

Article

Work-Life Balance and Teachers' Job Satisfaction at a Private University in Shandong Province

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Abstract: Against the backdrop of a sustained emphasis on performance metrics and continuous quality improvement in contemporary higher education governance, teachers' work-life balance has increasingly become a crucial factor influencing their overall job satisfaction and professional well-being. This paper takes faculty members at a private university in Shandong Province as the primary research subject, systematically examining the impact of three distinct dimensions of work-life balance on teachers' job satisfaction. A comprehensive cross-sectional questionnaire survey was conducted, successfully collecting 333 valid samples from the target demographic. Subsequently, descriptive statistics, Pearson correlation analysis, and multiple linear regression models were utilized for rigorous empirical analysis. The analytical results demonstrate that teachers' overall work-life balance and job satisfaction are currently maintained at a medium-to-high level. Furthermore, the total score of work-life balance and its three underlying dimensions are all significantly and positively correlated with job satisfaction. Notably, among these factors, the Work/Personal Life Enhancement (WPLE) dimension exhibits the strongest relationship with job satisfaction and emerges as the only dimension demonstrating a significant independent predictive effect. The research strongly indicates that fostering positive work-life interaction is fundamentally more crucial than simply alleviating workplace conflict when aiming to improve teachers' job satisfaction. Ultimately, this paper provides robust empirical support for ongoing research on job satisfaction among educators in Chinese private universities and offers practical, actionable evidence for academic institutions seeking to optimize and improve their comprehensive teacher support policies.

Keywords: work-life balance; job satisfaction; higher education; teacher well-being; educational management

1. Introduction

1.1. Background of the Study

With the continuous expansion of higher education and the increasing demands for quality, university teachers are undertaking more teaching, research, and management tasks, making the coordination between work and personal life increasingly prominent. Especially in the context of private universities, due to the unique characteristics of performance evaluation, management mechanisms, and job stability, teachers are more likely to experience higher work pressure and role conflict [1].

Work-life balance generally refers to the state of coordination and relative satisfaction between an individual's work and life roles. Existing research shows that a good work-life balance helps improve teachers' professional experience and job satisfaction, while persistent work-life conflict may weaken their professional well-being and work engagement. Based on relevant research, work-life balance can usually be examined from three dimensions: the impact of work on personal life, the impact of personal life on work, and Work/Personal Life Enhancement (WPLE). This provides a more detailed perspective for further analyzing the formation mechanism of teachers' job

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satisfaction. Although relevant research has made some progress, empirical evidence for teachers in Chinese private universities is still relatively limited [2].

1.2. Statement of Problem

Teachers' job satisfaction is closely related to individual career development and may also influence teaching quality and institutional stability. However, in the management practices of some private universities, the issue of work-life balance for teachers has not received sufficient attention [3]. Teachers, facing long-term demands for teaching, research, student management, and performance evaluation, are prone to role conflict and professional burnout, thus affecting their job satisfaction.

While existing research generally supports a link between work-life balance and job satisfaction, this relationship is not entirely consistent across different school types and institutional contexts. Especially in the context of private universities in China, the organizational environment and professional pressures faced by teachers have certain unique characteristics, and existing research conclusions still need further verification. Furthermore, work-life balance is not a single structure; the different dimensions may affect job satisfaction in different ways and with varying degrees of intensity. Examining only the overall level without distinguishing specific dimensions makes it difficult to accurately reveal the formation path of teachers' job satisfaction [4]. Therefore, it is necessary to conduct a more detailed analysis of the relationship between the three dimensions of work-life balance and teachers' job satisfaction in the context of private universities.

1.3. Research objectives, questions, and hypotheses

This study aims to examine the relationship between work-life balance and job satisfaction for teachers in private universities, and further analyze the differences in the impact of various dimensions of work-life balance on job satisfaction. To achieve this objective, this paper sets the following research goals: to examine the overall levels of work-life balance across different dimensions and job satisfaction among teachers in private universities; to test whether there is a significant relationship between the three dimensions of work-life balance and teachers' job satisfaction; and to compare the strength of the relationships between different dimensions and teachers' job satisfaction [5].

Based on this, this paper proposes the following research questions:

1. What are the overall levels of Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), Work/Personal Life Enhancement (WPLE), and job satisfaction among teachers in private universities?
2. Are there significant positive correlations between the three dimensions of work-life balance and teachers' job satisfaction?
3. Are there differences in the strength of the relationships between the three dimensions of work-life balance and teachers' job satisfaction?

Regarding the second research question, this paper proposes the following research hypotheses:

H1: The dimension of Work Interference with Personal Life (WIPL) is significantly positively correlated with teachers' job satisfaction [6].

H2: The dimension of Personal Life Interference with Work (PLIW) is significantly positively correlated with teachers' job satisfaction [7].

H3: The dimension of Work/Personal Life Enhancement (WPLE) is significantly positively correlated with teachers' job satisfaction [8].

