

Quality of Work-life balance and Job satisfaction of Public Secondary School Teachers in Central Philippines

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Abstract

Work-life balance has become an important issue for teachers because their work responsibilities and administrative tasks and personal commitments continue to grow. This study examined how public secondary school teachers in Central Philippines maintained their work-life balance and job satisfaction during the School Year 2024–2025. The research was anchored on Clark's Work-Family Border Theory and employed descriptive-comparative and descriptive-correlational research design. The researchers used stratified random sampling to choose 186 public secondary school teachers for their study sample. The researchers collected data through structured survey questionnaires and used t-test, Mann-Whitney U test, and Spearman rank-order correlation to analyze the data. The results showed that job satisfaction remained unchanged with respect to demographic factors which included age and sex and marital status, but the satisfaction level differed according to teachers' years of service because those with longer service time reported slightly lower satisfaction. The research showed that work-life balance remained unchanged for all demographic groups which indicated that teachers faced identical work-life challenges regardless of their personal attributes. The research found a significant negative relationship between work-life balance and job satisfaction which showed that employees who struggle to maintain their professional and personal commitments experience decreased job satisfaction. The findings demonstrate the crucial role of institutional support along with effective workload management and teacher welfare programs in fostering teachers' well-being and professional fulfillment.

Keywords: Work-life balance; Job satisfaction; Public school teachers; Teacher well-being

Introduction

The concept of work-life balance has gained increasing attention in contemporary organizations as employees attempt to reconcile the competing demands of professional responsibilities and personal life (Bisht & Uniyal, 2025). In recent years, scholars have emphasized that achieving a healthy balance between work and non-work roles is crucial for maintaining employee well-being, productivity, and long-term organizational sustainability (Allen, French, Dumani, & Shockley, 2022). Work-life balance refers to an individual's ability to effectively manage work obligations while maintaining satisfying personal and family lives. When this balance is disrupted, employees may experience heightened stress, fatigue, and diminished

motivation, which can ultimately affect their attitudes toward work and their overall job satisfaction (Kossek & Lee, 2023).

This challenge is particularly evident in professions characterized by high emotional demands and heavy workloads, such as teaching. Teachers across the world face increasing expectations related to instructional delivery, administrative responsibilities, student management, and engagement with parents and the community (OECD, 2023). These professional demands often extend beyond official working hours, requiring teachers to prepare lesson plans, assess student outputs, and perform various school-related tasks at home. Consequently, the boundaries between professional and personal life become blurred, making it difficult for educators to maintain a healthy work-life balance (Collie, 2023).

Recent studies have shown that teachers' work-life balance is influenced by multiple factors, including workload, time pressure, family responsibilities, and organizational support (Sokal, Trudel, & Babb, 2022). Teachers frequently juggle various personal obligations such as childcare, caring for aging family members, and managing household responsibilities while fulfilling their professional duties. When these competing demands accumulate, they may lead to work-family conflict, emotional exhaustion, and decreased job satisfaction (Pressley, 2022). Over time, such challenges may also contribute to teacher burnout, absenteeism, and reduced commitment to the profession.

Closely related to work-life balance is the concept of job satisfaction, which has long been recognized as an important determinant of employee performance, organizational commitment, and retention. Job satisfaction refers to the extent to which individuals feel positively about their work, including aspects such as workload, recognition, compensation, work environment, and professional fulfillment (Skaalvik & Skaalvik, 2023). For teachers, job satisfaction is particularly significant because it influences instructional effectiveness, motivation to teach, and overall engagement with students (OECD, 2023). When teachers experience satisfaction in their profession, they are more likely to demonstrate enthusiasm in teaching, foster positive classroom environments, and remain committed to their roles in the education system.

However, recent evidence suggests that teachers' job satisfaction has been increasingly affected by work-related pressures and evolving educational demands. Factors such as administrative workload, accountability requirements, and increased expectations for student outcomes have contributed to higher stress levels among teachers (Madigan & Kim, 2022). These pressures may undermine teachers' sense of professional fulfillment and negatively influence their satisfaction with their work. As a result, educational institutions have begun recognizing the importance of promoting supportive work environments and policies that help teachers maintain a healthier balance between their professional and personal responsibilities.

Research conducted in recent years has also highlighted a strong relationship between work-life balance and job satisfaction. Studies indicate that employees who experience better balance between their work and personal lives tend to report higher levels of job satisfaction, stronger organizational commitment, and improved overall well-being (Wang, Liu, & Wang, 2022). In the teaching profession, maintaining a healthy work-life balance allows educators to manage stress more effectively, remain motivated in their work, and sustain positive attitudes toward their profession (Collie, 2023). Conversely, persistent imbalance between work and personal life can lead to dissatisfaction, emotional strain, and decreased productivity.

