



## Impact of Work life balance on Job satisfaction: A study among women teachers of self-financing arts and science colleges in Dindigul District

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**Abstract:** The present study examines the impact of work-life balance on job satisfaction among women teachers employed in self-financing arts and science colleges in Dindigul District, Tamil Nadu. A descriptive research design was adopted, and primary data were collected from 150 women teachers using a structured questionnaire. The study examined five dimensions of work-life balance: workplace support, workplace interference with personal life, personal life interference with work, work-life balance satisfaction, and improved effectiveness at work. Frequency analysis and multiple regression analysis were employed to analyse the collected data. The findings revealed that all five dimensions had statistically significant positive relationships with job satisfaction. The regression model explained 55.2% of the variation in job satisfaction ( $R^2 = 0.552$ ), with workplace interference with personal life emerging as the strongest predictor ( $\beta = 0.243$ ), followed by work-life balance satisfaction ( $\beta = 0.231$ ) and workplace support ( $\beta = 0.216$ ). The study highlights the importance of supportive workplace practices and effective work-life balance management in enhancing job satisfaction among women teachers.

**Keywords:** Work-Life Balance, Job Satisfaction, Women Teachers, Workplace Support, Self-Financing Colleges, Dindigul District.

### 1 Introduction

Work-life balance has emerged as an important area of concern in contemporary human resource management, particularly as employees increasingly experience challenges in managing their professional responsibilities alongside personal and family commitments. Work-life balance refers to an individual's ability to maintain a satisfactory relationship between occupational demands and non-work responsibilities, thereby promoting psychological well-being, professional effectiveness, and overall quality of life. Inegbedion (2024) emphasized that maintaining an appropriate balance between work and personal life is essential for employees' emotional stability, organizational commitment, and job satisfaction. Similarly, Dousin et al. (2019) highlighted that effective work-life balance practices, including flexible working arrangements and supportive supervision, contribute to employee satisfaction and improved organizational performance. Thus, work-life balance is increasingly recognized as an important organizational consideration rather than merely an individual responsibility.

In the higher education sector, teaching professionals are required to perform multiple academic and administrative responsibilities while maintaining their personal and family lives. Teaching activities, student assessment, research engagement, institutional responsibilities, and professional development may create competing demands on teachers' time and energy. These challenges are particularly relevant to women teachers, who may simultaneously undertake professional duties and responsibilities related to household management, childcare, and family care. Huang and Zhao (2025), in their study among university faculty members, identified work-life balance and job satisfaction as important indicators of faculty well-being and demonstrated the significance of psychological needs, particularly autonomy, in shaping these outcomes. Their findings suggest that institutional environments that support employees' psychological needs can contribute to improved work-life balance and professional satisfaction. In this context, understanding how women teachers manage their



professional and personal responsibilities is important for promoting a supportive and sustainable academic work environment.

Job satisfaction represents another important dimension of employee well-being and organizational effectiveness. It reflects employees' overall evaluations of their work experiences, including their perceptions of working conditions, professional responsibilities, organizational support, and opportunities for personal and professional development. Gautam et al. (2024) emphasized the relevance of job satisfaction in explaining employees' attitudes toward their work and their intentions to remain with an organization. Moreover, Inegbedion (2024) established the importance of job satisfaction in the relationship between work-life balance and employee commitment. These findings indicate that employees who experience a satisfactory balance between their professional and personal responsibilities may develop more positive attitudes toward their jobs, potentially strengthening their organizational involvement and commitment.

Existing empirical studies provide substantial evidence regarding the relationship between work-life balance and job satisfaction across different occupational settings. Rashmi and Kataria (2021) examined the mediating role of work-life balance in the relationship between job resources and job satisfaction among Indian nursing professionals. Their findings revealed that work-life balance was positively associated with job satisfaction and that job autonomy, supervisor support, and co-worker support were positively related to work-life balance. Similarly, Permadi et al. (2023) identified a significant positive effect of work-life balance on job satisfaction among nurses. Zhang et al. (2024) further demonstrated that work-life balance positively influenced job satisfaction and psychological capital, which subsequently contributed to improved mental health outcomes. Collectively, these studies suggest that employees' ability to manage competing work and personal responsibilities plays an important role in shaping their satisfaction with employment.