It should be noted that the first research question is descriptive, primarily answered through descriptive statistics, and typically does not have a separate research hypothesis. The third research question is comparative, mainly discussing the strength of the relationship between different dimensions and job satisfaction; therefore, this paper does not propose a separate hypothesis for it. Furthermore, considering that some items in the original scale contained reversed statements, this paper positively processed these items

in the questionnaire design. Therefore, higher scores in each dimension indicate a higher perceived level of work-life balance, lower conflict, or stronger positive effects on the teacher's perception. Based on this, this paper proposes the aforementioned positive relationship hypothesis.

1.4. Contributions of the study

The main contributions of this study are reflected in both theoretical and practical aspects. From a theoretical perspective, this study examines work-life balance within the specific context of teachers in private colleges and universities in China, analyzing it through three dimensions: Work Interference with Personal Life, Personal Life Interference with Work, and Work/Personal Life Enhancement [9]. This approach provides detailed empirical evidence for understanding teachers' job satisfaction. Unlike studies that focus solely on the overall level of work-life balance, this research highlights the varying impacts of different dimensions on job satisfaction. On the practical side, the study offers valuable insights for private colleges and universities to optimize their teacher support policies. The findings indicate that fostering positive work-life interactions can enhance teachers' job satisfaction more effectively than merely mitigating conflicts. Consequently, institutions should not only aim to reduce work pressure and role conflicts but also prioritize promoting positive interactions between teachers' professional and personal lives through institutional support, resource allocation, and flexible arrangements.

2. Literature review and hypotheses development

2.1. Related theories and models

This study utilizes role conflict theory, social exchange theory, and the job demands-resources model to explore the relationship between work-life balance and teacher job satisfaction [1]. These frameworks offer complementary insights into teachers' work experiences and satisfaction within private universities.

Role conflict theory posits that individuals who simultaneously manage multiple conflicting social roles may encounter stress, tension, and challenges in adaptation [3]. For university teachers, responsibilities such as teaching, research, student management, and family obligations often overlap. From this perspective, achieving higher levels of work-life balance can mitigate perceived role conflict, thereby increasing the likelihood of enhanced job satisfaction.

Social exchange theory highlights the reciprocal relationship between organizations and employees, emphasizing support, trust, and feedback. When teachers perceive that their institution provides assistance through work arrangements, system design, and professional care to facilitate work-life balance, they are more likely to develop positive evaluations of the organization and experience greater satisfaction both emotionally and attitudinally. This underscores that work-life balance is not merely an individual condition but is closely tied to teachers' perceptions of organizational support, explaining its positive impact on job satisfaction [10].

The job demands-resources model suggests that an employee's work status is shaped by the interplay between job demands and job resources. For university teachers, tasks such as teaching, research assessments, and administrative duties represent job demands, while flexible arrangements, leadership support, and institutional guarantees constitute job resources [5]. Work-life balance reflects both the teacher's ability to effectively manage job demands and the extent to which the institution provides necessary resources. The Work/Personal Life Enhancement dimension, in particular, captures the positive interaction between work and life and the resource-enhancing effect. This model serves as a critical framework for understanding the varying impacts of different dimensions on job satisfaction.

In conclusion, role conflict theory identifies the sources of tension between work and life, social exchange theory elucidates the connection between organizational support and

teacher satisfaction, and the job demands-resources model highlights the role of resource conditions in alleviating stress and improving satisfaction [11]. Together, these theories form the foundational basis for analyzing the relationship between the three dimensions of work-life balance and teacher job satisfaction.

2.2. Review of Past Studies

Existing research generally agrees on a close relationship between work-life balance and teacher job satisfaction, but conclusions vary across research subjects and institutional contexts [12]. Current literature indicates that work-life balance is not a single structure but should be examined from dimensions such as the impact of work on personal life, the impact of personal life on work, and the Work/Personal Life Enhancement (WPLE) dimension.

Meanwhile, teacher job satisfaction is generally considered a comprehensive evaluation of job content, work environment, and overall professional experience, influenced by multiple factors including workload, organizational support, and career development opportunities. Existing research shows that higher work-life balance is generally associated with higher job satisfaction, but the direction and intensity of the effects of different dimensions may not be consistent. In particular, the Work/Personal Life Enhancement (WPLE) dimension may better reflect the positive role of resources [2].

Although relevant research provides an important foundation, empirical evidence for teachers in Chinese private universities remains relatively insufficient. Therefore, it is necessary to further examine the relationship between different dimensions of work-life balance and teacher job satisfaction within the context of private universities [13].

