Impact of work-life balance on teacher's satisfaction, performance and retention in public schools of Male Region, Maldives.

Mariyam Nazaafath Hassan

ium003668@ium.edu.mv

Islamic University Maldives

ABSTRACT

Researchers highlight the importance of a healthy work-life balance for teachers in promoting job satisfaction, enhancing performance, and reducing turnover in the education sector. In the context of the Maldives, where teachers often face high demands, understanding how to manage their work-life balance may influence their job satisfaction and the work commitment. This study examines the impact of work-life balance (WLB) on teachers' performance, retention and satisfaction among teachers at public schools in Male' region, Maldives. Data was collected using a questionnaire and analyzed using SPSS 22.0 to find the relationships between work-life balance, job satisfaction and retention. The analysis revealed a negative relationship between work-life balance and teachers' satisfaction, suggesting that interference of work with personal life leads to lower job satisfaction. This study highlights the need for well-tailored policies addressing teachers' workload and stress related to that to enhance WLB along with the wellbeing of teachers in the educational sector.

Keywords: Work-life balance, Teacher retention, Performance, Satisfaction.

INTRODUCTION

Research Background

In recent times, work-life balance (WLB) has become an important area in current organizational and educational research. Work-life balance is referred to the stability of professional responsibilities and personal life demands, significantly influencing the success of the organization and individuals' well-being. In the profession of education, particularly for teachers balancing work and personal life is challenging due to work demands and increase in dual responsibilities while fulfilling the commitments of family and personal needs (Çobanoglu et al.,2023).

Globally, retention is a pressing issue, as education systems face the loss of experienced and skilled teachers. Several research shows that high turnover intention and retention among teachers are often related to job satisfaction, work stress and imbalance of work and life responsibilities (Boamah et al., 2022; Ademola, Tsotetsi et al.,2021). Further the retention of teachers is important, as it not only affects organizational growth, but also the students' academic performance (Saraih et al.,2019). Teachers who are unable to balance work and life experiences stress and burnout, resulting in dissatisfaction. Teachers' performance is another key factor that is directly linked to the ability to manage stress and work and personal life demands. When teachers are overburdened with work, it depletes the Physical well-being of a teacher, affecting their performance. Several studies have revealed that teachers who are able to manage stress and balance work and life are higher in engagement, which positively affects the classroom management and students' performance

(Khadka and Khadka ,2023; Boakye et al.,2023; Manalo et al.,2020). In addition, life satisfaction covers overall happiness and success and is deeply connected to balance of work and life. Teachers who have a balance of work and life report in greater life and job satisfaction, which enhances their motivation towards the profession (Bhatia and Jain 2024).

In Maldives, teachers face numerous challenges specially in male region due to a higher student-teacher ratio, limited resources and higher work demand. The requirements of teaching, combined with the pressure of living in Male region have become a stressful situation for many educators. Stress is linked to poor performance, dissatisfaction and increasing teacher turnover, calls attention to address work life balancing (Saraih et al.,2019). Although stress is an important aspect of teachers' well-being, this study focuses on the direct influence of work-life balance on satisfaction, performance, and retention, as remains less explored in Maldivian context. Therefore, this study aims to fill the gap by examining the direct impact of work-life balance on teacher satisfaction, performance and retention.

PROBLEM STATEMENT

The profession of teaching is globally regarded as one of the challenging professions, that requires a balance of high workload and personal responsibilities. In Maldives, particularly in Male region, public school teachers face many challenges due to high student-teacher ratios, administrative demands and limited resources. Turnover rate of teachers in Maldives has become a national issue where some measurements such as prompting policy efforts to improve retention and attract new entrants to the profession are now taken to motivate teachers to remain in profession and students to choose teaching as profession. Factors such as high levels of stress among teachers are often linked to increased turnover intention, low job satisfaction and poor performance (Boakye et al.,2023; Manalo et al.,2020).

Work life balance (WLB) influences teacher performance and satisfaction. Research on work life balance shows work life balance enhances job satisfaction, reducing the turnover intention of teachers (Kreitner et al.,2001; Suib et al.,2022; Hasanah et al., 2020). Further teachers with balance work and life have higher level of job commitments contributing to better performance (Boamah et al., 2022 and Ordu 2021). In addition, studies indicate that stress directly impacts teachers work life balance affecting teachers performance, satisfaction and retention (Shell et al., 2023; Paramita and Supartha , 2022). Existing research on work life balance shows work life balance is linked globally to teachers satisfaction, performance and retention. However, in the context of Maldives limited studies exist in understanding how work-life balance directly influences teacher satisfaction, performance, and retention. This gap will help the stakeholders improve the education system. It is important to address this problem to understand the dynamics of WLB, Retention, performance and satisfaction. Hence, the aim of this study was to find the impact of work-life balance on teacher satisfaction, performance, and retention. Although stress is acknowledged as a contributing factor, the primary focus was on understanding how WLB directly shapes key professional outcomes in the Maldivian public education system.

RESEARCH OBJECTIVES

General objective: To examine the impact of work-life balance on teacher satisfaction, retention and performance among teachers in public schools of Male Region Maldives

Specific objectives: The aim of this study is to:

1. To identify the relationship between the work-life balance and teacher satisfaction.
2. To examine the relationship between work-life balance on teacher performance.
3. To explore the relationship between work-life balance on teacher Retention.

RESEARCH QUESTIONS

1. What is the relationship between the work-life balance and teacher satisfaction?
2. What is the relationship between work-life balance on teacher performance?
3. What is the relationship between work-life balance on teacher retention?

SIGNIFICANCE OF RESEARCH

This study anticipated in examining the impact of Impact of work-life balance on teacher's satisfaction and performance. As evident from literature, work life balance is a global concern specifically in the profession of teaching. Furthermore, few studies have been done in particularly in Maldives to examine the impact of work life balance of teachers. Hence, the result of this study has implications for management of schools and policy makers in designing and making positive and supportive environments reducing stress and enhancing work-life balance.

LITERATURE REVIEW

Review of key concepts

work-life balance

Over 20 years several scholars attempted to define and conclude work life balance as a key concept. However, there are no similar or agreed definitions of work life balance in the literature (Kalliath & Brough, 2008). There are at least two domains of life, which is work and personal life. The table below shows some of the definitions.

Table 1: definitions of work- life balance

Author(s)	Definitions
Greenhaus et al., (2003).	The extent to which an individual is equally satisfied with his/her work and family role in terms of time balance, involvement balance and satisfaction balance
Kirchmeyer (2000).	Distributing all personal resources (time, energy, commitment) to achieve satisfying experience in all life domains.
Clark (2000).	Individual satisfaction and function well at home and work with no or minimum of conflict.
Fleetwood (2007).	Individuals have control of when, where and how they work.
Kalliath and Brough (2008)	Individual perception about work and non work activities that promote growth in accordance with their life priorities.
Keelan (2015).	Individuals' beliefs about the balance in their personal and professional obligations without sacrificing any.

Work life balance can be defined as individuals' level of satisfaction with multiple roles (Kirchmeyer 2000). Similarly, Clark (2000) also defined work life balance as individual satisfaction within the description of border theory. Adding to this, Greenhaus, Collins & Shaw (2003) also studied multiple roles defining work life balance further with a scope on equity of time across individuals' multiple roles. Further defined it as individuals level of engagement and satisfaction with family and work role in term of three components which are time balance, involvement balance, and satisfaction balance'(Greenhaus, Collins and Shaw 2003). In addition, Work- life balance can also be defined as having control of when, where and how individual work (Fleetwood 2007). It could also be a result of individuals freedom over the roles most important to the individual. Similarly, Kalliath and Brough (2008) defined Work life balance as Individual perception about work and non-work activities that promote growth in accordance with their life priorities. More recently Work life balance is defined as Individuals' beliefs about the balance in their personal and professional obligations without sacrificing any (Keelan 2015).

