








Determinants of well-being factors mediated by teacher commitment

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Abstract

The purpose of this study is to investigate the variables that affect students' academic well-being. This study found that individualized teaching, family support for learning and teacher dedication are some of the variables that have an impact on children's well-being. The study used a quantitative methodology with 57 students as the sample size. A questionnaire was used to collect the data and random sampling is used in the sampling process. Some of the data analysis methods used in PLS-SEM include path diagram models, validity tests, reliability tests, model fits, R squares and modified R squares, predictive relevance, collinearity, direct and indirect effects and hypothesis testing. The findings of the study demonstrate that well-being is significantly impacted by directly differentiated instruction that is customized to each student's needs and traits. The well-being of students is significantly impacted by parental learning support. Evaluation of the indirect effects reveals that the differentiated learning variable through teacher devotion significantly affects students' well-being. Parental support's indirect influence on the learning variable has a significant effect on children's wellbeing similar to how teacher dedication serves as a mediator. The research contribution to the development of literature is related to how the role of parent support in learning has led to increased teacher commitment. Effective implementation of individualized instruction and integration of parental assistance in learning into the learning process are accessible to teachers who have a strong dedication to their career. A committed teacher will create an inclusive learning environment that will ultimately realize the overall well-being of students.

Keywords: Determinant factors, Differentiated learning, High school students, Parental assistance in learning, Teacher commitment, Well-being.

Citation | Rahmatullah, Inanna, Rijal, S., Sahade, & Aggarwal, A. K. (2024). Determinants of well-being factors mediated by teacher commitment. *Journal of Education and E-Learning Research*, 11(2), 345-356. 10.20448/jeelr.v11i2.5566


History:

Received: 29 December 2023

Revised: 21 February 2024

Accepted: 5 March 2024

Published: 15 April 2024

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Publisher: Asian Online Journal Publishing Group

Funding: This study received no specific financial support.

Institutional Review Board Statement: The Ethical Committee of the Universitas Negeri Makassar, Indonesia has granted approval for this study on 27 April 2023 (Ref. No. 1918/UN36.11/LP2M/2023).

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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Contribution of this paper to the literature

The results are useful for teachers and researchers in the field of education on how variables of parent support, teacher commitment, and differentiated learning need to be done to create a sense of comfort for students in the learning process.

1. Introduction

Education has a major role in the development of competent and competitive individuals (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020; Thangeda, Baratiseng, & Mompoti, 2016). Differentiated learning is the main objective of improving educational standards (Eikeland & Ohna, 2022). This approach will enable every student to reach their greatest potential and provide a more fulfilling and productive learning environment (Pho, Nguyen, Nguyen, & Nguyen, 2021; Tomlinson et al., 2003).

Differentiated learning is based on the recognition of the diversity of students including those with special needs and those with varying academic talents, interests and cultures (Smith & Chestnutt, 2021; Taylor, 2017). This method acknowledges that every learner is an individual with distinct interests, learning methods and comprehension levels. Students who previously lagged can catch up and gain more comfort with the material in differentiated learning classrooms (Melesse & Belay, 2022). This lessens the stress and worries that are frequently related to learning (Tomlinson et al., 2003). Allowing students to study at their own pace and in the method that best suits them increases the possibility that they will be involved in their education (Jørgensen & Brogaard, 2021; Pozas, Letzel, & Schneider, 2020).

It is critical for parents to shape the welfare and general well-being of their children. Parents have a critical role in fostering their children's development especially in the field of learning (Syahadhata, Handoyo, & Yusuf, 2021). Students can attain academic success through cognitive, emotional and psychomotor elements with parental support. Developing a strong bond between parents and children is crucial when accompanying parents (Kong & Yasmin, 2022). Open communication will be made possible by this positive relationship enabling parents to comprehend the demands and worries of their children as they learn (Kamal, Masnan, & Hashim, 2022). Parents can provide the guidance and support needed to encourage children to take on academic difficulties; therefore effective collaboration between parents and teachers is essential (Hoferichter, Kulakow, & Hufenbach, 2021). Numerous studies indicate that students' academic achievement can be attributed to their parents' unwavering support (Đurišić & Bunijevac, 2017).

Teacher commitment is the teacher's attitude towards work which includes perseverance, dedication and enthusiasm for teaching and has an impact on student welfare (Che, Shaharim, & Abdullah, 2017). Dedicated teachers are more successful in communicating with students and delivering instruction (Firestone & Pennell, 1993; Koca, 2016). Committed teachers will be better at designing lessons, providing constructive feedback and helping students overcome obstacles to learning (Ghirmai & Hongde, 2023). Devoted educators can foster a supportive learning atmosphere and motivate learners to take an active role in their education (Le, Janssen, & Wubbels, 2018).

Encouraging teachers to provide courses with passion and enthusiasm that increase students' interest in learning is a key component of their commitment (Hammer et al., 2010; Paolini, 2015; Skaalvik & Skaalvik, 2011). Students that are driven will learn more and have more satisfaction from their education (Le et al., 2018; Lo, Ngai, Chan, & Kwan, 2022). This develops a relationship of beneficial trust between teachers and students which is essential for supporting the social, mental, emotional and physical development of students (Darling-Hammond et al., 2020; Roorda, Koomen, Spilt, & Oort, 2011; Zheng, 2022).

However, differentiated learning is still not fully included in the educational process. The education unit is not yet fully capable of implementing a flexible curriculum according to the needs of students and schools (Jonker, März, & Voogt, 2020). A curriculum that frequently changes and its implementation tends to be rigid, causing learning readiness related to developing competencies, talents and learning styles according to students' characteristics and uniqueness to not be implemented optimally (Chorrojprasert, 2020). Teachers may find it difficult to modify lesson plans based on students' unique learning requirements while following rigid curriculum given their diverse range of interests, learning styles and demographic composition (Jonker et al., 2020; Nevenglosky, 2018). Similarly, there hasn't been a significant gain in academic achievement, learning motivation, or well-being for students from parental involvement in school (Badrasawi, Yahefu, & Khalid, 2019). Parents have three responsibilities to play in helping their children achieve academic success in school: teachers, parents and children (Đukić, Bogavac, Stojadinović, & Rajčević, 2022; Jafarov, 2015). Academic advancement is possible when there is good collaboration between the community, the home and the school.

