

Work-Life Balance among Academic Staff in Schools: Confirming Key Factors and Assessing their Impact on Job Satisfaction"

Mrs. Shakuntala*, Dr. Shilpa Goyal**

***Research Scholar (Commerce) at Om Sterling Global University, Hisar.**

****Assistant Professor, School of Commerce and Management, OSGU, Hisar**

Email: vermashakuntala81@gmail.com , shilpagoyal2808@gmail.com

Abstract

This study explores the key institutional and personal factors persuading work-life balance among academic staff in schools and examines its impact on job satisfaction. Using a descriptive-exploratory survey design, data were collected from 185 purposively selected school teachers through a structured questionnaire grounded in literature and expert input. The instrument assessed three dimensions: work-related factors, personal and family responsibilities, and psychological well-being. Path analysis revealed that all three dimensions significantly and positively influence work-life balance, with psychological well-being showing the strongest effect. Moreover, work-life balance exhibited a strong positive relationship with job satisfaction. While the study is limited by its regional focus and cross-sectional design, the findings highlight the critical role of institutional support and personal well-being in enhancing job satisfaction among school teachers. Policy recommendations and practical interventions are suggested to foster a balanced and supportive work environment in educational settings.

Keywords

Work-Life Balance, Job Satisfaction, School Teachers, Psychological Well-Being, Work-Related Factors, Personal Responsibilities,

1.Introduction

In the ever-evolving scenery of tutoring, the role of academic staff, particularly school teachers, has become increasingly demanding and multifaceted. Teachers are expected not only to deliver high-quality instruction but also to fulfil administrative duties, engage in continuous professional development, adapt to technological advancements, and support students' social and emotional needs. These responsibilities often extend beyond the classroom, leading to faces in maintaining a healthy balance between proficient obligations and individual living. As such, the concept of “**Work-Life Balance**” (WLB) has materialized as a critical apprehension

within the teaching profession, with direct implications for teacher effectiveness & job satisfaction.

“Work-life balance” refers to an individual’s ability to effectively manage the competing demands of work responsibilities and personal life commitments. For academic staff in schools, achieving this balance is often complicated by long working hours, excessive workload, emotional labour, and the pressure to meet academic targets. In many contexts, teachers report working well beyond contracted hours, including evenings and weekends, which can erode time available for family, leisure, and self-care. This imbalance can result in increased stress, burnout, and even attrition from the profession, particularly in high-pressure environments. Thus, exploring the **factors that control WLB among school teachers** is essential for understanding how to create supportive work environments and retain a motivated, healthy workforce.

Moreover, the **collision of WLB on teacher outcomes**—including job satisfaction, performance and psychological well-being—has become a topic of heightened interest in recent years. Teachers who familiarity positive **WLB** are more likely to be occupied, productive, and dedicated to their roles. Conversely, poor **WLB** is linked to absenteeism, reduced instructional quality, emotional exhaustion, and turnover intentions. This relationship is particularly concerning given the global shortage of qualified teachers and the increasing complexity of teaching roles in a post-pandemic world. As schools face mounting pressures to improve educational outcomes, supporting the well-being of teachers through effective WLB policies and practices has become not just a human resource issue, but a strategic imperative.

The relevance of **WLB** is further emphasized in light of the “socio-cultural and institutional contexts” in which school educator operate. For instance, in many developing countries, systemic challenges such as overcrowded classrooms, limited infrastructure, and low remuneration exacerbate stress levels among teachers. In such contexts, achieving WLB is not merely a matter of personal time management but is intricately tied to broader structural and policy reforms. Understanding how these external factors interact with individual experiences of work-life balance is key to developing holistic interventions that can support academic staff more effectively.

2. Literature Review on Work-Life Balance in Schools

“Work-life balance” (WLB) has come into sight as a critical concern in the education sector, particularly among school teachers, whose roles are increasingly characterized by high demands, emotional intensity, and limited resources. The complexity of balancing professional obligations with personal responsibilities has prompted a surge of interest from researchers, education stakeholders, and policymakers alike. As teaching becomes more demanding due to curriculum changes, technological integration, and diverse classroom needs, understanding the dynamics of WLB within schools is both timely and necessary.

In the context of school teaching, this balance is often compromised due to a managing student behaviour, participating in extracurricular activities, and handling administrative tasks—many of which extend beyond standard school hours.

A consistent theme across the literature is that institutional demands and personal circumstances heavily influence the capacity of teachers to sustain a hale and hearty balance. Kyriacou (2001) highlighted workload, time pressure, and administrative duties as major contributors to occupational stress among teachers, which subsequently interfere with their personal lives. This is corroborated by Day and Qing (2009), who originate that teachers regularly take work home, prepare lessons during weekends, and attend to school matters during personal time, creating a persistent overlap between work and home domains.

