workload and organizational support are the explanation for the relationship between job satisfaction and well-being of TESOL professionals. The research also verified that autonomy and leisure activities have the capability to influence the relationship between workload, job satisfaction, and well-being. Findings from the study show the influence of job satisfaction among TESOL professionals on well-being. Organizational support and workload have been discovered as the concerns of highest priority in the job satisfaction-well-being relationship. Autonomy and free time have also been discovered in the research to be determinants of the function they play in the job satisfaction-workload-well-being relationship of TESOL professionals. The results can guide policies and practices that optimize the good being of TESOL professionals and enhance the quality of their work.

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1. Introduction

The current study draws on the Job Demands-Resources (JD-R) model, where organizational support and autonomy are considered job resources to buffer the negative effects of job demands like workload, hence influencing employee well-being. The theoretical framework forms the basis of the analysis of the relationship between workload, organizational support, autonomy, job satisfaction, and free time activities in the TESOL context. Well-being of TESOL teachers is of extreme importance because of several reasons. If TESOL teachers are satisfied with their work and have good well-being, it enhances their professionalism and allows them to deliver good-quality teaching to students (Farrell, Baurain, & Lewis, 2020). Teachers

with good emotional well-being are likely to be successful in their line of work and deliver high-quality language lessons. Moreover, well-being among TESOL teachers has significant effects on their mental and physical well-being (Kormpas, 2022). Typically, TESOL instructors must endure tremendous stress and carry heavy workloads, which may result in burnout and other mental diseases. Not only does this affect their personal lives but also prevents them from performing their professional duties efficiently (Hartshorn & McMurry, 2020).

The discipline of Teaching English to Speakers of Other Languages (TESOL) has gained increased attention in recent years, particularly in the realms of TESOL job satisfaction and well-being (Mirhosseini & Bayat, 2023). Not a lot of research has been conducted, though, including few studies that have explored the influences of a number of variables on the job satisfaction and well-being of TESOL teachers. One such context which has not been comprehensively explored is the role of workload and organizational support on the interdependence between TESOL job satisfaction and well-being (Christison & Murray, 2019). Prior research has determined that high work and low organizational support have negative effects on teachers' job satisfaction and well-being (Lake & England, 2023). How this is done, however, remains to be fully researched. Another area still to be fully researched is how autonomy can alter the interplay between TESOL well-being and job satisfaction. Autonomy may enhance TESOL teacher job satisfaction and well-being according to some research (Puspita & Amelia, 2020), but its impact remains to be found and must be researched further. In addition, the possible impact of leisure time activities on changing the correlation between workload and TESOL well-being remains to be extensively researched. Past research has indicated that leisure activities can enhance well-being (Cao, Qian, & Yang, 2020), but yet to be found is how these activities interact with workload to influence TESOL well-being. This study makes a contribution by bringing mediating (workload, organizational support) and moderating (autonomy, leisure activities) variables together in one model—an area that has hitherto been underresearched in TESOL research.

2. Literature Review

2.1. TESOL and Job Satisfaction

Job satisfaction is very important to employees' performance and whether they stay in a job or not. In Teaching English to Speakers of Other Languages (TESOL), job satisfaction connects to how effective the teachers are, how engaged the students are, and how successful the programs are. Researchers describe job satisfaction as the extent to which people like their jobs and how well their jobs meet their needs and expectations (Sidorova et al., 2020). Job satisfaction can be affected by a tremendous amount of things, including working conditions, pay and benefits, relationships with coworkers and supervisors, job security, and opportunities for professional development and growth (Mirhosseini & Bayat, 2023). Research shows that job satisfaction is a major indicator of whether teachers stay in TESOL programs (Richards, 2023). There have been many studies that have found that things like pay, opportunities for professional growth, and good work environments help to increase teacher job satisfaction in TESOL settings (Christison & Murray, 2019). There is a positive relationship between the job satisfaction of teachers and their performance in TESOL settings (Herst, 2022). Effective teachers not only educate but also inspire and engage students and make them enthusiastic about learning. Hence, TESOL programs must emphasize job satisfaction so that the teachers perform well and students achieve their goals. Recent research has concluded that TESOL programs must have a wider approach towards job satisfaction by looking into both internal and external determinants of job satisfaction. Internal determinants such as autonomy in work, feeling effective, and being able to be creative are essential to maintain the motivation and engagement of teachers. In addition, external determinants such as compensation, benefits, and job security are also essential in recruiting and maintaining effective TESOL teachers. Hence, TESOL programs must strive to establish a work environment that encourages both internal and external determinants to enhance teacher job satisfaction and retention (Aliakbari, Khany, & Adibpour, 2020).

