

Impact of Psychological Well-Being on Work-Life Balance for Teacher Motivation and Job Commitment

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ABSTRACT

Study analyzed the impact of psychological well-being on work-life balance for teacher motivation and job commitment. Study analyzed the teachers' perceptions about the impact of psychological well-being, on work-life balance, and also examined the impact of psychological and work life balance on teacher motivation and job commitment. Study was conducted through a mixed-method research approach; explanatory sequential design was used to analyze the impact of psychological well-being on work-life balance for teacher motivation and job commitment in teachers. Data for the quantitative portion was collected through questionnaire Likert scale from the 282 teachers of the college education department through stratified random sampling technique whereas qualitative data was collected from the Ten teachers through semi-structured interviews with purposive sampling technique., research instruments was adapted through Cronbach's alpha with 0.82 value, quantitative data was analyzed through correlation and regression whereas qualitative data was analyzed through thematic analysis pattern. Findings of study reflected that psychological well-being significant and positive effect with work-life balance, teacher motivation and job commitment. Teachers with healthy psychological approach such as emotional stability, effective thinking and behavior increaser the work-life balance and it also enhances the intrinsic motivation, and job commitment of teachers. Regression and correlation analysis confirmed the relationship and positive effect of psychological well-being on work-life balance, teacher motivation and job commitment which revealed psychological well-being as a source of social, emotional, mental, and moral strength which creates balance in work and life through effective stress management and supportive environment, friendly communication, attractive work environment, and encouragement of teachers increases the level of motivation, self-confidence, job satisfaction & commitment which leads to passion, resilience, loyalty, commitment and dedication of teachers for the quality of education and establishment of institution.

Keywords: Psychological well-being, work life balance, motivation and job commitment

INTRODUCTION

Psychological well-being is contemporary and vital aspect of the organizational development and inclination especially it intensively focused in educational institutions because it extremely affects the

teachers and staff personal and professional growth and development. Rapid advancement and changing environment in educational sector where teachers are heavily burdened the teaching and administrative responsibilities such as workloads, research and development, administrative duties, curriculum reformation and revision, technological innovation of technology and diversity of students needs and maintain of higher standards for quality education. Contemporary demand and transformation unveil the teachers work stress, emotional weakness and burnout which negatively affect psychological well-being. Psychological well-being reflects positive mental health, self-acceptance, independence, career growth and development which leads to life satisfaction, healthy domestic and work environment and positive relationships with colleagues and others. Psychologically strong teachers are resilient, positive, and optimistic, strongly cope up workplace challenges which equip them to maintain a healthy balance between the professional work and personal and domestic roles and enable them to perform effectively and contribute positively for the betterment of the institution (Sagone et al, 2023).

Contemporary research finding analyzes that work-life balance is an important aspect for the all kinds of organization such as business, industries, marketing and educational institutions. Psychological well-being enhances the teachers' motivation and work commitment enables the potential of teachers to handle the professional responsibilities along personal and family affairs. Balanced work-life environment motivates teachers and reflects the higher level of job satisfaction which increases the dedication, commitment and loyalty toward their teaching profession in school whereas poor work-life balance consequently increases the stress, anxiety, frustration and absenteeism among teachers which declines the work motivation, decreases the organizational commitment, and reduces the outcomes of institution (Hooker et al, 2019). Although literature analyzed that psychological well-being, work-life balance and teacher motivation are least explored this study integrates the relationship among these variables in education institutional context educational settings therefore study analyzes the impact of psychological well-being on work-life balance and its effect on teacher motivation and job commitment (Rodríguez et al, 2020).

