



WORK-LIFE BALANCE AND JOB SATISFACTION OF HIGHER EDUCATION TEACHERS - A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

Purpose: The Study aims to understand the challenges that college teachers face in maintaining a healthy work-life balance and identify the factors that contribute to job satisfaction or dissatisfaction among college teachers. To provide evidence-based recommendations to improve work-life balance and job satisfaction for college teachers, ultimately benefiting both teachers and students. By understanding these challenges and their potential solutions, the study can contribute to creating a more sustainable and fulfilling work environment for college teachers, which can ultimately lead to improved student outcomes.

Methodology: A systematic review of was carried out on the existing literature of Work-life balance and Job satisfaction in search engines: PubMed, Google Scholars, and Scopus. The eligible articles completed a screening process using exclusion criteria prior to being analyzed for the conceptual framework of the study.

Findings/Result: The review identified various factors, including personal, organizational, and familial, that influence the work-life balance of college teachers. The study identified several research gaps in the field of work-life balance and job satisfaction among college teachers.

Originality/Value: The systematic review provided a distinct understanding of the balance between work and personal life, as well as the level of satisfaction experienced by college teachers. The study also identified a correlation between personal and family matters of college teachers, as well as multiple strategies for improving their work-life balance. By implementing these methods, college teachers can enhance their efficiency and achieve greater success, enabling them to deliver the utmost appropriate care to their students.

Paper type: Systematic Review paper

KEYWORDS: Work-life balance, Job Satisfaction, Higher Education Teachers, Personal life, College Teachers.

INTRODUCTION

Work-life balance, as observed, refers to achieving an optimal equilibrium between an individual's personal and professional life, including all relevant commitments and relationships. The concept of work-life balance refers to the way individuals prioritize between their career and ambition and other aspects of their lives such as health, pleasure, leisure, family, and spiritual development. Stated differently, it impacts people's well-being, the effectiveness of organizations, and how society functions (Grady et al., 2008). Various perspectives have been presented regarding the definition, measurement, and study of work-life balance (Grzywacz & Carlson, 2007). Additionally, different researchers refer to "work-life balance" using different terms. For instance, "work-family balance" (Rice et al., 2003; Greenhaus et al., 2003); "work-family fit" (Clarke et al., 2004); "work-personal life balance" and "work-life balance" (Grady et al., 2008) are some examples of terms used by researchers.

Job satisfaction is a crucial element that has a substantial influence on job performance and has been demonstrated to contribute to increased employee retention and well-being. Research has shown that employees who feel content with their jobs in an organization demonstrate elevated levels of vitality and involvement, whereas those who feel dissatisfied experience feelings of distress, anxiety, and nervousness (Heller et al., 2002). Thus, it is crucial for all organizations, especially labor-intensive institutions such as Higher Education institutions, to prioritize their efforts in sustaining and maintaining a contented workforce. Work-life imbalance among degree teachers can arise from multiple factors, including an excessive workload, inadequate resources and support, impractical expectations, and limited prospects for



professional development. Moreover, the escalating expectations of standardized testing and curriculum mandates can augment the workload and stress levels experienced by teachers. Previous research has consistently demonstrated a strong positive correlation between job satisfaction, work-life balance, and retention rates for teachers. Research has demonstrated that teachers who achieve a superior work-life balance are more prone to expressing higher levels of job satisfaction and are less likely to leave their careers in teaching. In a study conducted by Crooker et al. (2002). The teachers who perceived that supportive organizational policies and practices reported higher levels of work-life balance and job satisfaction compared to those with less supportive environments.

OBJECTIVES OF THE STUDY

1. To Assess the current State of work-life balance for teachers (This involves investigating the typical workload, working hours, and demands placed on teachers, as well as their ability to manage personal and professional commitments).
2. To Study the importance of work-life balance for teachers and its impact on job satisfaction (significance of maintaining a healthy work-life balance for teachers and how it can affect their overall job satisfaction).
3. To identify the factors influencing work-life balance among teachers. (Explore various factors that may contribute to an imbalance between work and personal life for teachers, such as workload, support from administration, flexibility in scheduling, etc.)
4. To examine the relationship between work-life balance and job satisfaction among teachers. (This is the core objectives of the study and aims to determine whether teachers with better work-life balance experience higher levels of job satisfaction).