2.2. TESOL Well-being

Teacher well-being" is a TESOL term used to refer to the physical, emotional, and social well-being of TESOL professionals. Teacher well-being may be defined as a "sense of satisfaction with life, work, and relationships, as well as a sense of fulfillment in one's professional and personal roles," suggested by (Kormpas, 2022). Happiness among teachers

has been proven to correlate with students' academic achievement and the efficiency of their schools (Farrell, Baurain, & Lewis, 2020). Nevertheless, the majority of TESOL professionals have high levels of burnout and stress, although teacher well-being takes precedence (Hartshorn & McMurphy, 2020). This is because there are a multitude of factors, ranging from challenging student behavior, workload, and poor administrative and peer support (Choi & Poudel, 2022). Scholars have established the existence of a variety of strategies implemented by TESOL professionals as a method of offering supplementary support in an attempt to counteract the challenge of teacher well-being. Among the strategies implemented is working towards developing a positive climate in school, offering professional growth opportunities, and the encouragement of self-practice care (Chan, 2022). Further, it has been illustrated that there is an imperative that the reasons behind teachers' high levels of burnout and stress, e.g., their profession's workload and their low autonomy levels, need to be addressed (Taylor & Snoddon, 2013). Recent scholarship has stressed the need to apply an integrated approach in the promotion of teachers' well-being that encompasses both the resolution of the professional and personal tasks of teachers (Zabihi, Ketabi, & Tavakoli, 2013). This view appreciates the fact that the conditions of an individual's life and the social norms will impact the mental health and well-being of a teacher beyond classroom issues. Hence, interventions must be designed in such a way that addresses multiple levels, e.g., the personal, the educational climate, and the societal level (Zabihi, Ketabi, & Tavakoli, 2013).

2.3. Workload

Workload is another important factor that influences how employees work, job satisfaction, and their well-being. Workload refers to the volume and complexity of tasks and responsibilities one has to perform within a given time (Masdari & Khoshnevis, 2020). Researchers have addressed various aspects of workload and its influence on employees. Some have addressed how workload is connected to job performance, while others have addressed how it influences employee well-being. (Xi et al., 2022) are of the view that workload has a great influence on employee job performance. They cite that heavy workload results in increased job stress, leading to decreased productivity, increased absenteeism, and decreased job satisfaction. The connection between workload and job performance is not conclusive, though. According to some studies, it is a moderate workload that enhances job performance, while very heavy or very light workloads are likely to harm it (Samaden et al., 2021).

2.4. Organizational Support

It has been found that one of the strongest predictors of employee well-being and job satisfaction is the support provided by the organization. Organizational support is used to denote the degree to which the organization is concerned about the wellbeing of its workers and avails to them the assistance, training, and support they require to perform their tasks in an effective manner (Barbaro et al., 2021). In the words of (Joshi, Vinay, & Bhaskar, 2021), there are two dimensions which form organizational support. These two dimensions are also known as perceived organizational support (POS) and supervisor support. POS is a belief held by the employees that their efforts are appreciated by the organization and that the organization cares for their well-being. Supervisor support is the belief held by the employees that the support they are getting from their immediate supervisor is sufficient. Numerous researches have found that higher organization support is linked with greater staff job satisfaction and reduced job stress and better general health of workers, and so on. For example, (Nilsen & Bernhardsson, 2019) study suggested that organization support is positively related to employee job satisfaction as well as negatively related to worker's job stress. In other words, increased levels of organizational support for workers of a Korean university were related to higher job satisfaction levels of employees and reduced level job stress. This despite the fact that the researchers had not researched the link between organizational support and job stress. Additionally, a study conducted by (Martins, Zerbini, & Medina, 2019) found that workers who perceived they were given more organizational support reported more well-being and less job strain.

2.5. Leisure Activities

People undertake activities that are not obligatory for them while they are free because they want to promote their physical and psychological well-being. Such activities are known as leisure activities. Based on the results of numerous studies, participation in leisure activities can lead to a variety of positive effects, some of which include better health, improved happiness, and reduced stress (Michèle et al., 2019). There is enormous diversity within the

activity that people pursue as leisure activities, ranging from sport and physical activity to creative activities like music-making or painting (Shin & Gweon, 2020). In one study, people who participated in leisure activities were found to have higher life satisfaction and depression levels lower than those who did not participate in leisure activities (Cao, Qian, & Yang, 2020). People's participation in leisure activities has been associated with reduced stress and better mental health, reported another study (De Vos, 2019). The beneficial effect of leisure pursuits can also vary, though, with the type of activity and what the person finds interesting (Lee, Chi, & Palinkas, 2019).

2.6. Autonomy

The condition of being self-governing or autonomous is referred to as autonomy. Relating to something within education, the concept "teacher autonomy" is defined to be the extent to which teachers enjoy autonomy in selecting the practices, curriculum, and testing methods they use in the classrooms (O'Neill et al., 2022). One benefit of teacher autonomy is teachers' power to decide for themselves how, what, and in what way they teach and how they evaluate their students. These choices are able to encourage the establishment of a more tailored and efficient learning environment for the students. Based on the outcome of a study that was carried out by (Susser, Roessler, & Nissenbaum, 2019), those teachers who have greater autonomy in the way their classrooms are run are more likely to be satisfied with work and will likely continue in the same profession. This is because teacher autonomy gives teachers the ability to make decisions regarding their own teaching methods, curriculum, and assessment, which can enable them to more effectively address their students' needs. In another study, (Lechner et al., 2020) examined the relationship between the autonomy of a teacher and the level of mathematical achievement of his or her students. Based on the result, students whose teachers taught in classrooms where their teachers had a higher level of autonomy recorded higher mathematical achievements than students whose teachers taught in classrooms where their teachers had a lower level of autonomy. In addition, (Reeve & Cheon, 2021) conducted research to confirm the effect of teacher classroom autonomy and power to teach. According to the findings, teachers who had greater control over the method used in class were capable of providing higher quality lessons in the aspect of greater academic performance and student satisfaction. (Puspita & Amelia, 2020) also conducted a literature review where they narrowed their focus to the influence that teacher autonomy has on the process of professional learning and teacher learning. The authors validated the argument that the greater the opportunities for professional development, the more it is likely to be achieved with enhanced teacher autonomy, apart from enhanced teaching strategies. This is so because more autonomous teachers are in the best position to recognize and adjust their teaching style based on their own classroom observation and experience.