REVIEW OF RELATED LITERATURE

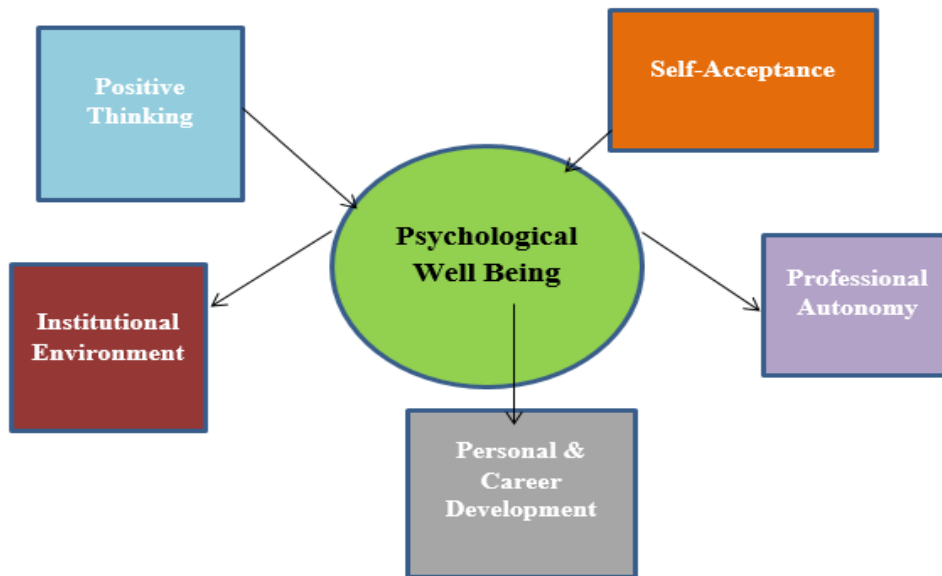
Psychological well-being emerges as the dynamic aspect of educational psychology because it affects the social, emotional, cognitive and moral health of the teachers and staff which relates to the efficient teaching and accomplishment of assigned duties and responsibilities in order to achieve the institutional aims and objectives.

Psychological well-being includes positive mental conditional and healthy thinking such as self-acceptance, social and professional autonomy, institutional culture, organizational behavior, personal and professional development which develop the sound relationships in society and family. Studies explored that employees and teachers good psychological well-being perform well and execute all the allocated duties such as classroom teaching, classroom discipline, classroom behavior, friendly communication and efficient performance based assessment, it is also analyzed that staff and teachers who psychological healthy are commitment and dedicated for their services, feel satisfies and motivated at work, they make attractive shared work environment, collaborative approach and cooperation with other employees and senior management. They exhibits the best of their potential and energies for the establishment of the institution, furthermore they show the volunteer ownership in the institution and facilitate the administration for the execution of goals and objective the institution (Yudiani et al, 2022).

Psychological healthy teacher gives more input for the students and institution and tries to work beyond the expectation of institutional management in the results it appreciates and encourage the selfless services for the institution, encouragement of teachers enhances the level of motivate and he considers it as a gesture respect and regard which stimulate the reasoning and cognitive stamina of teacher which effect positively on his performance and his career achievement. Studies analyzed that that teachers

mental well-being are brave and courageous to avail the risk and face the challenges for the institution and strives for the development of the institution. Psychological healthy teachers develop the good relationships with students and colleagues, and sustain the life long career and professional engagement which reveal the achievement of institutional aims and quality education respectively (Althammer et al, 2021).

Teachers Psychological Well Being



Work-life balance globally recognized factors for the stakeholders, they prioritize the good health of employees, positive thinking, ownership behavior and volunteer attitude among the employees, most the renowned institution like as International Schools, Kind Edward college, School of Business and few higher education institution like Greenwich university, Harvard University and Pacific universities highly focus the teachers health, hygienic diet, attractive teaching learning environment, positive and healthy relationship and friendly communication which leave the positive impression on teachers so they perform well and timely accomplish their given roles and responsibilities which enable the status and caliber the these institutions. Studies examined that teachers who sustain the balance between professional and personal and family responsibilities are experiencing the least emotional exhaustion, minimize the work-family conflict, and achieve the higher satisfaction professionally and domestically (Prasad et al 2024).