RESEARCH METHODOLOGY

The reporting framework seeks to identify, screen, and evaluate records to determine their eligibility and inclusion. The eligibility requirements are described in the objectives. The research looked through the Google Scholar, Scopus and RePEc search data bases. The relevant authors initially selected, checked, and validated the articles.

The findings of the study have provided a clear understanding of the relationship between work-life balance and job satisfaction among college teachers. Additionally, the research gap for the study has been identified, and a suitable conceptual framework has been developed.

STUDY LIMITATION AND CONSTRAINTS

Research initiatives should prioritize longitudinal studies and mixed-method approaches to gain deeper understanding of individual experiences and long-term impacts.

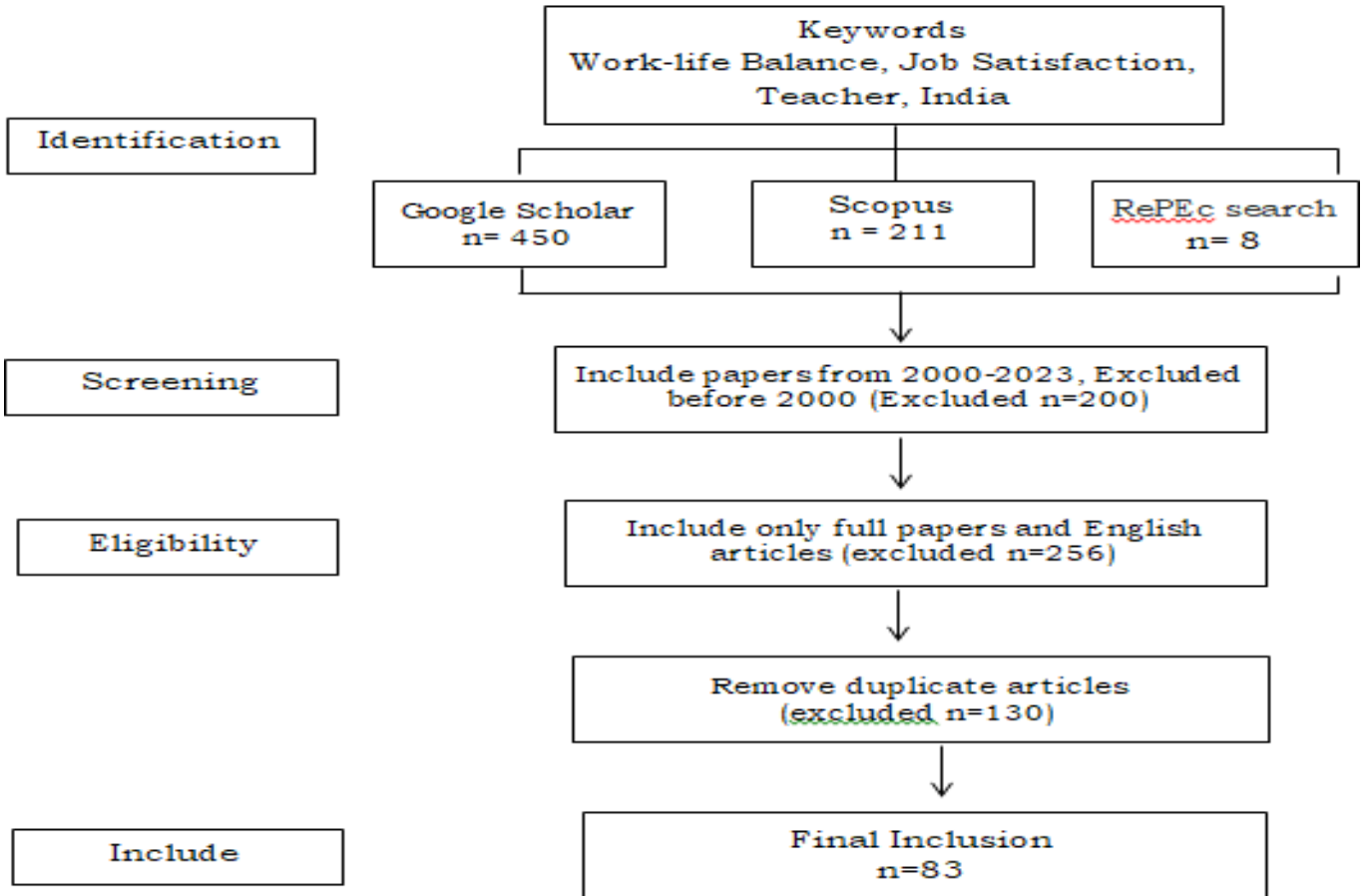
- Collaboration between researchers, policymakers, college administrators, and teachers is crucial for developing and implementing effective interventions.
- Teacher voices and perspectives should be central to designing and evaluating any solution aimed at improving work-life balance and job satisfaction.