The importance of ensuring a healthy work environment for educators is also aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 8, which promotes

decent work and sustainable economic growth. This global agenda highlights the need to protect workers' rights, provide safe and supportive working conditions, and ensure the well-being of employees across all sectors (United Nations, 2023). In the context of education, promoting work-life balance and job satisfaction among teachers contributes not only to their personal welfare but also to the quality and stability of the education system.

In the Philippines, the issue of teachers' work-life balance has become increasingly relevant due to the expanding responsibilities placed on educators. Public school teachers often handle large class sizes, administrative documentation, and extracurricular tasks in addition to their instructional duties. Recent local studies suggest that these demands can affect teachers' well-being and influence their level of job satisfaction (Dizon & De Guzman, 2022; Gonzales & Cabalquinto, 2023). When teachers struggle to manage professional and personal responsibilities effectively, their motivation and productivity may decline, potentially affecting the overall quality of education delivered to students.

Although numerous studies have examined work-life balance and job satisfaction, many of these investigations have focused on teachers in secondary or higher education settings, leaving limited empirical evidence regarding public secondary school teachers, particularly in specific local contexts. Moreover, while demographic factors such as age, teaching experience, and qualifications have been frequently examined, other variables such as marital status and educational attainment have received relatively less attention in relation to teachers' work-life balance and job satisfaction. Understanding how these factors influence teachers' experiences may provide deeper insights into the challenges they encounter in managing their professional and personal roles.

In view of these considerations, the present study aims to examine the quality of work-life balance and job satisfaction of public-school teachers in Central Philippines. Specifically, the study explores how these variables vary according to selected demographic characteristics of the respondents and determines the relationship between work-life balance and job satisfaction. The findings of the study will serve as a basis for developing a Proposed Teachers' Welfare Program designed to support teachers' well-being, enhance their work-life balance, and promote greater job satisfaction within the public school system.

Research Aim

This study aimed to examine the quality of work-life balance and the level of job satisfaction of public secondary school teachers in Central Philippines during the School Year 2024–2025, with particular emphasis on differences across selected demographic variables and the relationship between these constructs.

Specifically, this study sought to answer the following questions:

1. Is there a significant difference in the quality of work-life balance of teachers when grouped according to sex, age, length of service, and marital status?
2. Is there a significant difference in the level of job satisfaction of teachers when grouped according to sex, age, length of service, and marital status?
3. Is there a significant relationship between work-life balance and job satisfaction of teachers?

Framework

This study is anchored on Work-Family Border Theory proposed by Clark (2000). The theory explains how individuals manage and negotiate the boundaries between work and family

domains to achieve balance. According to this perspective, individuals perform different roles across distinct life domains, primarily work and family, which are separated by borders that may be physical, temporal, or psychological. The ability of individuals to navigate these boundaries influences how effectively they maintain equilibrium between professional and personal responsibilities.

The theory further posits that the flexibility and permeability of these borders affect the degree of interaction between work and family roles. When boundaries are highly flexible and permeable, individuals may find it easier to transition between domains; however, this may also increase the likelihood of work–family conflict. Conversely, when boundaries are more rigid and segmented, transitions between domains may require greater effort but may reduce role conflict (Frone et al., 2018; Leung, 2017).

Work–Family Border Theory focuses on achieving satisfaction and effective functioning in both work and family domains with minimal role conflict (Netemeyer et al., 2016). Unlike boundary theory, which emphasizes psychological categorization of roles, border theory highlights both psychological and tangible boundaries, including time, place, and people associated with work and family responsibilities (Allen et al., 2016).

In the context of the teaching profession, the theory provides a useful framework for understanding how teachers manage the demands of their professional roles alongside personal and family obligations. Teachers often perform responsibilities that extend beyond formal working hours, requiring them to constantly navigate the boundaries between work and personal life. Their ability to establish and manage these boundaries may influence their level of work-life balance and ultimately their satisfaction with their profession.

Individual differences in boundary management strategies and personal preferences may result in varying experiences of work-life balance among teachers even within similar working conditions. Teachers who successfully maintain clear boundaries between work and personal life may experience greater balance and satisfaction, whereas those who struggle to manage these boundaries may encounter higher levels of stress and dissatisfaction.

Work-life balance may therefore serve as an important factor influencing teachers' job satisfaction. When teachers experience balance between their professional responsibilities and personal lives, they are more likely to feel motivated, satisfied, and committed to their work. Conversely, persistent imbalance may negatively affect their well-being and professional engagement.