Study explored that flexible work environment, supportive leadership, average workload and positive institution climate enable teachers to maintain healthier work-life balance which increases the personal and professional performance on other hand excessive workloads, administrative pressures, and least institution cooperation and support create life imbalance, increases the stress and reduces teachers work efficiency and reduces the satisfaction among the teachers which result in the devastation in effectiveness in work and decline the overall performance of the institution and institution remain unable to achieve the outcomes. Empirical evidence of the study reveals that work-life balance is highly integrated the psychological well-being of teachers and staff with workplace outcomes (Saraswati & Lie, 2020).

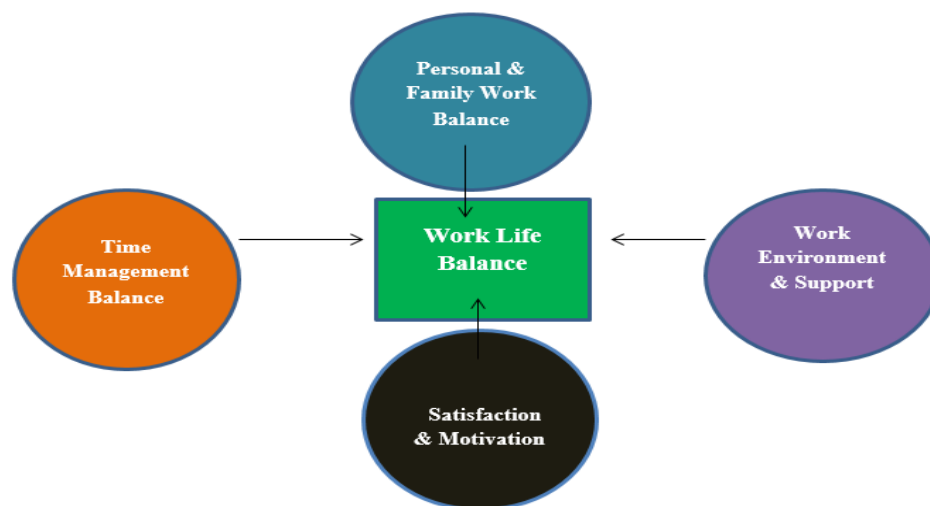
Motivation of teacher is depending on psychological well-being and work-life balance. Which inclines the enthusiasm for teaching, quality of teaching learning, boost up the creativity and innovation, effective classroom management, and develops the passion for continuous professional development. According to

theory of Self-Determination that psychological needs for autonomy, professional and personal development, and social and professional recognition and endorsement reflect the higher intrinsic motivation, greater occupational engagement, and higher job satisfaction. Study related to reviews and meta-analysis indicates that the psychological well-being and collaborative work environments exert direct and indirect positive impact on teacher motivation, job satisfaction and institutional commitment which acts as the mediating variable. Findings of the study recommend the teachers' psychological health is important factor for sustaining the motivation and commitment in educational performance (Kurtuluş et al, 2023).

Job commitment also leaves the positive influence on organizational outcome through teachers' psychological well-being and work-life balance. Job commitment reflects teachers' emotional alignment with work, willingness to contribute for the institutional goals, and intention to involve in prior profession. Study reveals the psychologically healthy teachers utilize the maximum time for the improvement of skills and professional expertise to get effective job get done. Positive working relationships, administrative acknowledgment, professional and career support fostering trust, dedication, loyalty, and a sense of ownership in the mental satisfaction and level of relaxation among the teachers and staff in the institution therefore psychological well-being contributes as strategic resources for the institution in order to promote teacher retention and institutional effectiveness (Iman & Jalil et al, 2023).

Despite of influence study on psychological well-being, work-life balance, teacher job commitment, work motivation has significant gaps in the literature. A very few studies have analyzed the integrated impact of psychological well-being on teachers' work-life balance within a single conceptual framework explored through the mixed methods approach, study has a gap evident specially in developing-country contexts, whereas educational aspect it is negligible focused and only highlighted the institutional development through maximization of resources, social and psychological need and defect resources therefore this study only explores direct and indirect relationships between psychological well-being, work-life balance through sequential mixed method design which contributes the comprehensive understanding about the psychological well-being and work life balance for the teachers and staff in educational institutional perspective (Shirmohammadi et al, 2022).