Gender disparities in WLB are particularly prominent in education. Mahony and Hextall (2000) pointed out that female teachers, especially those with caregiving responsibilities, face greater difficulty in managing professional and personal roles. This dual burden often leads to increased psychological strain and burnout among women educators. Similarly, Lakshmi and Kumar (2011) emphasized the need for gender-sensitive support systems in schools, as women are disproportionately affected by the demands of teaching and home-making, particularly in cultures where traditional gender roles persist.

A number of scholars have explored the negative outcomes associated with poor work-life balance in school settings. Travers and Cooper (1996) linked inadequate WLB with heightened stress, reduced job satisfaction, emotional fatigue, and higher attrition rates among teachers. Teacher turnover has significant implications for educational continuity, student performance,

and institutional reputation. Bubb and Earley (2004) added that teacher well-being is directly associated to apprentice achievement. When teachers are overwhelmed or emotionally depleted, their ability to engage students, maintain discipline, and deliver high-quality instruction is compromised.

COVID-19 pandemic further exposed and intensified the challenges related to WLB among educators. According to Kim and Asbury (2020), teachers reported substantial increases in workload, difficulty adapting to remote teaching technologies, and emotional distress during school closures. The pandemic underscored the urgent need for improved mental health services, flexible working conditions, and professional development programs aimed at promoting sustainable work environments in education.

WLB has also been linked to broader organizational effectiveness. Fleetwood (2007) and MacInnes (2008) argue that opinionated work-life assimilation escorts to advanced job satisfaction, improved employee efficiency, and reduced burnout. In education, this translates into more motivated and effective teachers, enhanced student learning, and stronger school performance. The ability to manage work and life commitments not only contributes to individual happiness but also strengthen the largely learning structure.

However, despite increased attention, many educators continue to struggle with boundary management between work and personal life. Perry et al. (1997) noted a global increase in stress levels among educators due to expanding job roles and limited institutional support. Bell, Rajendran, and Theiler (2012) emphasized that while academic staff may demonstrate resilience, the collective consequence of pressure and require of comprehensible separation among professional and private life can significantly undermine mental health and job satisfaction.

Zedeck (1992) asserted that sky-scraping levels of apparent “job stress”—whether stemming from workload or perceived job insecurity—exacerbate work-life conflict, diminishing an individual’s aptitude to maintain a sustainable balance. In contrast, Punia and Khosla (2009) found that collegial support and collaborative work environments play a pivotal role in mitigating stress in the teaching profession. Research on organizational strategies that support WLB has also gained traction. Miryala and Nagapriya (2012) called for structured, transparent

WLB policies tailored to the unique needs of academic professionals. Their findings highlighted the necessity for flexible working hours, workload redistribution, mental health programs, and institutional recognition of teachers' efforts. Similarly, Punia and Sharma (2008) underscored that investing in teacher well-being reduces turnover and recruitment costs while preserving institutional memory and expertise.

Fatima and Sahibzada (2012) explored the impact of workplace conditions, including support from colleagues and family, job autonomy, and equitable workload distribution, on faculty members' work-life satisfaction. They found that sympathetic relationships and an encouraging work environment extensively enhance balance, whereas excessive criticism and unrealistic expectations undermine it. Interestingly, their study noted that the impact of these factors is often mediated by gender, with men and women experiencing and managing work-life conflicts differently.

WLB is not merely an individual or professional challenge—it is a structural and systemic concern that reflects the broader organization of labour, cultural expectations, and institutional policies. As the teaching profession continues to evolve, it is essential for school leaders to recognize the importance of fostering a supportive work place. The implementation of teacher-friendly policies, professional development initiatives, and mental health resources can collectively strengthen educators' ability to achieve work-life harmony.

In conclusion, the literature consistently affirms the centrality of **WLB** in promoting teacher well-being, retention, and performance. Factors such as workload, gender roles, leadership support, and organizational culture play pivotal roles in shaping teachers' experiences. While some progress has been made through institutional reforms, there is still a need for systemic, evidence-based approaches to ensure sustainable work environments for school educators. Further research, especially in underrepresented regions and school levels, is needed to generate deeper insights and tailor interventions that truthfully convene the needs of academic staff in today's composite educational landscape.

3. Impact of Work Life Balance on Job Satisfaction

The notion of “Work-life Balance” (WLB) has become increasingly relevant in education systems worldwide, particularly in schools where academic staff face mounting pressure to meet both institutional goals and personal responsibilities. Teaching is frequently regarded as

one of the most emotionally and physically demanding professions, with teachers expected to perform multiple roles beyond classroom instruction—such as mentoring, administration, extracurricular supervision, and parent engagement. This growing complexity places considerable strain on educators and raises significant concerns regarding job satisfaction and employee well-being.

In the words of Greenhaus and Beutell (1985), “Work-life Balance” happens when an individual is equally fulfilled in their work and family roles, without significant conflict between the two. In school environments, this is often difficult to achieve. Teachers typically carry workloads that spill over into evenings and weekends, disrupting personal time and increasing the risk of emotional exhaustion (Day & Leitch, 2001).