2.3. Conceptual Framework

Based on the above theoretical foundation and existing research, this paper constructs a conceptual framework with work-life balance as the independent variable and teacher job satisfaction as the dependent variable. Work-life balance includes three dimensions: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work/Personal Life Enhancement (WPLE). This framework aims to illustrate that different dimensions can reflect the coordination between teachers' work and life from different perspectives, and further affect their overall evaluation of work. Specifically, the first two dimensions mainly reflect the degree of relief of work-life conflict, while the Work/Personal Life Enhancement (WPLE) dimension reflects the positive interaction and resource gain between the two. It should be noted that the demographic variables collected in this paper, such as gender, marital status, whether or not they have children, and teaching experience, are mainly used for sample description and results discussion, and are not included in the moderating effect test. Therefore, the core of this conceptual framework is still the direct relationship between the three dimensions of work-life balance and teacher job satisfaction [14]. This framework provides a basis for the formulation of subsequent research hypotheses and empirical analysis.

Figure 1 shows the conceptual framework of this study, illustrating the relationship between the three dimensions of work-life balance and teacher job satisfaction.

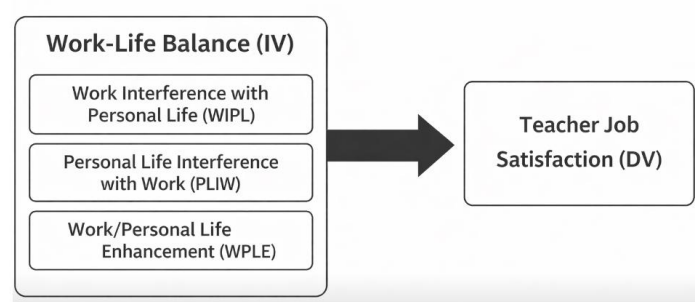


Figure 1. Conceptual framework of the Study.

2.4. Research Gap

Although existing research has extensively discussed the relationship between work-life balance and job satisfaction, several shortcomings remain. First, some studies primarily examine work-life balance from a general perspective, failing to adequately distinguish its different dimensions [15]. This limitation makes it difficult to reveal the potentially varying effects of each dimension on job satisfaction. Second, existing research focuses mainly on teachers in general organizational settings or public universities, with relatively insufficient attention paid to teachers in private universities in China.

Furthermore, the performance pressures, institutional environment, and career development conditions faced by teachers in private universities have unique characteristics, which may cause the relationship between work-life balance and job satisfaction to exhibit distinct features compared to other teacher groups. Therefore, it is necessary to further examine the relationship between different dimensions of work-life balance and teacher job satisfaction within the context of private universities in China, based on the three-dimensional structure of work-life balance, to address the shortcomings of existing research [11].

2.5. Hypotheses Development

Based on the above theories and existing research, this paper argues that there is a significant relationship between different dimensions of work-life balance and teacher job satisfaction. First, from the perspective of role conflict theory, when teachers are better able to coordinate their work and personal life, their perceived role conflict and stress will decrease accordingly, thus making them more likely to form a positive job evaluation [16]. Therefore, improvements in both the dimensions of work affecting personal life and personal life affecting work can theoretically help improve teacher job satisfaction.

Second, from the perspective of social exchange theory and the job demands-resources model, a good work-life balance not only reflects an individual's effective regulation of the relationship between work and life, but also reflects the positive role of organizational support and resource conditions in teachers' professional experience. Among these, the Work/Personal Life Enhancement (WPLE) dimension can better reflect the positive interaction between work and life and the resource gain effect, so this dimension may have a stronger positive impact on teacher job satisfaction [1].

It should be noted that some items in the original scale contain reverse statements. To ensure consistency in understanding the questionnaire, this paper has positively processed these items. Therefore, the higher the score of each dimension, the higher the teacher's perceived level of work-life balance, the lower the conflict, or the stronger the facilitation effect. Based on this, this paper argues that the three dimensions of Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work/Personal Life Enhancement (WPLE) may all be significantly positively correlated with teacher job satisfaction [17]. Based on the above analysis, this paper proposes the following research hypotheses:

H1: The WIPL dimension is significantly positively correlated with teachers' job satisfaction [18].

H2: The PLIW dimension is significantly positively correlated with teachers' job satisfaction [1, 7].

H3: The Work/Personal Life Enhancement (WPLE) dimension is significantly positively correlated with teachers' job satisfaction [8].

3. Methodology

3.1. Research Design

This study utilized a descriptive correlational research design and gathered data through a cross-sectional questionnaire survey. The objective was to explore the relationship between three dimensions of work-life balance and teachers' job satisfaction, as well as to analyze the relative predictive impact of these dimensions on job satisfaction.

Data collection occurred at a single time point using a standardized questionnaire, and the relationships and predictive effects of variables were examined through descriptive statistics, Pearson correlation analysis, and multiple linear regression. This design is appropriate for investigating associations between variables within a specific context, though it does not allow for causal inferences.

3.2. Research Setting and Participants

This study focused on full-time teachers at a private university in Shandong Province [17, 18]. This group was chosen because teachers at private universities typically face multiple pressures simultaneously, including teaching duties, research requirements, student management, and performance evaluations, thus providing a suitable context for examining the relationship between work-life balance and job satisfaction. According to publicly available information from the university, the number of full-time teachers is approximately 800, providing a relatively stable survey basis for this study.

