Perceptions of Conflict between Self-Efficacy, Job Satisfaction, and Work-Life Balance among University Teachers

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Abstract

The study explored the relationship between work-life balance, perceptions of personal conflict between work and family, university teachers' self-efficacy, and job satisfaction. The study used 210 responses from university teachers working in different public and private colleges in Kathmandu Metropolitan City, the capital city of Nepal, based on a purposive sampling technique. The data were analyzed using regression and correlation analysis. Findings showed a good correlation between self-efficacy, job satisfaction, perceived work-family conflicts, and perceived balance of teachers' work life. In addition, the findings discovered that conflict between work and family was the most significant predictor of job satisfaction. The results indicate that increasing teachers' sense of self-efficacy, fostering a better work-life balance, and decreasing work-family conflict can all benefit teachers' contentment with their jobs and their likelihood of staying in them. These results have considerable ramifications for schools, governments, and other educational stakeholders looking to boost educator satisfaction and happiness on the job.

Introduction

In recent years, maintaining a healthy work-life balance has developed as a separate subject in the employees' work-life issues study. Work-life balance (WLB) is interpreted in several different ways; for instance, Clark (2000) defined it as the degree to which an individual takes joy in successfully juggling many additional responsibilities in their personal and professional lives. Grzywacz and Carlson (2007) define professional-life balance as "the degree to which one's work and family lives reflect the values and priorities of those with whom one negotiates and shares important roles." Specifically, work-life balance discusses an individual's capability to maintain a healthy relationship with determined job and family roles. Wepfer et al. (2018) defined WLB as "the extent to which an individual's effectiveness and satisfaction in work and family roles are compatible with the individual's life role priorities at a given time." Also, in a new view, WLB refers to the degree to which an individual's work and family responsibilities are compatible with the individual's life role priorities. Even though these meanings differ, they all represent the individual's overall inter-role judgment of the affinities among their life and professional duties. According to Pretorius et al. (2022), the COVID-19 epidemic has resulted in significant shifts in the tasks and responsibilities that teachers are expected to fulfill in the workplace. Due to the unique nature of these changes, there is a greater risk of teachers experiencing burnout, responsibility stress, and a decrease in overall work satisfaction.

The level of work satisfaction experienced by educators is a necessary factor of the educational arrangement as it influences teachers' motivation and retention of educators and weak achievement in student results. The skill to strike a thriving stability among one's professional and subjective life is one element that has been shown to influence teacher job satisfaction. Educators who sense they have a hale and hearty work-life balance are likelier to report being pleased with their occupations than colleagues who do not share this perception. A teacher's confidence & self-assurance, or the degree to which they believe they can successfully carry out their responsibilities as a teacher, is another element that may influence how satisfied they are in their profession. Teachers with high self-efficacy (SE) are more likely to positively perceive their capabilities, which may lead to greater work satisfaction. The education system in Nepal, particularly Kathmandu, is struggling with several issues, including a lack of trained instructors, high teacher turnover rates, and poor student accomplishment. Finding ways to increase the contentment of teachers in their work might be an essential step toward enhancing Nepal's educational system.

Given how vital teacher job happiness is to the teaching and learning system, this study aims to set how teachers in Kathmandu feel about their work-life balance and how well they think they can do their jobs. A survey questionnaire is used to gather evidence from a group of management teachers in Kathmandu to obtain research results. The poll included questions about how teachers feel about their abilities at work and how happy they are with their jobs.

Statistical methods will be used to look at the collected data to figure out how these factors affect job happiness. This study's results could significantly affect how education is run in Nepal and how management is taught in Kathmandu. If the survey shows that the balance of work-life view and teacher self-efficacy is linked to professional happiness in a good way, this could mean that lawmakers in the education field should focus on policies and practices that help teachers improve their work-life balance and self-efficacy.

The specific purposes of this study are:
1) To evaluate the moderate effect of work experience on Self-Efficacy (SE), Perceptions of Conflict Between Work and Family (PCWF), Work-Life Balance Perception (WLBP), and Job Satisfaction(JS) of management teachers.
2) To analyze the relationship between Self-Efficacy (SE), Perceptions of Conflict Between Work and Family (PCWF), and Work-Life Balance Perception (WLBP) with Job Satisfaction(JS) of management teachers.
3) To measure the impact of Self-Efficacy (SE), Perceptions of Conflict Between Work and Family (PCWF), and Work-Life Balance Perception (WLBP) on Job Satisfaction(JS) of management teachers from Kathmandu.

