



Work-Life Balance and Job Satisfaction among School Teachers: An Empirical Study

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Abstract

Work-life balance and job satisfaction are significant factors that have a major influence on the effectiveness of teachers. The aim of the current research is to examine the relationship between work-life balance and job satisfaction among teachers based on various influencing factors such as workload and time management, family and social life, work environment, organizational climate, job security, recognition, and development. The research was based on responses from 50 teachers. Various statistical methods such as percentage analysis, independent sample t-test, one-way ANOVA, and correlation were used to interpret the data. The results of the study revealed that a majority of the respondents experienced a high level of work-life balance and job satisfaction. Almost half of the respondents experienced a high level of workload and time management, as well as family and social life. The results of the independent sample t-test revealed that gender and family type do not affect work-life balance and job satisfaction. Also, the one-way ANOVA analysis results revealed that employee category does not affect these dimensions. The results of the correlation analysis revealed that annual income does not have a significant relationship with work-life balance and job satisfaction. However, the number of classes handled per day was found to have a significant relationship with workload and time management, as well as work-life balance and job satisfaction.

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Keywords: Work-Life Balance, Job Satisfaction, School Teachers, Work Environment, Workload and Time Management, Organization Support, Professional Development, Teacher Well-being

Introduction

Work-life balance and job satisfaction are two important aspects of an individual's life, which significantly impact their professional and personal life. In the case of the teaching profession, maintaining a balance between work and personal life is very important, considering the nature of the job. Not only do teachers have to focus on imparting education to their students, but they also have to handle administrative tasks and their own personal growth. Job satisfaction is the satisfaction that people derive from their job roles, environment, and opportunities for growth. Work-life balance, on the other hand, is the ability of people to balance their work life with their family and social life. Maintaining a positive work-life balance has significant implications for the productivity and motivation of employees. There are a number of factors that affect work-life balance and job satisfaction among teachers. Some of the factors are workload, time management, organizational support, work environment, job security, and professional development, among others. Understanding these factors and their effects on teachers can help educational institutions provide a supportive environment. Therefore, the purpose of this study is to investigate the relationship between work-life balance and job satisfaction among teachers and to examine the effects of demographic and occupational factors on these two constructs.

Review of Literature

Work-life balance and job satisfaction have also gained much attention in educational research studies, as these factors directly affect the performance and satisfaction levels of the teachers. Some researchers have also focused on the work-life balance and job satisfaction of the teaching profession. Clark (2000)^[8], proposed the Work-Family Border Theory and described that the boundaries between work and family life are balanced in the lives of every individual. The theory states that a balance between work and family life is important in order to reduce stress and increase job satisfaction levels. Teachers who are successful in balancing work and family life tend to have better mental well-being and increased productivity. Greenhaus and Allen (2011)^[10], described work-life balance as the level at which individuals are equally engaged and satisfied in their work and family life. The study highlighted that employees who experience work-life balance in their professional and family life tend to be more satisfied in their jobs and exhibit increased commitment towards their organization. In a study conducted by Agha, Azmi, & Irfan (2017)^[11], the researchers explored the link between work-life balance and job satisfaction among employees. The results revealed that a positive work-life balance increases job satisfaction among employees. The study found that a positive work-life balance increases the motivation of employees. The study revealed that employees who work in an organization where the organization supports a work-life balance are likely to be satisfied. The study conducted by Reddy & Reddy (2010)^[21], explored the work-life balance of teachers. The results revealed that a work-life balance among teachers is affected by an excessive workload, administrative work, and work pressure. The study revealed that teachers who work in an organization where they receive administrative support are likely to be satisfied. The study conducted by Kaur (2013)^[16], explored the job satisfaction of school teachers. The results revealed that work environment, recognition, salary, and opportunities for growth are the factors that affect the job satisfaction of teachers. The study by Bhatnagar and Soni (2015)^[6], examined the work-life balance of teachers and concluded that they face challenges in balancing their professional and family life. It emphasized the need for organizational support, time management, and flexible working arrangements to improve the work-life balance of teachers. Sharma and Jyoti (2016)^[23], conducted a study on job satisfaction among school teachers and found that school teachers who experience a supportive work environment and appreciation from school administrators tend to have a healthy work-life balance. The study also found that job satisfaction is a vital factor in enhancing the performance of school teachers.