3. TESOL's well-being and job satisfaction

According to the findings of current studies, whether TESOL teachers are satisfied with their work or not is one of the most powerful predictors of their general health. (Dóra et al., 2019) conducted a research study in which they concluded that how satisfied TESOL teachers are with their work has positive and strong impacts on their overall well-being. On the basis of the study, job-satisfied TESOL teachers said they had higher levels of happiness, lower stress levels, and improved physical and mental health. It is likely from here that job satisfaction is one of the factors that contribute towards the overall health and happiness of TESOL teachers. In a study that was almost parallel, (Keith, Harms, & Tay, 2019) analyzed the relationship between TESOL teachers' job satisfaction and overall well-being. The findings of the study revealed that TESOL teachers with higher job satisfaction also showed higher overall well-being, including improved mental health and reduced stress. According to the study findings, job satisfaction is positively correlated with most aspects of well-being. These areas encompass one's social well-being, physical well-being, and emotional well-being. In addition to that, (Kozan, Işık, & Blustein, 2019) established that TESOL instructors with higher levels of job satisfaction tended to have improved psychological well-being as well as improved stress levels compared to instructors with lower levels of job satisfaction. Similarly, (Karani, Deshpande, & Jayswal, 2023) found that TESOL instructors' job satisfaction was directly associated with their overall well-being and their happiness and overall life satisfaction. Consequently, based on the discussion that has occurred so far, we have set forth the following hypothesis:

H1: TESOL's job satisfaction has a significant and positive impact on TESOL's well being

3.1. Workload and TESOL's well being

As per different studies, the health of TESOL teachers suffers negatively when they have an excess of work to undertake. TESOL teachers who reported having a high workload reported increased levels of stress, decreased happiness, and poor physical and mental well-being in general, as per a study that was conducted by (Heffernan et al., 2022). Based on these results, there is a lot of work to be done that can have a great impact on the mental health of TESOL teachers. Also, (Michèle et al., 2019) discovered that overwork negatively affected the happiness, satisfaction of life, and overall well-being of TESOL teachers. Based on the results of the study, TESOL teachers who reported a heavy workload reported higher levels of stress and lower overall life satisfaction levels. (Molino et al., 2020) conducted a study to test the hypothesis that TESOL teachers would have a positive correlation between workload and psychological wellbeing. Based on evidence gathered from the study, being overwhelmed with work was associated with lower psychological health as well as increased stress. Based on results of the research, TESOL instructors who reported that they had much work to accomplish were also at risk of burnout. Thus, based on arguments made above, we have arrived at the following hypothesis:

H2: Workload has a significant and negative impact on TESOL's well being

3.2. Organizational Support and TESOL's well being

As noted in several studies, the level of support provided by organizations can play a crucial role in the well-being of TESOL teachers. High organization support was reported by TESOL teachers with high job satisfaction and well-being, while low organization support was reported by TESOL teachers with low job satisfaction and well-being. This was conducted by (Rodriguez & McKee, 2022). Similar case (Sudibjo & Manihuruk, 2022) reported that the well-being of TESOL teachers was positively associated with organizational support. The outcome of this research indicated TESOL instructors who had some high levels of organizational support recorded higher perceptions of job satisfaction, happiness, and general well-being compared to their equivalents reporting low organizational support. (Zhang et al., 2021) conceptualized TESOL instructors who received organizational support and were susceptible to higher burnout rates. According to the research, the TESOL teachers with low organizational support were more likely to have higher levels of burnout, while TESOL teachers that possessed high organizational support had fewer opportunities for experiencing burnout. Thus, according to the discussion so far, we have presented the following hypothesis:

H3: Organizational Support has a significant and positive impact on TESOL's well being

3.3. Workload as Mediator

From a number of studies, the correlation between TESOL job satisfaction and well-being has been described as one that is complicated, and one influenced by an array of different variables, of which the level of work undertaken is one. (Masdari & Khoshnevis, 2020) undertook a study in South Korea in an effort to establish whether or not there exists a correlation between the level of work that TESOL teachers were required to undertake and their psychological well-being. Based on the study's findings, workload was one of the mediators of the correlation between well-being and job satisfaction in TESOL. In precise terms, the research established that having a high amount of work to accomplish was associated with having lower job satisfaction and lower overall well-being. In a research of Hong Kong TESOL teachers, (Xi et al., 2022) reported that the volume of work to be accomplished was implicated in mediating the link between job satisfaction and well-being. In line with the study findings, a high level of work to be accomplished was related to lower job satisfaction and lower general well-being. Following the contention that has been made thus far, therefore, we have maintained the following hypothesis:

H4: Workload mediates the relationship between TESOL job satisfaction and TESOL well being

3.4. Organizational Support as Mediator

In light of findings from a sequence of research studies, the interaction of TESOL job satisfaction and overall well-being is intricate in nature that can be described with a long list of variables, some of which include organizational support. (Martins, Zerbini, & Medina, 2019) conducted a study to determine the interaction between TESOL teachers' job satisfaction levels and their general well-being. From the findings of the study, the organizational support

dimension as a mediator of well-being and TESOL job satisfaction was significant. Specifically, the findings of the study corroborated that high organizational support was associated with high job satisfaction, which was associated with high well-being (Bossink & Brouwers, 1996). Therefore, as a result of the discussion made so far, we have established the following hypothesis:

H5: Organizational support mediates the relationship between TESOL job satisfaction and TESOL well being

3.5. Leisure Activities as Moderator

(Shin & Gweon, 2020) conducted a research in which they assessed the relationship between well-being and workload of TESOL teachers and the moderating role of leisure activities between the two. From the research, significant work to be done was accounted for under low well-being. The research, however, revealed that leisure activities moderated the relationship between workload and well-being. The researchers thus concluded that TESOL teachers who engaged in more leisure activities perceived more well-being in spite of more workload (Mihaila et al., 2019). Thus, based on the discussion made so far, we have set the following hypothesis:

H6: Leisure activities moderate the relationship between workload and TESOL's well being

3.6. Autonomy as Moderator

It has been posited by most studies that the relationship between job satisfaction within one's workplace and well-being is complicated and is dependent on numerous factors, one of which is the level of autonomy one possesses. (Ladner et al., 2019) carried out a study in which they examined the relationship between job satisfaction and well-being among TESOL teachers and the moderating role autonomy played in this relationship. The study indicated that there was strong job satisfaction associated with a high degree of well-being, the study documents. The TESOL teachers who experienced high reported autonomy indicated a higher correlation between job satisfaction and well-being, the study documents. This was one of the conclusions of the study (Puspita & Amelia, 2020). In turn, drawing upon the discussion that has taken place so far, we have come up with the following hypothesis:

H7: Autonomy moderate the relationship between TESOL's job satisfaction and TESOL's well being

Figure 1: Conceptual Framework



4. Methodology

The research was given ethical approval by the institutional ethics review board. Informed consent was given by all participants, and confidentiality and anonymity measures were ensured while collecting data. The major aim of the study was to examine the direct and indirect effects of workload, job satisfaction, and organizational support on the well-being of TESOL professionals and to examine the moderating role of leisure activities and autonomy. In

order to achieve these objectives, a survey was used as a data collection instrument. Data were gathered from 369 TESOL teachers via convenience sampling. Convenience sampling is a non-probability sampling in which participants are approached on the basis of their availability and willingness to participate. TESOL teachers in the current study were recruited from multiple sources including social media sites, TESOL schools, and personal networks. Participants were invited to fill in an online survey questionnaire, and they were also allowed to remain anonymous. The current study involved TESOL teachers from diverse settings including language schools, universities, and private schools. While this approach was convenient, it restricts the generalizability of the findings and may involve potential sampling biases.

4.1. Instruments

The survey was conducted using a standardized questionnaire. The questionnaire contained eight sections: one for demographic information such as age, experience, gender, and education; one for education information; and one for work information. The second section was TESOL job satisfaction, followed by TESOL well-being, workload, and organizational support, autonomy, and leisure activities. All the questions except for respondents' basic personal information were answered on a five-point Likert scale. To ensure the contents were valid, they were adapted from existing literature. The TESOL job satisfaction scale consisted of seven items adapted from (Herst, 2022). An 8-item (Barbaro et al., 2021) scale was adapted to measure organizational support. A 4-item scale was adapted to measure autonomy from (Lechner et al., 2020). (Chan, 2022)'s four-item scale was adapted to measure TESOL well-being. Lee et al., (2019)'s 6-item scale was adapted to measure leisure activities. Workload was measured using a 5-item scale from (Inegbedion et al., 2020). Wordings for all the scale items are presented in Appendix A for transparency and replicability.

5. Data Analysis and Results

Tables 1 and 2 illustrate a summary of the sample demographic data and descriptive statistics of the sample employed in the current study ($N = 369$), which were extracted from the preliminary data analysis of the respondents. Subsequent to receiving an adequate number of responses ($N=369$), structural equation modeling (SEM) was applied to establish the direction of the relationship between the constructs. SEM was applied within this research since it is the most appropriate way of defining a system of relationships between either two independent variables or several dependent variables (Ullman & Bentler, 2012). Moreover, SEM enables multiple related research questions to be examined in a single, single analysis, and to enable the relationships among multiple predictive and antecedent variables to be tested at once (Gerbing & Anderson, 1988). The research utilized the structural equation modeling (SEM) method with the partial least squares approach to check whether the conceptual model is meaningful. PLS-SEM was specifically selected as the analysis process since it can handle both econometric and psychometric variables in one framework. The PLS-SEM method has been highly applied in most previous research owing to its greater predictive power in SEM estimation (Hair, 2014). Nevertheless, significant studies that have used sample sizes of more than 300 have also reported benefits of PLS-SEM estimations (Hair, 2014). In previous studies that used smaller sample sizes, the PLS-SEM technique was given precedence. The analysis was conducted in line with procedures specified by (Hair, 2014) and (Sarstedt et al., 2016).