The definitions about work life balance in past have indicated individual satisfaction, equal time in multiple roles and minimal conflict. Therefore, in this study, work life balance is defined as individual's ability to balance their personal and work life to enable them to enhance satisfaction, attend multiple task and manage conflicts affectively.

Teacher's job satisfaction

Job satisfaction is a concerning issue for many researchers, as it has a direct connection with organizations such as turnover and absenteeism (Nguni et al., 2006). In contrast, life satisfaction is a broader concept that covers overall assessment of life, covering various domains like health, relationships, and personal achievements. Although there are many definitions to job satisfaction there is no consensus on how it should

be defined. The table below shows some of the definitions of Teachers job satisfaction.

Table 2: definitions of Teacher's job Satisfaction

Author(s)	Definitions
Zembylas and Papanastasiou (2004)	Teacher's job Satisfaction referred to the relationship between a teacher and their role of teaching. And the expectations of a teacher and what the teacher perceives.
Kreitner et al., (2001).	Teacher's job Satisfaction defined as attitudes of employees towards the work that includes positive as well as negative behavior.
Schermerhorn et al., (2011).	Defined as general attitudes of an individual towards their work. which states job satisfaction as the general attitude of individuals to their work.
Hasanah et al., (2020).	Job satisfaction is the result of work experience or assessment of work.
Lambrou et al., (2010).	A positive state of mind resulted from individuals job experience
Hoppock (1935)	combination of psychological, physiological and environmental circumstances that results in individuals' happiness towards the work.

Teachers' satisfaction is defined by many scholars in various perspectives. One of the definitions is by Hoppock (1935). He defined job satisfaction as a combination of psychological, physiological and environmental circumstances that results in individuals' happiness towards the work. It is the internal factors that play the major role in individual satisfaction towards the work along with minimal effect of external factors (Hoppock 1935). However, Kreitner et al., (2001) defined job satisfaction as individual's attitudes towards the work that includes positive and negative behavior. Similarly, Schermerhorn et al., (2011) also defined it as the general attitudes of an individual towards their work. Adding to this, job satisfaction is defined as a relationship between a teacher and their role in teaching (Zembylas and Papanastasiou 2004). And the expectations of a teacher and what the teacher perceives. Many recent scholars define it as result of one's job or work experience (Lambrou et al., (2010), Hasanah et al., 2020).

The past definitions of job satisfaction indicate it is related to one's internal factors and job experience. Therefore, it can be concluded that job satisfaction of a teacher is the result from one's job experiences with a positive set of minds.

Teachers' performance

Employees job performance is a vital part of organizational success (Keelan 2015). Vinchur and Koppes (2011) defined job performance as individuals behavior that can be supervised and assessed. While Werang et al., (2017) defined job performance as quality achieved by an individual after completion of a given task. But in this research, performance is referred to teacher's job performance. The table below shows some of the conceptual definitions of teacher's performance.

Table 3: definitions of Teacher's performance

Author(s)	Definitions
Abwalla (2014).	Teachers' performance refers to the involvement of the teacher in teaching, in term of making schemes, lesson plan, assessment of students and participation in co- curricular activities.
Hassan et al., (2017).	Ability of the teacher to teach skills, knowledge by using appropriate methods to improve students' achievement and learning.
Danasabe (2018).	Management of classroom, efficient teaching, punctuality to work, and good team work.
Limon and Nartgün (2020).	Defined as teachers' contribution to achieve goals and objectives of the institution.
Suib et al., (2022).	Teachers work towards the tasks assigned to achieve organizational objectives.

A teacher's job performance is defined in many ways by different scholars. From the definitions listed above all the scholars define teachers job performance as fulfilling the tasks assigned in teaching, as well as effective delivery of teaching methods along planning and reaching organizations objectives. Abwalla (2014) defined teachers' performance as the involvement of the teacher in teaching, in terms of making schemes, lesson plan, assessment of students and participation in co- curricular activities. In addition, Hassan et al., (2017) also defined it as the ability of the teachers to skills, knowledge by using appropriate methods to improve students' achievement and learning. Further teachers' performance was defined as Management of classroom, efficient teaching, punctuality to work, and good team (Danasabe, 2018). Moreover, Limon and Nartgün (2020) defines performance as the contribution of teachers in achieving the goals of an institution. Similarly, Suib et al., (2022) also defined it as the work of

teacher in achieving organizational objectives.

The past definitions of teacher's performance indicate it is related to doing the tasks assigned to teaching. Therefor for this study teacher's performance refers to effectiveness and competency in fulfilling their responsibilities.

Teachers' retention

Recent years teachers' retention has gained significance attention due several global challenges. Although there are many definitions to teachers' retention there is no consensus on how it should be defined. The table below shows some of the definitions of Teachers retention.

Table 5: definitions of teacher's retention

Author(s)	Definitions
Buchanan, Prescott, Schuck, Aubusson, and Burke (2013).	Teacher retention is referred as positive environments of the schools that fosters a supportive environment where teachers are valued. And it reduces retention rate, enhancing commitment to their profession
Nguyen, (2018).	Teacher retention is defined as the commitment of teachers to remain in their career focusing on psychological and professional development.
Reitman and Karge (2019).	Teacher retention is defined as teachers continued service in same school supported by school leadership, recognition and opportunities for growth
Shuls and Flores (2020).	Teacher Retention refers to the extent or the longevity of teachers in a specific organization.
Shell, Hurt and White (2023).	Retention is defined as the ability of the schools to hold their teachers in that organization through support and growth opportunities.

Teacher retention is an important concept in educational research, as it has direct impact on organizational development and students' performance (Zembylas & Papanastasiou 2004). As seen in the table above the definitions of teacher's retention emphasis on different dimensions. Buchanan et al., (2013) described it as result of positive work environment where teachers are valued and appreciated. And this adds to the commitment to remain in that particular organization. Similarly, Reitman and Karge (2019) also emphasized the work environment defining teachers' retention as continued service in one school which is supported by school leadership, recognition and opportunities for growth. Adding to this, Shell et al., (2023) also defined retention as the ability of the schools to hold their teachers in that organization through support and growth opportunities. Nguyen (2018) highlighted teacher retention as one's commitment to remain in one organization for psychological and professional development. From a broader perspective, Shuls and Flores (2020) defined Teacher Retention as the extent or the longevity of teachers in a specific organization.

Collectively, these definitions underline that teacher retention is influenced by a combination of work environment, school leadership, institutional support and individual motivation. Therefor for this study teacher retention refers to the ability of the schools to sustain teachers by fostering a positive work environment, organizational support, and opportunities for development.

2.3 Critical review of underline theories

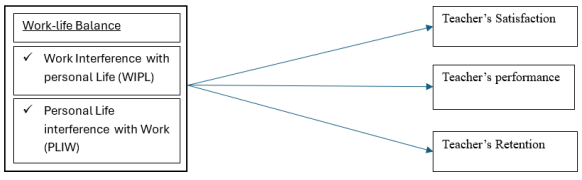
Work life balanced is a broad concept which consists of three elements "work", "life" and "balance". Although no single theory has been universally accepted, various researchers have investigated work life balance through several frameworks and theories such as enhancement, facilitation, spillover, social identity, conflict, border, segmentation, and ladder theories (Boamah et al., 2022; Ordu 2021; Adriano and Callaghan 2020; Sari and Seniati 2020; Kakar et al.,2021).