Methodology

Research Design

This study employed a descriptive–comparative and descriptive–correlational research design. The descriptive–comparative approach was used to examine differences in the quality of work–life balance and level of job satisfaction among public secondary school teachers when grouped according to selected demographic variables (age, sex, years of service, and marital status), without manipulation of variables. In addition, the descriptive–correlational design was utilized to determine the relationship between work–life balance and job satisfaction, allowing the study to assess the strength and direction of association between these constructs.

Participants of the Study

The respondents of the study were 186 secondary school teachers from public school districts in a first-class municipality. The sample size was determined using Slovin's Formula, while stratified random sampling was employed to ensure adequate representation of teachers from the different schools within the districts.

Research Instrument

To assess the quality of work-life balance and the level of job satisfaction of public secondary school teachers in Central Philippines, the study utilized two standardized self-assessment instruments adapted from the study of Lagrana & Bayoneta, (2020). The questionnaire consisted of three parts. Part I gathered the demographic profile of the respondents. Part II measured teachers' job satisfaction using a 30-item Job Satisfaction Survey (JSS). Part III assessed teachers' work-life balance using a 15-item Work-Life Balance Scale. These instruments were adapted and slightly modified to suit the context of the present study.

A five-point Likert scale was used for both instruments. For work-life balance, the responses ranged from 1 – Strongly Disagree to 5 – Strongly Agree. For job satisfaction, the responses ranged from 1 – Not Very Satisfied to 5 – Very Satisfied. Higher scores indicated higher levels of perceived work-life balance and job satisfaction among the respondents.

Since the instruments were modified from their original versions, they were subjected to jury validation using the Good and Scates validation tool. Three experts evaluated the instrument, yielding a mean validity score of 4.56, which was interpreted as very good, indicating that the instrument was appropriate for data collection.

To establish reliability, a pilot test involving 30 public elementary school teachers from a neighboring municipality was conducted. The collected data were analyzed using Cronbach's alpha. The results showed a reliability coefficient of 0.968 for the work-life balance scale and 0.982 for the job satisfaction scale, both interpreted as excellent reliability, indicating that the instruments consistently measured the intended constructs.

Data Collection Procedure

The data gathering for this study followed a systematic procedure to ensure the accuracy, reliability, and ethical conduct of the research.

First, prior to the conduct of the study, the researcher prepared the necessary documents including the research proposal, research instruments, and permission letters. A formal request letter was submitted to the Schools Division Superintendent seeking approval to conduct the study in selected public secondary schools within the first-class municipality. Upon approval, another request letter was addressed to the District Supervisors of the districts to secure permission for the conduct of the study within their respective districts.

Second, the researcher coordinated with the school heads of the identified public secondary schools. Permission was sought from the school administrators to allow teachers who were willing to participate in the study to answer the research questionnaire. The purpose of the study, procedures for data collection, and the voluntary nature of participation were clearly explained to the school heads and potential respondents.

Third, prior to the administration of the questionnaires, the respondents were provided with an informed consent form. The consent form explained the objectives of the study, the

confidentiality of the responses, and the participants' right to decline or withdraw from the study at any time without any negative consequences. Only those teachers who voluntarily agreed to participate were included as respondents.

Fourth, the researchers personally administered the questionnaires to the selected respondents during a scheduled time agreed upon with the school administrators. The researchers briefly explained the instructions for answering the questionnaire to ensure that the respondents clearly understood each section of the instrument. The respondents were given sufficient time to answer the questionnaire.

Fifth, after the completion of the questionnaires, the researchers collected the accomplished instruments on the same day whenever possible. In cases where respondents required additional time, arrangements were made for the retrieval of the questionnaires at a later agreed schedule.

Sixth, all retrieved questionnaires were checked for completeness and accuracy of responses. The data gathered were then organized, coded, and tabulated in preparation for statistical analysis.

Finally, the encoded data were submitted to a qualified statistician for appropriate statistical treatment in accordance with the objectives of the study.

Throughout the entire data gathering process, the researchers strictly observed ethical standards, including confidentiality of information, voluntary participation, and adherence to health and safety protocols mandated during the conduct of the study.

Data Analysis Procedure

The collected data were coded, organized, and encoded into a statistical software package for analysis. Statistical procedures were selected in alignment with the study's objectives, which aimed to determine differences in job satisfaction and work–life balance across demographic variables and to examine the relationship between these constructs.