CONSTRAINTS

- Limited resources, including funding, time, and personnel, can pose challenges for implementing comprehensive initiatives.
- Resistant college cultures or administrative hierarchies can hinder the adoption of innovative practices.
- Competing priorities within educational systems may make it difficult to prioritize teacher well-being.



Fig 1: Summary of literature review steps



LITERATURE REVIEW

Work and family dominate most employed adults' lives today. Thus, working men and women are increasingly concerned about managing work-family conflicts. The growing concern about the difficulties of balancing work and home and the negative effects it has on employees, families, and employers has made work-personal life integration a major social issue in Europe, the US, the Netherlands, and Asia. Individuals, organizations, and society need work-life balance (Grady et al., 2008). Work-life balance definition, measurement, and research have been debated (Grzywacz & Carlson 2007). Work-life balance (WLB) is a popular research topic in sociology, psychology, human resource management, organization studies, and gender studies.

External factors like job satisfaction have been separated from work life. Job satisfaction is an emotional response to job experiences. Job satisfaction is crucial to employee performance, retention, and well-being. Research shows that satisfied workers are energetic, engaged, and enthusiastic, while dissatisfied workers are distressed, disengaged, and nervous (Heller et al., 2002). Higher education institutions' budgets are mostly for staff because their effectiveness depends on them. Higher education institutions must keep their employees happy due to their labor-intensive nature.



Table 1: Review of Work-life Balance and Job Satisfaction of college teachers

S L No	ResearchTopic	Focus area	Research Instruments used	Reference
1	work interference with personal life,teaching satisfaction and jobsatisfaction	The study's findings indicated that work interference with personal life and personal life interference with work were negatively correlated with job satisfaction, whereas work and personal life enhancement were positively correlated with job satisfaction. The authors assert that organizations must integrate and harmonize work and personal life through work-life balance initiatives.	StructuralModel	Agha, K. (2017)
2	WLB and Job Satisfaction among the Working Women of Banking and Education Sector	The primary objective of this study was to examine the impact of work-life balance on job satisfaction, as well as to investigate the measures implemented by organizations to promote effective work-life balance and its correlation with job satisfaction. The paper utilized Standard Deviation to verify the accuracy of the data provided by respondents from both sectors. Research indicates that work-life balance (WLB) can be attained through various factors that contribute to job satisfaction, including supportive colleagues, favorable working conditions, intellectually stimulating tasks, fair rewards, and employee-centric policies.	Standard Deviation and Coefficient of variance	Yadav & Dabhade (2014)
3	Autonomy, workload, WLB and job performance teachers in Malaysia	An extensive survey was conducted among educators in public schools located in the Northern Region of Peninsular Malaysia. This study utilized a quantitative methodology to address the research objectives. 302 teachers provided feedback on their degree of autonomy, workload, work-life balance, and job performance. The study revealed that autonomy and work-life balance exerted a substantial influence on the job performance of the respondents. However, the study found that the amount of work assigned did not have a significant impact on the job performance of school teachers.	Structural Model	Johari, et al., (2018)
4	Academic Staff Workloads and Job Satisfaction	The study examined university academic staff workloads and job satisfaction. The study examined faculty workloads and institutional and individual faculty responses to workload expectations and realities using three data sources over three years. The University has 42 academic units organized into five broadly disciplinary colleges led by a senior academic leader. Colleges have budgetary and administrative control. Fewer than 12 to over 100 academic staff constitute units. According to the study, university faculty driven by academic and disciplinary interests are increasingly burdened by accountability and workloads. Since governments have adopted performance funding for higher education research budget components, academic workloads have examined intensification and the balance between research and teaching.	Case study analysis	Houston, et al., (2006)
5	Work-Life Balance of Women Teachers	Investigate how stress affects women faculty, how management faculty members experience stress, and how family and work stress affect job satisfaction. We used Primary and secondary data. The basic data were collected by sending questionnaires to 200 Tamil Nadu Arts and Science College teachers. Stratified sampling is used. Secondary data came from pre-existing research, journals, periodicals, websites, and online publications. The data is analyzed using descriptive statistics like mean, standard deviation, and 'F' ratio. Most women faculty members experienced more physiological, behavioral, and total stress.	Mean, Standard deviation and F ratio	Venkatar aman and Abirami (2011)