Also, the study could provide information about what makes management teachers in Kathmandu unhappy with their jobs. This information could be used to help come up with solutions to this problem. Overall, this study could help teachers in Kathmandu, Nepal, be happier at work, keep their jobs, and help their students do better in the long run.

The research is based on an introduction section briefly overviews the study, including its goals and importance. The second part comprehensively reviews the literature related to the variables studied, such as the perception of teaching work-life balance, perceptions of conflict between the effort of job and family, self-efficacy, and job satisfaction, pointing out the gaps in past results. In the methods part, the study shows how it was designed, samples were chosen, data were collected, and statistical analysis was done. In the "Presentation and Analysis" feature, the statistical analysis results are shown in tables, graphs, and charts, along with explanations of what they mean. The discussion section provides a detailed analysis of the results, including what they mean for education, policy, and practice. In the final section, we briefly review the study's key findings, suggestions, limitations, and recommendations for further investigation.

Literature Review
The social cognitive theory developed by Bandura (1977) is essential to the understanding of the idea of SE. Bandura describes SE as an individual's views and ideas about how effectively they can display the behaviors and energies required to deal with the conditions they confront. Confidence & self-assurance an essential factors in determining an individual's success. The concept of self-efficacy has received a substantial amount of attention in education. It is often connected to the efforts that instructors make to be successful in the classroom setting. As a

result of Tschannen-Moran and Woolfolk Hoy (2001), teacher self-efficacy (TSE) refers to "a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated." Geijsel et al. (2009), sharpened as the belief of teachers to fulfill the education purpose effectively, has impacted how we have chosen to represent self-efficacy for this research. The results of previous studies have offered compelling evidence that a teacher's level of self-assurance is essential, not only for their job performance but also for the knowledge consequences of their students. Buric and Kim (2020) interviewed 94 secondary school instructors as part of their study and revealed a clear relationship between TSE and teaching quality. The differences in instructors' judgments of effectiveness may be the primary reason one teacher may do better than another, even if they have many of the same features. According to Bumen (2009), the influence of self-efficacy may also affect psychological factors such as faith, frankness, work gratification, and professional motivation.

Many ideas explain WLB, SE, and the level of impact on one's work. Clark's (2000) job/family border concept is a helpful framework for analyzing issues related to work-life balance. Each person's function in life is said to participate in a specific aspect of life per this philosophy. These different regions are separated by barriers, which could be of a mental or physical character. So, it is essential to control the boundaries' flexibility and porousness between professional life and family life; meanwhile, it will influence the degree of conflict, the level of integration, and the ease with which one may transition between these different domains. Work and family life integration can only be made more accessible by having flexible and porous boundaries. Nevertheless, there is a possibility that conflicts between work and family will arise more often when the two spheres are more closely interwoven and the transition is more straightforward. On the other hand, work-family conflicts are more likely to be avoided if these domains are compartmentalized and the change is made to require more effort (Clark, 2000).

Work-life Balance and Self-Efficacy Predict Job Satisfaction
Turkoglu et al. (2017) showed that an optimum level of self-efficacy would result in more considerable work pleasure for educators. In addition, they discovered that a tutor's level of SE was a significant factor in determining the educator's work satisfaction level. According to their findings, self-efficacy is a crucial factor in increasing work satisfaction, which led the researchers to conclude that self-efficacy may be used as a predictor of job satisfaction. On the other hand, Demirdag (2015) found no relationship between SE views and JS and concluded that the two concepts are unrelated. According to the research findings, instructors' opinions about their levels of self-efficacy were somewhat restricted in terms of student assurance, instructional methods, and classroom structure. This demonstrated that self-efficacy cannot be used to predict the level of job satisfaction experienced by workers. On the other hand, Mukururi and Ngari (2014) discovered that a healthy WLB determines whether or not an employee is pleased with their job.

Arif and Farooqi (2014) also found a substantial positive relationship between a healthy WLB and high levels of JS. When employees are provided with the advantages of work-life balance programs that their employers have implemented, they are likelier to have an optimum JS. Moran (2016) demonstrated that a healthy WLB influences a person's level of JS. Employees who manage their professional and personal lives report better self-confidence and delight in their organization and jobs. According to their research findings (Arif & Farooqi, 2014; Moran, 2016), work-life balance is a good predictor of workers' JS. Specifically, staff who achieve work-life balance report feeling happier with their employment.