The relationship between work-life balance and job satisfaction can also be understood through the perspective of work-family interaction. When professional responsibilities interfere with personal and family activities, employees may experience increased psychological strain, emotional exhaustion, and dissatisfaction. Conversely, effective integration of work and personal responsibilities may contribute to greater psychological well-being and positive workplace experiences. Makabe et al. (2015) observed that discrepancies between actual and desired work-life balance among hospital nurses were associated with concerns regarding job satisfaction and quality of life. Likewise, Gautam et al. (2024) demonstrated that different dimensions of work-life balance, particularly personal-life interference with work and work-personal life enhancement, were significantly associated with job satisfaction. These findings suggest that work-life balance is a multidimensional phenomenon involving the management of conflicting responsibilities as well as the positive interaction between professional and personal domains.

The importance of work-life balance becomes particularly relevant in the context of women teachers employed in self-financing arts and science colleges. Their professional responsibilities may extend beyond classroom instruction to include academic documentation, examinations, student mentoring, institutional activities, and other administrative assignments. At the same time, personal and family responsibilities may place additional demands on their available time and resources. The combined influence of these responsibilities may affect their ability to maintain a satisfactory balance between professional and personal life and, consequently, their level of job satisfaction. Findings from Huang and Zhao (2025) concerning university faculty, together with evidence from Rashmi and Kataria (2021) regarding the importance of workplace resources, provide a foundation for examining this relationship within self-financing higher education institutions. Nevertheless, these findings require contextual examination because occupational demands and institutional conditions may differ across professional settings. Although the available literature establishes meaningful relationships between work-life balance and job satisfaction, several of the reviewed empirical studies focus primarily on healthcare professionals, particularly nurses, while the study by Huang and Zhao (2025) addresses university faculty within the context of artificial



intelligence literacy and psychological need satisfaction. The study is expected to contribute context-specific empirical evidence and provide useful insights for institutional administrators in developing supportive workplace practices that promote work-life balance, enhance job satisfaction, and support the professional well-being of women teachers.

## **2 Review of Literature**

Work-life balance and job satisfaction have received considerable attention in organizational and human resource management research due to their implications for employee well-being, professional commitment, and organizational effectiveness. The ability to balance professional and personal responsibilities is influenced by workplace conditions, organizational support, and the interaction between work and non-work domains. Previous studies have examined these relationships through various dimensions, including workplace support, work interference with personal life, personal life interference with work, work-life balance satisfaction, and effectiveness at work. The following review examines these five dimensions and their potential influence on job satisfaction, with particular relevance to women teachers employed in self-financing arts and science colleges.

### **Workplace Support and Job Satisfaction**

Workplace support is an important organizational resource that enables employees to manage occupational demands while maintaining their personal responsibilities. Rashmi and Kataria (2021) investigated the relationship between job resources, work-life balance, and job satisfaction among 452 nursing professionals in India. Their findings demonstrated that job autonomy, supervisor support, and co-worker support positively influenced work-life balance, which was subsequently associated with higher job satisfaction. Furthermore, work-life balance partially mediated the relationship between job autonomy and supervisor support and job satisfaction. Similarly, Dousin et al. (2019), in their study among 491 healthcare professionals in Malaysia, identified supportive supervision as an important work-life balance practice contributing to employee job satisfaction and performance. Their results also indicated that job satisfaction mediated the relationship between supportive supervision and job performance. These findings suggest that workplace support through constructive supervision, professional autonomy, and cooperative relationships may strengthen employee satisfaction by facilitating the effective management of professional and personal responsibilities. In the context of women teachers, supportive institutional policies, administrative assistance, and positive collegial relationships may similarly contribute to improved job satisfaction.

### **Workplace Interference with Personal Life and Job Satisfaction**

Workplace interference with personal life refers to situations in which professional responsibilities restrict employees' ability to fulfil personal, family, and social commitments. Gautam et al. (2024) examined the relationship between work-life balance dimensions and job satisfaction among 386 nurses employed in private hospitals in Nepal. Their findings revealed that workplace interference with personal life was not a statistically significant predictor of job satisfaction, although it was significantly associated with turnover intentions. This finding suggests that the relationship between work-related interference and job satisfaction may vary according to occupational characteristics and employee circumstances. Conversely, Makabe et al. (2015), in a cross-sectional study involving 1,202 hospital nurses in Japan, observed that employees whose actual work commitments substantially exceeded their preferred balance experienced lower job satisfaction and quality of life. These findings highlight the possible consequences of excessive occupational demands for employee well-being. Among women teachers, academic workloads, examination responsibilities, and institutional assignments may interfere with family activities and personal time. Therefore, examining the influence of workplace interference with personal life on job satisfaction is important, although the available empirical evidence does not establish a consistently significant direct relationship.