Similarly, the teacher's commitment to carrying out their duties in the learning process has not gone well. One of the factors that prevents teachers from updating their skills to help the learning process is their excessive workload from academic and administrative responsibilities (Chorrojprasert, 2020). The primary responsibility of teachers is to ensure that students have the best possible learning environment which will positively impact their ability to develop their potential and achieve their goals (Sisask et al., 2014; Zheng, 2022). The main focus of this research is whether the effects of varied instruction and mentorship on students' well-being are mediated by teacher commitment. Educational institutions can develop more effective programmes to improve student welfare and academic performance by understanding these processes. Figure 1 presents the research framework which is described as follows:

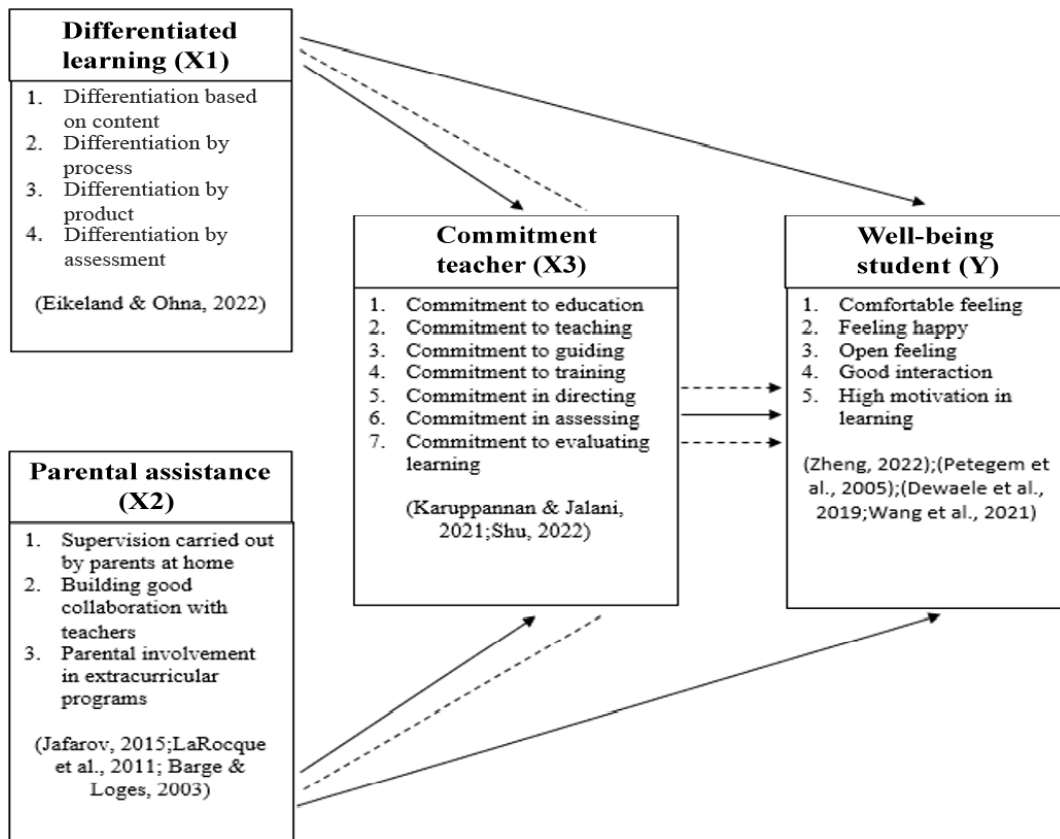


Figure 1. Research framework.

Source: Eikeland and Ohna (2022); Karuppannan and Jalani (2021); Shu (2022); Zheng (2022); Van Petegem, Creemers, Rossel, and Aelterman (2005); Dewaele, Chen, Padilla, and Lake (2019); Wang, Derakhshan, and Zhang (2021); Jafarov (2015); LaRocque, Kleiman, and Darling (2011) and Barge and Loges (2003).

2. Literature Review

2.1. Differentiated Learning

The foundation of differentiated learning is the belief that students may learn effectively when their teachers consider their distinctive variations in interests, readiness, learning styles, culture, family support and learning motivation (Bajrami, 2013). The qualities and level of preparation of students must be taken into account while designing classes (Saban & Atay, 2023). Students' knowledge, comprehension and abilities about the teacher's planned instruction are referred to as readiness. Students with a variety of traits are included in differentiated instruction and it is important to recognize that each student learns differently and makes different learning decisions. In this situation, the teacher's dedication to creating a learning plan that meets the needs of the students is crucial (Che et al., 2017). The primary goal has been achieved by proactively modifying the learning process to meet each student's proficiency level. Using the different capacities of students to produce learning outcomes and support their maximal growth as learners (Saban & Atay, 2023).

It is necessary to build the belief that students involved in learning are different so that learning needs to be adjusted to their needs to create feelings of comfort in students. In practice, it involves classifying students based on shared attributes such as skills, talents or even limitations. This allows teachers to modify curriculum, procedures, end products and evaluation methods to better meet the requirements and interests of their students (Eikeland & Ohna, 2022).

The application of differentiation strategies may be different in each school and even each class in an education unit in terms of content, processes and learning products. The question offered is whether differentiated learning variables influence student welfare through both direct and indirect influences mediated by teacher commitment.