Several key factors have been confirmed in literature to influence WLB among school academic staff. Workload, leadership support, institutional flexibility, and role clarity are among the most significant. Kyriacou (2001) emphasized that excessive workload is one of the most persistent stressors for school teachers, frequently leading to burnout and a diminished sense of job satisfaction. The correlation between heavy workload and negative professional outcomes has been confirmed by more recent studies, such as that of Kim and Asbury (2020), who found that the intensification of teacher roles during “COVID-19 pandemic” dramatically disrupted educators’ “work-life balance” and decreased “job satisfaction”.

Leadership support and organizational culture are also consistently linked to better work-life outcomes for teachers. According to Grzywacz and Carlson (2007), a supportive institutional environment significantly mitigates the negative effects of work stress. When school leaders are empathetic to the personal needs of staff—by offering flexible schedules, providing adequate planning time, or acknowledging personal challenges—teachers are more likely to testimony superior job satisfaction and work engagement (Leithwood & Beatty, 2008). Similarly, supportive management has been identified as a protective factor against emotional fatigue (Collie, Shapka, & Perry, 2012).

Gender and domestic responsibilities play a complex role in the work-life equation. Mahony and Hextall (2000) argued that women teachers often bear a “double burden” of professional and domestic work, which complicates their ability to maintain a healthy balance. Female

educators, especially those with caregiving responsibilities, often experience lower levels of job satisfaction due to this dual role conflict (Allen, Herst, Bruck, & Sutton, 2000).

Job satisfaction itself is tightly interwoven with **WLB**. Locke (1976) explains “job satisfaction” as a gratifying expressive state consequential from one's job experiences. When teachers understanding role overload or lack institutional support, their emotional resources are depleted, leading to dissatisfaction and, in some cases, attrition from the profession (Ingersoll, 2001). Conversely, a balanced professional and personal life contributes to higher motivation, better teaching performance, and greater satisfaction with the teaching profession (Borg & Riding, 1991; Skaalvik & Skaalvik, 2010).

Moreover, emotional well-being and psychological safety have emerged as important dimensions of WLB. Teachers who are overwhelmed by conflicting demands are more susceptible to stress-related symptoms, which can erode their enthusiasm and reduce job effectiveness (Travers & Cooper, 1996). This not only influences “individual educators” but also impacts “student outcomes” and the overall atmosphere of the school.

Another important factor influencing “work-life balance and job satisfaction” is autonomy. When teachers have control over their schedules, teaching methods, and decision-making processes, they report greater job satisfaction (Pearson & Moomaw, 2005). However, a lack of professional autonomy, combined with high accountability and administrative burden, often leads to frustration and emotional disengagement (Skaalvik & Skaalvik, 2014).

The role of collegial relationships also cannot be overstated. Supportive interactions among colleagues enhance the sense of belonging and provide informal avenues for stress management. As Punia and Khosla (2009) observed, collaborative environments can act as buffers against organizational stress. Teachers who effort in collaborative, team-oriented schools are more likely to manage with occupational pressure and report greater job satisfaction.

Importantly, the consequences of poor WLB extend beyond individual well-being. High teacher turnover due to stress and dissatisfaction imposes both financial and educational costs on institutions. Borman and Dowling (2008) identified poor work conditions, including WLB

issues, as leading contributors to teacher attrition. Retaining experienced teachers is crucial for educational consistency, mentorship of novice staff, and sustained student achievement.

On the increase body of literature on WLB in higher education, there remains a relative scarcity of targeted research focused specifically on school-level academic staff, particularly in primary and secondary education. Given the central role that schools play in shaping societal outcomes, addressing this research gap is vital.

In summary, the narrative confirms that work-life balance is prejudiced by a range of factors, counting workload, gender, institutional support, leadership behavior, autonomy, and collegial relationships. These factors have direct and measurable impacts on job satisfaction among school academic staff. Teachers who experience balance in their “professional and personal lives” report greater job satisfaction, improved performance, and a lower likelihood of leaving the profession. As such, WLB should not be viewed solely as an individual responsibility but as a systemic issue that requires institutional commitment and strategic intervention. Future studies should continue to explore the nuanced dynamics of WLB in diverse educational settings and enlarge evidence-based solutions to maintain teacher well-being and retention.

4. Objectives

- To confirm the key institutional factors that persuades “work-life balance” among academic staff in schools.
- To assess the association between “work-life balance (WLB) and Job Satisfaction (JS)” among school teachers.
- To recommend strategies and policy interventions that can get better “work-life balance” and enhance “job satisfaction” among academic staff in school settings.

5. Hypothesis of the study

H₁: There is a positive and significant relationship between Work-life Balance and Job Satisfaction among school teachers.

6. Research Methodology

This section presents “research design, participant selection, instrument development, and data analysis procedures” employed in the study. Considering the study’s objectives and scope, a

descriptive-exploratory survey method was adopted as the most appropriate approach for examining **work-life balance among academic staff in schools**.

To collect relevant and meaningful data, a **purposive sampling technique** was applied. This allowed the selection of participants on their relevance and contribution to the study's focus. A number of **185 teachers** were included in the concluding sample. These individuals were selected from various educational institutions to ensure a representative cross-section of experiences related to work-life balance.