6	Life Satisfaction and Personality Dimensions among College Teachers	Work-life balance, life satisfaction, and personality traits are examined. The study uses primary data from 70 Chandigarh government college instructors. Descriptive statistics, t-test, used to analyze data from random sampling. It study found that female teachers excel in work-life balance, life satisfaction, extroversion, agreeableness, conscientiousness, and neuroticism, but male teachers score higher in openness. The study also shows that balancing work and personal life leads to happiness and outgoing personality.	Correlation and regression analysis	Jaspreet Kaur (2013)
7	Work-Life Balance of Women in the Teaching Profession	The study intended to identify work-life imbalance causes, challenges, and stress levels. Researchers used primary and secondary data. To gather data, 50 female faculty members from Kolhapur colleges were given questionnaires. Respondents are selected randomly. Data is analyzed using reliability and descriptive statistics. The majority of respondents believed women teachers should balance work and life. Additionally believes work-life imbalance is caused by excessive workload, long hours, difficulty prioritizing, and time management issues. The study also finds that work-life balance is achieved through good time management at home and college, flexible working hours, reduced work hours, and family and spouse support.	Reliability analysis and Descriptive statistics	Petare (2013)
8	Job Satisfaction and Organization al Commitment : Elementary Schools	Examined elementary school job satisfaction and organizational commitment. The study's main goals were to assess elementary school administrators and teachers' job satisfaction and to determine if organizational climate affects it. 307 of 400 respondents from various age groups responded. The study used the Descriptive and Relational Survey Model, TSS, and OCS scales to measure. Through ANOVA, and T-test, participants showed higher job satisfaction. Data showed no demographic effect on job satisfaction. The study found that class teachers were more organizationally committed than branch teachers. Work satisfaction was strongly correlated with organizational atmosphere.	SEM Modelling, Relational Survey Model	Ziilfi, Demirtas (2013)
9	Job Satisfaction of Teachers Working at the Primary School	Determine and compare primary school teachers' job satisfaction. The study uses primary data from 14 government and six private schools in Dakshin Dinajpur, West Bengal. The data was collected using simple random sampling. Data is analyzed using Chi-square and 't'-tests. the findings show that female teachers in government schools and those who have not yet completed their undergraduate studies are happier than male teachers in private schools who have completed their graduate studies.	Chi-square	Madhab Ghosh (2013)
10	Mental health and job satisfaction on special teachers	Assess specialized school teachers' mental health and job satisfaction in Imphal East and West, Manipur. This descriptive survey study included 40 special school teachers from 10 schools in Imphal East and West, Manipur. Data was collected using the job satisfaction scale (JSS) and mental health scale. Age and education have been linked to special school teachers' mental health disparities. Across gender, age, and education, special school teachers are equally satisfied with their jobs. Men had 80% good mental health, while 77.5% of special school teachers had issues.	ANOVA	Chingtha m (2014)
11	Job happiness of school teachers	Investigating how job satisfaction affects Tirunelveli teachers' performance. The survey conducted from July 2011 to March 2013. A representative sample of 580 instructors from 8 regions was chosen. 160 middle school teachers and 420 high and higher secondary teachers were chosen. Research showed that male teachers spent more time on class preparation, teaching, and extracurricular and social activities than female teachers, who	Factor analysis	Nair (2014)