Prior to inferential analysis, the normality of the variables was assessed using the Kolmogorov–Smirnov test. Results indicated that job satisfaction was normally distributed, whereas work–life balance did not meet the assumption of normality. This served as the basis for the selection of appropriate statistical tests.

Differences in job satisfaction across age, sex, years of service, and marital status were analyzed using the independent samples t-test, which is appropriate for comparing group means when the data are normally distributed. In contrast, differences in work–life balance across the same demographic variables were examined using the Mann–Whitney U test, a nonparametric alternative suitable for comparing independent groups when the assumption of normality is violated.

The relationship between work–life balance and job satisfaction was determined using Spearman rank-order correlation (ρ), which assesses the strength and direction of association between variables when at least one dataset is non-normally distributed.

All analyses were conducted at a 0.05 level of significance. This analytical approach ensured methodological rigor and alignment with the study's descriptive–comparative and correlational design, thereby supporting the validity of the findings.

Ethical Considerations

This study adhered to the ethical principles of respect for persons, beneficence, and justice throughout the research process. Participation in the study was voluntary, and respondents were provided with informed consent forms explaining the purpose of the research, the nature of their

participation, and their right to withdraw from the study at any time without penalty. The study strictly observed the health and safety protocols mandated by the national government during the conduct of the research. Confidentiality and privacy of the respondents were safeguarded by ensuring that no personally identifiable information was collected. Data were handled with strict confidentiality in accordance with the Data Privacy Act of 2012. The information gathered was used solely for academic and research purposes. The selection of participants followed fair and equitable procedures using stratified random sampling. No form of coercion or undue influence was exercised in recruiting participants.

Results and Discussions

This section presents the analysis, interpretation, and discussion of the data gathered in the study. The results are organized according to the research questions and objectives of the study. Statistical analyses were conducted to determine the differences in the level of job satisfaction and work-life balance of public secondary school teachers when grouped according to selected demographic variables, as well as to examine the relationship between work-life balance and job satisfaction.

Difference in the Level of Job Satisfaction of Teachers

The normality of study variables was tested using the Kolmogorov–Smirnov test. Job satisfaction was normally distributed [KS=0.039, $p=0.225$], whereas work-life balance was not [KS=0.089, $p=0.001$]. Consequently, parametric tests were applied for job satisfaction and nonparametric tests for work-life balance.

An independent samples t-test was conducted to determine whether job satisfaction differed based on teachers' demographic characteristics. The results are presented in Table 1.

There were no significant differences in job satisfaction based on age [$t(184)=0.794$, $p=0.428$], sex [$t(184)=0.732$, $p=0.465$], or marital status [$t(184)=0.412$, $p=0.681$]. However, a significant difference was observed for years in service [$t(184)=2.105$, $p=0.037$], with teachers having longer years in service reporting slightly lower satisfaction compared with those with fewer years.

These findings suggest that job satisfaction among teachers is largely unaffected by age, gender, or marital status, but experience-related factors may influence satisfaction levels. Teachers with more years in service may experience career plateauing, increased administrative duties, or workload accumulation, leading to slight declines in satisfaction. Conversely, newer teachers may still retain high motivation and enthusiasm (Pressley, 2022; Skaalvik & Skaalvik, 2023).

The absence of significant differences across age aligns with studies showing that teachers share similar sources of satisfaction and stress regardless of career stage (Collie, 2023). Likewise, no gender-based differences were observed, reflecting evolving workplace norms in which male and female teachers share professional and family responsibilities (Madigan & Kim, 2022). Marital status also did not significantly influence job satisfaction, supporting the notion that professional factors such as workload, leadership support, and opportunities for growth are stronger determinants of satisfaction than personal demographics (OECD, 2023).

Table 1
Difference in the Level of Job Satisfaction of Teachers

Variable	t	df	p
Age	0.794	184	0.428
Sex	0.732	184	0.465
Years in Service	2.105*	184	0.037
Marital Status	0.412	184	0.68

Note: the difference is significant when $p \leq 0.05$

Difference in the Level of Work-Life Balance of Teachers

The Mann–Whitney U test was applied to examine differences in teachers' work-life balance across demographic groups. The results, shown in Table 2, revealed no significant differences in work-life balance according to age [$U=3402.500$, $p=0.768$], sex [$U=2210.500$, $p=0.639$], years in service [$U=4160.000$, $p=0.104$], or marital status [$U=3625.000$, $p=0.593$].

This indicates that teachers experience similar levels of work-life balance regardless of their personal characteristics. These findings suggest that institutional factors, including workload distribution, scheduling policies, and administrative support, are more likely to influence work-life balance than demographic variables (Sokal, Trudel, & Babb, 2022).