Table 1: Demographic profile of respondents

Demographic item	Frequency	%age
Gender	210	56.9
	Male	
	Female	43.1
Age	21-30 Years	18.7
	31- 40 years	35.5
	41-50 years	40.4
	51 years and above	5.4
Level of Education	Bachelors	29.8
	Master	45.3
	PhD	24.9
Experience	1-2 years	24.9
	3-5 years	35.5
	more than 5 years	39.6

The methods entail statistical estimation of the measurement and structural models, as indicated in Figures 2 and 3. Appropriate modes of fit indices were exercised, and missing

values were addressed by listwise deletion. PLS-SEM was used since it is most appropriate for exploratory studies and is capable of dealing with complex constructs despite small sample sizes.

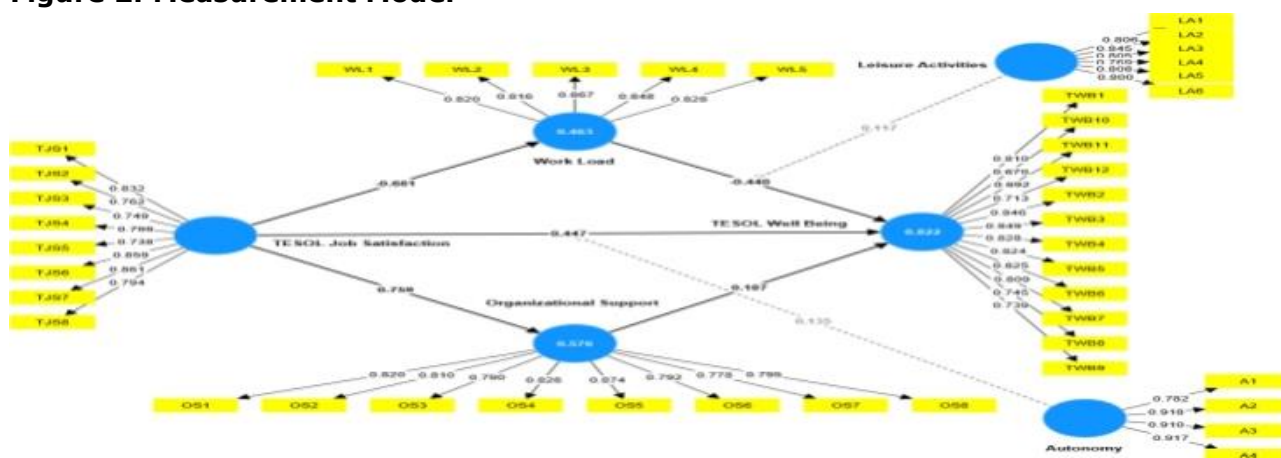
Table 2: Descriptive Statistics

Descriptive statistics				
	N	Mini	Maxi	Mean
Autonomy	369	1	5	4.32
Leisure Activities	369	1	5	4.24
Organizational Support	369	1	5	4.13
TESOL Job Satisfaction	369	1	5	4.56
TESOL Well Being	369	1	5	4.36
Workload	369	1	5	1.56

5.1. Measurement model

In trying to test the reflective measurement model, tests of precision of the indicator of the constructs, internal consistency of the constructs (i.e., the average variance extracted, or AVE), content validity reliability of the constructs (i.e., the composite reliability, CR, and Cronbach's coefficients as shown in Table 3), and discriminant validity of the constructs were all required. All these aspects of the constructs required testing. This was carried out in a manner that was strictly in accordance with the prescriptions that (Hair, 2014) laid out. From the results that are showcased in Table 3, the factor loadings of the measurements were very high, ranging from 0.685 to 0.896, and the AVE values were all greater than 0.50, which is evidence that the convergent validity was attained. Table 3 shows a range of factor loadings for the measurements of 0.685 to 0.896. Aside from this, the constructs were very reliable, as can be illustrated from the fact that the Cronbach's coefficients of each of the concepts were well within the norm and above 0.70. This was because all the constructs possessed an acceptable level of similarity, and the values of CR were above the threshold of 0.70, as (Hair, 2014) observe.

Figure 2: Measurement Model



Variable Inflation Factor (VIF) was used to test cointegration issues in the suggested model. Literature indicates that this factor is often used in quantitative studies to search for multicollinearity and correlations among construct scale items in the measurement model. This study confirms that statement. (Hair, 2014) assert that multicollinearity is not an issue if VIF values never exceed 5. Table 3 demonstrates all the VIF values for the chosen metrics are within this acceptable value range. This indicates data are prepared for future research since all VIF values are in compliance.