“A **structured questionnaire**” was developed as the prime “statistics collection tool”. The design of the mechanism was guided by literature on WLB and checking of Job Satisfaction across educational settings. Input from academic experts in human resource management and education was also incorporated to enhance the content validity and contextual relevance of the tool.

The questionnaire was constructed using “**5-point Likert scale**”, ranging from "Strongly Agree" to "Strongly Disagree." This format authorized respondents to convey altering degrees of agreement or disagreement with specific assertion connected to work-life dynamics. The tool was carefully designed to capture a multi-dimensional perspective of work-life balance among teachers.

The instrument focused on the following **three core dimensions**:

1. **Work-Related Factors**

This component included items addressing workload, institutional support, role clarity, and administrative expectations. These variables aimed to assess how organizational demands influence teachers' ability to maintain balance.

2. **Personal and Family Responsibilities factors**

This dimension evaluated the impact of personal life, including caregiving responsibilities, family support systems, and available leisure time. It sought to explore how these responsibilities intersect with professional commitments.

3. **Psychological Well-Being Factors**

This section measured emotional health, stress levels, personal fulfillment, and overall

job satisfaction. The intention was to understand how **WLB** (or imbalance) affects the mental well-being and motivation of academic staff.

These dimensions were selected to present a inclusive assessment of how diverse elements of professional and personal life interact and influence overall work-life balance. Together, they offered a structured framework for analyzing the experiences of teachers and identifying key areas for institutional improvement and support.

Data acquired from the survey were analyzed using appropriate **quantitative techniques**, including descriptive statistics and regression analysis in Smart PLS 4.0, to examine relationships between variables and to confirm the hypotheses derived from the research objectives. The findings were used to draw conclusions and formulate recommendations aimed at enhancing “work-life balance” and “job satisfaction” among academic staff in schools.

7. Confirming the factors

WLB refers to the equilibrium between personal life and career/work responsibilities. **Key factors that influence work-life balance** are represented through Figure:

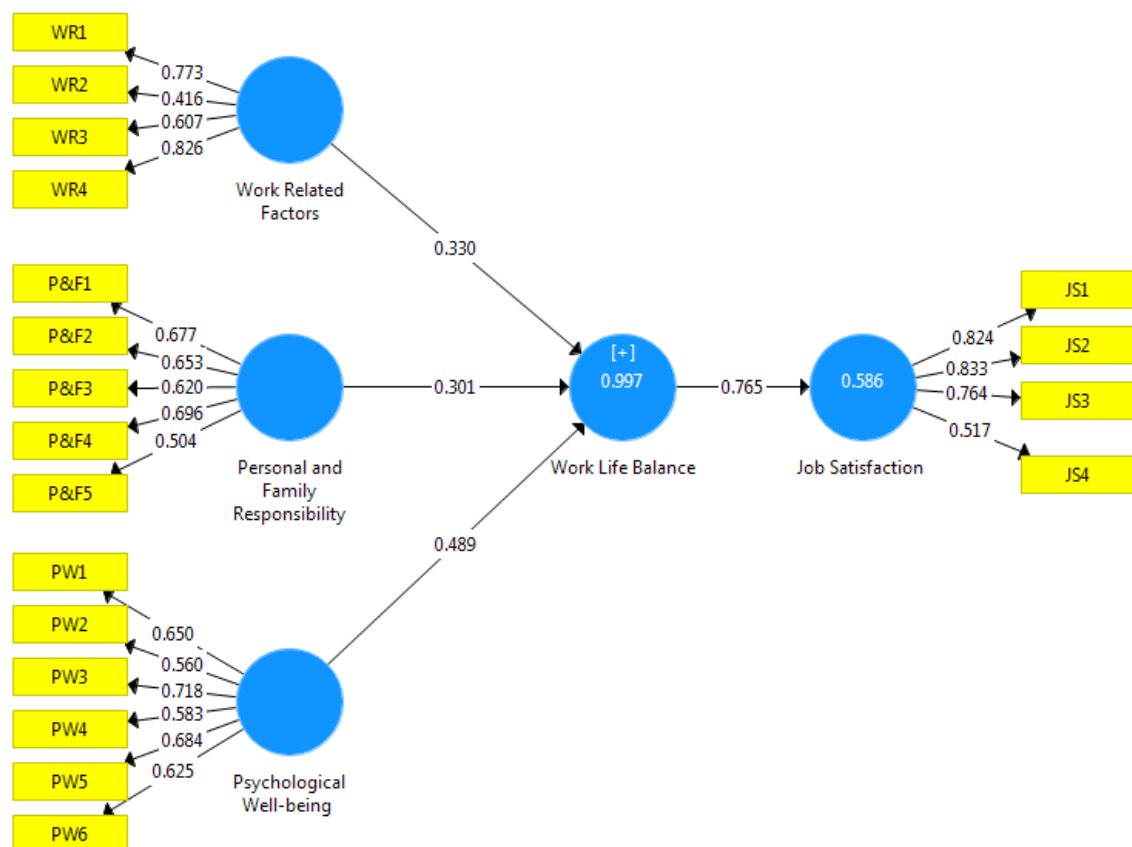


Figure 1: Confirming the factors

First condition is to check the outer loadings of the factors that should be greater than 0.5 as said by Garson, 2016. But, in the above figure, all values are greater than 0.5 except of WR2. So, study has been deleted the item (WR2) and revise figure is as follow:

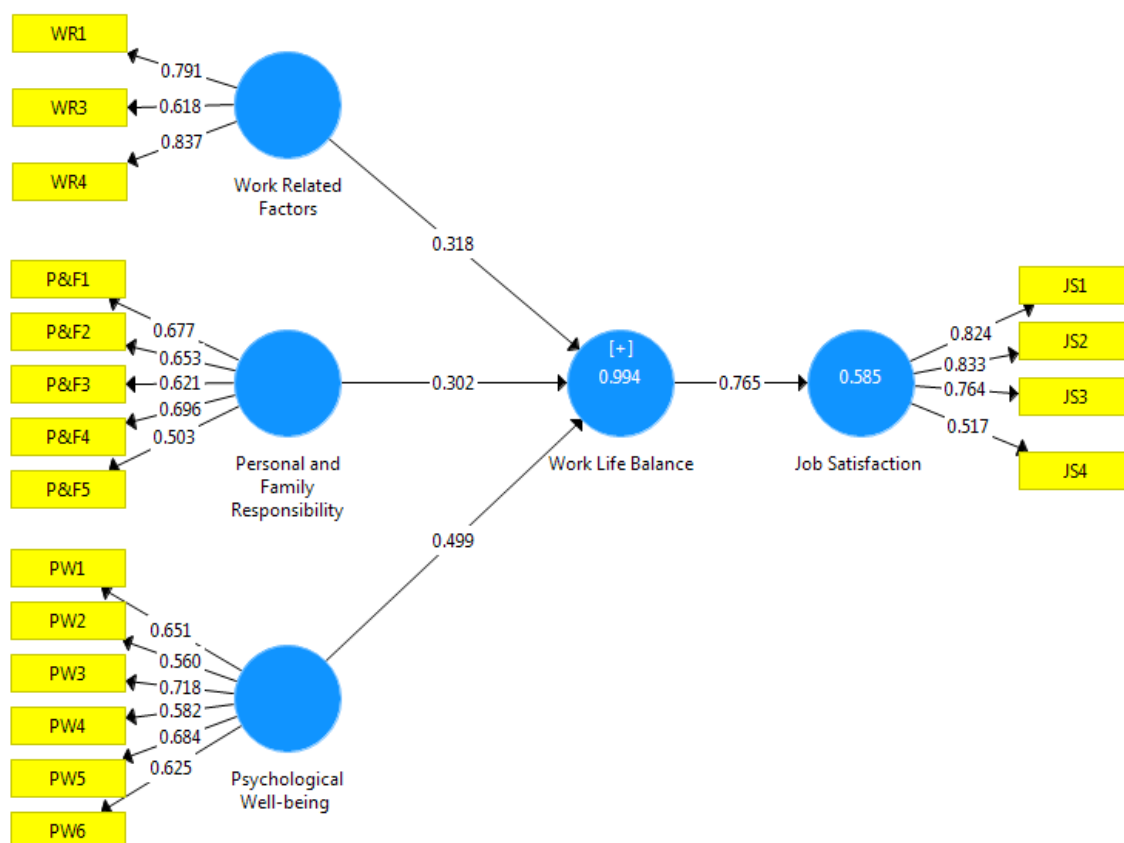


Figure 2: Revised Confirming the factors of Work Life Balance

In above figure all values greater than 0.5 the particulars are explained in the subsequent table:

Table 1: Factors Loadings

Statements	Coding	Work-related factors	Personal and family responsibilities	Psychological well-being and satisfaction
I can complete my professional tasks within my official working hours.	WR1	0.791	-	-
I have clarity about my roles and expectations in the workplace.	WR3	0.618	-	-
I am given adequate flexibility in scheduling my work-related duties.	WR4	0.837	-	-

I am able to fulfil my family obligations without compromising my professional duties.	P&F1	-	0.677	-
My personal and family responsibilities often interfere with my work-related tasks.	P&F2	-	0.653	-
I receive support from my family in managing my teaching responsibilities.	P&F3	-	0.621	-
I have sufficient time after “work to spend” with my family and friends.	P&F4	-	0.696	-
I feel that I can maintain a balance between my personal needs and professional commitments.	P&F5	-	0.503	-
I feel mentally and emotionally well despite the demands of my profession.	P&S1	-	-	0.651
My job gives me a sense of personal satisfaction and purpose.	P&S2	-	-	0.56
I frequently feel overwhelmed by the challenging burden of work and private life.	P&S3	-	-	0.718
I am pleased with how I equilibrium my teaching career and my personal life.	P&S4	-	-	0.582
Stress from work rarely affects my emotional or mental health.	P&S5	-	-	0.684
I feel motivated and positive about my role as a teacher.	P&S6	-	-	0.625
I feel satisfied with the overall nature of my job.	JS1	-	-	0.824
My work gives me a sense of personal accomplishment.	JS2	-	-	0.833
I enjoy coming to work most days.	JS3	-	-	0.764
I feel overconfident to be element of this association.	JS4	-	-	0.517