Segmentation theory posits that work and life are separate broad concepts and experiences that do not influence or affect the experience of one another (Kakar et al.,2021; Young & Kleiner, 1992). In contrast, enrichment and facilitation theory highlights that involvement in one role (work) will enrich the resources of another role (Boakye et al,.2023; Jaharuddin and Zainol ,2019; Manalo et al., 2020). While these theories emphasize the positive aspects of work life and personal life, they were criticized for not emphasizing the causes and failure to provide a framework for work life balance (guest, 2002). Work – family border

theory proposed by Clark (2000) focuses on the domains of work and family, defining "balance" as satisfaction and functioning of work and family with minimum conflict. And individuals as "border crossers" that shift daily from the world of work to the world of family or personal life. This theory is applicable to teachers, as individuals who constantly navigate from personal to professional responsibilities.

Given the aim of this study, which is to examine the impact of work life balance on teachers' performance, retention and satisfaction, Work-Family Border Theory was chosen as theoretical framework. This theory offers a complete understanding of the deep connection between work and personal life, focusing on the management of changes in boundaries. Further, applying this theory in this study addresses effective management of boundaries that contributes to increasing satisfaction of teachers, performance and retention.

Conceptual Framework



2.4.1 Work life balance and teachers' satisfaction

Teachers' satisfaction in their work has a strong impact on the quality of education (Boamah et al., 2022). It was found that a healthy work-life balance among teachers lead to satisfaction in their jobs reducing stress level (Çobanoglu et al., 2023). A study by Ordu (2021) revealed the importance and high effect of teacher's job satisfaction on achieving organizational goals and work-life balance. Another research conducted in Indonesia found that educators who have perceived balance of their work and personal life shows remarkable association between job satisfaction and organizational commitment (Sari and Seniati, 2020). Similarly, Attar et al. (2020) reported that work-life balance has a positive impact on teachers' satisfaction. In line with these findings, a study by Sailatha and Swathi (2022) highlighted that the work-life balance of teachers impacts their level of satisfaction. In light of the findings, this study formulates the following hypothesis.

H1: There is a significant impact of work-life balance on teachers' satisfaction.

Work life balance and teachers' performance

Performance is result of employee's work considering the responsibilities assigned at work, which is influenced by the various factors such as ability to fulfill work and family commitments (Panda and Sahoo ,2021). It was found that teacher's performance has a positive and a significant impact on work-life balance. And work stress had a negative effect on teachers' performance (Paramita and Supartha,2022). Similarly, a study by Dankwa (2020) revealed a positive and significant relationship between work-life balance and employees' performance. Stating that employees who perceive a balance between work and home life tend to perform better. Adding to these findings, research conducted in Malaysia highlighted that work-life balance have a significant impact on teachers' performance (Johari et al., 2018). In line with these findings

Chana et al., (2022) found work-life balance has a greater influence on teachers' performance. It was found that a healthy balance of work and life increases the level of job performance, adding to job satisfaction (Krishnan et al., 2018). Moreover, a study by Mwangi et al., (2016) concluded that work-life balance impacts the performance of teachers and as an important aspect that should be accepted to improve teachers' performance. Therefor this study formulates the following hypothesis.

H2: There is a significant impact of work-life balance on teachers' performance.

Work life balance and teachers' retention

Work life balance (WLB) is an important component in teachers' retention as evident I several studies. Panda and Sahoo (2021) found a positive relationship between WLB and employees' retention. Also, it is revealed that WLB has a major role in employees' decision in increased involvement and to leave or remain at the company. Similarly, a study by Abdulaziz et al., (2022) pointed out that WLB has shown positive changes in organizational commitment supported by personal and professional growth. Research by Mathews et al., (2021) also revealed that positive and supportive environments of the schools promote WLB and are more likely to engage teachers in a long-term role. Moreover Khalil et al., (2020) revealed that imbalance of work and life negatively affects stress level of employees, which directly influences the turnover intentions. This aligns with the findings of Rathi and Kumar (2023) who highlighted the strong association between work stress of teachers and the turnover intention of the teaching employees. Furthermore, Sailatha and Swathi (2022) found a significant relationship between teachers' retention, work satisfaction and work life balance. Similarly, Chong et al., (2021) also revealed that WLB and employees turn over intention have a significant relationship. Therefor this study formulates the following hypothesis.

H3: There is a significant impact of work-life balance on teachers'retention.

METHODOLOGY

Research Design

There are three research designs: exploratory, descriptive, explanatory (causal) design. The chosen research design to examine the impact of work life balance on teachers' performance and satisfaction is explanatory or Causal research design. This design was chosen for several reasons. Firstly, explanatory research focuses on determining the impact of work life balance (independent variable) on teachers' performance (dependent variable). Secondly, this explanatory research directs empirical study, as it focuses on empirical evidence to connect variables using statistical analysis.

EXPLORATORY	DESCRIPTIVE	EXPLANATORY (Causal)
Become familiar with basic facts, setting and concerns.	Gives in depth and a precise picture	Investigate a theory's projections.
Takes a general picture of conditions	Uncover new data that undermine past data	Detailed and enhance description of the theory's
Create and focus questions for future research	Create a set of categories or categorize types	Extend a theory to new issues or topics
Creäte new ideas connectors or hypothesis	Explain a series of steps or stages	Validate or prove false of an explanation or projection
Find out the possibility of conducting research	Records a casual process or system	Connect problems or topics with a common principle
Create methods for measuring and identifying future data	Details on the background or setting of a situation	Establish which of different explanations is best.

MEASURES OR ITEM CONSTRUCT

There are five variables in this study. Each variable is measured using the relevant measure of items. A sixth variable stress is added only for background study and descriptive understanding of teachers' experience. Work interference with personal life is measured using 5 items adopted from Shukla and Srivastava (2016); Singh (2014) and Hayman (2005). Personal Life interference with Work (PLIW) was measured using 5 items which are adopted from Singh (2014) and Hayman (2005). Teacher's Satisfaction was measured using 5 items which are adopted from Demirtas (2010) and Bhatnagar et al., (2011). Further Teacher's performance was measured using 5 items which are adopted from Cho et al., (2023). Teacher's Retention was measured using 7 items which are adopted from Kaya and Argon (2011). And last though stress was no included for hypothesis testing, stress was measured as a background variable using 4 items which are adopted from Rincy and Panchanatham (2010).