Table 3: Construct Reliability and Validity

	Items	Outer Loading	VIF	Cronbach's Alpha	CR	AVE
Autonomy	A1	0.782	1.845	0.906	0.934	0.781
	A2	0.918	3.458			
	A3	0.910	3.438			
	A4	0.917	3.288			

Leisure Activities	LA1	0.806	1.893	0.894	0.917	0.649
	LA2	0.845	2.127			
	LA3	0.805	2.199			
	LA4	0.769	1.927			
	LA5	0.808	2.395			
	LA6	0.800	2.285			
Organizational Support	OS1	0.820	4.388	0.926	0.939	0.658
	OS2	0.810	4.850			
	OS3	0.790	3.981			
	OS4	0.826	2.727			
	OS5	0.874	3.290			
	OS6	0.792	2.720			
	OS7	0.778	2.381			
	OS8	0.795	2.734			
TESOL Job Satisfaction	TJS1	0.832	2.827	0.920	0.934	0.641
	TJS2	0.762	2.052			
	TJS3	0.749	2.229			
	TJS4	0.799	2.321			
	TJS5	0.738	1.947			
	TJS6	0.859	3.820			
	TJS7	0.861	3.422			
	TJS8	0.794	2.462			
TESOL Well Being	TWB1	0.810	3.184	0.941	0.949	0.611
	TWB10	0.670	2.500			
	TWB11	0.692	2.294			
	TWB12	0.713	2.452			
	TWB2	0.846	3.792			
	TWB3	0.849	4.103			
	TWB4	0.828	4.836			
	TWB5	0.824	4.655			
	TWB6	0.825	4.297			
	TWB7	0.809	4.014			
	TWB8	0.745	2.206			
	TWB9	0.739	2.364			
Workload	WL1	0.820	2.259	0.892	0.920	0.698
	WL2	0.816	2.284			
	WL3	0.867	2.834			
	WL4	0.848	3.239			
	WL5	0.828	2.719			

Table 4: Discriminant Validity (HTMT)

	A	LA	OS	TJS	TWB
Autonomy					
Leisure Activities	0.476				
Organizational Support	0.663	0.795			
TESOL Job Satisfaction	0.533	0.782	0.815		
TESOL Well Being	0.677	0.549	0.812	0.834	
Workload	0.623	0.597	0.799	0.737	0.857

5.2. Structural Model Assessment

Partial least squares (PLS) bootstrapping examined structural model relationships and hypothesized relationships between constructs. Bootstrapping executed 5,000 resamples to determine significance. Path coefficients, standard errors, and t-values are shown in Figure 3. Bootstrapping examined mediation for indirect effects, and moderation tests employed interaction terms at $p < .05$ levels of significance.

Based on Table 5, TESOL job satisfaction and TESOL well-being are significantly correlated with each other ($\beta = 0.447$; $t=8.049$; $p=0.000$), which further demonstrates that Hypothesis 1 is supported. Likewise, a significant correlation exists between TESOL teacher well-being and workload ($\beta = -0.440$; $t=8.406$; $p=0.000$), which supports hypothesis 2. Organizational support also has significant effects on TESOL well-being ($\beta = 0.187$; $t=3.273$; $p=0.001$), which supports Hypothesis 3. This indicates that enhancing job satisfaction can positively contribute to improving TESOL professionals' well-being in real-world contexts.

Figure 3: Structural Model

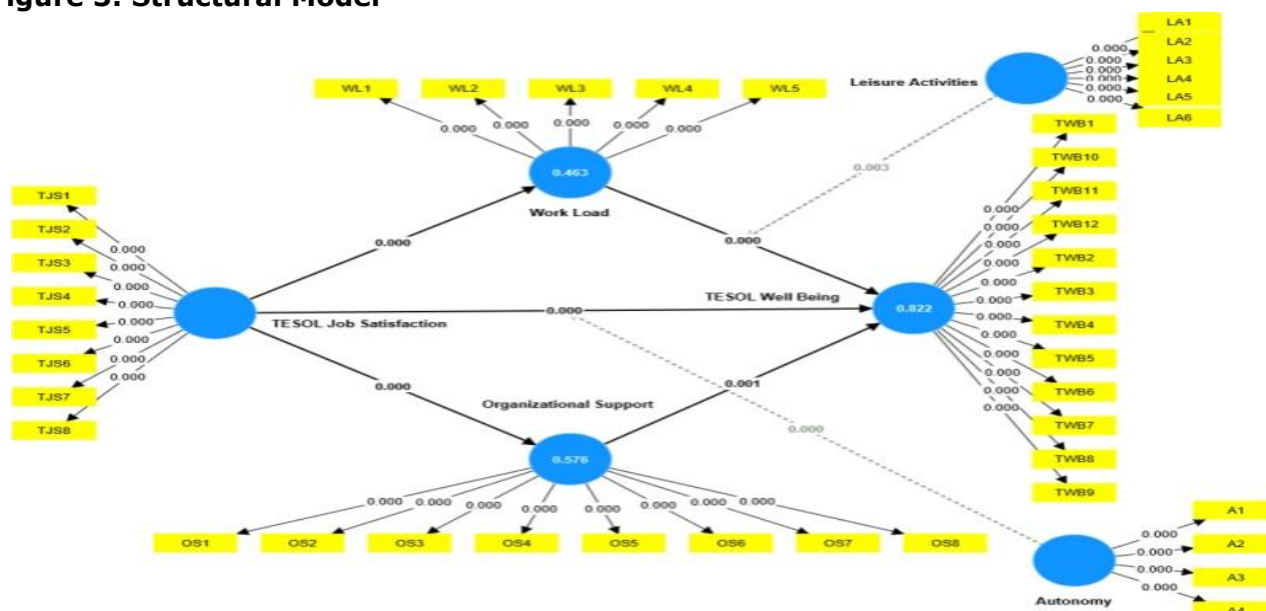


Table 5: Summary of the structural model

Constructs	Path coefficient	t-statistics	p-values
TESOL Job Satisfaction -> TESOL Well Being	0.447	8.049	0.000
Workload -> TESOL Well Being	-0.440	8.406	0.000
Organizational Support -> TESOL Well Being	0.187	3.273	0.001