Teacher Work Life Balance



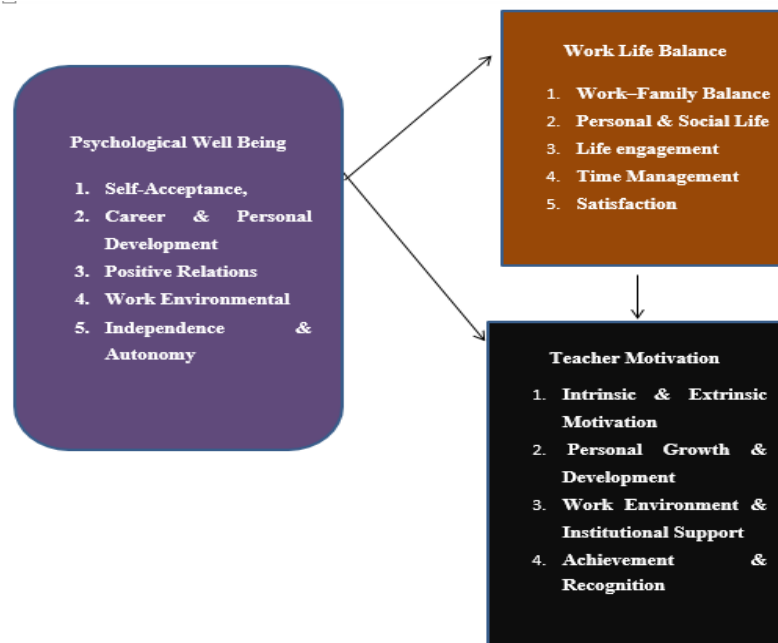
This study is based on the Psychological Well-Being Theory which proposed by Carol D. Ryff (1989), Self-Determination Theory given by Edward L. Deci and Richard M. Ryan (1985) and Conservation of

Resources proposed by Stevan E. Hobfoll (1989). Ryff's Psychological Well-Being model analyzed that teacher with self-acceptance, autonomy, personal development, environmental adjustment and positive relationship between colleague teachers and institutional administration which enables him to deal the circumstances and cope occupational demands and challenges. Self-Determination model suggests the fulfillment of fundamental psychological needs of autonomy, self-competence, and related potential enhances level of motivation, professional enthusiasm, job satisfaction and commitment to achieve the organizational goals and objective. Complementing these perspectives, Conservation of Resources Theory argues that individuals who possess adequate psychological resources are more capable of managing workplace stress, maintaining a healthy work-life balance, and protecting themselves from burnout (ŽNIDARŠIČ & MARIČ, 2021). Integrating these theories, the present study proposes that teachers with higher psychological well-being are more likely to maintain an effective work-life balance, which subsequently enhances their motivation and strengthens their job commitment. Thus, work-life balance serves as an important mechanism through which psychological well-being contributes to positive motivational and organizational outcomes among teachers, providing a strong theoretical foundation for examining the direct and indirect relationships among the study variables (Bauwens et al, 2020).

Conceptual Framework

Conceptual framework of this study is based on psychological well-being as an independent variable which affects the work-life balance, teacher motivation and job commitment, teachers with good psychological well-being are mentally and emotionally strong and resilience, satisfy from the social and domestic life which sustain the healthy balance between their professional and personal lives, increases in their working potential and enhance the intrinsic and extrinsic motivation among the teachers. Consequently work life balance increases the passion and enthusiasm for duties and responsibilities enhance the loyalty and dedication towards their job. Framework assumes the direct and indirect effects of psychological well-being on work life balance and motivation and job commitment work-life balance in teachers, framework also reflects the interrelationships variables within the context of education institutions (Changwu et al, 2025).