		focused on family. Teacher attitudes toward instruction were similar for men and women. Quality of teaching facilities and working environment affected instructor performance. At 1% significance, age, sex, educational degree, and compensation satisfaction were associated. No correlation was found between teacher satisfaction and performance.		
12	Job Satisfaction among College Teachers	This study sampled 258 college teachers and 25 non-professional institutions from five representative Punjab districts (Amritsar, Bathinda, Jalandhar, Patiala, and Riper) out of 22. A questionnaire was given to college teachers. Punjabi non-professional college teachers were found to be happy. Variety, supervision, ability utilization, compensation, advancement opportunities, responsibility level, creativity, achievement recognition, and activity level also affect their happiness. The study also found moderate performance by non-professional institutions.	ANOVA	Singh, Karambiri (2014)
13	Factors Influencing Work-Life Balance of School Teachers	Examine the work-life balance of male and female private school teachers in Coimbatore. 150 private school employees in Coimbatore provided primary data for the study. Data was collected using convenience sampling. Data are analyzed using reliability, descriptive statistics, independent sample, 't'-test, and ANOVA. Female private school teachers have a better work-life balance than male teachers. They find that private school female teachers value responsibility, accountability, and security in their work-life balance.	ANOVA	Saravanan and Dharani (2014)
14	Employment satisfaction of higher secondary school teachers	Comparing Hindi-English teachers. The study uses random sampling to collect primary data from 220 higher secondary school teachers. English and Hindi medium school teachers are happy with their jobs. However, English-medium teachers are happier than Hindi-medium teachers.	Percentile, mean, standard deviation, and 't'-test.	Rashmi Sharma et al. (2015)
15	Job Satisfaction of Higher Secondary School Teachers	analyzed upper secondary school teachers' job satisfaction by gender and school location. The study uses simple random sampling to collect primary data from twelve Trichy district schools. It reveals that higher secondary school teachers' job satisfaction is strongly correlated with school location. Additionally argues job satisfaction is linked to gender of higher secondary school teachers.	Chi square	Senthil Kumar (2015)
16	Work life and family	Work and family dominate most employed adults' lives today. Maintaining work-life balance is crucial for effective employee functioning. Work-life balance is a key topic of government, practitioner, and academic debate.	Review	Eikhof, Warhurs t & Haunsch ild, 2007
17	Work life balance and personal life	For workers all over the world, the ability to strike a balance between the demands of the workplace and the demands of one's personal life has been regarded as an important issue, and academics working in higher education institutions have not been excluded from this perception.	Review	Stanton & Young, 2009
18	Work-life and job satisfaction balance of college teachers	A study examined the work-life experiences of 100 college teachers from Bihar and Jharkhand universities. Interviews covered time management, values, spirituality, stress, and job-life balance. Junior college teachers experienced nearly all dimensions of stress more than senior teachers due to limited exposure and experience. Junior teachers were less happy than seniors. Female teachers had higher	Chi square test	Kumar & Deo (2011)