2.2. Parental Assistance

The parents' responsibility is to help their children develop positive perspectives towards education, teachers and schools (Hall & Quinn, 2014; LaRocque et al., 2011; Topor, Keane, Shelton, & Calkins, 2010). This involvement helps children do their homework, attend school events, visit children's classes, share expertise or experience as a guest speaker and participate in decision-making (LaRocque et al., 2011). The role of parents in learning has a positive influence on improving academic achievement, behavioral development, children's emotions and skills, school attendance and student welfare (Pelletier & Brent, 2002; Topor et al., 2010). Parental participation in various school activities can build good relationships and positive impressions from teachers towards students (Bæck, 2010; Đurišić & Bunijevac, 2017).

The relationship between the role of parents and children's academic achievement at school has been studied in various studies. The research results found that parental involvement contributed to student learning (Lara & Saracosti, 2019). Parental involvement has the potential to improve student behavior, foster academic success, and improve good relationships between children and parents (Đukić et al., 2022; Hall & Quinn, 2014). Parental involvement has been proven to increase student success, parent and teacher satisfaction and the school climate (Đurišić & Bunijevac, 2017).

According to Jafarov (2015), LaRocque et al. (2011) and Barge and Loges (2003), the role of parents is divided into four main activities, namely:

1. Supervision is carried out by parents at home on students' homework to ensure that their children do the homework.
2. Building good collaboration with teachers to support improving children's educational achievements.

- Parental involvement in school extracurricular programs is especially important for parents who have expertise in the extracurricular field.

The question offered is whether the variable parental involvement in children's education influences student welfare through both direct and indirect influences mediated by teacher commitment.

2.3. Teacher Commitment

Teacher commitment is the obligation to do tasks with utmost caution, allegiance, order and discipline (Karuppannan & Jalani, 2021; Shu, 2022). Dedicated teachers may inspire students to have excellent abilities and broad perspectives by keeping up with current advancements in addition to recognizing the scientific domain (Shu, 2022). The extent to which teachers lead, guide, train, instruct, assess and evaluate learning as a means of carrying out their tasks is a measure of their dedication as teachers (El Kalai, Kirmi, & Lhassan, 2022).

Job satisfaction has an impact on teachers' dedication to performing their duties. Teachers' affective responses to their work determine their level of job satisfaction (Skaalvik & Skaalvik, 2010; Zembylas & Papanastasiou, 2004). This involves the degree to which you are content with your teaching career generally (Moè, Pazzaglia, & Ronconi, 2010; Sargent & Hannum, 2005). Academic attainment and school effectiveness are significantly influenced by teacher dedication (Ashraf, Hosseinnia, & Domskey, 2017).

Teachers who are committed to carrying out their duties as teachers will always try to carry out effective teaching and learning through creative and innovative learning approaches and strategies according to learning needs so that students feel comfortable and participate in learning (Che et al., 2017; Serdyukov, 2017; Utamajaya, Manullang, Mursidi, Noviandari, & BK, 2020). The question asked is whether the variable teacher commitment to carrying out their duties has a significant influence on student well-being.

2.4. Well Being Student

A person's well-being needs to be a concern for every organization and needs to be realized to create comfort in activities (Dewaele et al., 2019; Wang et al., 2021). Well-being is a condition that describes a person feeling comfortable and healthy in various activities (Dagenais-Desmarais & Savoie, 2012). In the educational context, student welfare is seen from the perspective of emotional maturity (Van Petegem et al., 2005). Students' well-being is associated with their accomplishments while teacher well-being is related to their creativity in performing their roles as teachers (Mercer, 2023).

The relationship between teachers and students includes friendship, struggle and mutual need. The dimension of closeness (friendship) can reflect warmth, directness and security in the relationship between educators and students (O'Connor, 2008). Creating an enjoyable environment, being honest and fostering positive relationships at school (Zheng, 2022). Teachers can create a sense of comfort, thereby improving students' learning abilities (Bucholz & Sheffler, 2009). Learning comfort is very important because it can influence students' learning motivation and even learning effectiveness will increase if the learning environment is comfortable.

3. Methodology

This study uses a quantitative approach. The population was 132 high school students located in Makassar city with a sample size of 57 students. A random sampling strategy was used for the sampling employing the Slovin formula $n = \frac{N}{1 + Ne^2}$. A closed questionnaire was used to collect the data so respondents had to react to assertions depending on the given circumstances. This study employed SPSS version 26.0 to assess the validity and reliability of the instrument. According to the results, every statement item in the instrument is deemed legitimate. Cronbach's alpha is used in the reliability test and an expected value > 0.70 is used.

Table 1. Instrument reliability test.

Variable	Cronbach's alpha	Cut value	Reliability
Differentiated learning_(X1)	0.996	0.70	Reliable
Parental assistance in learning_(X2)	0.994	0.70	Reliable
Teacher commitment_(X3)	0.996	0.70	Reliable
Well-being student_(Y)	0.996	0.70	Reliable

Based on Table 1, if the value of Cronbach's *alpha* for all instruments is > 0.70 , then it is stated that all instruments are reliable.

The research design model can be presented in Figure 2.

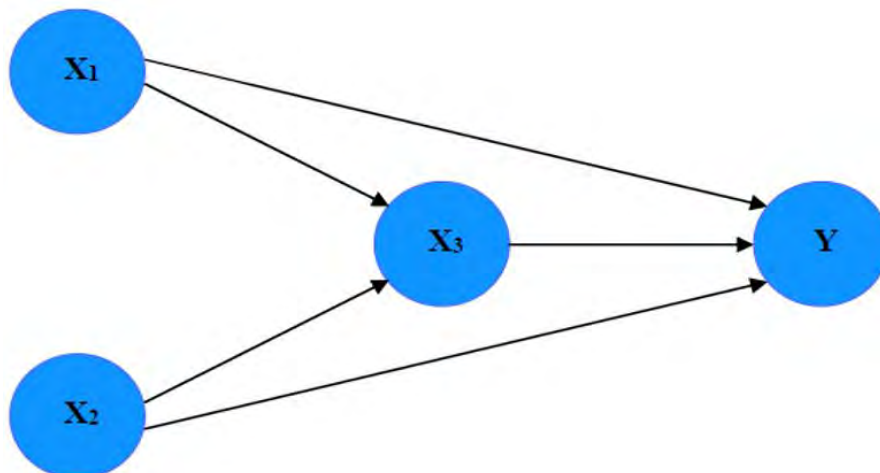


Figure 2. Research design model.