Source: Primary data

Work-related factors

This factor encompasses aspects of work that influence how employees manage their professional responsibilities. Statements loading above 0.5 on this factor include clarity of role, time management, and flexibility. High loadings (e.g., 0.837 for scheduling flexibility) suggest that having control over one’s schedule and a clear understanding of job expectations are crucial in supporting efficient work performance. These elements enhance productivity and reduce work-related stress, contributing positively to overall work-life balance.

Personal and family responsibilities

This factor captures the extent to which employees can fulfill family roles alongside professional obligations. Statements under this category reflect the influence of family support, interference from personal responsibilities, and available time after work. Factor loadings range from 0.503 to 0.696, indicating moderate to strong relevance. The ability to manage family responsibilities without hindering professional duties is shown to be a significant component in maintaining personal well-being and sustaining long-term engagement in one's job.

Psychological well-being

This factor includes emotional and mental states affected by the interaction of professional and personal demands. Items such as motivation, mental wellness, stress levels, and personal fulfillment in one's job are strongly represented, with loadings between 0.560 and 0.718. This suggests that psychological well-being is closely tied to how individuals perceive their work-life balance. The results show that positive mental health and emotional stability contribute directly to job satisfaction.

Job Satisfaction

This factor focuses on the emotional evaluation of one's job, including feelings of pride, accomplishment, and general contentment. All statements in this category loaded above 0.5, with the highest being 0.833 for personal accomplishment. This indicates a strong relationship between satisfaction and intrinsic factors such as enjoyment, purpose, and pride.

In next section study has been checked Reliability and Validity of the factors.

Table 2: Reliability and Validity Checking

Factors	Alpha Values (>0.7)	Composite Reliability (>0.7)	Average Variance Extracted (AVE) (>0.5)
Work Related Factors	0.712	0.796	0.570
Personal and Family Responsibility	0.722	0.768	0.502
Psychological Well-being	0.707	0.804	0.508
Job Satisfaction	0.720	0.829	0.556

Source: Primary data

Below is explanation of reliability and validity checking for each factor based on Garson (2016), using the data provided in Table 2. The criteria for acceptable levels are: "Cronbach's

Alpha > 0.70”, “Composite Reliability > 0.70”, and “Average Variance Extracted (AVE)” > 0.50.

Table 2 describes the results of “reliability and validity” testing for the four identified factors: work-related factors, personal and family responsibility, psychological well-being, and job satisfaction. All values meet or exceed the thresholds recommended by Garson (2016), confirming internal consistency and construct validity.

Work-related factors showed a “Cronbach’s alpha” of 0.712, “composite reliability” of 0.796, and an “AVE” of 0.570. Respective values indicate that the items measuring this factor are consistent.

The personal and family responsibility factor demonstrated acceptable reliability with “alpha value” of 0.722 and “CR” of 0.768. Respective “AVE” value of 0.502, though just above the minimum threshold, still supports the convergent validity of the construct.

Psychological well-being recorded “alpha value” of 0.707 and “CR” of 0.804, suggesting high internal consistency. Its “AVE” of 0.508 confirms that the construct explains a sufficient proportion of variance across its items.

Job satisfaction achieved strong measurement properties, with “Cronbach’s alpha” of 0.720, “Composite Reliability” of 0.829, and “AVE” of 0.556. These assessments demonstrate that the scale reliably captures the satisfaction levels of respondents and reflects adequate convergent validity.

In conclusion, all four constructs exhibit acceptable levels of reliability and validity as per established guidelines. This supports the use of the measurement model in assessing job satisfaction and its related dimensions.

Table 3: Fornell-Larcker Criteria

Constructs	Job Satisfaction	Personal and Family Responsibility	Psychological Well-being	Work Related Factors
Job Satisfaction	0.746	-	-	-
Personal and Family Responsibility	0.634	0.702	-	-
Psychological Well-being	0.546	0.634	0.707	-
Work Related Factors	0.468	0.615	0.639	0.755

Source: Primary data

Table 3 shows the discriminant validity analysis using “Fornell-Larcker criterion”; diagonal values in the table signify the square roots of AVEs for each construct: job satisfaction (0.746), personal and family responsibility (0.702), psychological well-being (0.707), and work-related factors (0.755). All these values exceed their respective “correlations” with other constructs.

These outcome confirm that every construct shares more variance with its own items than with other constructs, thereby supporting discriminant validity. The constructs are distinct and measure separate underlying dimensions related to job satisfaction and work-life dynamics.

In summary, the Fornell-Larcker criterion is satisfied for all constructs, indicating that the measurement model possesses acceptable discriminant validity.