WLB DIMENSIONS	SCALE ITEMS	SOURCES
Work Interference with personal Life (WIPL)	1) I have unachievable deadlines at school. 2) My job takes up time meant to be spent with family. 3) I change family activities due to Job related strains. 4) I often feel emotionally drained trying to balance home and work. 5) My Job demands make it difficult to maintain the relationship with family as I want.	Shukla and Srivastava (2016). Singh (2014). Hayman (2005).
Personal Life interference with Work (PLIW)	1) My home life interferes with responsibilities at work. 2) I put off things at work due to family demands on time. 3) My family related stress interferes with job related duties. 4) My Personal life drains me of energy for work. 5) I am too tired to be effective at work.	Singh (2014). Hayman (2005)
Teacher's Satisfaction	1) Being a teacher is close to my ideal. 2) My conditions as a teacher are excellent. 3) I am satisfied with being a teacher. 4) I am happy that I took this job. 5) I do not force myself to go to work.	Demirtas, Z. (2010). Bhatnagar et al., (2011).
Teacher's performance	1) I achieve the objectives of the job. 2) I demonstrate expertise in all job-related tasks. 3) I fulfil all the requirements of the job. 4) I could manage more responsibility than typically assigned. 5) I am competent in all areas of the job.	Cho, Pyun and Wang (2023).
Teacher's Retention	1) I plan to continue teaching at my current school. 2) I plan to continue working in education, but I intend to leave this school. 3) The level of support I receive from school management affects my decision to continue teaching at this school. 4) My authority to make decisions about my classes affects my decision to stay at this school. 5) There is a positive teaching and learning environment at the school. 6) School management values teachers as professionals.	Kaya and Argon
Level of stress	1)I have a lot of work and fear that time is not enough. 2) I feel so burdened that even a day without work seems bad. 3) I feel that I never take a leave. 4)I am tired due to high demand at workplace.	Rincy and Panchanatham (2010).

POPULATION AND UNIT OF ANALYSIS

The unit of analysis is teachers who are currently teaching in Primary and secondary schools located in greater Male' Maldives. This group of teachers are chosen for this study due to the relevance in understanding the impact of work life balance on teachers' performance and satisfaction. Provided in the official website of Ministry of education as of year 2024, total of 1927 teachers are working in 10 schools of Male' region. This population is applicable to the objective of this study, as teachers work life balance, and the outcomes related to it can provide various performance trends.

SAMPLING TECHNIQUE AND SAMPLE SIZE

The sample size was determined by using Yamane's formular. Using Yamane's formular the sample size for this study is approximately 331. Further, to examine the impact of work life balance on teachers' satisfaction and performance, a non-probability sampling method was chosen. Convenient sampling method was used due to the time constraints and availability of the respondents. For this study participants were selected based on their willingness to participate and their availability.

n=N/(1+N.e^2)

Where,

n= required sample size

N= population size (1927)

e=Margin of error 5% for a 95% confidence interval.

n=1927/(1+1927.□(0.05)□^2)

n=331.2

ANALYSIS AND FINDINGS

DEMOGRAPHIC ANALYSIS

DEMOGRAPHIC ANALYSIS					
Demographics		**Frequency**	**Percent**	**Valid percent**	**Cumulative percent**
Gender	Male	29	15.3	15.3	15.3
	Female	161	84.7	84.7	100.0
	Total	190	100.0	100.0	
Age	20 – 30	36	18.9	18.9	18.9
	30 – 40	88	46.3	46.3	65.3
	40 – 50	55	28.9	28.9	94.2
	50 – 60	11	5.8	5.8	100.0
	Total	190	100.0	100.0	
Number of dependents	1	52	27.4	27.4	27.4
	2	49	25.8	25.8	53.2
	3	28	14.7	14.7	67.9
	4 and more	23	12.1	12.1	80.0
	None	38	20.0	20.0	100.0
	Total	190	100.0	100.0	
Marital Status	Married	88	83.8	83.8	83.8
	Divorced	7	6.7	6.7	90.5
	Single	10	9.5	9.5	100.0
	Total	105	100.0	100.0	
Educational qualification	Diploma	9	4.7	4.7	4.7
	Bachelor's degree	58	30.5	30.5	35.3
	Master's degree	123	64.7	64.7	100.0
	Total	190	100.0	100.0	
Years of experience	Less than one	1	.5	.5	.5
	1 – 3 years	18	9.5	9.5	10.0
	4 – 6 years	28	14.7	14.7	24.7
	7 – 10 years	42	22.1	22.1	46.8
	11 - 15 years	38	20.0	20.0	66.8
	More than 15 years	63	33.2	33.2	100.0
	Total	190	100.0	100.0	

The table above shows the distribution of participants by Age, Gender, Educational background, Number of dependents and Marital status. From the respondents of the study, 84,7% are female and 15.3% are male. The majority (46.3%) of the participants are from the age between 30 - 40. And the least are age 50 and above (5.8) %. Further the table shows the number of dependents of the participants. Most number of the participants have one dependent (27.4%) followed by 2 dependents (25.4%). Also, the least number of dependents is 4 and more which holds 12.1% of the respondents. In addition, 64.7% of respondents have educational qualification of master's degree, 30.4% have bachelor's degree and 4.7% have diploma. This distribution shows that Majority of the participants have master's degree. Moreover, majority (33,2 %) have more than 15 years of experience in teaching. Followed by 22.1% of respondents having experience of 7 to 10 years and 20% of respondents 11 to 15 years, 14.7% of respondents 4 to 6 years and 9.5% 1 to 3 years of experience in teaching.

NORMALITY AND RELIABILITY TEST

	Skewness		Kurtosis		Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
	Statistic	Std. Error	Statistic	Std. Error		
WIPL 1	-1.892	.176	3.038	.351	.900	.897
WIPL 2	-.468	.176	-.421	.351		
WIPL 3	-.622	.176	-.496	.351		
WIPL 4	-.654	.176	-.531	.351		
WIPL 5	-.417	.176	-.892	.351		
WIPL 6	-.461	.176	-.564	.351		
WIPL 7	-.212	.176	-.894	.351		
WIPL 8	-.514	.176	-.670	.351		
WIPL 9	-.372	.176	-.848	.351		
WIPL 10	-.468	.176	-.705	.351		
WIPL 11	-.384	.176	-.837	.351		
WIPL 12	-.157	.176	-.812	.351		
PLIW 1	-.838	.176	-.013	.351	.876	.876
PLIW 2	.034	.176	-.739	.351		
PLIW 3	-.187	.176	-.811	.351		
PLIW 4	-.028	.176	-.985	.351		
PLIW 5	.050	.176	-.783	.351		
PLIW 6	.323	.176	-.755	.351		
PLIW 7	.447	.176	-.426	.351		
TS 1	-1.104	.176	1.100	.351	.873	.876
TS 2	-.687	.176	.012	.351		
TS 3	-.868	.176	.226	.351		
TS 4	-.865	.176	.550	.351		
TS 5	-.496	.176	-.369	.351		
TS 6	-.391	.176	-.644	.351		
TS 7	-.631	.176	.151	.351		
TS 8	-.713	.176	-.224	.351		
TS 9	-.383	.176	-.214	.351		
TS 10	-.675	.176	.072	.351		
TP 1	-.977	.176	1.510	.351	.812	.823
TP 2	-.808	.176	.814	.351		
TP 3	-.924	.176	.648	.351		
TP 4	-.490	.176	-.004	.351		
TP 5	-.481	.176	.003	.351		
TP 6	-.288	.176	-.641	.351		
TP 7	-.712	.176	.494	.351		
TR 1	-1.159	.176	.849	.351	.440	.469
T R 2	.047	.176	-.987	.351		
TR 3	-.576	.176	-.264	.351		
TR 4	-.051	.176	-.783	.351		
TR 5	-.699	.176	.450	.351		
TR 6	-.581	.176	-.110	.351		
LS 1	-.873	.176	.122	.351	.812	.809
LS 2	-.307	.176	-.697	.351		
LS 3	-.276	.176	-.962	.351		
LS 4	-.467	.176	-.603	.351		
LS 5	-.157	.176	-.945	.351		
LS 6	-.559	.176	-.070	.351		
LS 7	.103	.176	-1.061	.351		
LS 8	-1.168	.176	.752	.351		
					Overall scale: .910	.904

To check the normality of the data, skewness and kurtosis values of each item was calculated. All the items are within the acceptable range of -2 to 2. Hair et al., (2010) and Bryne (2010) argued variables of a data set are normal for skewness -2 to 2 and kurtosis -7 to 7. Therefor all the items of the data set including stress which was added

only for background understanding are normally distributed as they are in the acceptable range of -7 to 7 kurtosis and skewness -2 to 2.