According to Sorensen and McKim (2014), agricultural teachers engage in various roles at work and in their personal lives; this may make it challenging to balance the many obligations and expectations of each function. A person's level of professional dedication and overall pleasure can decrease if they cannot correctly prioritize their many jobs. It was shown that characteristics such as marital status, the presence or nonappearance of children, and the stage of career progression had a negligible influence on job fulfillment, professional dedication, and work-life balance. There were statistically significant positive relationships between job satisfaction, professional obligation, and an appropriate balance between work and personal life. We then explore the implications and provide some suggestions. According to the findings of Demir and Budur (2022), neither action meddling with private life nor emotional life interference with work had any significant influence on JS.

Abdulaziz et al. (2022) discovered that WLB and workload affect teachers' job obligations. Job engagement and administrative support were also moderated. Two hundred seventy-eight academics from Qassim, Saudi Arabia, were sampled to test the study model. According to AMOS 26's structural equation modeling data analysis, a healthy work-life balance directly and significantly affects organizational assurance of work, while too much work negatively affects it. This study also found that job satisfaction moderates the connection concerning teachers' organizational commitment and work-life balance. Perceived corporate support did not significantly affect the findings. Oubibi et al. (2022) established that teachers' career pleasure is positively linked with apparent structural support, job crafting, and work engagement. Bas and Guney (2022) explored whether work-family conflict mediates work overload consciousness and work satisfaction. The research surveyed 250 accounting industry personnel in Erzincan, Turkey. The study employed SPSS and AMOS. Thus, work overload perception adversely affects job satisfaction, positively affects work-family conflict, and negatively correlates with job satisfaction. Work-family struggle somewhat mediates work overload perception and job happiness.

Pretorius et al. (2022) found that teachers who experienced role conflict and ambiguity were likelier to report feeling emotionally drained, depersonalized, and dissatisfied with their profession. Educators who believed they were more likely to contract COVID-19 reported

experiencing higher levels of role stress, burnout, and low teaching satisfaction. According to this research, COVID-19 threat ratings lead to a rise in work demand, necessitating allocating resources for coping.

Experience and Job Satisfaction

Teaching experience is a significant individual component connected with teachers' professional development engagement (Badaruddin et al., 2022); this brought the topic of teaching experience more attention. According to Huberman (1989) and Steffy and Wolfe (2001), the participation patterns of teachers in professional development activities reveal unique ways as they go through their teaching careers. These patterns are established on the instructors' fluctuations in motivation and needs.

Richter et al. (2015) examined the teacher's occupation phase and the number of professional development activities they participate relationship. Findings show that lecturers with additional years of experience engaged in less professional development activities. More precisely, they discovered that teaching experience was adversely correlated with teachers' engagement in professional development activities relating to the subject topic area, instructional practices, and general teaching abilities (Richter et al., 2014, as quoted in Yoon & Kim, 2022), adding to this evidence Kyndt et al. (2016), added that more skilled/experienced teachers incline to assume that they already possess the requisite skill in schooling. Experience and proficiency positively and statistically significantly affected auditor work satisfaction. Work experience affects auditor performance positively and quantitatively. Professionalism hurts auditor performance, while work happiness helps. Teaching experience does not affect TSE (Coban et al., 2023). Previous studies showed that instructors' employment experience significantly affects TSE (Klassen & Chiu, 2010; Penrose et al., 2007).

Emotion regulates human behavior and is basic organizational behavior. Happy, thinking, emotionally connected, concerned, feeling of belonging, limited option, alternative, sacrifice, loyal, obligation, work, one association, wise, and decisive influence (Amin, 2022). Self-efficacy is a moderating factor for the favorable effects of prior work experience and future career goals. Autonomy and remote work promote self-efficacy (Lange & Kayser; Liu et al., 2022). Significantly laboratory organization and student arrangement TSE dropped dramatically between the first and final professional experience assignments, and evidence is that; final placement improved teaching methodologies, learner engagement, and teaching space management (Ma et al., 2022). So, job-work balance in cognition can impact job satisfaction. To compensate for the COVID-19 epidemic, colleges and schools may want to provide more practical experience for student teachers (Symes et al., 2023).