The absence of gender differences reflects changing professional expectations where male and female teachers increasingly share both professional and household responsibilities (Kossek & Lee, 2023). Similarly, years of service did not significantly affect work-life balance, suggesting that both new and experienced teachers face comparable professional demands, such as lesson planning, grading, and student support.

Prior research has highlighted that work-life balance is shaped predominantly by organizational conditions rather than individual demographics, and interventions that provide flexible scheduling, workload management, and administrative support can significantly improve teachers' balance between professional and personal life (Sokal, Trudel, & Babb, 2022).

Table 2
Difference in the Level of Work-life Balance of Teachers

Variable	U	z	p
Age	3402.500	-0.295	0.768
Sex	2210.500	-0.469	0.639
Years in Service	4160.000	-1.620	0.104
Marital Status	3625.000	-0.529	0.593

Note: the difference is significant when $p \leq 0.05$

Relationship Between Job Satisfaction and Work-Life Balance

Spearman rank-order correlation was conducted to assess the relationship between job satisfaction and work-life balance. The results in Table 3 indicate a significant negative correlation

[$p(184)=-0.651$, $p=0.000$], suggesting that teachers with poorer work-life balance tend to report lower job satisfaction.

This relationship highlights the critical role of balancing professional and personal responsibilities for teachers' well-being. Prior studies show that effective work-life balance reduces stress, enhances motivation, and increases job satisfaction, particularly in education, where emotional and cognitive demands are high (Allen et al., 2022; Collie, 2023; OECD, 2023). Teachers who experience role conflict or excessive workload are more likely to report dissatisfaction and burnout, whereas supportive institutional practices—such as flexible schedules, mentorship programs, and workload adjustments—can strengthen satisfaction and performance (Vlems, 2018; Haar et al., 2014).

The findings emphasize that schools and education administrators should implement strategies to support teacher well-being, including workload management, flexible policies, and professional development programs. Such initiatives may enhance teacher retention, satisfaction, and ultimately, student outcomes.

Table 6

Relationship Between Job Satisfaction and Work-life Balance of Teachers

Variable	ρ	df	p
Job Satisfaction	-	-	
x Work-life Balance	0.651	0.651	-0.651*
	*	*	

Note: *the correlation is significant at $p \leq 0.05$

Conclusions

The research investigated how public secondary school teachers in Central Philippines balance their work life and experience job satisfaction. The demographic analysis of job satisfaction which included age and sex and marital status showed no major variances. The research found a significant difference between service years because teachers with more teaching experience reported lower job satisfaction than teachers with less experience in their field. The finding indicates how work demands and career stagnation and professional fatigue accumulate through time. The research study demonstrated that work-life balance shows no variation across different demographic groups because teachers from all backgrounds encountered identical difficulties when trying to balance their work commitments with their personal life. The research demonstrated that work-life balance achieved a significant connection with job satisfaction because teachers who successfully handled their professional and personal responsibilities reached higher levels of job satisfaction. When teachers struggle to maintain balance between these domains, their overall satisfaction with their profession may decline. The research results demonstrate that teacher well-being requires organizational support through workplace environments and institutional systems which help teachers manage their work responsibilities and their personal time. Teachers will experience better job satisfaction and professional commitment and teaching effectiveness when these working conditions get improved.

Recommendations

The study results demonstrate that educational institutions must provide more effective support when they want to help teachers achieve work-life balance and job satisfaction. School administrators need to examine their methods of assigning duties to teachers because they must ensure that teaching staff maintains manageable work obligations which support their main teaching responsibilities. The school environment can support teacher development through mentorship programs, continuing education opportunities, and transparent communication channels which lead to increased teacher motivation and job contentment. Education authorities at both the division and regional levels need to examine their current policies and administrative requirements which create unnecessary teacher workload through non-teaching duties and documentation requirements because these policies prevent teachers from focusing on their instructional duties and professional development. The teacher welfare programs which include training on stress management and time management and mental health awareness will assist teachers in creating better boundaries between their work commitments and personal life.

The study presents multiple limitations which counterbalance its valuable research findings. The research scope was restricted because the participants consisted only of public secondary school teachers from selected areas in Central Philippines. The research used self-reported survey data which covered only specific demographic factors. Future research may expand its scope by studying teachers from various educational levels and different geographical regions while investigating organizational climate and leadership practices and workload distribution and teacher well-being. The use of mixed-method approaches will enable researchers to obtain better understanding of all elements that affect teachers work-life balance and job satisfaction while facilitating the creation of educational policies and programs that meet actual needs.

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