8. Structural Model of Constructs

This model provides a framework for analyzing the direct and indirect relationships between these constructs. It helps to recognize which phase of WLB has the most considerable collision on job satisfaction and to what extent. Results are shown by Figure:

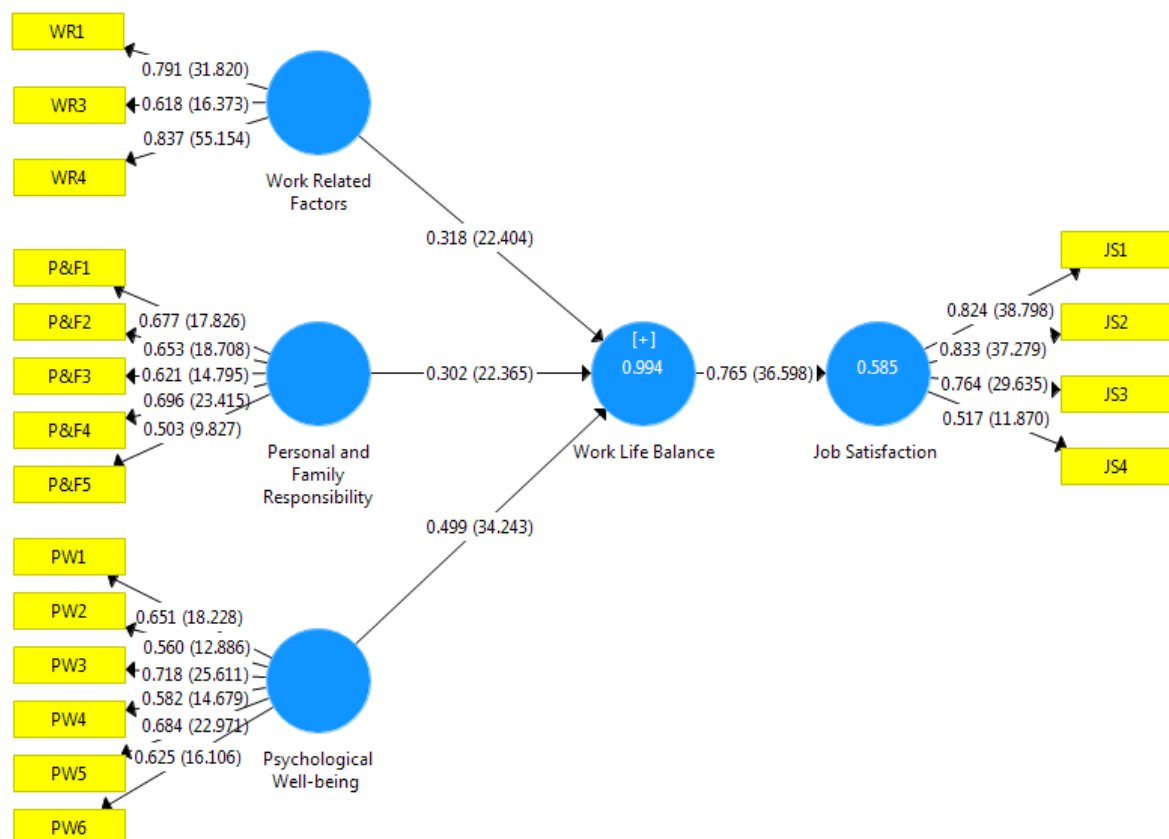


Figure: Structural Model of the Constructs

Table4: Path Analysis

Hypothesis Relations	Path Coefficient	(STDEV)	T Statistics	P Values	Hypothesis
Work Related Factors -> Work Life Balance	0.318	0.014	22.404	0.000	Accepted
Personal and Family Responsibility -> Work Life Balance	0.302	0.013	22.365	0.000	
Psychological Well-being -> Work Life Balance	0.499	0.015	34.243	0.000	
Work Life Balance -> Job Satisfaction	0.765	0.021	36.598	0.000	
R2	0.585				
NFI	0.924				

Source: Primary data

The path analysis examined the relationships among “work-related factors, personal and family responsibilities, psychological well-being, work-life balance, and job satisfaction”. The results show statistically considerable positive effects for all hypothesized paths, supported by strong path coefficients and t-statistics.

Work-related factors have “a positive impact” on WLB, with a “path coefficient” of 0.318 and a t-value of 22.404 ($p < 0.001$). Similarly, personal and family responsibilities positively influence work-life balance, indicated by “path coefficient” of 0.302 and a t-value of 22.365 ($p < 0.001$), supporting the hypothesis.

Psychological well-being exhibits the strongest effect on work-life balance, with a path coefficient of 0.499 and “highly significant t-value” of 34.243 ($p < 0.001$). Furthermore, work-life balance (WLB) significantly influences job satisfaction (JS), evidenced by a high path coefficient of 0.765 and a t-statistic of 36.598 ($p < 0.001$). This indicates that better work-life balance substantially contributes to higher levels of job satisfaction.