Methodology

Aim: To study the Work-Life Balance and Job Satisfaction among School Teachers in Salem District

Objectives:

1. To analyse the distribution of respondents based on the level of Work-Life Balance and Job Satisfaction among school teachers.

2. To examine the significant difference between the gender of the respondents and the dimensions of Work-Life Balance and Job Satisfaction.
3. To determine the significant difference between the family type of the respondents and the dimensions of Work-Life Balance and Job Satisfaction.
4. To analyse the relationship between the employee category of the respondents and Work-Life Balance and Job Satisfaction.
5. To study the relationship between the annual income of the respondents and Work-Life Balance and Job Satisfaction.
6. To examine the relationship between the number of classes handled per day and Work-Life Balance and Job Satisfaction among school teachers.

Hypotheses:

1. There exists a significant relationship between the gender of the respondents and the dimensions of work-life balance and job satisfaction.
2. There exists a significant relationship between the type of family of the respondents and the dimensions of work-life balance and job satisfaction.
3. The employee category of the respondents has a significant relationship with the dimensions of work-life balance and job satisfaction.
4. There exists a significant relationship between the annual income of the respondents and Work-Life Balance and Job Satisfaction.
5. There is a significant relationship between the number of classes per day of the respondents and Work-Life Balance and Job Satisfaction.

Research Design:

The descriptive research design has been used for the conduct of the study on work-life balance and job satisfaction among school teachers. Descriptive research is useful for the collection of information on the opinions, attitudes, and perceptions of the teachers towards their work roles and work-life balance. It is also useful for the identification of the factors affecting job satisfaction and work-life balance.

Universe Sampling:

The universe of the study consisted of school teachers working in Salem District. For conducting the study, the researcher adopted the purposive sampling technique. A total of 50 teachers from selected schools were chosen as the sample, and all the selected teachers voluntarily participated in the study. These teachers were approached directly, and only those who were willing to participate and provide the required information were included in the study. The selected respondents contributed their views and experiences related to work-life balance and job satisfaction, which formed the basis for the analysis.

Tools for Data Collection:

The main data for the study was collected by using the questionnaire method. It had open-ended and close-ended questions that covered the various dimensions related to

work-life balance and job satisfaction among school teachers, such as:

- Workload and Time Management
- Family and Social Life
- Work Environment and School Culture
- Organizational Climate and Administrative Support
- Job Security and Compensation
- Recognition and Appreciation
- Professional Development
- Overall Work-Life Balance and Job Satisfaction

The responses were measured using a Likert scale to analyse the opinions and perceptions of the respondents.

Analysis and Interpretation

Various statistical analysis were computed using SPSS V.21, to understand the factors influencing the buying behaviour towards pre-owned cars, this includes quartile deviations, ‘t’-Test, One-way analysis of variance and Karl Pearsons correlation. The findings are presented below:

Table 1: Distribution of respondents based on their Work-Life Balance and Job Satisfaction

Dimensions	Work-Life Balance and Job Satisfaction					
	Low		Moderate		High	
	Freq.	(%)	Freq.	(%)	Freq.	(%)
Workload and Time Management	18	36.0	8	16.0	24	48
Family and Social-Life	14	28.0	12	24.0	24	48.0
Work Environment and School Culture	17	34.0	17	34.0	16	32.0
Organizational Climate and Administrative Support	15	30.0	14	28.0	21	42.0
Job Security and Compensations	14	28.0	19	38.0	17	34.0
Recognition and Appreciation	13	26.0	18	36.0	19	38.0
Professional Development	12	24.0	22	44.0	16	32.0
Overall Work-Life Balance and Job Satisfaction	12	24.0	13	26.0	25	50.0