		role overload, inter role stress, spiritual orientation, and job satisfaction than male teachers.		
19	Occupational stress and job satisfaction	It carried out a study with the purpose of examining the connection between occupational stress and job satisfaction among academics working in both public and private universities in Iran. By using the questionnaire method, data was collected from a total of five hundred respondents. As a result of the findings, it was determined that there was no connection between job satisfaction and occupational stress.	Correlation and Multiple Regression Analysis	Nazari & Emami (2012)
20	Work life balance and job satisfaction among faculty	It carried out a study on job satisfaction and work-life balance among Iowa State University faculty. Questionnaires were used to collect data from 143 respondents, and statistical tools such as SPSS, ANOVA, descriptive analysis, Pearson correlation coefficient, regression, and factor analysis were utilized to analyze the data. According to the findings of the study, there is a significant connection between having a healthy work-life balance and being satisfied with one's job.	Regression and Factor analysis	Mukhtar (2012)
21	Job Stress and Life Satisfaction of College Teachers	This study examined college teachers' job stress and life satisfaction. This study sampled 100 people. Purposefully selected from Chittagong colleges. The data were analyzed using descriptive statistics, t-test, and Pearson product moment correlation. Results showed that non-government college teachers have more job stress and less life satisfaction than government college teachers. Teachers with salaries between 11,000 and 20000 taken have more job stress and less life satisfaction. In addition, job stress was found to negatively correlate ($r=-.45, p<.01$) with life satisfaction.	Pearson product moment correlation	Dey et al., (2013)
22	Work-life balance of female faculty	An investigation into the work-life balance of female faculty members working in arts and science colleges in the district of Coimbatore in India was carried out. An analysis of variance (ANOVA), a t-test, and a Friedman rank test were performed in SPSS on the data that was collected from 515 different faculties. With regard to factors such as age, marital status, qualifications, family structure, and number of years of experience, the study sheds light on the connection between work-life balance and these aspects of life.	Friedman rank test	Sumathi & Velmurugan (2018)
23	Work-life balance and work stress for job satisfaction during the covid -19 pandemic	This study analyzes 168 State High School Civil Servants Teachers in Pematang Siantar City who were certified using a proportional random sample and normality-based data analysis. The test was conducted using SPSS Statistic version 20. The results achieved job satisfaction, work- life balance, and work stress criteria. Results from the correlation coefficient analysis were strong and positive. Hypothesis testing indicates that during the COVID-19 pandemic, Pematang Siantar City Senior High School Teachers' work-life balance and stress positively affect job satisfaction.	correlation coefficient analysis	Butarbutar, et al., (2022).
24	Work-Life- Balance and Family-Life- Balance on job performance and satisfaction of business studies teachers	Work-life balance (WLB) and family-life balance (WFB) were examined in Bauchi State, Nigeria, business studies teachers' job performance and satisfaction. The study included 400 business teachers. We collected data using a 60-item 5-point Likert Scale Questionnaire. Results show that WLB and WFB significantly affect Bauchi State Business Studies teachers' job performance and satisfaction. Absenteeism, lateness, and inability to cover curriculum are attributed to business studies teachers' WFB and WLB struggles. The researcher advised Bauchi State to hire more	Liner Logistic Regression	Chana, et al., (2022).



		Business Studies teachers to reduce teacher workloads. Job satisfaction can be increased by giving teachers more responsibility.		
25	Challenges on the work stress of young college teachers	This study examines the challenges young college teachers at university face and suggests solutions. This study identified workload, inexperience, high expectations, work-life balance, and interpersonal dynamics as challenges. This study examines University's context through a literature review and key informant interviews. The findings suggest time management, professional development, clear expectations, setting boundaries, prioritizing self-care, building support networks, and conflict resolution skills as coping mechanisms. These coping strategies can help young college teachers reduce stress, boost job satisfaction, and balance work and life.	Review	Xi, D., & Dindin, J. M. (2023)
26	Conflict between Self-efficacy, job satisfaction, work life balance among university teachers	Work-life balance, work-family conflict, university teachers' self-efficacy, and job satisfaction were examined. Purposive sampling was used to collect 210 responses from university teachers in public and private colleges in Kathmandu Metropolitan City, Nepal's capital. The data were analyzed using regression and correlation. Self-efficacy, job satisfaction, work-family conflicts, and teachers' work-life balance correlated well. The findings also showed that work-family conflict predicted job satisfaction the most. Results show that increasing	Regression and correlation analysis	Khadka, A. K., & Khadka, S. (2023)
		teachers' self-efficacy, improving work-life balance, and reducing work-family conflict can boost job satisfaction and retention. These findings affect schools, governments, and other educational stakeholders seeking to improve teacher satisfaction and happiness.		
27	Job Satisfaction, Organization al Culture And Work- Life Balance Among School Teachers	Teachers' organizational commitment embraces their desire to help students and own their education. This study examined 420 Davao Region public school teachers to determine their job satisfaction, business culture, work- life balance, and organizational loyalty. It also examined factor associations. A structure-equation model determined work-life balance, job satisfaction, and organizational culture that matched teachers' commitment. The findings showed high hierarchical commitment, balance between serious and fun activities, authoritative culture, and job satisfaction. Work-life balance, organizational commitment, and job satisfaction were important. Important relationships included organizational culture and commitment. It fit the teachers' organizational commitment to work-life balance, organizational support, and professional pride. Strategic focus, employee management, and organizational culture were these factors. Therefore, job satisfaction, organizational commitment, and work-life balance strongly predicted organizational commitment.	Structural Equation Model	Quines, L. A., &Arendan, E. I. (2023).
28	Work life balance and job satisfaction of university teachers	This study examines how Work Life Balance mediates the effect of Workplace Flexibility on employment satisfaction. The study examined 181 education personnel at Udayana University's Head Office, including civil servants and contract workers. Proportionate random sampling. SEM with PLS was used to analyze the data. Workplace flexibility and work-life balance positively and significantly affect job satisfaction. Positively and significantly affect work-life balance, which mediates the effect of workplace flexibility on job satisfaction. These results show that work unit leaders must provide Workplace Flexibility to improve Work Life Balance.	Structural Equation Modelling	Gede, A and Gade,R (2023)