Conceptual Framework



Theoretical Framework of the study

Theoretical framework for this study reflects the relationships between psychological well-being, work-life balance for teacher motivation, and job commitment. According to Carol Ryff's (1989) analyzed the psychological well-being of employees experiences such as autonomy, professional expertise, personal and career development. He analyzed that the fundamental purpose of human life is self-acceptance to sustain the psychological health and efficiently execute the professional and job responsibilities. According to the finding of theory of Edward Deci and Richard Ryan's Self-Determination Theory (1985) that satisfaction is basic need for human psychology and he prefers autonomy, self-dependency and all related competencies competence which enhances employees motivation, enthusiasm, work engagement, and job commitment in teachers. John W. Atkinson's Achievement Motivation Theory (1957) explored that an individual intention and will for the higher achievement stimulates the his excellence and overcome challenges and issues which result the progress in work performance and enhance the job commitment and dedication. Commitment Stevan E. Hobfoll (1989) analyzed the model recommends that individuals works to sustain the personal and professional gain which satisfies his inner being and consequently leads to psychological well-being and work-life balance which reduce stress, fear of achievement and uncertainty and develops the motivation and loyalty among the workers. Theoretical framework provides the comprehensive foundation the psychological well-being which may enhances teachers' potential to sustain the work-life balance and it also fosters the certain level of motivation and commitment to perform the better roles and duties educational institutions (Yudiani et al, 2022).

RESEARCH METHODOLOGY

Study employed a mixed-method research approach; explanatory sequential design analyzed the impact of psychological well-being on work-life balance for teacher motivation and job commitment in teachers. Data for the quantitative portion was collected through questionnaire Likert scale for the 282 teachers of the college education department through stratified random sampling technique whereas qualitative data was collected from the ten teachers of college education ten through semi-structured interviews with purposive sampling technique. Standardized and validated research adapted instruments was adapted through Cronbach's alpha with 0.82 value. Quantitative data was analyzed through correlation and regression analysis whereas qualitative data was analyzed through thematic analysis pattern.

Research Objectives

1. To analyze the perception of teachers about the impact of psychological well-being on work-life balance
2. To examine impact of psychological well-being on teacher motivation and job commitment
3. To explore the impact of work-life balance on teacher motivation and job commitment
4. To analyze the relationship is between work-life balance and psychological well-being for motivation and job commitment

Research Questions

1. What is the perception of teachers about the impact of psychological well-being on work-life balance?
2. How psychological well-being effect on teacher motivation and job commitment?
3. How work-life balance effect on teacher motivation and job commitment?
4. What relationship is between work-life balance and psychological well-being for motivation and job commitment?

Research Hypotheses

H₀₁ Psychological well-being positively affects work-life balance.

H₀₂ Psychological well-being positively affects motivation and job commitment of teacher

H₀₃ Work-life balance positively affects teacher motivation and job commitment

DATA ANALYSIS AND INTERPRETATION

Quantitative and qualitative data were analyzed through Statistical Package for the Social Sciences (SPSS) version 27, Correlation and Regression analyzed the quantitative data and converted into meaningful context and reflected the relationships and predictive effects between the psychological well-being, work-life balance, teacher motivation and job commitment with determined at the 0.05 level significance value. Qualitative data were carefully analyzed coded, and categorized and converted into themes which were analyzed and form the meaningful comprehensive findings of research. Integration of findings reflects triangulation which gave a rich understanding about the psychological well-being influences teachers' work-life balance for teacher motivation and job commitment.