Table 6 indicates that TESOL support and workload mediate between employees' job satisfaction and well-being. Workload and support mediated the relationship partly ($\beta = -0.300$; $t = 7.968$; $p = 0.000$) and ($\beta = 0.143$; $t = 3.278$; $p = 0.001$). Therefore, Hypotheses 4 and 5 are accepted.

Table 6: Mediation Analysis

	Original Sample	T Values	P Values	VAF	Type of Mediation
TJS -> WL-> TWB	-0.300	7.968	0.000	28%	Partial
TJS -> OS-> TWB	0.142	3.278	0.001	43%	Partial

Figure 3 illustrates how TESOL's well-being is impacted by their leisure activities. As a result of the significant impact that leisure activities have on the relationship between TESOL's workload and their well-being ($\beta = 0.117$; $t = 2.796$; $p = 0.003$), Hypothesis 6 (H6) is accepted. In a similar vein, the findings indicate that autonomy exerts a significant influence on the correlation between TESOL's job satisfaction and the organization's well-being ($\beta = 0.135$; $t = 4.087$; $p = 0.000$). Therefore, H7 is approved. Table 7 illustrate the result of moderating effect.

Table 7: Moderation Analysis

	Original Sample	T Values	P Values
LA x WL-> TESOL Well Being	0.117	2.796	0.003
A x TJS -> TESOL Well Being	0.135	4.087	0.000

6. Discussion

The primary purpose of this study was to investigate how TESOL satisfaction influences well-being. Job satisfaction was a key factor in TESOL's well-being, according to the study. These findings are consistent with what was discovered by past research. (Sidorova et al., 2020) concluded that the TESOL teachers who were more job-satisfied also had a better attitude towards their jobs, such as thinking that they were successful and secure in their jobs. This particularly applied to highly job-satisfied TESOL teachers in their profession. In another study, (Spector et al., 2017), highly job-satisfied TESOL teachers had a more positive understanding of their work, like greater job satisfaction and greater job commitment. This research also came to the conclusion that higher levels of job satisfaction among TESOL teachers were not likely to be burnout. The second aim of the research was to find out the

effect of workload on TESOL well-being. The study indicated that workload has a significant negative impact on TESOL well-being. The findings of the study agree with prior research. Another study conducted by (Gómez-Carmona et al., 2020) revealed that TESOL instructors reporting high workload also reported being less job-satisfied, having fewer personal accomplishments, and being more prone to burnout. The study concluded that workload could cause tremendous damage to the well-being of TESOL instructors. In (Eggemeier et al., 2020) research, high-workload TESOL teachers also perceived more burnout and stress. The research found that such teachers were less satisfied with their work and more likely to report feeling less accomplished. The third aim of the research was to find out how organizational support impacts the well-being of TESOL. Organizational support was also demonstrated by the research to make major contributions to the well-being of TESOL. The findings are consistent with what has been established in prior research. TESOL teachers who reported they received much organizational support were more job-satisfied and less burnout (Martins, Zerbini, & Medina, 2019). The TESOL teachers with high levels of organizational support also reported that they were more job- and life-satisfied, experienced less stress and burnout (Nilsen & Bernhardsson, 2019). The fourth goal of the study was to examine the impact of workload on the interaction between TESOL's well-being and TESOL's job satisfaction. The outcomes indicated that workload significantly impacts how TESOL's job satisfaction relates to TESOL's well-being. The outcomes are consistent with outcomes from previous studies. Participants with a high workload rated that they did not feel well. In contrast to this, respondents with a light workload rated that they felt better (Dehais et al., 2020). When the workload is heavy, TESOL specialists are stressed and burned out, so they have lower job satisfaction and well-being. In contrast, when the workload is light, TESOL specialists are satisfied with their jobs and have better overall well-being (Lake & England, 2023).