29	Work-Life Balance and Job Satisfaction of Employees	A study examined work-life balance and job satisfaction among PT. X Yogyakarta employees. The correlational quantitative study sampled all eligible employees using saturated sampling. The analysis revealed a correlation coefficient of $r = 0.833$, with a significance value of 0.000 ($p < 0.05$). The strong positive correlation between work- life balance and job satisfaction suggests some connection. Work-life balance boosts PT. X Yogyakarta employees' job satisfaction, says this study. Work-life balance boosts job satisfaction and vice versa. These findings demonstrate that the company must promote work-life balance to improve job satisfaction.	correlation test.	Mandagi , & Wijono, (2023)
30	Job Satisfaction and work life balance of teleworkers	This study proposes and validates a theoretical model explaining remote work job satisfaction influenced by family-supportive supervisory behaviors (FSSBs) and the mediating role of WFPS and WLB. A self- administered survey was used to conduct a non-experimental cross-sectional study on 396 Lima teleworkers. Analysis of the hypothesized model used PLS-SEM structural equation modelling. FSSB affects remote, WFPS, and WLB job satisfaction, according to research. Supervisor behavior, work-to-family balance, and work-life balance affect remote workers' job satisfaction, according to this study. Work-life balance and good supervision should be encouraged	structural equation modelling	García et al., (2023)

PROPOSED CONCEPTUAL FRAMEWORK

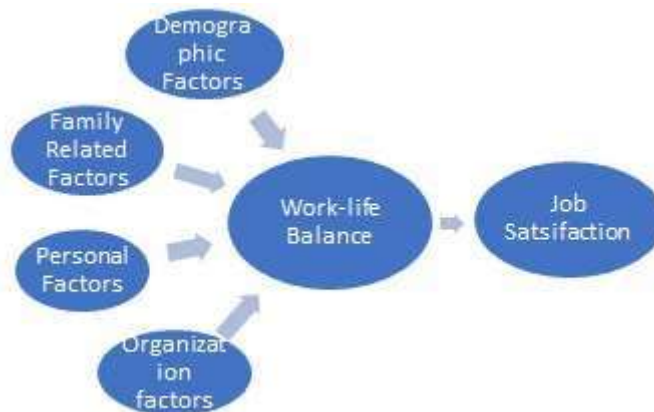


Fig 2: Proposed Conceptual Model

- **Demographic factors:** Understanding these demographic influences is crucial for developing effective support systems for teachers. It also highlights the need for broader societal shifts in attitudes towards work, family, and gender roles to create a more balanced and sustainable work environment for the teaching profession. The same has been highlighted in the literature (Amponsah, 2011; Prabhakara, R., 2013; Sirajunisa and Panchanatham, 2010).
- **Organization factors:** Organizational factors play a crucial role in creating a supportive environment that promotes teachers' well-being and professional satisfaction (De Villiers and Elize Kotze, 2003). The impact of organizational factors on teachers' work-life balance is a complex and multifaceted issue. Here are some key elements to consider which are supportive culture, Resources and Infrastructure, Leadership and Decision-Making etc., (Mazerolle, S. M., & Goodman, A. 2013)
- **Personal Factors:** Personal factors play a crucial role in shaping the work-life balance of teachers. These factors can greatly impact their overall well-being, job satisfaction, and effectiveness in the classroom. Some key personal factors to consider Personality Traits (Kaur 2013), Family and Support Network, Individual Preferences and Interests etc., the ideal work-life balance looks different for each individual teacher. It's important to recognize the personal factors that influence your own balance and strive to create strategies that work best for you (Devadoss & Minnie 2013).