The reliability analysis was conducted to measure the internal consistency between items. Reliability of the scale items are normally tested using Cronbach's Alpha values. According to Hair et al (2012), the Cronbach's Alpha values must be equal or greater than 0.7. Based on the above table, the items in the scale construct are considered as acceptable because all the Cronbach's Alpha values are above 0.7, except TR (0.440). Despite this, it was decided to retail all the items as Cronbach's Alpha for the overall scale is 0.910.

FACTOR ANALYSIS

Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
WIPL 9	.882					
WIPL 10	.880					
WIPL 5	.874					
WIPL 11	.856					
WIPL 7	.820					
WIPL 6	.815					
WIPL 12	.754					
WIPL 4	.650					
WIPL 3	.608					
WIPL 2	.690					
WIPL 1	.802					
LS 5		.678				
LS 6		.544				
LS 7		.646				
LS 4		.640				
LS 8		.806				
LS 3		.483				
LS 2		.539				

Factor loading and Average variance extracted are essential metrics used to measure Convergent validity. According to Hair et al (2012) the minimum factor loading recommended is 0.5. However, under exploratory factor analysis values greater than 0.4 are acceptable for further analysis (Hair et al ,2012). In this study, the values generated as factor loadings through exploratory factor analysis are greater 0.4, justifying the retention of all the items for further analysis. Further, all the values are greater than 0.5, except LS (0.483) and TS (-0.460). Although with this exception, the results as shown in the table above support that items in the construct are convergently valid.

In terms of Average Variance Extracted (AVE) all the values constructed are above 0.5, confirming that overall construct is convergently valid. Although stress was not examined as a mediator its construct validity was tested to ensure accurate background insights.

DISCRIMINANT VALIDITY

Discriminant Validity

	WIPL	PLIW	TS	TP	TR	LS
WIPL	**0.926**					
PLIW	.682**	**0.777**				
TS	-.236**	.089	**0.725**			
TP	.051	-.009	.325**	**0.824**		
TR	.160*	.361**	.642**	.230**	**0.840**	
LS	.778**	.647**	-.154*	.087	.304**	**0.787**

Assessing discriminant validity of the item construct is important for validating the measurement model. According to the Fornell-Larcker criterion, the discriminant validity is established if the square root of AVE is greater than the correlation coefficient values. The table above shows the discriminant validity of the item construct. All the values, the square root of correlation coefficient is smaller than the Average Variance Extracted (AVE). Further, as the square root of AVE values are greater than the correlation coefficient, the item constructed is discriminant valid. Though stress is not part of hypothesis testing , its included to show acceptable discriminant properties.

DESCRIPTIVE MEANS

Descriptive Statistics

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
WIPL	190	3.5917	.79555	-.425	.176	-.661	.351
PLIW	190	3.0466	.87112	.022	.176	-.421	.351
TS	190	3.8258	.67786	-.683	.176	.363	.351
TP	190	4.1602	.35539	.032	.176	-.405	.351
TR	190	3.6289	.53908	.142	.176	-.057	.351
LS	190	3.5178	.74664	-.230	.176	-.618	.351
Valid N (listwise)	190						

The descriptive means of the survey provide valuable understandings of teachers work-life balance on various aspects. The results show that Teacher's performance (TP) had the highest Mean score (4.1602), reflecting teachers agree with this aspect. Further Teachers satisfaction (TS,3.82528) and Teacher's retention (TR,3.6289) also received a moderately high score reflecting agreement among respondents. In contrast, work-life interference with personal life (WIPL, 3.5917) and level of stress (LS, 3.5178) both the aspects reflected a moderate level of agreement among respondents. And last, personal life interference with work (PLIW) has a mean score of (3.0466) indicating that personal life has more impact on work. Although stress was not included in hypothesis testing, its moderate level supports the context of high workload pressures.

CORRELATION

Correlations

		WIPL	PLIW	TS	TP	TR	LS
WIPL	Pearson Correlation	1	.682**	-.236**	.051	.160*	.778**
	Sig. (2-tailed)		.000	.001	.485	.028	.000
	N	190	190	190	190	190	190
PLIW	Pearson Correlation	.682**	1	.089	-.009	.361**	.647**
	Sig. (2-tailed)	.000		.224	.905	.000	.000
	N	190	190	190	190	190	190
TS	Pearson Correlation	-.236**	.089	1	.325**	.642**	-.154*
	Sig. (2-tailed)	.001	.224		.000	.000	.034
	N	190	190	190	190	190	190
TP	Pearson Correlation	.051	-.009	.325**	1	.230**	.087
	Sig. (2-tailed)	.485	.905	.000		.001	.231
	N	190	190	190	190	190	190
TR	Pearson Correlation	.160*	.361**	.642**	.230**	1	.304**
	Sig. (2-tailed)	.028	.000	.000	.001		.000
	N	190	190	190	190	190	190
LS	Pearson Correlation	.778**	.647**	-.154*	.087	.304**	1
	Sig. (2-tailed)	.000	.000	.034	.231	.000	
	N	190	190	190	190	190	190

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation table above shows the significant relationship between variables. There is a significant positive relationship between work life interference and personal life interference (0.682) indicating as work life interference increases, personal interference increases too. A moderate negative correlation is between work-life interference with personal life and teachers' satisfaction (-0.236) indicating work-life interference with personal is associated with low satisfaction of teachers. Further, it shows that WIPL has a strong correlation with level of stress (LS) (0.778), indicating that an increase in WIPL increases the level of stress. In addition, the results show that there is weak correlation between WIPL and Teachers retention (TR), (0.160), reflecting that increase in WIPL may contribute to higher retention of teachers. Similarly, there is no significant relationship between WIPL and teachers' performance (TP) (0.051), indicating that WIPL does not affect the performance of teachers.

Moreover, the table above reveals that personal life interference with work (PLIW) is correlated (0.647) with level of stress and moderately correlated (0.361) with Teacher's retention (TR). The result indicates that increase in PLIW moderately affects teachers' level of stress and retention. Further, a moderate positive correlation (0.642) was found between Teacher's satisfaction and retention, revealing satisfaction level affects retention of the teachers. In contrast, there is no significant correlation (-0.009) between PLIW and teachers' performance.Teacher's satisfaction has a negative weak correlation (-0.154) with stress, though it's a weak correlation it indicates that higher level of satisfaction is linked to decrease in level of stress. Overall, the findings on the table above highlight that work life balance has a strong correlation with stress and a moderate correlation with teachers' performance and retention. Further it reveals that teachers' satisfaction is related to teachers' satisfaction and performance.