The fifth aim of the research was to examine the impact of organizational support on the relationship between TESOL's well-being and TESOL's job satisfaction. Organizational support, the study concluded, has a high impact on this relationship. These results are consistent with previous research. (Ahmad, 2017) concluded that those TESOL teachers who were more job-satisfied also experienced higher well-being. Another study by (Bossink & Brouwers, 1996) determined that TESOL teachers with greater well-being also reported greater job-satisfaction. The sixth aim of the study was to examine whether leisure activities influenced the workload-TESOL's well-being relationship. The findings of the study showed that there was a significant impact of leisure activities on the workload-TESOL's well-being relationship. The findings of the study concur with other studies' findings. Those TESOL teachers who engaged in more leisure activities had less likelihood of reporting that workload had a negative effect on their well-being (Cao, Qian, & Yang, 2020). Leisure activities play a very critical role in enhancing the well-being of TESOL teachers. By engaging in leisure activities, TESOL teachers can counter the negative impact of high workloads on their well-being (Lee, Chi, & Palinkas, 2019). The seventh aim of the study was to test the influence of autonomy on the relation between TESOL's job satisfaction and TESOL's well-being. The study found that autonomy significantly influenced this relation. Findings are in line with what prior studies found. Autonomy makes a great contribution towards making the TESOL professionals happier in their career. By granting autonomy to the TESOL teachers in their workplace, organizations can make them healthier and happier and improve the quality of language teaching they offer to their students (Lechner et al., 2020; Puspita & Amelia, 2020).

6.1. Implications

6.1.1. Theoretical Implications

To begin with, the idea that workload and organizational support are core means that workplace support and workload management are essential to job satisfaction and well-being among TESOL teachers. Thus, educational institutions that aim to establish supportive work environments and balance teachers' workloads will be likely to help improve job satisfaction and well-being of teachers. Second, the idea that autonomy has a moderating effect suggests that teachers who respond with a yes to the question of having high autonomy in their work will tend to have a greater positive association between job satisfaction and well-being. This result shows the importance of giving teachers autonomy in decision-making regarding teaching practices, which would improve their control and job satisfaction in work. Lastly, the fact that leisure activities exercise a moderating effect supports the premise that the educators engaging in activities during free time may be in a better position to offset the negative impact

of workload on well-being. In other words, educators who cherish free time will be more likely to enjoy a balanced work-life, which is the breeding ground for better well-being.

6.1.2. Practical Implications

This study has important implications for TESOL teachers and employers of TESOL teachers. For TESOL teachers, job satisfaction for teachers is very much connected with improved well-being. This helps reinforce the fundamental significance of cultivating job satisfaction among TESOL teachers to support their overall well-being. In addition, the study set the premise that workload and organisational support are central in this intersection, in that institutions need to work towards reducing workload and increasing support for TESOL teachers if they are to improve job satisfaction and wellbeing amongst them. For educational institutions, findings of this study are that more autonomy with more support and less workload can yield more job satisfaction and well-being for TESOL teachers. Additionally, the result that autonomy moderates this relationship implies that organizations need to strive towards providing greater autonomy to TESOL teachers working in the workforce to establish the ideal relationship between job satisfaction and well-being. Finally, the study concluded that workload and activity in leisure activities might have an effect, wherein the organizations need to promote activity in leisure activities away from work to counteract the negative effect of workload on well-being. Institutions should implement formal procedures for workload management, provide teachers with more autonomy in the classroom, and enable regular leisure or well-being activity to maximize teacher well-being.

6.1.3. Limitations and Future Direction

This research investigates the impact of TESOL job satisfaction on personal well-being with a focus on the role of workload and organizational support. Besides this, it reaffirms the roles of autonomy and leisure activities in relation to job satisfaction, workload, and general TESOL professional well-being. Some limitations are present, though. The population is non-diverse because the sample only consisted of TESOL experts working in one country, and therefore, future research can work with a larger and more diverse population (Qin et al., 2018). Additionally, this research only looks at two variables influencing TESOL well-being without focusing on other variables that have a substantial impact on it, such as job security and work-life balance (Duxbury, Higgins, & Coghill, 2003). Future research can also investigate the correlations between cultural values, personality, workload, job satisfaction, and well-being (Skinner, 2016). Additionally, studying TESOL professionals from various countries, as opposed to one country, may provide a clearer reflection on the extent to which job satisfaction contributes to influencing well-being. The application of social psychology theories, that is, the Elaboration Likelihood Model and the Heuristic-Systematic Model, might also further elucidate the interdependencies between such variables (Aktan, Zaman, and Nawaz 2021). In order to determine an integrative snapshot of the ways in which job satisfaction impacts well-being, and more specifically TESOL well-being, future research should investigate the role that leisure activities have in counteracting the adverse effect of workload on well-being (Giesler & Veresiu, 2014). Additionally, convenience sampling might lead to bias, and thus the generalizability of findings to larger samples of TESOL populations may be limited.

7. Conclusion

The interaction between TESOL job satisfaction and health of TESOL teachers is a complex and multifaceted outcome that is dependent on several factors including the amount of work entailed, the amount of organizational support received, the amount of autonomy, and the type of leisure activities. It has been proven with evidence that there is a positive correlation between the high level of job satisfaction from TESOL teachers and their well-being but can be affected by the amount of work being asked of them and how much support is being given to them by their organizations. Autonomy was also found to be an efficient moderator in the relationship between well-being and job satisfaction, and leisure activities was found to be a moderator in the relationship between well-being and workload. Both these moderators were also found to have some impact on the relationship between well-being and job satisfaction. These results point towards the importance of considering the role that mediating and moderating variables have in the relationship between job satisfaction and well-being in TESOL teachers. Additional research must be conducted to further examine the variables involved in this relationship, as well as to generate practical implications for TESOL teachers and organizations regarding enhancing job satisfaction and general well-being.

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