Family Related Factors: Work-life balance can be a delicate tightrope for teachers, who often face demanding schedules and intense emotional engagement with their students. But beyond the inherent nature of the job, family factors can play a significant role in tipping the scales (Van Daalen et al.,2006). The study consider some factors Family structure and responsibilities, Family dynamics



and needs, Personal factors and coping mechanisms, and Social attitudes and expectations etc.,. Achieving work-life balance is a continuous process, and the ideal state may vary depending on individual circumstances and family needs. By acknowledging the unique challenges teachers face and advocating for supportive policies and practices, we can help them navigate this tightrope more effectively and maintain their well-being both in and outside the classroom (Eaton, 2003).

RESEARCH GAP

While there's been extensive research on the link between work-life balance and job satisfaction for teachers, several gaps remain ripe for further exploration:

Nuanced understanding of work-life balance:

- Beyond time-based measures: Move beyond simply measuring work hours and personal time, and delve into the quality of both work and personal experiences. Consider factors like workload intensity, autonomy, control over schedule, and emotional fulfilment.
- Longitudinal studies: Track teachers over time to understand how changing life stages, family circumstances, and career advancements impact their work-life balance and job satisfaction.

Exploring specific facets of work-life balance:

- Technology's role: Investigate how technology use, both for work and personal life, impacts boundaries and overall balance. Consider both positive aspects (flexibility) and negative ones (always-on culture).
- College-level factors: Analyze how college administration, leadership styles, and workplace culture influence teachers' work-life balance and job satisfaction.
- Policy and support systems: Evaluate the effectiveness of existing policies (flexible schedules, workload management, family leave) in promoting work-life balance and assess the need for new initiatives.

Expanding the scope of research:

- Differentiated impact by teacher category: Analyze how work-life balance and job satisfaction differ among teachers in different grade levels, subjects, and college types (public, private, etc.).
- Global perspectives: Compare and contrast the experiences of teachers across different countries and cultures to understand the role of societal expectations and educational systems.
- Student outcomes: Investigate how teacher work-life balance and job satisfaction translate into classroom effectiveness and student learning outcomes.

Methodological considerations:

- Mixed-method approaches: Combine quantitative surveys with qualitative interviews or focus groups to gain deeper insights into individual experiences and perspectives.
- Longitudinal and causal inference: Design studies that can establish causal relationships between specific work-life balance interventions and changes in job satisfaction and teacher well-being.

By addressing these research gaps, we can gain a more nuanced understanding of the complex interplay between work-life balance and job satisfaction for teachers.

CONCLUSION AND IMPLICATION

Work-life balance and job satisfaction are intricately linked for teachers. A work-life balance translates to happier, more engaged, and effective educators, while imbalance leads to stress, burnout, and potentially lower-quality instruction. Factors influencing the balance include workload, schedule flexibility, emotional well-being, college administration, technology use, and personal circumstances. Each teacher's experience is unique, highlighting the need for individualized support and flexible solutions. Research findings have yielded valuable insights but also identified several research gaps. Promoting teacher well-being through better work-life balance demands multifaceted efforts. Colleges can implement interventions like workload management practices, flexible scheduling options, and access to counselling services. Policy changes at the local and national levels can play a crucial role. This could include increased funding for support systems, reduced class sizes, and improved access to childcare options for teachers. Technology should be harnessed strategically to empower teachers, not burden them. Tools for planning, communication, and collaboration can enhance efficiency and promote a healthier work-life balance. Recognizing the value of personal time and family life for educators can contribute to a more sustainable and rewarding profession.

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