Note: X1 = differentiated learning; X2 = parental assistance; X3 = teacher commitment; Y = well-being student.

The data analysis technique uses PLS–SEM (Partial Least Square-Structural Equation *Modelling*) to test the research hypothesis. This research contains four variables with measurement indicators. The differentiated learning variable (X1) is comprised of four indicators: content-based differentiation, process-based differentiation, product-based differentiation and assessment-based differentiation. The parental assistance variable (X2) has three indicators: parental supervision at home, fostering positive teacher-student cooperation and parental engagement in extracurricular activities. Seven factors constitute the teacher commitment variable (X3): dedication to training, commitment to directing, commitment to educating, commitment to teaching, commitment to leading, commitment to assessing and commitment to evaluating learning. The well-being variable (Y) has five distinct indications which are: comfortable, optimistic, accessible, excellent interaction, and strong drive for learning.

The testing stages include (1) the path diagram model; (2) outer model testing (validity test and indicator reliability test) and (3) conducting structural model testing, testing the influence between variables and hypothesis testing.

4. Results

Descriptive analysis was used to determine the average score of the respondents' replies which was divided into three categories: low which fell between 1.00 and 2.33, medium which fell between 2.33 and 3.67 and high which fell between 3.67 and 5.00. Table 2 presents the descriptive results of the learning variables differentiation, parent support, teacher commitment and student well-being as follows:

Table 2. Descriptive variables.

Variable	Indicator	Indicator menu	Variable mean	Category
Differentiated learning (X1)	X1.1	2,965	2,697	Currently
	X1.2	2,474		
	X1.3	2,825		
	X1.4	2,526		
Parental assistance (X2)	X2.1	2,596	2,503	Currently
	X2.2	2,474		
	X2.3	2,439		
Teacher commitment (X3)	X3.1	3,228	3,401	Currently
	X3.2	2,105		
	X3.3	4,123		
	X3.4	3,614		
	X3.5	3,491		
	X3.6	3,719		
Well-being student (Y)	Y.1	3,491	3,404	Currently
	Y.2	3,298		
	Y.3	3,509		
	Y.4	3,351		
	Y.5	3,368		

The results of the descriptive analysis of the research variables differentiated learning (X1), parental assistance (X2), teacher commitment (X3) and student well-being (Y) are in the category currently.

4.1. Convergent Validity Test

The PLS model must be estimated using algorithmic techniques. The estimate of the PLS-SEM model using algorithmic techniques is shown in Table 3.

Table 3. PLS-SEM PLS-SEM outer loading values.

Indicator	Differentiated learning (X1)	Parental assistance in learning (X2)	Teacher commitment (X3)	Well-being student (Y)
X1.1	0.822			
X1.2	0.939			
X1.3	0.823			
X1.4	0.930			
X2.1		0.941		
X2.2		0.945		
X2.3		0.946		
X3.1			0.836	
X3.2			-0.074	
X3.3			-0.085	
X3.4			0.866	
X3.5			0.924	
X3.6			0.918	
X3.7			0.894	
Y1				0.914
Y2				0.910
Y3				0.922
Y4				0.726
Y5				0.344

The results of the PLS-SEM model of the initial algorithm technique are described as follows:

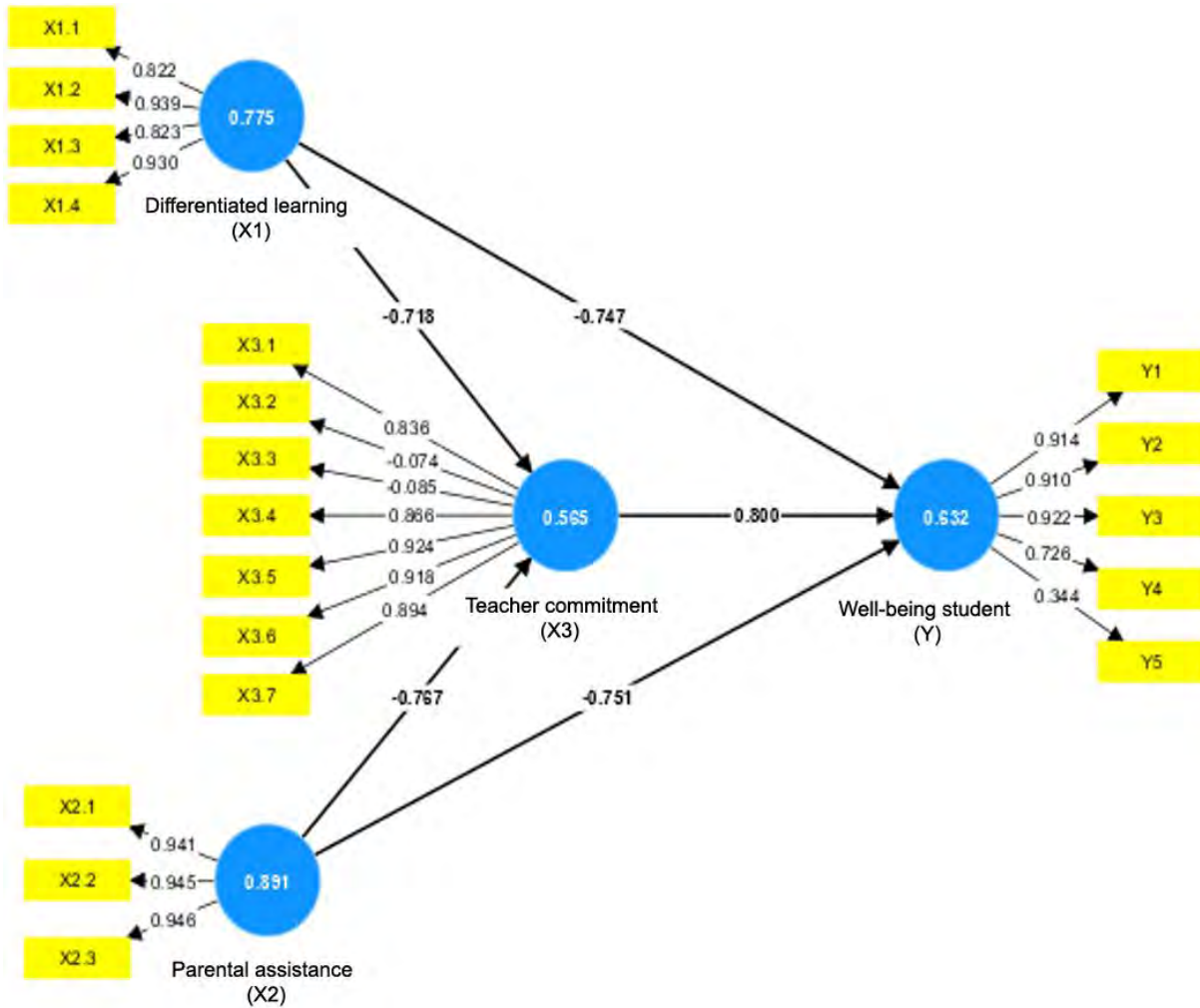


Figure 3. PLS-SEM model of the initial algorithm technique.

Figure 3 shows that X3.2 (-0.074), X3.3 (-0.85), and Y5 (0.344) are invalid indicator values. Since their values are less than 0.70, the indicator must be eliminated from the model and Figure 4 shows the final stage estimate.

The PLS-SEM model of the final stage algorithm technique is as follows:

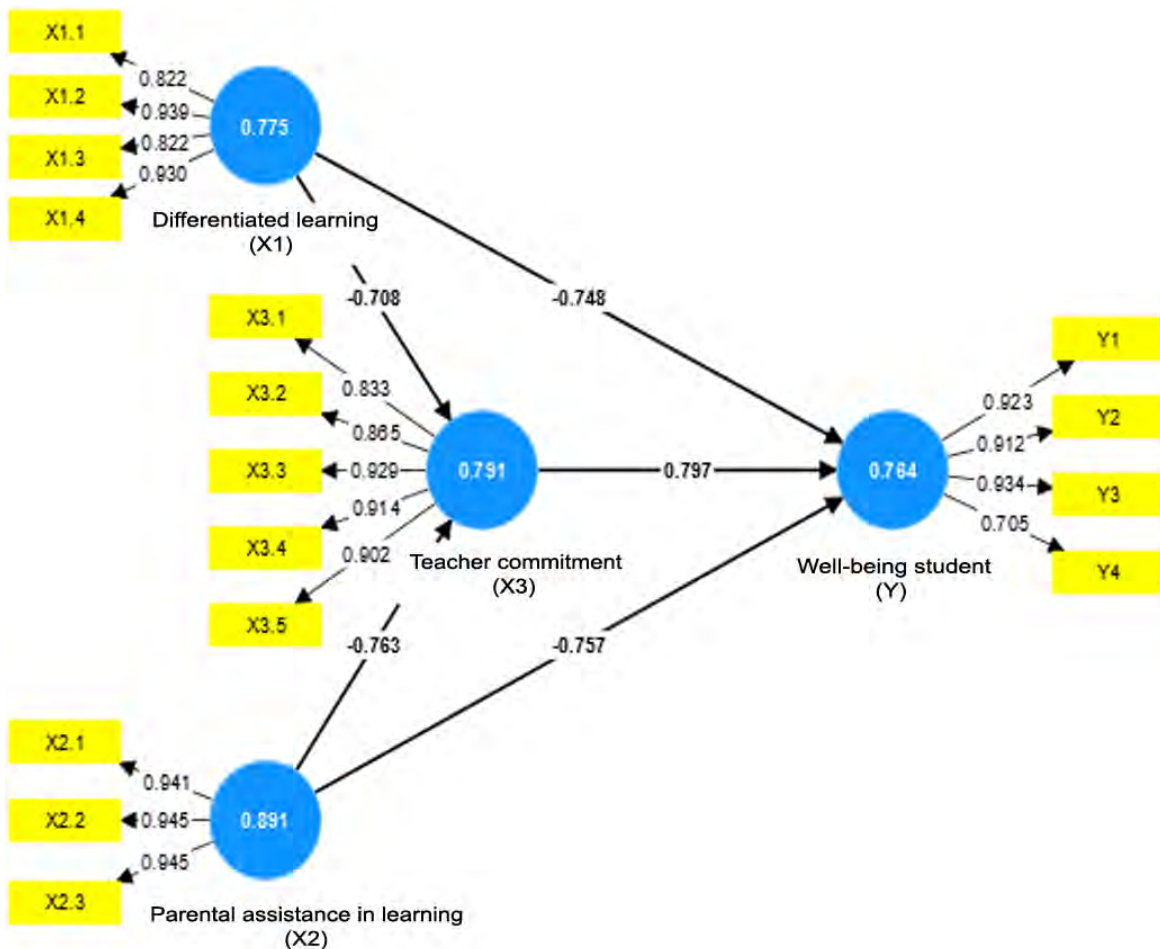


Figure 4. PLS-SEM model of the final stage algorithm technique.