REGRESSION ANALYSIS

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.379[a]	.144	.135	.50143	.144	15.723	2	187	.000	2.236

a. Predictors: (Constant), PLIW, WIPL

b. Dependent Variable: TR

Based on the table above the Adjusted R-square of the model is 0.135 indicating that predictors Personal life interference with work (PLIW) and work interference with personal life (WIPL) together only explain 13.5% of the change in teachers' retention (TR). Therefore, this suggests that this is not a strong model fit as it does not explain 60% of changes in teachers' retention. However, the model is sound and valid to predict the outcomes, as F-change is highly significant (15.723). Additionally, the model does not exhibit autocorrelation, as indicated by the Durbin Watson value of 2.2, which falls between 1.5 to 2.5. Despite the limitation, the model shows consistent predictions of teacher's retention based on the predictors.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.135	.170		18.448	.000		
	WIPL	-.109	.063	-.162	-1.746	.082	.535	1.871
	PLIW	.291	.057	.471	5.088	.000	.535	1.871

a. Dependent Variable: TR

The table above explains the influence of independent variables (WIPL, PLIW) on the dependent variable (Teacher's retention) and its significance. The constant beta coefficient of constant (3.135) suggests that whether there is a variance or no variance in the independent variables, the teacher's retention will be enhanced by 3.135 units.

Further, the result above suggests that independent variables have varying significant impacts on teachers' retention. Among the variables, PLIW indicates a positive relationship with teachers' retention (0.291), meaning that increase in PLIW is connected to teachers' retention. In contrast, WIPL has a significantly negative impact on teachers' retention (-0.109).

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
2	.078[a]	.006	-.004	.35619	.006	.577	2	187	.563	.990

a. Predictors: (Constant), PLIW, WIPL

b. Dependent Variable: TP

Based on the table above the Adjusted R-square of the model is 0.135 indicating that predictors Personal life interference with work (PLIW) and work interference with personal life (WIPL) together only explain 13.5% of the change in teachers' performance (TP). Therefore, this suggests that this is not a strong model fit as it does not explain 60% of changes in teachers' performance. Further, the model is not valid to predict the outcomes, as F-change value is (0.577). Additionally, the model does not exhibit autocorrelation, as indicated by the Durbin Watson of 0.990, which falls out of the range between 1.5 to 2.5.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
2	(Constant)	4.090	.121		33.889	.000		
	WIPL	.048	.045	.106	1.067	.287	.535	1.871
	PLIW	-.033	.041	-.081	-.816	.416	.535	1.871

a. Dependent Variable: TP

The table above explains the influence of independent variables (WIPL, PLIW) on the dependent variable (Teacher's performance) and its significance. The constant beta coefficient of constant (4.090) suggests that whether there is a variance or no variance in the independent variables, the teacher's performance will be enhanced by 4.090 units.

The result above suggests that independent variables have a weak impact on teachers' performance. Among the variables, PLIW indicates a negative relationship with teachers' performance (-0.033), meaning that increase in PLIW has a very or low impact on teachers' performance. In contrast, WIPL has a positive relationship with impact on teachers' performance (0.048). However, it is statistically not significant.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
3	.415[a]	.172	.163	.62013	.172	19.411	2	187	.000	1.945

a. Predictors: (Constant), PLIW, WIPL

b. Dependent Variable: TS

Based on the table above the Adjusted R-square of the model is 0.163 indicating that predictors Personal life interference with work (PLIW) and work interference with personal life (WIPL) together only explain 16.3% of the change in teachers' satisfaction (TS). Therefore, this suggests that this is not a strong model fit as it does not explain 60% of changes in teachers' satisfaction. Additionally, the model does not exhibit autocorrelation, as indicated by the Durbin Watson value of 1.945, which falls within the range is between 1.5 to 2.5. Despite the limitation, the model shows consistent predictions of teacher's satisfaction based on the predictors.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
3	(Constant)	4.415	.210		21.009	.000		
	WIPL	-.472	.078	-.554	-6.087	.000	.535	1.871
	PLIW	.363	.071	.467	5.127	.000	.535	1.871

a. Dependent Variable: TS

The table above explains the influence of independent variables (WIPL, PLIW) on the dependent variable (Teacher's satisfaction) and its significance. The constant beta coefficient of constant (4.415) suggests that whether there is a variance or no variance in the independent variables, teacher's satisfaction will be enhanced by 4.415 units.

Further the result above suggests that independent variables have a weak impact on teachers' performance. Among the variables, WIPL indicates a negative relationship with teachers' satisfaction (-0.472), meaning that increase in WIPL has low impact on teachers' Satisfaction. In contrast, PLIW has a moderate positive relationship with impact on teachers' satisfaction (0.363). indicating that increase in PLIW is associated with teachers satisfaction.

DISCUSSION

Discussion of findings

The profession of teaching is considered a challenging profession that requires a balance of work and personal life. The work-life balance of a teacher has a direct impact on organizational success as well as on students' performance. This study aimed to explore the impact of work-life balance on teachers' performance, retention, and satisfaction. This study found a negative, not statistically proven, relationship between work-life interference with personal life and teacher retention. Particularly the results suggested that an increase in work-life interference with personal life decreases teachers' retention in that organization. This finding is in line with previous studies, Panda and Sahoo (2021) who found a positive relationship between WLB and employee's retention. Also, it revealed that WLB has a major role in employees' decision to increase involvement and to leave or remain at the company. Similarly, a study by Abdulaziz et al., (2022) pointed out that WLB has shown positive changes in organizational commitment supported by personal and professional growth. Although the effect was not significantly proven, the trend supports that an increase in work influences teachers' decision to leave the profession or the organization.

Moreover, this study revealed that work-life balance and teacher performance are not linked directly. Both WILP and PLIW showed varying relationships with teachers' performance. However, several studies show that work-life balance is strongly or moderately related to teacher's performance. Further organizational support and a positive work environment enhance their performance (Paramita and Supartha , 2022; Balbes and Quines , 2022; Roselin, 2024; Suci et al., 2022).

Furthermore, a healthy work-life balance among teachers leads to satisfaction in their jobs reducing stress level (Çobanoglu et al., 2023). This study found a negative relationship between work-life balance and teachers' satisfaction, suggesting that work-life interference with personal life

decreases the level of job satisfaction. This is in line with previous studies that indicated that work-life conflict issues can lead to demotivation, burnout, dissatisfaction, and increased intention to leave the profession (Boamah et al., 2022; Ordu, 2021; Sari and Seniati, 2020). Although the relationship was not significant in this study, it suggests that focusing on work-related issues and their interference with personal life is important to address to improve teachers' job satisfaction.

Implications of the study

Based on the results of this study, the following implications could be considered for educational administrators, policymakers, and senior management members of the schools. As teachers' satisfaction is strongly influenced by the level of stress, policymakers and along with school management can implement wellness programs and most importantly emotional and school management support to enhance teachers' satisfaction and retention. Furthermore, considering the relationship between personal life interference with work, schools, and policymakers can offer flexibility as much as possible to accommodate teachers' personal lives. Moreover, the interference of work-life with personal life impacts teacher's satisfaction and retention emphasizing the importance of minimizing work-related stress. School management can try to create a positive work environment, minimizing work-life conflicts, and reducing the workload of teachers, promoting a supportive work environment.

This study also contributes to expanding the frame of research on the work-life balance of teachers, providing refined understanding of factors such as teacher satisfaction, performance, and retention on work-life balance. It indicates that the relationship between work-life balance and other factors is varied, with both negative and positive effects.

Conclusion

This study explored the impact of work-life balance on teacher's retention, performance, and satisfaction of teachers in Male' region. This study revealed that work-life balance plays a significant role, particularly in teacher's retention and satisfaction. Teachers who can balance personal and work life are reported to have higher levels of job satisfaction and are more likely in the profession. Conversely, work-life conflicts are related to increased turnover intention and dissatisfaction, reflecting the importance of balancing work and personal life.However, this study found no direct relationship between teacher's work-life balance and performance.