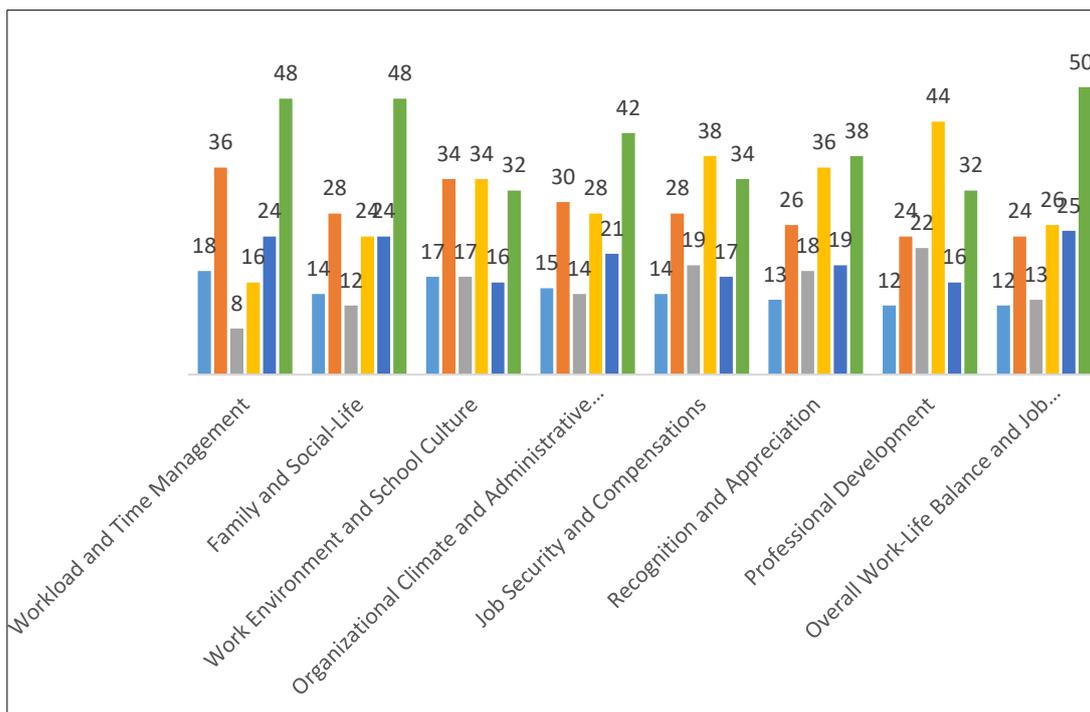


Fig 1: Distribution of respondents based on their Work-Life Balance and Job Satisfaction

The table below illustrates the distribution of respondents based on the Work-Life Balance and Job Satisfaction dimensions. In the Workload and Time Management dimension and the Family and Social Life dimension, almost half of the respondents (48%) reported a high level. In the Organizational Climate and Administrative Support

dimension, 42% of the respondents reported a high level. In the Professional Development and Job Security and Compensation dimension, a significant number of respondents reported a moderate level. In total, half of the respondents (50%) reported a high level of Work-Life Balance and Job Satisfaction.

Table 2: 't'-test between the gender of the respondent and factors influences on Work-Life Balance and Job Satisfaction

Gender of the Respondent		Mean	Std. Deviation	Std. Error Mean	Df	Statistical Interferences
Workload and Time Management	Male	19.35	4.458	.930	48	't' = 0.412 P>0.05 Not Significant
	Female	20.26	3.312	.637	40.058	
Family and Social-Life	Male	15.87	3.415	.712	48	't' = 0.384 P>0.05 Not Significant
	Female	15.15	2.365	.455	38.243	
Work Environment and School Culture	Male	17.00	2.316	.483	48	't' = 0.336 P>0.05 Not Significant
	Female	16.33	2.496	.480	47.624	
Organizational Climate and Administrative Support	Male	12.43	4.315	.900	48	't' = 0.761 P>0.05 Not Significant
	Female	12.15	2.088	.402	30.624	
Job Security and Compensations	Male	9.61	3.775	.787	48	't' = 0.216 P>0.05 Not Significant
	Female	8.52	2.293	.441	35.075	
Recognition and Appreciation	Male	12.57	4.368	.911	48	't' = 0.420 P>0.05 Not Significant
	Female	11.67	3.442	.662	41.586	
Professional Development	Male	7.96	3.052	.636	48	't' = 0.820 P>0.05 Not Significant
	Female	7.98	2.470	.475	42.267	
Overall Work-Life Balance and Job Satisfaction	Male	94.78	18.058	3.765	48	't' = 0.479 P>0.05 Not Significant
	Female	91.85	10.556	2.032	34.220	

As it can be seen in the above table, it is evident that there is no significant relationship between the gender of the respondents and the major dimensions of work-life balance and job satisfaction. It is evident that there is no significant difference between male and female respondents with regard to the dimensions of the study, which include workload and time management, family and social life, work environment and school culture, organizational climate and administrative support, job security and compensation, recognition and appreciation, professional development, work-life balance, and job satisfaction, since the p-value is greater than 0.05.