The AVE test is the next to be given if everything has been determined to be valid. Table 4 shows that all of the constructs satisfy the necessary convergent validity since the Average Variance Extracted (AVE) value is greater than 0.50.

Table 4. Average variance extracted (AVE) value.

Variable	Average variance extracted (AVE)
Differentiated learning_(X1)	0.775
Parental assistance in learning_(X2)	0.891
Teacher commitment_(X3)	0.791
Well-being student_(Y)	0.764

4.2. Discriminant Validity Test

The test was carried out based on the Fornell-Larcker criterion and HTMT values.

Table 5. Fornell-Larcker criterion values.

Variable	Differentiated learning (X1)	Parental assistance in learning (X2)	Teacher commitment (X3)	Well-being student (Y)
Differentiated Learning_(X1)	0.880	-	-	-
Parental assistance in learning_(X2)	0.700	0.944	-	-
Teacher commitment_(X3)	-0.708	-0.763	0.889	-
Well-being student_(Y)	-0.748	-0.757	0.797	0.874

Table 6. Heterotrait-Monotrait ratio (HTMT) value.

Variable	Differentiated learning (X1)	Parental assistance in learning (X2)	Teacher commitment (X3)	Well being student (Y)
Differentiated learning (X1)	-	-	-	-
Parental assistance in learning (X2)	0.749	-	-	-
Teacher commitment (X3)	0.766	0.807	-	-
Well-being student (Y)	0.801	0.792	0.859	-

The HTMT value between constructs is derived from the test results shown in Table 6. The results of the discriminant validity testing which were ascertained by examining the values of the Heterotrait-Monotrait Ratio (HTMT) in Table 6 and the Fornell-Larcker criterion value in Table 5 both of which fall below 0.90 indicate that every construct in the PLS model has met the necessary discriminant validity criteria.

4.3. Coefficient of Determination (R Square and Adjusted R Square)

The value of the coefficient of determination (R square) is between 0 and 1 or it can be expressed as a percentage (0-100%). The requirements for R square values are 0.19 (weak), 0.67 (strong) and 0.33 (moderate).

Table 7. Determination coefficient values.

Variable	R square	R square adjusted
Teacher commitment (X3)	0.642	0.629
Well-being student (Y)	0.725	0.709

According to Table 7 analysis results, the R square value of teacher commitment (X3) is 0.642 which indicates that the variables of differentiated learning and parental assistance in learning can explain the student well-being variable by 64.2% in the moderate category. Similarly, the R square value of student well-being (Y) is 0.725 which indicates that the variables of differentiated learning and parental assistance in learning can explain the student well-being variable by 72.5% in the strong category.

4.4. Collinearity Test (Collinearity)

The analysis results in Table 8 show that if the VIF value is <5.0, there is no collinearity problem.

Table 8. Inner VIF values.

Variable	Differentiated learning (X1)	Parental assistance in learning (X2)	Teacher commitment (X3)	Well-being student (Y)
Differentiated learning (X1)	-	-	1.955	2.292
Parental assistance in learning (X2)	-	-	1.955	2.788
Teacher commitment (X3)	-	-	-	2.909
Well-being student (Y)	-	-	-	-

4.5. Testing the Influence between Variables

The structure of the direct effect model is shown in Figure 5.