Table No.1 Correlational Matrix

Sr No	Variables	1	2	3	4
1	Psychological Well Being (PWB)	1.000			
2	Work Life Balance (WLB)	0.683	1.000		
3	Teacher Motivation (TM)	0.741	0.685	1.000	
4	Job Commitment (JC)	0.704	0.678	0.785	1.000

Table reflects the correlation matrix which reveals that study variables psychologically well-being, work life balance, motivation and job commitment of teachers are strongly associated with each other. Psychological well-being, work-life balance and teacher motivation and job commitment have strong positive correlations with each other. Correlation value of work life balance, correlation value ($r = 0.683$) indicates the teacher motivation correlation value ($r = 0.741$) and job commitment correlation value ($r = 0.704$) reflects that higher psychological well-being enhance the work life balance and create higher motivation and strong commitment among teachers. Work-life balance life balance indicates the positive correlation with teacher motivation ($r = 0.685$) and job commitment ($r = 0.678$), furthermore table also reveals the positive relationship of motivation with job commitment ($r = 0.785$). Results analyzed that if the teachers are psychological sound and healthy they can balance the work and even defend the challenges and issues at work, furthermore results also reveals that work life balance develops the intrinsic and extrinsic motivation and commitment for their job and responsibilities.

Regression Analysis and Hypothesis Testing

Hypothesis	Relationship	B	t-Value	P-Value	R ¹	Decision
H ₀₁	Psychological Well-Being → Work-Life Balance	0.683	14.522	0.000	0.475	Supported
H ₀₂	Psychological Well-Being → Teacher Motivation & Job Commitment	0.742	17.184	0.000	0.548	Supported
H ₀₃	Work-Life Balance → Teacher Motivation & Job Commitment	0.632	12.765	0.000	0.397	Supported

Table indicates the regression analysis which reflects the results of the hypotheses, results reveal that there significant positive relationship among the variable of the study, regression value $\beta = 0.683$, $t = 14.522$, $p < 0.001$) reflects that psychological well-being has positive significant relationship with Work

Life Balance and it shows 47.5% of the variance $R^2 = 0.475$ justifies the relationship between the psychological well-being and work life balance. Similarly, regression value ($\beta = 0.742$, $t = 17.184$, $p < 0.001$) reflects that psychological well-being has significant positive relationship with motivation and job commitment of teacher according for 54.8% of variance value ($R^2 = 0.548$ justified the claim that there is direct and strong relationship between the psychological well-being and motivation & commitment of teacher. Furthermore, regression value $\beta = 0.632$, $t = 12.765$, $p < 0.001$ reveals that there is strong positive relationship between the work life balance and motivation & job commitment of teachers, variance matrix shows the 39.7% of the variance ($R^2 = 0.397$ strong association of both variables work life balance and motivation & job commitment of teacher. Overall findings of the study confirms that psychological well-being has significant role to enhance the work life balance, it reflects the positive idea, perception, attitude and behavior leave the healthy effect on the work life balance whereas psychological well-being and work life balance collectively develops the motivation, encouragement, dedication and loyalty among the teachers to perform well, fulfill the assigned duties and responsibilities for the institution.

Qualitative Data Analysis and interpretation

Study is also based on the qualitative approach therefore qualitative data is analyzed through thematic analysis in order to saturate the findings of the study and make it implementable.

Psychological Well-Being Develops social, emotional and mental and moral Strength

Findings of the study reflects that psychological well-being is a holistic foundation which develops the social, emotional, mental, and moral strength in teachers, Participants perceived that psychologically healthy teachers shows emotional resilience, develop the positive interpersonal relationships, higher ethical values and morality, and enhances critically ability in order to resolve the problems and issues in education institution. Participant believed that psychological well-being enables teachers manage their emotion and feelings, effective communication, support the effective and conducive teaching learning environment. It is analyzed through the perception of participants that higher psychological well-being exhibits patience, resilience, empathy, sense of responsibility, strengthens the professional capability, integrity, professional recognition and job commitment for the educational excellence to sustain high quality teaching learning and long term professional success.

Psychological Well-Being Develops the Effective Work-Life Balance

Psychological well-being sustains the balance between the professional and personal life in order to fulfill professional, personal and social responsibilities efficiently. Most of the participant perceived that emotionally strong teachers effectively manage time, sustain the workload, reduces the work stress, capable to set the personal boundaries and maintain the healthy relationship in family and society. Participant believed that psychological well-being reduces the burnout and emotional exhaustion, encourages to achieve the satisfaction in personal and professional lives. Findings revealed that psychological well-being plays a significant establish and sustain the attractive work-life balance.