Overall, the study draws the focus to the importance of cultivating work-life balance among teachers for their well-being, job satisfaction, and retention. Further, this study provides valuable understanding for future investigations of additional factors affecting teachers' performance.

REFERENCE

Akila, R. (2012). A Study on employee retention among executives at BGR Energy systems LTD, Chennai. International Journal of marketing, financial services & management research, 1(9), 18-32.

Abwalla, J. (2014). The Principals' Leadership Styles and Teachers' Performance in General Secondary Schools of Gambella Regional State. A Master's Thesis Submitted to the Department of Educational Planning And Management, Jimma University, Ethiopia.

Abdulaziz, A., Bashir, M., & Alfalih, A. A. (2022). The impact of work-life balance and work overload on teacher's organizational commitment: do Job Engagement and Perceived Organizational support matter. Education and Information Technologies, 27(7), 9641-9663.

Ademola, O. A., Tsotetsi, C., & Gbemisola, O. D. (2021). Work-life balance practices: Rethinking teachers' job performance in Nigeria secondary schools. Journal of Studies in social sciences and Humanities, 7(2), 102-114.

Attar, M., Çağlıyan, V., & Abdul-Kareem, A. (2020). Evaluating the moderating role of work-life balance on the effect of job stress on job satisfaction. Istanbul Business Research, 49(2), 201-223

Beausaert, S., Froehlich, D. E., Devos, C., & Riley, P. (2016). Effects of support on stress and burnout in school principals. Educational Research, 58(4), 347-365.

Boamah, S. A., Hamadi, H. Y., Havaei, F., Smith, H., & Webb, F. (2022). Striking a balance between work and play: The effects of work–life interference and burnout on faculty turnover intentions and career satisfaction. International journal of environmental research and public health, 19(2), 809.

Bhatia, P., & Jain, P. (2024). Organizational Commitment, Work-Life Balance and Teachers' Effectiveness In School Teachers. Journal of Informatics Education and Research, 4(2).

Boakye, A. N., Asravor, R. K., & Essuman, J. (2023). Work-life balance as predictors of job satisfaction in the tertiary educational sector. Cogent Business & Management, 10(1), 2162686.

Buchanan, J., Prescott, A., Schuck, S., Aubusson, P., & Burke, P. (2013). Teacher retention and attrition: Views of early career teachers. Australian Journal of Teacher Education (Online), 38(3), 124-141.

Clark, S. C. (2000). Work/family border theory: A new theory of work/family balance. Human relations, 53(6), 747-770.

Chana, M. U., Ibrahim, A., & Abdulhamid, U. (2022). Influence of Work-Life-Balance and Family-Life-Balance on Job Performance and Satisfaction of Business Studies Teachers in Bauchi State, Nigeria. Innovare Journal of Education, 10(2), 15-19.

Çobanoglu, F., Yildirim, Ö., Seven Sarkaya, S., & Sertel, G. (2023). The Mediating Effect of Work-Life Balance in the Relationship between Job Stress and Career Satisfaction. European Journal of Educational Management, 6(2), 83-99.

Danasabe, U. (2018). Principals' instructional supervision and teachers' performance of secondary schools in Danko Wasagu Local Government Area Kebbi State, North-West Nigeria (Doctoral dissertation, Kampala International University. College of Education, Open, Distance and E-Learning).

Dodanwala, T. C., & Santoso, D. S. (2022). The mediating role of job stress on the relationship between job satisfaction facets and turnover intention of the construction professionals. Engineering, Construction and Architectural Management, 29(4), 1777-1796.

Dankwa, A. A. (2020). Work life balance and employee performance among university of cape coast administrators (Doctoral dissertation, University of Cape Coast).

Fleetwood, S. (2007). Why work–life balance now?. The international journal of human resource management, 18(3), 387-400.

Gautam, S. K. (2024). RELATIONSHIP BETWEEN STRESS AND WORK LIFE BALANCE AMONG TEACHING PROFESSIONALS. International Journal of Interdisciplinary Approaches in Psychology, 2(5), 1-15.

Greenhaus, J. H., Collins, K. M., & Shaw, J. D. (2003). The relation between work–family balance and quality of life. Journal of vocational behavior, 63(3), 510-531.

Hassan, B., Alias, M., Saleh, K. M. D., & Awang, H. (2017). Students' perceptions of their teachers' performance in teaching engineering drawing in Nigerian tertiary institutions. Traektoriâ Nauki= Path of Science, 3(10), 3001-3012.

Haider, M., Rasli, A., Akhtar, C. S., Yusoff, R. B. M., Malik, O. M., Aamir, A., ... & Tariq, F. (2015). The impact of human resource practices on employee retention in the telecom sector. International Journal of Economics and Financial Issues, 5(1), 63-69.

Hair, J. F., Sarstedt, M., Ringle, C. M., & Mena, J. A. (2012). An assessment of the use of partial least squares structural equation modeling in marketing research. Journal of the academy of marketing science, 40, 414-433.

Hoppock, R. (1935). Job Satisfaction, Harper and Brothers. New York, 47.

Hasanah, E., Suyatno, S., Tugino, T., & Ali, S. (2020). Work Satisfaction Level of Private School Teachers in Yogyakarta Indonesia. Randwick International of Social Science Journal, 1(3), 542-554.

Jamal, M. (1984). Job stress and job performance controversy: An empirical assessment. Organizational behavior and human performance, 33(1), 1-21.

Jaharuddin, N. S., & Zainol, L. N. (2019). The impact of work-life balance on job engagement and turnover intention. The South East Asian Journal of Management, 13(1), 7.

Johari, J., Yean Tan, F., & Tjik Zulkarnain, Z. I. (2018). Autonomy, workload, work-life balance and job performance among teachers. International Journal of Educational Management, 32(1), 107-120.

Jessica, N., Afifah, N., Daud, I., & Pebrianti, W. (2023). The effect of work environment and work-life balance on job satisfaction: work stress as a mediator. Journal of Economics, Management and Trade, 29(1), 54-65.

Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. Contemporary educational psychology, 36(2), 114-129.

Krishnan, R., Loon, K. W., & Tan, N. Z. (2018). The effects of job satisfaction and work-life balance on employee task performance. International Journal of Academic Research in Business and Social Sciences, 8(3), 652-662.

Kreitner, R., Kinicki, A., & Buelens, M. (2001). Organizational behavior. Irwin/McGraw-Hill.

Kyriacou, C. (2001). Teacher stress: Directions for future research. Educational review, 53(1), 27-35.

Kalliath, T., & Brough, P. (2008). Work–life balance: A Review of the Meaning of the Balance Construct. Journal of management & organization, 14(3), 323-327.

Kirchmeyer, C. (2000). Work-life initiatives: greed or benevolence regarding workers' time?

Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. Contemporary educational psychology, 36(2), 114-129.

Karabatak, S., & Alanoğlu, M. (2019). The mediator effect of stress on teachers' self-efficacy beliefs and job satisfaction. International Journal of Contemporary Educational Research, 6(2), 230-242.

Khattak, M. A., Ul-Ain, Q., & Iqbal, N. (2013). Impact of role ambiguity on job satisfaction, mediating role of job stress. International Journal of Academic Research in Accounting, Finance and Management Sciences, 3(3), 28-39.

Khadka, A. K., & Khadka, S. (2023). Perceptions of Conflict between Self-Efficacy, Job Satisfaction, and Work-Life Balance among University Teachers. Nepal Journal of Multidisciplinary Research, 6(2), 11-27.