3.3. Sample Size and Sampling Method

This study included all full-time faculty members of the university. The research subjects were limited to full-time faculty members undertaking teaching duties, excluding part-time faculty, interns, and temporary staff primarily engaged in administrative work. Based on sample size criteria, with a total population of approximately 800, the suggested minimum sample size was approximately 260 questionnaires [12]. To ensure the stability of the statistical analysis, the study design planned to distribute approximately 350 questionnaires, ultimately obtaining 333 valid questionnaires. This exceeded the suggested minimum sample size and met the basic requirements for descriptive statistics, reliability and validity testing, correlation analysis, and regression analysis. The original study also indicated that this sample size was higher than the approximately 90 samples required under the moderate effect size condition proposed in statistical guidelines.

Regarding the sampling method, this study employed convenience sampling. Considering the dispersed distribution of faculty members and limited time and resources, the study distributed online questionnaires through WeChat, QQ groups, and departmental emails to improve response efficiency [6, 12]. Regarding inclusion criteria, respondents were full-time teachers who had taught at the school continuously for six months or more; part-time teachers, interns, and staff primarily engaged in administrative or temporary work were excluded.

3.4. Instruments

This study used a structured questionnaire as the data collection tool. The questionnaire consisted of three parts: Part 1 provided basic information about the respondents, including gender, age, marital status, education level, professional title, years of service, weekly working hours, whether they had children, and whether they had benefited from the school's work-life balance measures; the Work-Life Balance Scale; and Part 3 was a Teacher Job Satisfaction Scale. All items on the scales were scored using a five-point Likert scale [17].

The Work-Life Balance Scale was based on a three-dimensional structure and consisted of 15 items, covering three dimensions: Work Interference with Personal Life, Personal Life Interference with Work, and Work/Personal Life Enhancement [12]. To improve the consistency of respondents' understanding, some items with negative statements in the original scale were rephrased positively; therefore, higher scores indicated a higher degree of work-life balance, lower conflict, or a stronger synergistic effect.

Teacher job satisfaction was measured using the Teacher Job Satisfaction Scale, consisting of nine items covering three dimensions: colleague relationships, student behavior, and parental support. This scale measures teachers' job satisfaction across these dimensions and overall, with higher scores indicating greater satisfaction [10, 13].

Furthermore, a small-scale pre-test was conducted before the formal survey to examine the clarity and structural rationality of the questionnaire, and adjustments were made to individual wording based on feedback. The pre-test primarily optimized the questionnaire text and survey procedures and did not report substantive research conclusions separately.

3.5. Reliability and Validity

To ensure measurement quality, this paper conducted reliability and validity tests on both scales based on 333 valid questionnaires [13]. The results showed that the Cronbach's α coefficient for the overall scale of the Work-Life Balance Scale was 0.939, and the coefficients for the three subscales were 0.970, 0.944, and 0.950, respectively. The Cronbach's α coefficient for the overall scale of the Teacher Job Satisfaction Scale (TJSS-9) was 0.896, and the coefficients for the three subscales were 0.926, 0.932, and 0.926, respectively, indicating good internal consistency for both scales.

Table 1 presents the reliability statistics for Scale A.

Table 1. Reliability statistics for Scale A

Scale/Subscale	Cronbach's α
A1	0.970
A2	0.944
A3	0.950
Total	0.939

Note. A1--A3 denote the three dimensions of the Work-Life Balance Scale: WIPL, PLIW, and WPLE. α = Cronbach's alpha. Values are rounded to three decimals; higher values indicate greater internal consistency.

Table 2 presents the reliability statistics for Scale B.

Table 2. Reliability statistics for Scale B

Scale/Subscale	Cronbach's α
B1	0.926
B2	0.932
B3	0.926
Total	0.896

Note. B1--B3 denote the three dimensions of the Teacher Job Satisfaction Scale (TJSS-9): colleague relationships, student behavior, and parental support. α = Cronbach's alpha [18]. Values are rounded to three decimals; higher values indicate greater internal consistency.

Regarding validity, this study used the KMO and Bartlett's test of sphericity to assess whether the data were suitable for factor analysis. The results showed that the KMO value for the Work-Life Balance Scale was 0.938, and the KMO value for the Teacher Job Satisfaction Scale (TJSS-9) was 0.848, both meeting the acceptable standard [16]. The Bartlett's test for both scales was significant, indicating that the data were suitable for factor analysis.

To examine the construct validity of the Work-Life Balance Scale, this paper first reports the results of its KMO and Bartlett's test of sphericity, as shown in Table 3.

Table 3. KMO and Bartlett's Test of Sphericity

Test	Value
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.938
Bartlett's Test of Sphericity: Approx. Chi-Square	5672.856
Bartlett's Test of Sphericity: df	105
Bartlett's Test of Sphericity: Sig.	0.000

Note. KMO = Kaiser-Meyer-Olkin measure of sampling adequacy. Bartlett's test assesses the suitability of data for factor analysis [4]. Sig. value <.001 indicates sphericity assumption is met.