Psychological Well-Being Leads to Motivation and Job Commitment

Finding analyzed that psychological well-being increase the level of motivation in teachers to perform an effective responsibilities such as teaching abilities, performance evaluation of students on fair and merit basis, understand the classroom behavior, maintain the discipline, friendly communication with students and colleague. Participants perceived that healthy mentality and effective thinking develops the motivation and commitment which enhance the passion for work, professional and career enthusiasm, drills the confidence for their abilities and skills, promote creativity and logical competence, and creates interest and willingness to in teaching and student development. Most of the participants perceived that

psychological well-being encourages the sense loyalty and sincerity with their institutions and shows ownership to face the challenges and issues for their institution. Overall findings of the study analyzed that effective psychological well-being exhibits the attractive and supportive working environments in the institution and mental well-being increase the belonging, professional responsibility, and commitment to achieve the institutional goals and objectives.

Work-Life Balance Enhances Motivation and Job Commitment

Findings of the study analyzed that work-life balance as significant factor which highly contributes in motivation and job commitment of teachers. Participants perceived that balance teaching responsibilities with personal and family experience minimizes the stress and anxiety among the teachers and increases the job satisfaction, creates the enthusiasm for teaching, balances workloads improves concentration, decreases emotional fatigue, enhances devotion and dedication for the institution. Overall finding reflects that institutional encouragement and support, autonomy and independence of work practices motivates, flourish commitment and productive teaching learning working place.

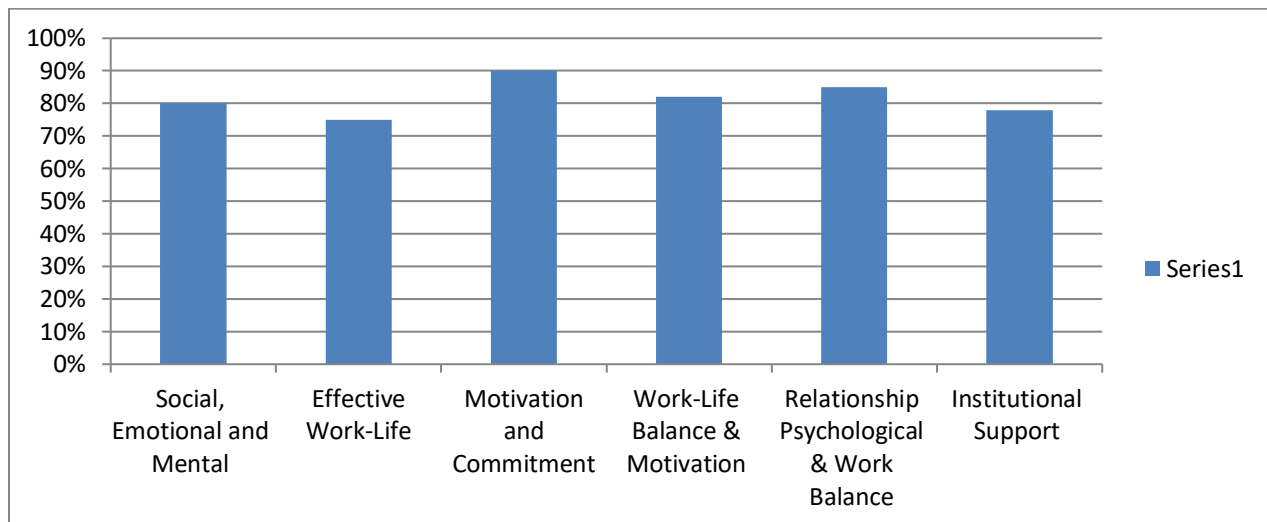
Relationship between Psychological Well-Being and Work-Life Balance