### **Personal Life Interference with Work and Job Satisfaction**

Personal life interference with work occurs when family responsibilities, household obligations, and personal concerns affect employees' ability to perform their professional duties effectively. Gautam et al. (2024) investigated personal life interference with work as a distinct dimension of work-life balance and established a significant negative relationship with job satisfaction among nurses employed in private hospitals. Their findings indicated that employees experiencing greater interference from personal responsibilities reported reduced satisfaction with their jobs. The study further demonstrated that job satisfaction played a mediating role in the relationship between personal life interference with work and turnover intentions. Similarly, Fukuzaki et al. (2021), in their investigation of 425 nurses in Japan, demonstrated that negative interference from family responsibilities was associated with work engagement, with organizational commitment influencing the strength of this relationship. Although their study focused on work engagement rather than job satisfaction, it provides additional evidence regarding the significance of personal responsibilities in professional experiences. For women teachers, childcare responsibilities, household duties, and family-related commitments may create difficulties in maintaining concentration and fulfilling academic responsibilities. Consequently, personal life interference with work is a relevant factor for examining variations in job satisfaction among women teaching professionals.

### **Work-Life Balance Satisfaction and Job Satisfaction**

Work-life balance satisfaction reflects employees' subjective evaluation of the extent to which they are satisfied with the integration of their professional and personal responsibilities. Makabe et al. (2015) examined work-life imbalance, job satisfaction, and quality of life among hospital nurses in Japan. Their findings revealed that substantial differences between actual and desired work-life balance were associated with poorer job satisfaction and quality of life. This indicates the importance of employees' perceptions of balance rather than solely the distribution of time between work and personal activities. Furthermore, Zhang et al. (2024), in their study involving 578 nurses in Pakistan, found that work-life balance positively influenced job satisfaction ( $\beta = 0.113$ ,  $p < .01$ ), while job satisfaction and psychological capital contributed to improved mental health outcomes. Likewise, Huang and Zhao (2025), in their investigation among 511 university faculty members, identified work-life balance as an important mechanism through which psychological need satisfaction influenced job satisfaction. These studies establish a meaningful association between perceived work-life balance and positive occupational attitudes. However, work-life balance satisfaction as a distinct evaluative construct was not consistently measured across these studies. Nevertheless, the findings suggest that women teachers who experience greater satisfaction with their ability to balance academic and personal responsibilities may demonstrate higher levels of job satisfaction.

### **Improved Effectiveness at Work and Job Satisfaction**

Improved effectiveness at work refers to employees' perceived ability to accomplish professional responsibilities efficiently and maintain satisfactory work performance. Dousin et al. (2019) examined work-life balance practices, job satisfaction, and employee performance among healthcare professionals in Malaysia. Their findings revealed that flexible working arrangements and supportive supervision were significantly associated with job performance and that job satisfaction mediated the relationship between these work-life balance practices and performance. Similarly, Permadi et al. (2023), in their investigation of nurses, identified a significant positive effect of work-life balance on job satisfaction, although its direct effect on job performance was not statistically significant. Adella et al. (2024) further demonstrated that work-life balance contributed to nursing performance through work engagement and psychological well-being. These findings suggest that employees experiencing supportive working conditions and improved work-life balance may report greater satisfaction and favourable performance-related outcomes. However, the available studies primarily examined job performance as an outcome of work-life balance and job satisfaction rather than establishing improved effectiveness at work as a direct



predictor of job satisfaction. In the teaching profession, improved effectiveness may be reflected in timely completion of academic responsibilities, effective classroom management, and improved professional efficiency. The relationship between perceived effectiveness at work and job satisfaction among women teachers therefore requires further empirical examination.