Subsequently, this paper further reports the results of the total variance interpretation of the scale, as shown in Table 4.

Table 4. Total Variance Explained

Component	Extraction Sums of Squared Loadings Total	% of Variance	Cumulative %	Rotation Sums of Squared Loadings Total	% of Variance	Cumulative %
1	8.143	54.284	54.284	5.879	39.193	39.193
2	3.103	20.689	74.973	3.496	23.307	62.500
3	1.610	10.731	85.704	3.481	23.204	85.704

Note. Extraction method: Principal Component Analysis. Rotation method: Varimax with Kaiser normalization. Values are rounded to three decimals.

Further principal component analysis supported the original three-dimensional structure of the two scales, explaining 85.70% and 87.58% of the cumulative variance, respectively. This indicates that although some reversed items were positiveized in this study, the core constructs and dimensional structures of the two scales remained stable and met the statistical analysis requirements of this study.

For the Teacher Job Satisfaction Scale (TJSS-9), this paper also first reports the results of its KMO and Bartlett's test of sphericity, as shown in Table 5.

Table 5. KMO and Bartlett's Test of Sphericity

Test	Value
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.848
Bartlett's Test of Sphericity: Approx. Chi-Square	2552.161
Bartlett's Test of Sphericity: df	36
Bartlett's Test of Sphericity: Sig.	0.000

Note. KMO = Kaiser-Meyer-Olkin measure of sampling adequacy. Bartlett's test assesses the suitability of data for factor analysis. Sig. value <.001 indicates sphericity assumption is met.

Based on this, the total variance interpretation results of the scale are reported in Table 6.

Table 6. Total Variance Explained

Component	Extraction Sums of Squared Loadings Total	% of Variance	Cumulative %	Rotation Sums of Squared Loadings Total	% of Variance	Cumulative %
1	4.907	54.519	54.519	2.641	29.343	29.343
2	1.623	18.031	72.550	2.634	29.261	58.605
3	1.353	15.032	87.581	2.608	28.977	87.581

Note. Extraction method: Principal Component Analysis. Rotation method: Varimax with Kaiser normalization. Values are rounded to three decimals.

3.6. Data Collection Procedures

Data collection for this study was primarily conducted from July to August 2025, with supplementary collection continuing into early September. Questionnaires were distributed online through the Wenjuanxing platform, and the research team invited eligible faculty members to participate voluntarily via WeChat, QQ groups, and

departmental emails. To enhance data quality, invalid, logically inconsistent, and incomplete questionnaires were excluded during distribution and processing, ultimately retaining 333 valid samples for formal analysis [8].

3.7. Data Analysis

SPSS 26.0 was utilized for data analysis in this study. Descriptive statistics were first applied to present the demographic characteristics of the respondents and the overall levels of variables related to work-life balance and teacher job satisfaction. Reliability and validity of the scale were assessed using Cronbach's α , KMO, and Bartlett tests. Pearson correlation analysis was conducted to examine the relationship between the three dimensions of work-life balance and teacher job satisfaction. Multiple linear regression analysis was then performed to further evaluate the relative predictive effect of each dimension on teacher job satisfaction.

Additionally, Harman's one-factor test was employed to preliminarily assess common method bias [2]. When the total variance explained by a single factor was less than 50%, common method bias was deemed not a significant concern.

3.8. Ethical considerations

This study adhered to the fundamental ethical principles of behavioral research in higher education. All participants completed the questionnaires on an informed and voluntary basis. The questionnaires were anonymous, and no personally identifiable information, such as names or contact details, was collected. All data were used exclusively for the analysis of this study and were securely stored by the researchers. Participants were explicitly informed in the questionnaire instructions that there were no additional risks or rewards associated with participation and that they could withdraw at any stage. This study received approval from the ethical review board of the relevant college.

4. Results

4.1. Descriptive Statistics

4.1.1. Demographic Characteristics of Respondents

A total of 333 valid questionnaires were collected in this study. Of the sample, 55.3% were female and 44.7% were male. The majority of respondents were aged 35–44 (35.7%), followed by 25–34 (30.0%). A total of 71.2% of the respondents were married, and 61.0% held a master's degree [5]. Regarding professional titles, lecturers accounted for the highest percentage (40.5%), and those with 6–10 years of work experience comprised 31.8%. Additionally, 30.0% worked 41–45 hours per week. Among the respondents, 69.7% of the teachers had children, and 61.3% reported benefiting from the school's work-life balance measures. Overall, the sample effectively reflects the basic demographic characteristics of the school's teachers.

Table 7 presents the frequency and percentage distribution of the respondents' demographic characteristics.