Findings of the study examined that psychological well-being and work-life balance are integrated and reinforced each other mutually reinforcing, effective psychological well-being enables teachers to manage professional and personal lives successfully. Work-life balance protects and strengthens mental health, reason, satisfaction and relaxation in teachers and makes capable to face the professional and domestic challenges and issue and handle the situation with wisdom and rationale so that both lives cannot be affected. Overall findings analyzed psychological well-being and work life balance reduce occupational stress, frustration, emotional disturbance and improves patience, resilience, courage and will power to learn from the hard experiences of lives and polish their experience to performance in their work. Relationship was perceived as essential for maintaining long-term motivation, commitment, and effectiveness within educational institutions.

Institutional Support Enhances Psychological Well-Being and Work-Life

Findings of the study analyzed that institutional support fosters teachers' psychological well-being and work-life balance which consequently leads to teachers' job satisfaction and motivation. Participants perceived that leadership support and impartial behavior stimulates the emotion and dedication in teachers such as fair distribution of workload, equal and merit based professional development opportunities and benefits, teachers recognition of their achievements, and friendly communication improves teachers mental health, creative practices, and job satisfaction. Institutional encouragement positively influences the well-being and develops the positive institutional environment which strengthens the teachers that strengthens teacher motivation, commitment, and retention attitude for the institution. Overall finding reflects that institutional policies and decisions enhance the psychological perspective of teachers and work-life balance which sustains the quality education and institutional performance.

Graph No. 1 Psychological Well Being, Work Life Balance & Motivation and Job Commitment



CONCLUSION

Findings of the study concluded that psychological well-being is significant and fundamental aspect for all kinds of organizations specially plays highly essential domain for the educational institutions because it focuses teachers psychological well-being which influences on work-life balance, teacher motivation and teachers commitment in the duties and responsibilities. Study analyzed that leadership of educational institution should establish the psychological health so that they maintain the work life balance and effective balance in work positively affected the positive the teachers intrinsic and extrinsic motivation, job commitment and satisfactions which leads not only the recognition and achievement of professional and personal development teachers but also establish dynamic reputation and quality of education institution. Furthermore study analyzed that psychologically healthy teachers are emotionally emotional strong and resilience, they remain capable to manage the work stress, they effectively sustain the interpersonal relationships which enable them to maintain the good balance between professional and personal responsibilities. Consequently, experience of psychological well-being reflects their passion for teaching, enhances professional satisfaction of teachers, stronger increases the commitment of teachers for their assign responsibilities and their attitude of willingness contribute in institutional success and inclination therefore educational institutions are intended to take decisions and develop policies which prioritize the mental health of teachers, emotional sustainability, diverse practices of benefits and rewards for work life balance in order to improve the teachers roles and responsibilities and institutional performance to achieve the overall goal quality education.

RECOMMENDATIONS

Educational institutions should prioritize the psychological well-being and work life balance of teachers and develop the policies and framework for professional and career guidance, stress management trainings, mindfulness workshops and mental health literacy and awareness initiatives for teachers in order to maintain their emotional strength, reduce work stress, and improve their well-being.

Educational institutions should implement policies practices to develop the healthy work environment, balance life, management of workloads, flexible working hours, equal distribution of duties and responsibilities and professional development opportunities for recreation which reduce burnout, maximize the teachers' satisfaction, and enhance the professional commitment among teachers.

Institutional leadership highly focus on motivation and supportive practices for the recognition of teachers performance, continuous professional development opportunities, welcome teacher in for the decisions of the institution, develop the positive environment which fosters autonomy, competence, and collaborative culture in the institution.

Educational institutions should develop the inclusive workplace culture, mutual respect, teamwork, friendly communication and develop the healthy interpersonal relationships with colleague teachers, students, and management.

Policy makers and educational authorities need to integrate the psychological well-being and work life balance in quality assurance department and human resource development framework which consistently evaluate mental well-being, work-life balance, motivation, and job commitment of teachers which might not only lead to the better performance of teachers but also institutional effectiveness as well.

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