H0: There exists no significant relationship between the gender of the respondents and the dimensions of work-life balance and job satisfaction.

H1: There exists a significant relationship between the gender of the respondents and the dimensions of work-life balance and job satisfaction.

Result:

The independent sample t-test was used to test the relationship between the gender of the respondents and the dimensions of work-life balance and job satisfaction. From the results, it is clear that the p-value is greater than 0.05 for all the variables, indicating that there is no significant difference between the male and female respondents. Therefore, the null hypothesis H0 is accepted, and it can be concluded that the gender of the respondents does not have any significant relationship with the dimensions of work-life balance and job satisfaction.

Table 3: 't'-test between the family type of the respondent and factors influences on Work-Life Balance and Job Satisfaction

Gender of the Respondent		Mean	Std. Deviation	Std. Error Mean	Df	Statistical Interferences
Workload and Time Management	Nuclear	20.91	3.741	.780	48	't' = 0.070 P>0.05 Not significant
	Joint	18.93	3.802	.732	46.976	
Family and Social-Life	Nuclear	15.65	2.740	.571	48	't' = 0.701 P>0.05 Not significant
	Joint	15.33	3.051	.587	47.848	
Work Environment and School Culture	Nuclear	17.52	2.213	.461	48	't' = 0.016 P<0.05 Significant
	Joint	15.89	2.359	.454	47.525	
Organizational Climate and Administrative Support	Nuclear	13.04	3.599	.750	48	't' = 0.129 P>0.05 Not significant
	Joint	11.63	2.871	.553	41.898	
Job Security and Compensations	Nuclear	9.39	3.115	.650	48	't' = 0.437 P>0.05 Not significant
	Joint	8.70	3.074	.592	46.583	
Recognition and Appreciation	Nuclear	12.39	4.841	1.009	48	't' = 0.606 P>0.05 Not significant
	Joint	11.81	2.896	.557	34.730	
Professional Development	Nuclear	7.83	2.949	.615	48	't' = 0.936 P>0.05 Not Significant
	Joint	7.89	2.577	.496	44.132	
Overall Work-Life Balance and Job Satisfaction	Nuclear	96.74	15.112	3.151	48	't' = 0.110 P>0.05 Not Significant
	Joint	90.19	13.330	2.565	44.344	

As mentioned in the above table, it is clear that there is no significant relationship between the type of family of the respondents, i.e., nuclear and joint family, and the major dimensions of work-life balance and job satisfaction. It is also evident that there is no significant difference between the respondents who belong to nuclear family and those who belong to joint family with regard to the dimensions of the study, which include the workload and time management, family and social life, work environment/school culture, organizational climate/administrative support, job security/compensation, recognition/appreciation, professional development, and work-life balance/job satisfaction, as the p-value is greater than 0.05 for all the variables.

H0: There does not exist any significant relationship between the type of family of the respondents and the dimensions of work-life balance and job satisfaction.

H1: There exists a significant relationship between the type of family of the respondents and the dimensions of work-life balance and job satisfaction.

Result: The independent sample t-test is used to test the relationship between the family type and the dimensions of work-life balance and job satisfaction. From the results, the p-value is greater than 0.05 for all the variables. Therefore, the researcher accepts the null hypothesis. There is no significant difference between the nuclear family and the joint family respondents.