Table 7. Frequency Statistics of Demographic Characteristics

Variable / Category	Frequency	Percent
Gender - Male	149	44.7
Gender - Female	184	55.3
Age - Under 25 years old	23	6.9
Age - 25–34 years old	100	30.0
Age - 35–44 years old	119	35.7
Age - 45–54 years old	64	19.2

Age - 55 years old and above	27	8.1
Marital Status - Unmarried	76	22.8
Marital Status - Married	237	71.2
Marital Status - Others	20	6.0
Highest Education - Bachelor's degree	79	23.7
Highest Education - Master's degree	203	61.0
Highest Education - Doctor's degree	51	15.3
Current Professional Title - Teaching Assistant	43	12.9
Current Professional Title - Lecturer	135	40.5
Current Professional Title - Associate Professor	100	30.0
Current Professional Title - Professor	55	16.5
Cumulative Work Years - Less than 1 year	16	4.8
Cumulative Work Years - 1–5 years	86	25.8
Cumulative Work Years - 6–10 years	106	31.8
Cumulative Work Years - 11–20 years	73	21.9
Cumulative Work Years - More than 20 years	52	15.6
Weekly Working Hours - Less than 30 hours	30	9.0
Weekly Working Hours - 30–35 hours	36	10.8
Weekly Working Hours - 36–40 hours	80	24.0
Weekly Working Hours - 41–45 hours	100	30.0
Weekly Working Hours - 46–50 hours	58	17.4
Weekly Working Hours - More than 50 hours	29	8.7
Benefit from School's Work-Life Balance Initiatives - Yes	204	61.3
Benefit from School's Work-Life Balance Initiatives - No	83	24.9
Benefit from School's Work-Life Balance Initiatives - Uncertain	46	13.8
Having Children - Yes	232	69.7
Having Children - No	101	30.3
Total	333	100.0

Note. Percentages are based on the total sample (N = 333). Values are rounded to one decimal place.

4.1.2. Descriptive Statistics of Main Variables

Descriptive statistics indicate that the mean total score for work-life balance was 52.378, with a standard deviation of 8.601. The mean scores for the dimensions of Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work/Personal Life Enhancement (WPLE) were 23.769, 13.532, and 15.078, respectively. The mean total score for teacher job satisfaction was 32.051, with a standard deviation of 5.139. The mean scores for colleague relationships, student behavior, and parental support were 11.207, 11.150, and 9.694, respectively. Overall, the sample teachers demonstrated favorable outcomes in terms of work-life balance and job satisfaction.

Table 8 presents the descriptive statistics of the primary variables analyzed in the study.

Table 8. Descriptive Statistics

Variable	Minimum	Maximum	Mean	Std. Deviation
A1_WIPL	7	35	23.769	5.101
A2_PLIW	4	20	13.532	2.829

A3_WPLE	4	20	15.078	2.909
B1	4	15	11.207	2.165
B2	6	15	11.150	2.254
B3	3	15	9.694	2.088
A_total	26	75	52.378	8.601
B_total	17	45	32.051	5.139

Note. The descriptive statistics for the study variables include means and standard deviations calculated based on the full sample. All values are rounded to three decimal places.

4.2. Correlation Analysis

Pearson correlation analysis revealed a significant positive correlation between the total work-life balance score and the total teacher job satisfaction score ($r = 0.463$, $p < 0.01$). Among the specific dimensions, the Work/Personal Life Enhancement (WPLE) dimension demonstrated the strongest correlation with teacher job satisfaction ($r = 0.515$, $p < 0.01$), followed by the interference of personal life with work ($r = 0.318$, $p < 0.01$) and the interference of work with personal life ($r = 0.310$, $p < 0.01$). These findings indicate that all three dimensions of work-life balance are positively associated with teacher job satisfaction, with the Work/Personal Life Enhancement (WPLE) dimension having the most significant impact.

Table 9 presents the Pearson correlation coefficients among the study variables.

Table 9. Correlations Among Study Variables

Variable	A1	A2	A3	B1	B2	B3	A_total	B_total
A1	1							
A2	.328**	1						
A3	.456**	.517**	1					
B1	.230**	.283**	.459**	1				
B2	.277**	.292**	.416**	.487**	1			
B3	.227**	.174**	.342**	.404**	.412**	1		
A_total	.855**	.698**	.778**	.385**	.401**	.308**	1	
B_total	.310**	.318**	.515**	.799**	.811**	.757**	.463**	1

Note. ** Correlation is significant at the 0.01 level (2-tailed). Subscales within the Work-Life Balance Scale (WIPL, PLIW, and WPLE) and the Teacher Job Satisfaction Scale (B1, B2, and B3) exhibit moderate to strong positive correlations with each other. Total scores Atotal and Btotal are positively correlated ($r = 0.463$, $p < 0.01$).