Therefore, this study makes the following hypotheses

H1: Workplace support significantly and positively influences Job satisfaction

H2: Workplace interference with personal life significantly and positively influences Job satisfaction

H3: Personal life interference with work significantly and positively influences Job satisfaction

H4: Work-life balance satisfaction significantly and positively influences Job satisfaction

H5: Improved effectiveness at work significantly and positively influences Job satisfaction

### **3 Research Methodology**

The present study adopted a descriptive research design to examine the impact of work-life balance on job satisfaction among women teachers employed in self-financing arts and science colleges in Dindigul District, Tamil Nadu. The study employed a quantitative, survey-based approach to collect primary data from 150 women teachers working in selected self-financing colleges in the study area. Data were collected using a structured questionnaire comprising demographic characteristics, work-life balance dimensions, and job satisfaction measures. Work-life balance was measured using items adapted from Shabir and Gani (2020), covering five dimensions: workplace support, workplace interference with personal life, personal life interference with work, work-life balance satisfaction, and improved effectiveness at work. Job satisfaction was assessed using the scale developed by Macdonald and MacIntyre (1997). The questionnaire responses were used to assess respondents' perceptions of work-life balance and their level of job satisfaction. All the items were assessed on a five point likert scale ranging from strongly agree to strongly disagree. Descriptive statistics, including frequency and percentage analysis, were employed to summarize the demographic characteristics of the respondents. Furthermore, multiple regression analysis was used to examine the influence of the five work-life balance dimensions on job satisfaction, with job satisfaction treated as the dependent variable. The study aimed to identify the relative contribution of each work-life balance dimension to job satisfaction and provide empirical insights into the professional well-being of women teachers in self-financing arts and science colleges in Dindigul District.

### **4 Analysis**

The present section focuses on the analysis and interpretation of data collected from 150 women teachers employed in self-financing arts and science colleges in Dindigul District. The primary objective of the analysis is to examine the impact of work-life balance on job satisfaction among the respondents. The collected data were analysed using descriptive and inferential statistical techniques. Frequency and percentage analysis were employed to examine the demographic characteristics of the respondents and provide an overview of their socioeconomic and professional backgrounds. Furthermore, multiple regression analysis was used to assess the influence of five dimensions of work-life balance, namely workplace support, workplace interference with personal life, personal life interference with work, work-life balance satisfaction, and improved effectiveness at work, on job satisfaction. The regression analysis facilitates the identification of the relative contribution and statistical significance of each independent variable in explaining variations in job satisfaction.

#### **Profile of the respondents**

The demographic profile of the 150 respondents provides insights into their age, marital status, family type, annual income, and educational qualifications. Regarding age, the majority of respondents (36.00%) belong to the 20–30

years category, followed by 28.67% in the 31–40 years category, 21.33% in the 41–50 years category, and 14.00% in the more than 50 years category. This indicates that a considerable proportion of respondents belong to the younger age groups. With respect to marital status, 66.00% of respondents are married, while 34.00% are unmarried, indicating the predominance of married individuals in the sample. Regarding family type, 57.33% of respondents belong to joint families, whereas 42.67% belong to nuclear families. The annual income distribution reveals that the majority of respondents (52.00%) earn more than ₹3 lakhs annually, followed by 24.67% earning between ₹2 and ₹3 lakhs and 23.33% earning between ₹1 and ₹2 lakhs. In terms of educational qualifications, the largest proportion of respondents (46.00%) possess an M.Phil. degree, followed by 36.00% with postgraduate qualifications and 18.00% holding a Ph.D. Overall, the demographic analysis indicates that the sample is predominantly composed of younger, married respondents from joint families, with annual incomes exceeding ₹3 lakhs and relatively high educational qualifications.

**Table 1 Percentage Analysis**

| Demographics              | Categories              | Frequency | Percentage (%) |
|---------------------------|-------------------------|-----------|----------------|
| Age                       | 20–30 years             | 54        | 36.00          |
|                           | 31–40 years             | 43        | 28.67          |
|                           | 41–50 years             | 32        | 21.33          |
|                           | More than 50 years      | 21        | 14.00          |
| Marital status            | Unmarried               | 51        | 34.00          |
|                           | Married                 | 99        | 66.00          |
| Family type               | Nuclear family          | 64        | 42.67          |
|                           | Joint family            | 86        | 57.33          |
| Annual income             | Between ₹1 and ₹2 lakhs | 35        | 23.33          |
|                           | Between ₹2 and ₹3 lakhs | 37        | 24.67          |
|                           | More than 3 lakhs       | 78        | 52.0           |
| Educational Qualification | PG                      | 54        | 36.00          |
|                           | M.Phil.                 | 69        | 46.00          |
|                           | Ph. D                   | 27        | 18.00          |