Table 4: One-way ANOVA analysis of variance among the employee category of the respondent and Work-Life Balance and Job Satisfaction

Variable		Sum of Squares	Df	Mean Square	F	Statistical Inference
Workload and Time Management	Between Groups	30.795	2	15.397	1.031	Sig. = 0.365 P>0.05 Not Significant
	Within Groups	701.925	47	14.935		
Family and Social-Life	Between Groups	37.100	2	18.550	2.348	Sig. = 0.107 P>0.05 Not Significant
	Within Groups	371.380	47	7.902		
Work Environment and School Culture	Between Groups	19.049	2	9.525	1.680	Sig. = 0.197 P>0.05 Not Significant
	Within Groups	266.471	47	5.670		
Organizational Climate and Administrative Support	Between Groups	31.146	2	15.573	1.485	Sig. = 0.237 P>0.05 Not Significant
	Within Groups	492.934	47	10.488		
Job Security and Compensations	Between Groups	21.280	2	10.640	1.127	Sig. = 0.333 P>0.05 Not Significant
	Within Groups	443.700	47	9.440		
Recognition and Appreciation	Between Groups	57.352	2	28.676	1.981	Sig. = 0.149 P>0.05 Not Significant
	Within Groups	680.328	47	14.475		
Professional Development	Between Groups	38.590	2	19.295	2.787	Sig. = 0.072 P>0.05 Not Significant
	Within Groups	325.430	47	6.924		
Overall Work-Life Balance and Job Satisfaction	Between Groups	184.688	2	92.344	.434	Sig. = 0.650 P>0.05 Not Significant
	Within Groups	9993.312	47	212.624		

G1 = Permanent G2 = Contract G3 =Temporary

As depicted in the above table, it is found that there is no significant relationship between the employee category of the respondents and the major dimensions of work-life balance and job satisfaction. It is quite evident that there is no significant difference among the different categories of employees with regard to the dimensions of the study, such as workload and time management, family and social life, work environment and school culture, organizational climate and administrative support, job security and compensation, recognition and appreciation, professional development, and overall work-life balance and job satisfaction, as the significance values for all the variables are more than 0.05.

H0: The employee category of the respondents has no

significant relationship with the dimensions of work-life balance and job satisfaction.

H1: The employee category of the respondents has a significant relationship with the dimensions of work-life balance and job satisfaction.

Result: The One-way ANOVA test is used to check the relationship between the employee category of the respondents and the dimensions of work-life balance and job satisfaction. The results show that the p-value is greater than 0.05 for all the variables; hence, there is no significant difference between the groups. The null hypothesis (H0) is accepted by the researcher.

Table 5: Correlation between the annual income of the respondents and overall Work-Life Balance and Job Satisfaction

Variable	Correlation Value	Statistical Inference
Workload and Time Management	.069	P > 0.05 Not Significant
Family and Social-Life	.025	P > 0.05 Not Significant
Work Environment and School Culture	.032	P > 0.05 Not Significant
Organizational Climate and Administrative Support	.047	P > 0.05 Not Significant
Job Security and Compensations	.145	P > 0.05 Not Significant
Recognition and Appreciation	.082	P > 0.05 Not Significant
Professional Development	.198	P > 0.05 Not Significant
Overall Work-Life Balance and Job Satisfaction	.011	P > 0.05 Not Significant

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

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

The above table indicates the relationship between the income earned by respondents on an annual basis and overall Work-Life Balance and Job Satisfaction. From the results, it is seen that all variables, such as workload and time management, family and social life, work environment and school culture, organizational climate and administrative support, job security and compensation, recognition and appreciation, professional development, and overall work-life balance and job satisfaction, have p-values higher than 0.05, which indicates that there is no relationship between income earned by respondents on an annual basis and these variables.

H0: There exists no significant relationship between the annual income of the respondents and Work-Life Balance and Job Satisfaction.

H1: There exists a significant relationship between the annual income of the respondents and Work-Life Balance and Job Satisfaction.

Result: The results of the correlation analysis show that all the variables have p-values higher than 0.05. This implies that the relationship between annual income and the variables is not statistically significant. Therefore, the annual income of the respondents does not influence their work-life balance and job satisfaction. The null hypothesis is accepted.