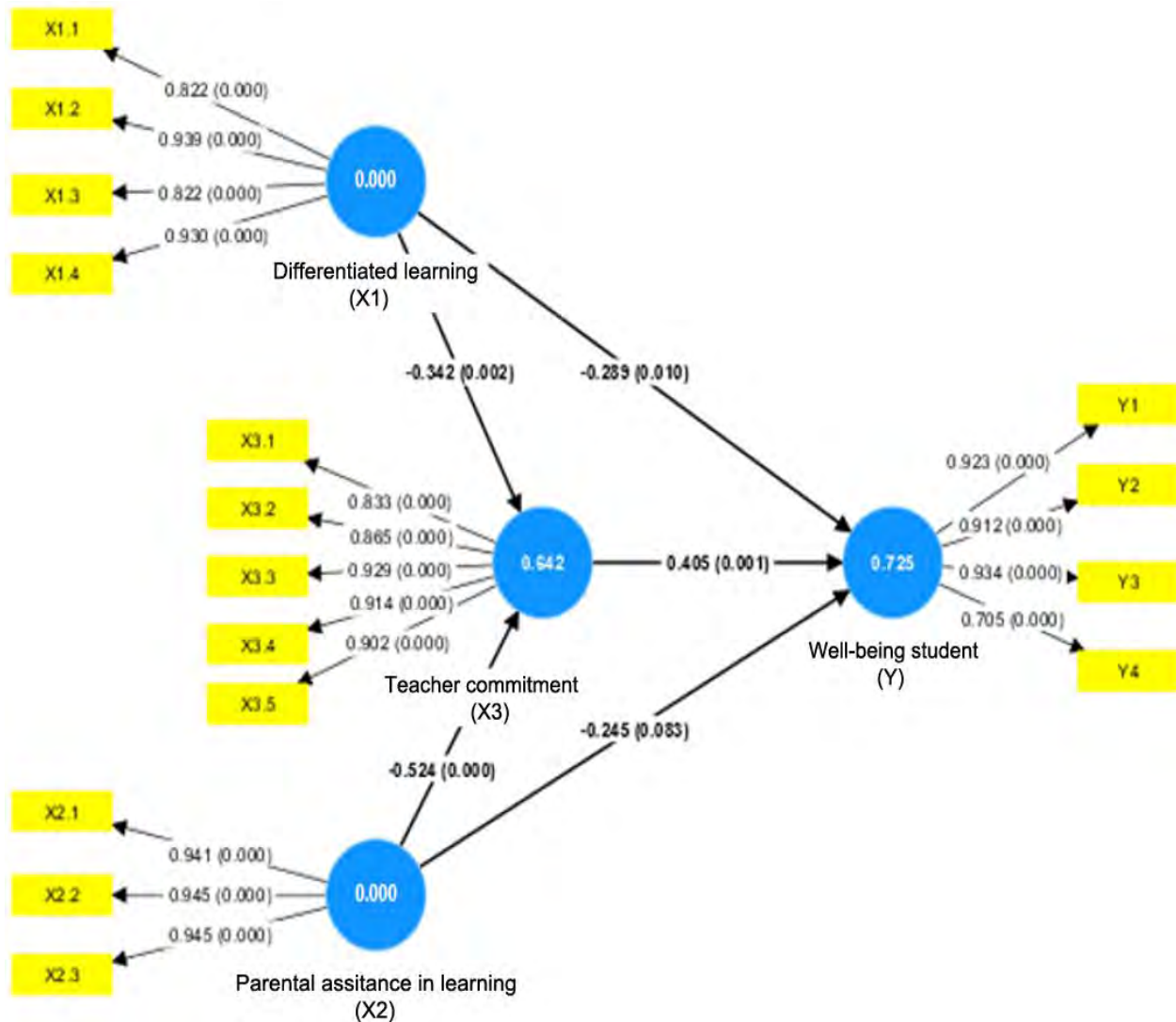


Figure 5. Structure of the direct effect model.

Table 9. Results of direct effect and indirect effect testing.

Variable	Original sample (O)	P values	Explanation
X1 -> Y	-0.289	0.01	Negative, significant
X2 -> Y	-0.245	0.083	Negative, not significant
X1 -> X3	-0.342	0.002	Negative, significant
X2 -> X3	-0.524	0	Negative, significant
X3 -> Y	0.405	0.001	Positive, significant
X1 -> X3 -> Y	-0.138	0.012	Negative, significant
X2 -> X3 -> Y	-0.212	0.017	Negative, significant

The test results in Table 9 can be explained as follows:

1. Differentiated learning (X1) has a negative and significant effect on students' wellbeing (Y) as indicated by a p-value of $0.01 < 0.05$ and a negative path coefficient of -0.289 .
2. Parental assistance in learning (X2) has a negative and insignificant effect on students' well-being (Y) as indicated by a p-value of $0.083 > 0.05$ and a negative path coefficient of -0.245 .
3. Differentiated learning (X1) has a negative and significant effect on teacher commitment (X3) as indicated by a p-value of $0.002 < 0.05$ and a negative path coefficient of -0.342 .
4. Parental assistance in learning (X2) has a negative and significant effect on teacher commitment (X3) as indicated by a p-value of $0.000 < 0.05$ and a negative path coefficient of -0.524 .
5. Teacher commitment (X3) has a positive and significant effect on student well-being (Y) as indicated by a p-value of $0.001 < 0.05$ and a positive path coefficient of 0.405 .
6. Indirect paths influence differentiated learning (X1) on students' well-being (Y) through teacher commitment (X3) has a negative and significant effect with a p-value of $0.012 < 0.05$ and a negative indirect path coefficient of -0.138 .
7. Indirect paths influence parental assistance in learning (X2) on student well-being (Y) through teacher commitment (X3) which has a negative and significant effect with a p-value of $0.017 < 0.05$ and a negative indirect path coefficient of -0.212 .

4.6. Hypothesis Test

Ho is accepted while Ha is denied if the t-statistic value is less than the t-table value ($t\text{-statistic} < 1.65$). In addition, Ho is rejected whereas Ha is approved if the t-statistic value is greater than or equal to the t-table ($t\text{-statistic} \geq 1.65$). The results of the hypothesis test can be seen in Table 10.

Table 10. Hypothesis testing results.

No.	Hypothesis	Coefficient track	Q statistics	P values	Explanation
1	Differentiated learning is influential, negative and significant on the well-being of senior high school students in Makassar city.	-0.289	2.566	0.01	Hypothesis accepted
2	Parental assistance in learning has a negative and insignificant effect towards the well-being of senior high school students in Makassar city.	-0.245	1.735	0.083	Hypothesis accepted
3	Differentiated learning is influential, negative and significant towards teacher commitment of senior high school in Makassar city.	-0.342	3.028	0.002	Hypothesis accepted
4	Parental assistance in learning has a negative and significant effect on teacher commitment at senior high school in Makassar city.	-0.524	5.188	0	Hypothesis accepted
5	Teacher commitment has a positive and significant effect on the well-being of the state senior high school in Makassar cit.	0.405	3.254	0.001	Hypothesis accepted
6	Differentiated learning mediated by teacher commitment has a negative effect and significant to the well-being of senior high school students in Makassar city.	-0.138	2.522	0.012	Hypothesis accepted
7	Parental assistance in learning mediated by teacher commitment has a negative effect and significant to the well-being of senior high school students in Makassar city.	-0.212	2.394	0.017	Hypothesis accepted

5. Discussion

5.1. The Relationship between Differentiated Learning and Student Well-Being

In general, an approach to education that adapts materials, teaching methods and assessments to the needs of diverse students in the classroom is known as differentiated learning. Differentiated learning and student well-being have a significant relationship in creating an effective learning experience (Saban & Atay, 2023).

When learning content is tailored to students' needs and interests, they tend to be more motivated and participate actively in learning (Tomlinson et al., 2003). Students feel that the material taught is relevant to their experiences which can increase their feelings of well-being and motivation. In differentiated learning, teachers can adapt learning materials to make them more relevant to students' lives, their interests and their experiences. Relevant and meaningful content is more likely to motivate students to learn and can improve their feelings of well-being. When students see relationships between what they are learning and the real world, they tend to be more motivated to learn (Lo et al., 2022).