### Impact of Work life balance dimensions on job satisfaction

The multiple regression analysis was conducted to examine the influence of workplace support, workplace interference with personal life, personal life interference with work, work-life balance satisfaction, and improved effectiveness at work on job satisfaction. The model summary reveals a strong positive correlation ( $R = 0.743$ ) between the combined independent variables and job satisfaction. The R Square value of 0.552 indicates that 55.2% of the variation in job satisfaction is explained by the five predictors, while the remaining 44.8% is attributable to other factors not included in the model. The Adjusted R Square value of 0.546 further confirms the explanatory power of the model. The ANOVA results demonstrate that the overall regression model is statistically

significant ( $F = 99.879$ ,  $p < 0.001$ ), indicating that the selected independent variables collectively contribute significantly to predicting job satisfaction. The regression coefficient analysis reveals that all five predictors have positive and statistically significant relationships with job satisfaction. Among these variables, workplace interference with personal life ( $\beta = 0.243$ ,  $p < 0.001$ ) emerges as the strongest predictor, followed by work-life balance satisfaction ( $\beta = 0.231$ ,  $p < 0.001$ ), workplace support ( $\beta = 0.216$ ,  $p < 0.001$ ), improved effectiveness at work ( $\beta = 0.177$ ,  $p < 0.001$ ), and personal life interference with work ( $\beta = 0.120$ ,  $p = 0.001$ ). These findings suggest that workplace-related factors and work-life balance dimensions play significant roles in explaining employees' job satisfaction. However, the positive relationships between work-life interference variables and job satisfaction should be interpreted cautiously, considering the coding and measurement of these variables. Overall, the findings establish that the selected predictors collectively have substantial explanatory power and statistically significant associations with job satisfaction.

**Table 2 Model Summary**

| Model                                                                                                                                                                                         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|-------------------|----------------------------|
| 1                                                                                                                                                                                             | .743 <sup>a</sup> | .552     | .546              | .33900                     |
| a. Predictors: (Constant), workplace support, workplace interference with personal life, personal life interference with work, work-life balance satisfaction, improved effectiveness at work |                   |          |                   |                            |

**Table 3 Regression Coefficients**

| Model                                   |                                           | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-----------------------------------------|-------------------------------------------|-----------------------------|------------|---------------------------|-------|------|
|                                         |                                           | B                           | Std. Error | Beta                      |       |      |
| 1                                       | (Constant)                                | .824                        | .164       |                           | 5.031 | .000 |
|                                         | workplace support                         | .172                        | .036       | .216                      | 4.782 | .000 |
|                                         | workplace interference with personal life | .192                        | .034       | .243                      | 5.727 | .000 |
|                                         | personal life interference with work      | .097                        | .028       | .120                      | 3.509 | .001 |
|                                         | work-life balance satisfaction            | .206                        | .043       | .231                      | 4.834 | .000 |
|                                         | improved effectiveness at work            | .153                        | .039       | .177                      | 3.927 | .000 |
| a. Dependent Variable: Job satisfaction |                                           |                             |            |                           |       |      |



## 5 Conclusion

The present study concludes that work-life balance is significantly associated with job satisfaction among women teachers working in self-financing arts and science colleges in Dindigul District. The multiple regression analysis revealed that workplace support, workplace interference with personal life, personal life interference with work, work-life balance satisfaction, and improved effectiveness at work were significant predictors of job satisfaction, collectively explaining 55.2% of its variation. Among these dimensions, workplace interference with personal life emerged as the strongest predictor, followed by work-life balance satisfaction and workplace support. However, the positive coefficients associated with work-life interference require careful interpretation based on the coding of the measurement items. The findings emphasize the importance of maintaining a supportive institutional environment that enables women teachers to manage their professional and personal responsibilities effectively. College administrators should consider implementing supportive supervision, manageable workloads, flexible institutional practices, and employee well-being initiatives to strengthen work-life balance and job satisfaction. Overall, the study contributes to understanding the relationship between work-life balance and job satisfaction in self-financing higher education institutions and highlights the need for employee-centred workplace policies that promote professional satisfaction and institutional effectiveness.

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