Table 6: Correlation between the No. of classes per day of the respondents and overall Work-Life Balance and Job Satisfaction

Variable	Correlation Value	Statistical Inference
Workload and Time Management	.472**	P < 0.05 Significant
Family and Social-Life	.122	P > 0.05 Not Significant
Work Environment and School Culture	.230	P > 0.05 Not Significant
Organizational Climate and Administrative Support	.255	P > 0.05 Not Significant
Job Security and Compensations	.277	P > 0.05 Not Significant
Recognition and Appreciation	.028	P > 0.05 Not Significant
Professional Development	.123	P > 0.05 Not Significant
Overall Work-Life Balance and Job Satisfaction	.291*	P < 0.05 Significant

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

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

The analysis aims to investigate the relationship between the number of classes handled in a day and the various aspects of Work-Life Balance and Job Satisfaction. The findings of the study showed that the number of classes handled in a day had a positive and significant relationship with Workload/Time Management and Overall Work-Life Balance/Job Satisfaction. However, the study did not find any significant relationship with the other aspects of Work-Life Balance and Job Satisfaction, which included Family and Social Life, Work Environment/School Culture, Organizational Climate/Administrative Support, Job Security/Compensations, Recognition/Appreciation, and

Professional Development.

H0: There is no significant relationship between the number of classes per day of the respondents and Work-Life Balance and Job Satisfaction.

H1: There is a significant relationship between the number of classes per day of the respondents and Work-Life Balance and Job Satisfaction.

Result: Based on the correlation analysis, the study reveals that the number of classes per day has a significant relationship with Workload and Time Management ($r = .472$, $p < 0.05$), and Overall Work-Life Balance and Job Satisfaction ($r = .291$, $p < 0.05$). However, the study did not

reveal any significant relationship with the other variables since the value of p is greater than 0.05. Hence, the null hypothesis (H_0) is partially rejected, and the alternative hypothesis (H_1) is partially accepted.

Major Findings

Some of the important findings of the study are as follows. The study revealed that a large number of respondents experienced a high level of work-life balance and job satisfaction. Further, from the distribution analysis, it was found that nearly 48% of respondents experienced a high level of work-life balance and job satisfaction in the dimensions of workload and time management, as well as family and social life. In addition, 42% of respondents experienced a high level of job satisfaction in the dimension of organizational climate and administrative support. Further, in the dimensions of professional development and job security, many of the respondents experienced a moderate level of work-life balance and job satisfaction. Independent sample t -test analysis was conducted to examine whether gender plays an important role in influencing work-life balance and job satisfaction. From the study, it was found that gender does not play a significant role in influencing work-life balance and job satisfaction, as the p -value was more than 0.05. Further, from the study, it was also found that family type, such as nuclear or joint family, does not play a significant role in influencing work-life balance and job satisfaction. The results of the one-way analysis of variance test revealed that the employee category, i.e., permanent, contract, and temporary, is not a significant factor affecting work-life balance and job satisfaction among teachers. Moreover, the correlation analysis revealed that the annual income level of the teachers is not significantly related to the dimensions of work-life balance and job satisfaction. However, the results revealed that the number of classes handled per day positively relates to workload and time management dimensions of work-life balance and job satisfaction.

Suggestions

On the basis of the study's findings, certain suggestions can be made in order to enhance work-life balance and job satisfaction among teachers. First, educational institutions can focus on reducing workload and enhancing time management by distributing teaching work evenly among teachers. This will help teachers maintain a healthy work-life balance. Another suggestion is that the educational institution can focus on enhancing organizational support by developing effective policies in the work environment. This will help teachers become more satisfied with their jobs. Another important suggestion is that the educational institution can provide opportunities for professional development. This will help teachers enhance their skills and become more satisfied with their work. Another important suggestion is that the educational institution can provide recognition and appreciation of the efforts of the teachers. This will help teachers become more satisfied with their work. Finally, it is important for the educational institution to ensure that the teachers are not overburdened with excessive work in terms of the number of classes per day. This will help teachers maintain a healthy work-life balance.

Conclusion

The study has emphasized the importance of work-life balance in determining the level of job satisfaction for teachers. Moreover, it has been found that the majority of teachers experience a high level of work-life balance and job satisfaction. At the same time, it has also been found that demographic factors such as gender, family types, employee categories, and annual income do not influence work-life balance and job satisfaction. Nevertheless, the number of classes handled per day has a significant impact on work-life balance. This has emphasized the importance of teachers' workload management for work-life balance and job satisfaction. Hence, it may be concluded that educational institutions should take steps to manage teachers' workload and provide teachers with work environments and professional growth opportunities, which may enhance work-life balance and job satisfaction for teachers.

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