Kakar, A. S., Saufi, R. A., Devadhasan, B. D., Meyer, N., Vetrivel, S. C., & Magda, R. (2021). The mediating role of person-job fit between work-life balance (WLB) practices and academic turnover intentions in India's higher educational institutions. Sustainability, 13(19), 10497.

Khalil, S. M., Khan, S. N., & Shah, F. A. (2020). The impact of work life balance, role conflict and work overload on employee turnover intention through the mediating role of job stress. Journal of Business & Tourism, 6(1), 271-287.

Lambrou, P., Kontodimopoulos, N., & Niakas, D. (2010). Motivation and job satisfaction among medical and nursing staff in a Cyprus public general hospital. Human resources for health, 8, 1-9.

Limon, İ., & Nartgün, Ş. S. (2020). Development of teacher job performance scale and determining teachers' job performance level. Journal of Theoretical Educational Science, 13(3), 564-590.

Mathews, O. A., Jeremiah, K. M., & Ursulla, O. A. (2021). Influence of Characteristics of Work-Life Balance on Teachers' Levels of Job Satisfaction in Public Secondary Schools in Nairobi, Kenya. International Journal of Educational Administration and Policy Studies, 13(2), 85-94.

Mwangi, L., Boinett, C. C., Tumwet, E., & Bowen, D. (2016). Effects of Work life Balance on Employees Performance in Institutions of Higher Learning: A Case Study of Kabarak University. Kabarak Journal of Research & Innovation, 4(2), 60-69.

Manalo, R. A., de Castro, B., & Uy, C. (2020). The mediating role of job satisfaction on the effect of motivation to organizational commitment and work engagement of private secondary high school teachers in Metro-Manila. Review of Integrative Business and Economics Research, 9, 133-159.

Nguni, S., Sleegers, P., & Denessen, E. (2006). Transformational and Transactional Leadership Effects on Teacher' Job Satisfaction, Organizational Commitment, and Organizational Citizenship Behavior in Primary Schools: The Tanzanian case. School Effectiveness and School Improvement, 17(2), 145-177.

Nguyen, T. D. (2018). The theories and determinants of teacher attrition and retention. Vanderbilt University.

Ordu, A. (2021). Mediating role of work-life balance and job satisfaction in the relationship between person-job fit and life satisfaction among teachers

Panda, A., & Sahoo, C. K. (2021). Work–life balance, retention of professionals and psychological empowerment: an empirical validation. European Journal of Management Studies, 26(2/3), 103-123.

Paramita, L., & Supartha, I. W. G. (2022). Role of work stress as mediating variable between compensation and work-life balance on employee performance. European Journal of Business and Management Research, 7(3), 163-167.

Rashid, S., Subhan, Q. A., & Imran, M. (2022). IMPACT OF WORK LIFE BALANCE, WORKLOAD AND SUPERVISORY SUPPORT ON TEACHERS' JOB PERFORMANCE WITH MEDIATING ROLE OF STRESS: A CASE OF PRIVATE INSTITUTIONS OF ISLAMABAD, PAKISTAN. International Journal of Business and Management Sciences, 3(1), 21-34.

Rahayu, M. K. P., & Hidayat, B. N. (2021). The Job Stress as a Mediation Between Role Conflict and Employee Performance. In 4th International Conference on Sustainable Innovation 2020-Accounting and Management (ICoSIAMS 2020) (pp. 121-127). Atlantis Press.

Roeser, R. W., Schonert-Reichl, K. A., Jha, A., Cullen, M., Wallace, L., Wilensky, R., ... & Harrison, J. (2013). Mindfulness training and reductions in teacher stress and burnout: Results from two randomized, waitlist-control field trials. Journal of educational psychology, 105(3), 787.

Reilly, E., Dhingra, K., & Boduszek, D. (2014). Teachers' self-efficacy beliefs, self-esteem, and job stress as determinants of job satisfaction. International Journal of Educational Management, 28(4), 365-378.

Reitman, G. C., & Karge, B. D. (2019). Investing in teacher support leads to teacher retention: Six supports administrators should consider for new teachers. Multicultural Education, 27(1), 7-18.

Schermerhorn Jr, J. R., Osborn, R. N., Uhl-Bien, M., & Hunt, J. G. (2011). Organizational behavior. john wiley & sons.

Suib, A. F., Ghazali, P. L., Halim, B. A., Ariffin, J., & Razak, R. A. (2022). Proposing a Theoretical Framework for Teacher's Job Performance. The Journal of Management Theory and Practice (JMTP), 3(1), 28-34.

Selye, H. (1955). Stress and disease. Science, 122(3171), 625-631.

Seiber, J. N. (1974). Reversed-phase liquid chromatography of some pesticides and related compounds: Solubility-retention relationships. Journal of Chromatography A, 94, 151-157.

Shuls, J. V., & Flores, J. M. (2020). Improving teacher

retention through support and development. Journal of Educational Leadership and Policy Studies, 4(1), n1.

Shell, D. L., Hurt, C. S., & White, H. (2023). Principal Characteristics' Effect on Teacher Retention: A Systematic Review. Educational Research and Reviews, 18(6), 104-113.

Shantz, A., Arevshatian, L., Alfes, K., & Bailey, C. (2016). The effect of HRM attributions on emotional exhaustion and the mediating roles of job involvement and work overload. Human Resource Management Journal, 26(2), 172-191.

Shanafelt, T. D., & Noseworthy, J. H. (2017, January). Executive leadership and physician well-being: nine organizational strategies to promote engagement and reduce burnout. In Mayo Clinic Proceedings (Vol. 92, No. 1, pp. 129-146). Elsevier.

Skaalvik, E. M., & Skaalvik, S. (2016). Teacher stress and teacher self-efficacy as predictors of engagement, emotional exhaustion, and motivation to leave the teaching profession. Creative Education, 7(13), 1785.

Saraih, U. N., MII, M. Z., Sakdan, M. F., & Amlus, M. H. (2019). THE INFLUENCES OF JOB PERFORMANCE, WORK-LIFE BALANCE AND ORGANIZATIONAL JUSTICE ON EMPLOYEES'CAREER SATISFACTION. Humanities & Social Sciences Reviews, 7(5), 442-447.

Sari, R. L., & Seniati, A. N. L. (2020). The role of job satisfaction as mediator between work-life balance and organizational commitment among lecturers. Psychology and Education, 57(2), 106-110.

Sailatha, G., & Swathi, R. R. (2022). Impact of Work Life Balance towards job satisfaction and employee retention: Study of Miliennial employees in Vijayawada city, Andhra Pradesh. Journal of Positive School Psychology, 10542-10550.

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. International journal of medical education, 2, 53.

Vinchur, A. J., & Koppes, L. L. (2011). A historical survey of research and practice in industrial and organizational psychology.

Werang, B. R., Agung, A. A. G., & Agung, G. (2017). Teachers' job satisfaction, organizational commitment, and performance in Indonesia: A study from Merauke District, Papua. International Journal of Development and Sustainability, 6(8), 700-711.

Widyani, A., & Sugianingrat, I. W. (2015). Effect of multiple role conflict on job satisfaction with the mediation role of stress. International Journal of Economics, Commerce and Management, 3(5), 868-870.

Young, L., & Kleiner, B. H. (1992). Work and family: Issues for the 1990s. Women in Management Review, 7(5).

Zembylas, M., & Papanastasiou, E. (2004). Job satisfaction among school teachers in Cyprus. Journal of educational administration, 42(3), 357-374.