4.3. Regression Analysis

Multiple linear regression analysis revealed that the overall regression model was significant ($F(3,329) = 41.573$, $p < 0.001$), with an adjusted R^2 of 0.268. This indicates that the three dimensions of work-life balance accounted for 26.8% of the variance in job satisfaction [11, 17]. The analysis demonstrated that only the Work/Personal Life Enhancement (WPLE) dimension had a significant positive predictive effect on teacher job satisfaction ($B = 3.136$, $\beta = 0.444$, $p < 0.001$). The interference of work on personal life ($B = 0.625$, $p = 0.096$) and the interference of personal life on work ($B = 0.431$, $p = 0.283$) were not statistically significant.

These findings suggest that while all dimensions of work-life balance are positively correlated with teacher job satisfaction, the Work/Personal Life Enhancement (WPLE) dimension is the most significant predictor of job satisfaction [6]. In contrast, the other two dimensions exhibit weaker predictive power.

Table 10 provides the regression coefficients for predicting teacher job satisfaction based on the three dimensions of work-life balance.

Table 10. Regression Coefficients Predicting B_total

Predictor	B	Std. Error	Beta	t	p	95% CI Lower	95% CI Upper	Tolerance	VIF
(Constant)	16.648	1.510		11.022	<.001	13.677	19.620		
A1	0.625	0.375	0.089	1.669	0.096	-0.112	1.363	0.781	1.281
A2	0.431	0.401	0.059	1.075	0.283	-0.358	1.221	0.722	1.385
A3	3.136	0.414	0.444	7.569	<.001	2.321	3.951	0.641	1.560

Note. Linear regression predicting B_total with WIPL, PLIW, and WPLE as predictors was significant, $F(3, 329) = 41.573$, $p < .001$, explaining 26.8% of the variance (Adjusted R² = .268). The Durbin-Watson statistic of 1.861 indicates no serious autocorrelation. Tolerance and VIF values confirm the absence of multicollinearity [3].

5. Discussion and Conclusion

5.1. Summary of the key findings

This study aimed to examine the relationship between three dimensions of work-life balance (WIPL, PLIW, and Work/Personal Life Enhancement (WPLE) dimension) and teacher job satisfaction [7, 16]. Through descriptive statistics, correlation analysis, and regression analysis, the study yielded the following key conclusions:

A significant positive correlation exists between work-life balance and teacher job satisfaction. Overall, teachers with higher levels of work-life balance also have higher job satisfaction [1].

The Work/Personal Life Enhancement (WPLE) dimension has the most significant impact on teacher job satisfaction. This dimension showed the strongest correlation with teacher job satisfaction ($r = 0.515$) and had a significant positive predictive effect in regression analysis ($B = 3.136$, $\beta = 0.444$, $p < 0.001$).

The WIPL and PLIW dimensions had weaker relationships with job satisfaction. Although both were positively correlated with job satisfaction, they did not show significant predictive effects in regression analysis.

These results indicate that work-life balance not only affects teachers' job satisfaction, but also that positive interactions between work and life play a crucial role in improving teacher satisfaction.

5.2. Interpretation of findings

5.2.1. The role of Work/Personal Life Enhancement (WPLE)

A key finding of this study is that the Work/Personal Life Enhancement (WPLE) dimension plays the most important role in improving teachers' job satisfaction. This result is consistent with the correlation and regression analyses presented earlier, indicating that this dimension not only has the strongest correlation with teachers' job satisfaction but also shows a significant independent predictive effect after controlling for other dimensions. This result suggests that promoting positive interaction between work and life may be more effective in improving teachers' positive evaluation of their work and overall satisfaction than simply reducing conflict between work and life.

Theoretically, this result aligns with explanations provided by established models of job requirements and resource management, as well as social exchange frameworks. When teachers gain positive experiences from the interaction between work and life, this facilitation effect is reflected not only in their effective regulation of the work-life relationship but also in the positive outcomes brought about by organizational support, resource guarantees, and flexible work arrangements. For teachers in private universities, in a context where teaching, research, student management, and performance evaluation pressures coexist, if the institution provides a more supportive environment, teachers are

more likely to experience mutual promotion between work and life, thereby achieving a higher level of job satisfaction.

Furthermore, the findings of this study indicate that improved teacher job satisfaction depends not only on reduced conflict but also on whether teachers can obtain positive feedback and resource gains from their work-life balance. This is significant for understanding the professional experience of teachers in private universities, as in high-pressure environments, positive reinforcement often enhances teachers' sense of psychological support, professional identity, and satisfaction more effectively than simply reducing conflict [7].

5.2.2. The weaker role of Work Interference with Personal Life (WIPL) and Personal Life Interference with Work (PLIW)

This study also found that while the dimensions of Work Interference with Personal Life (WIPL) and Personal Life Interference with Work (PLIW) were significantly positively correlated with teachers' job satisfaction, they did not show significant independent predictive power in the regression analysis. This result indicates that there is indeed a connection between these two dimensions and job satisfaction, but when all three dimensions are included in the analysis, their independent explanatory power for job satisfaction is relatively weak.