The model explains 58.5% of the variance in work-life balance ($R^2 = 0.585$), demonstrating a moderate to strong explanatory power. Additionally, the “Normed Fit Index” (NFI) of 0.924 indicates a good fit between data.

In summary, results confirm that “work-related factor, personal and family responsibilities, and psychological well-being” are significant predictors of work-life balance, which in turn strongly affects job satisfaction. Hence study proves the hypothesis that:

H₁: There is a positive and significant relationship between work-life balance and job satisfaction among school teachers.

9. Limitations, Suggestions, Future Research and Conclusion

This study, while offering precious close into the affiliation between “work-life balance” and “job satisfaction”, has numerous limitations that should be accredited. First, the data was collected from a specific sector and geographic region, which may limit the generalizability of the findings to other professional groups or locations. The use of self-reported questionnaires may also introduce response bias, as participants might provide socially pleasing respond. Given these limitations, future research should consider employing longitudinal or mixed-method approaches to capture changes over time and enhance the depth of understanding. Expanding the study to diverse industries, age groups, or cultural contexts could also improve the applicability of the findings. Further investigation into mediating or moderating variables, such as organizational culture or individual personality traits, may offer a more comprehensive perspective on the dynamics between “work-life balance and job satisfaction”. In conclusion, despite its constraints, this study confirms that work-related factors, personal and family responsibilities, and psychological well-being significantly influence work-life balance, which in revolve plays an imperative task in determining job satisfaction. The findings emphasize the importance of promoting supportive workplace practices to develop both “employee well-being” and “organizational performance”.

References

- Allen, T. D., Herst, D. E., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology*, 5(2), 278–308.
- Bell, A. S., Rajendran, D., & Theiler, S. (2012). Job stress, wellbeing, work-life balance and work-life conflict among Australian academics. *E-Journal of Applied Psychology*, 8(1), 25–37.
- Borg, M. G., & Riding, R. J. (1991). Occupational stress and satisfaction in teaching. *British Educational Research Journal*, 17(3), 263–281.
- Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78(3), 367–409.

Bubb, S., & Earley, P. (2004). *Managing teacher workload: Work-life balance and well-being*. Paul Chapman Publishing.

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 1189–1204.

Day, C., & Leitch, R. (2001). Teachers' and teacher educators' lives: The role of emotion. *Teaching and Teacher Education*, 17(4), 403–415.

Day, C., & Qing, G. (2009). Teacher emotions: Well-being and effectiveness. In P. A. Schutz & M. Zembylas (Eds.), *Advances in Teacher Emotion Research*. Springer.

Fatima, N., & Sahibzada, S. A. (2012). An empirical analysis of work-life balance among university teachers: A case from Pakistan. *Journal of International Academic Research*, 12(1), 16–29.

Fleetwood, S. (2007). Why work-life balance now? *The International Journal of Human Resource Management*, 18(3), 387–400.

Goyal, S., & Verma, A. (2020). Moderating role of incentive practice in the bond between environment management and non-financial performance: A study of Indian corporate sector. *HSB Research Review*, 15(2), 34–43.

Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10(1), 76–88.

Grzywacz, J. G., & Carlson, D. S. (2007). Conceptualizing work-family balance: Implications for practice and research. *Advances in Developing Human Resources*, 9(4), 455–471.

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499–534.

Kim, L. E., & Asbury, K. (2020). 'Like a rug had been pulled from under you': The impact of COVID-19 on teachers in England during the first six weeks of the UK lockdown. *British Journal of Educational Psychology*, 90(4), 1062–1083.

Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27–35.

Lakshmi, K. S., & Kumar, G. D. (2011). Work-life balance of women employees in the information technology industry. *ZENITH International Journal of Business Economics & Management Research*, 1(4), 1–11.

Leithwood, K., & Beatty, B. (2008). *Leading with teacher emotions in mind*. Corwin Press.

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 1297–1349). Rand McNally.

MacInnes, J. (2008). Work-life balance and the demand for reduction in working hours: Evidence from the British Social Attitudes Survey 2002. *British Journal of Industrial Relations*, 46(2), 273–295.

Mahony, P., & Hextall, I. (2000). *Reconstructing teaching: Standards, performance and accountability*. Routledge.

Miryala, R. K., & Nagapriya, C. (2012). *Work-life balance among teachers*. Zenon Academic Publishing.

Pearson, L. C., & Moomaw, W. (2005). The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. *Educational Research Quarterly*, 29(1), 38–54.

Perry, R. P., Clifton, R. A., Menec, V. H., Struthers, C. W., & Menges, R. J. (1997). Faculty in the middle years: Illuminating an overlooked phase of academic life. *The Review of Higher Education*, 20(2), 157–178.

Punia, B. K., & Sharma, P. (2008). Employees' perspectives on human resource management practices in institutions of higher learning. *Indian Journal of Industrial Relations*, 44(1), 26.

Punia, V., & Khosla, A. (2009). Management of organizational stress through association. *Journal of Organizational Behavior*, 3(2), 45–51.

Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059–1069.