Differentiated learning allows teachers to identify and overcome the learning challenges students face (Greco, 2022). Students gain confidence in handling challenging material in this way which can enhance their wellbeing by lowering academic stress and anxiety. Differentiated learning recognizes that each student has a different level of ability to master content. This allows students to grow and develop at a rate commensurate with their abilities without feeling pressured by unrealistic expectations (Melesse & Belay, 2022). This can create a feeling of well-being as students feel valued and recognized according to their potential. When students feel respected, supported and relevant in the learning process, they tend to have more positive learning experiences (Zheng, 2022). This not only impacts students' well-being at school but also their motivation to learn and develop outside of school.

5.2. The Relationship between Parental Assistance in Learning and Students' Well Being

Parental assistance in learning focuses on how parents support and supervise their children's learning at home. Parental assistance in learning and student well-being has a significant relationship with children's learning experiences. When parents are actively involved in their child's learning, this indicates that they care about and support their child's learning efforts (LaRocque et al., 2011). This can improve students' emotional well-being as they feel supported and cared for by their parents.

Parents can play an important role in motivating their children to learn. They can provide encouragement, rewards, and recognition for academic achievements which can increase student motivation (Topor et al., 2010). High motivation is often related to feelings of well-being because students feel motivated to achieve their academic goals (Pelletier & Brent, 2002). Parents can help students manage their time and maintain a balance between study time and rest time. This can help reduce student stress caused by excessive academic pressure.

Parents can actively identify possible educational challenges or concerns for their children (Đukić et al., 2022). They can seek additional help or support to overcome these problems which can prevent greater stress and anxiety. Collaboration between parents and their children in learning creates learning experiences that can help in building strong relationships between parents and children which can increase students' feelings of well-being because they feel they have stable and positive support at home (Kong & Yasmin, 2022).

Parents may assist their children in acquiring critical life skills such as time management, organisation and interpersonal skills in addition to academic skills. This can help students feel better prepared to face the challenges of everyday life and improve their sense of well-being. Parents who are active in their children's education can identify changes or problems that may occur in the learning atmosphere at school (Naite, 2021). It is important to ensure open communication between parents and schools. Collaboration between parents, teachers and students can create an environment that supports academic growth and overall student well-being (Oostdam & Hooge, 2013).

5.3. Connection of teacher Commitment to Student Well-Being

Teacher commitment to learning has a significant influence on shaping student well-being. Teachers who are committed not only to teaching material but also to the holistic development of students. Committed teachers listen, recognize and value each student's unique needs, interests and talents (Firestone & Pennell, 1993). Appreciation for differences and student involvement in the learning process. This positive environment can increase students' feelings of well-being because they feel safe and comfortable learning (Shu, 2022).

Committed teachers can also inspire students, encourage them to dream big, pursue their dreams and feel confident in their abilities (Karuppanan & Jalani, 2021). In the learning process, the teacher conveys the learning material well, encouraging questions, discussion and problem-solving (Skaalvik & Skaalvik, 2011). This allows students to engage more deeply in learning which can improve their well-being because they have control over their learning process.

Teachers will actively monitor student progress and provide additional support if necessary. They identify students' learning or welfare problems quickly and work to resolve them. This can help prevent stress related to learning difficulties. In a holistic approach, teachers care about students' physical, emotional, social and academic development (Zheng, 2022).

5.4. The Relationship between Differentiated Learning and Teacher Commitment

Differentiated learning has a significant impact on teacher commitment. When teachers feel that they can provide effective teaching and impact student success, they tend to be more committed to their profession (Firestone & Pennell, 1993). High commitment teachers are usually more motivated to deliver high-quality instruction, actively participate in students' learning and work to advance their own professional development (Ashraf et al., 2017). When teachers implement differentiated learning, they can see better results in student learning. Students feel more engaged and successful in learning which in turn can increase teachers' satisfaction with their work (Suprayogi, Valcke, & Godwin, 2017).

Differentiated learning significantly allows teachers to support the success of each student because they understand individual differences. Differentiated learning requires teachers to continue to develop learning strategies that suit student needs. This encourages teachers to improve their competence as teachers (Paolini, 2015).

5.5. The Relationship between Parental Assistance in Learning and Teacher Commitment

Parental assistance in learning has a significant effect on teachers commitment to carrying out their duties as teachers (Barge & Loges, 2003). The role of parents in supporting and involving themselves in their children's education outside the school environment (Đurišić & Bunijevac, 2017) includes various activities, for example, helping children with homework, following their academic progress, talking to teachers and providing emotional support and motivation in learning (Oostdam & Hooge, 2013).

High commitment teachers are usually more driven to deliver excellent instruction, actively participate in students' learning and work to advance their own professional development (Pelletier & Brent, 2002). When parents are actively involved in their children's education, they can better understand the challenges teachers face in the classroom. This support and understanding can strengthen the relationship between teachers and parents.

Parents who play a role in their children's education can help increase student success. Teachers can believe that they have a partner in assisting students in overcoming barriers when parents assist their children in overcoming academic challenges (Barge & Loges, 2003). In this case, good communication is established between parents and teachers. Collaboration between schools and parents is important for achieving positive results in learning at school.

6. Conclusion

The research results show that there is a significant influence between differentiated learning and parental assistance on students' well-being. Teacher commitment acts as an intermediary that connects differentiated learning and parental assistance in learning variables with student welfare. Teachers who are passionate about teaching will be better equipped to include parental support in the learning process and successfully use individualized instruction.

Thus, the role of the teacher's commitment as a mediator is very important in optimizing the positive impact of differentiated learning and parental assistance on student welfare. Committed teachers will create an inclusive and supportive learning environment which will ultimately improve the overall well-being of students. Therefore, it is recommended that initiatives be taken to boost teacher dedication and enable productive communication between educators, parents and schools. These initiatives may hold the key to establishing a profitable and fulfilling learning environment for students.

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