This finding suggests that simply reducing the conflict between work and life may not be sufficient to significantly improve teachers' job satisfaction. From the perspective of role conflict theory, a higher level of work-life balance does help alleviate teachers' stress and tension among multiple roles, but the alleviation of conflict is more likely to be a basic condition for improved satisfaction than the most direct and powerful driving factor. In contrast, whether a positive interaction can be formed between work and life may be more likely to determine whether teachers maintain a sustained positive evaluation of their work.

In the context of private colleges and universities, this result also has practical explanatory power. Teachers in private colleges and universities often face strong performance pressure, teaching tasks, and career development pressure. Therefore, even if the school or individuals alleviate the conflict to a certain extent, teachers may still be affected by other institutional and professional pressures. In other words, reducing conflict is necessary but not sufficient; what can truly improve satisfaction is whether schools can create a more supportive and resource-enhancing work environment. Therefore, this study further supports the view that rather than focusing solely on "reducing conflict," university management practices should place more emphasis on "promoting positive interaction."

5.3. Implications for Practice

The results of this study provide important practical implications for the management of teachers in private universities [2].

Optimizing work-life balance measures: Universities can reduce teachers' work pressure by providing more flexible work arrangements and promoting cooperation and support among teachers, thereby improving work-life balance and ultimately increasing teacher job satisfaction.

Strengthening the implementation of supportive policies: Schools should formulate targeted policies to help teachers better balance work and life, especially by providing better career development opportunities, psychological support, and family-friendly measures to promote teachers' professional well-being.

5.4. Limitations of the study

Although this study examined the relationship between work-life balance and job satisfaction among teachers in private universities from three dimensions and obtained results with some explanatory power, several limitations remain evident [6].

The sample source is limited to teachers from one private university in Shandong Province. While this sample reflects the basic characteristics of the teachers at that university, its representativeness is restricted. Caution is necessary when generalizing the findings to other regions or types of universities. Teachers in different regions, educational systems, and organizational environments may exhibit varying characteristics regarding work-life balance and job satisfaction [12].

This study employed a cross-sectional survey design, which reveals correlations between variables but does not establish strict causal relationships [9, 10]. Although the results indicate a significant link between work-life balance and teacher job satisfaction, the dynamic changes in this relationship over time require further investigation.

The data used in this study primarily relied on teachers' self-reports. Despite the reliability and validity of the scales being tested and efforts to control common method bias, self-report questionnaires may still be influenced by social expectations, individual subjective judgments, and situational factors. These methodological limitations should be considered when interpreting the findings.

This study focuses on the direct relationship between the three dimensions of work-life balance and job satisfaction, without exploring potential mediating or moderating variables [3]. Teacher job satisfaction is likely influenced by a combination of factors, including organizational support, career development opportunities, family support, work stress, and individual resources. Thus, the explanatory framework presented here has room for further refinement.

5.5. Suggestions for Future Research

Based on the findings of this study and the identified limitations, future research can be developed in several aspects to enhance understanding and applicability.

The sample size could be expanded, and multi-institutional comparative studies could be conducted. Research could include samples from different regions and types of universities, particularly comparing teachers in private and public universities, to explore similarities and differences in the relationship between work-life balance and job satisfaction across diverse organizational environments [1]. This approach would improve the external validity of the conclusions and provide deeper insights into the unique characteristics of teachers in private universities.

Future research could adopt a longitudinal design to track changes in teachers' work-life balance and job satisfaction over time. Longitudinal studies are more effective than cross-sectional studies in revealing dynamic relationships between variables and examining the long-term impact of work-life balance on job satisfaction, including potential causal pathways.

Additional variables related to influencing mechanisms could be incorporated into future research. For instance, the roles of organizational support, work stress, career development opportunities, family support, and psychological resources as mediators or moderators in the relationship between work-life balance and job satisfaction could be examined. This would provide a more comprehensive understanding of the factors shaping teachers' job satisfaction and enrich theoretical models in this area.

Future research could refine the mechanisms through which each dimension of work-life balance operates. This study identified the Work/Personal Life Enhancement (WPLE) dimension as having the most significant effect [1]. Further exploration could focus on understanding why this dimension exhibits stronger explanatory power among teachers in private universities and identifying specific school management practices that effectively promote positive interactions between work and life. Such research would facilitate the translation of theoretical findings into targeted management strategies.

5.6. Conclusion

This study analyzed the impact of different dimensions of work-life balance on teacher job satisfaction, revealing that the Work/Personal Life Enhancement (WPLE)

dimension plays a significant role in improving teacher job satisfaction, while the reduction of work-life conflict has a comparatively weaker effect. These findings offer practical guidance for university administrators aiming to optimize the work environment and enhance teacher job satisfaction. Although this study has certain limitations, future research should delve deeper into this topic by examining additional influencing factors and causal relationships. By integrating theoretical insights with practical applications, this study provides valuable contributions to the understanding and improvement of teacher job satisfaction.

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