The virus COVID influenced teachers' efficacy and job health, as evidenced. Experience is relatable in this case; the recruiter's priorities work experience when hiring (Chen et al., 2020; Tsai, 2011). Work-experienced students may have stronger self-efficacy. Self-efficacy affects professional choice and decision-making (Pratiwi et al., 2020). Therefore, it would seem that

prior work experience is a significant aspect that assists students in deciding on a definitive course of action for their careers after graduation. Also, JS is dependent on factors from the reviewed theories. The study found a foundation to build each hypothesis after examining the conceptual, respective theoretical, and empirical underpinnings. The current research will use the following framework that has been established.
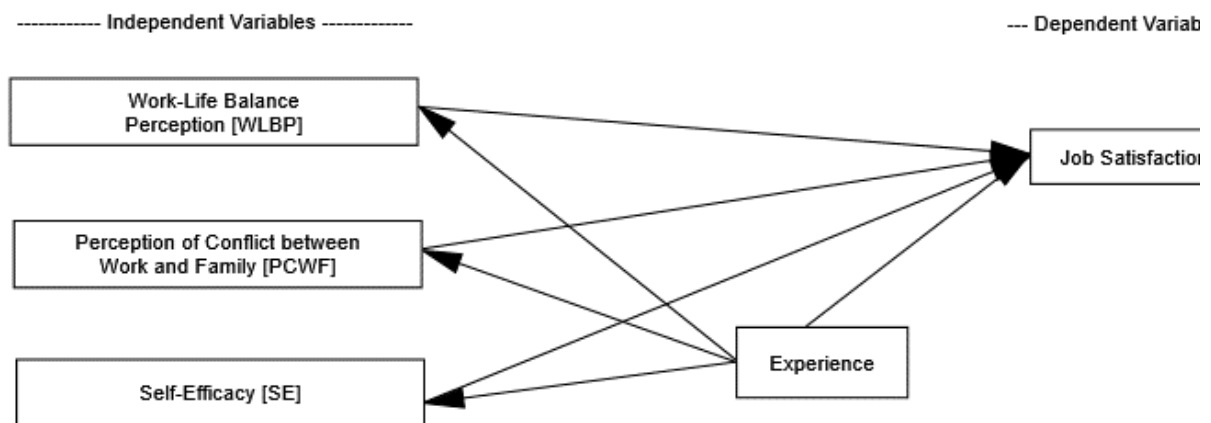

Figure 1 Research Framework

The following are some assumptions that support the research:

H1: There is a moderate effect of experience on WLBP, PCWF, SE, and JS of management teachers.

H2: There is a significant relationship between work-life balance perception and job satisfaction of management teachers.

H3: There is a significant relationship between perceptions of conflict between work and family and job satisfaction of management teachers.

H4: There is a significant relationship between self-efficacy and job satisfaction of management teachers.

Methodology

Research Design
The study approach was descriptive and causal. This research analyzed the connection between teachers' job satisfaction and their perceptions of work-life balance. The study examined the level of work satisfaction experienced by management instructors.

Population and Sampling
The participants (n = 210) were a convenience sample of management instructors from different parts of Kathmandu. It is unidentified how many teachers worked full-time and how many worked part-time. Based on the field and online survey, the study gathered information on respondents' ages, genders, and experience levels along with an electronic questionnaire version.

Instrumentation
The first part of the instrument was based on the scribe populations and their characteristics (i.e., age, gender, years in the profession, further teacher's self-efficacy measure using Teacher's Sense of Efficacy Measure (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001 as cited in Blackburn et al., 2017). The teacher's self-efficacy comprises eighteen items that measure teacher self-efficacy based on student engagement, instructional strategies, and classroom management. The nine-point Likert-type items were scaled; this study modified these scales on a close-ended five-point scale. The second section of the instrument measured the teachers' work-life balance perception using five items from Blackburn et al. (2017). In the third section, questions related to perceptions of conflict between work and family are listed, from Gutek et al. (1991), as cited in Blackburn et al. (2017). The job satisfaction index (JSI), which was established by Brayfield-Rothe (1951) and used by Blackburn et al. (2017), makes up the fourth section of this study. However, only eight statements were included in this study, even though the Job Happiness Index (JSI) comprises 14 questions to help evaluate job happiness. All scales were modified to the five-point Likert-type scale and were anchored as 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree.

Data Collection Procedure
Printed and digital forms were used to gather data, with both options being disseminated through various direct-approach channels, including social media, email, direct mail, and telephone. Teachers were asked about their demographics and work balance perception to measure job satisfaction.

Respondent Profile
This part categorizes the data based on demographics, allowing critical conclusions to be made from the 210 respondents analyzed for this research. The respondents comprise management teachers from Kathmandu.

Table 1

Respondents

	Nos	%		Nos	%
Gender			*Education:*		
Male	108	51.4	Masters	157	74.8
Female	102	48.6	M.Phil. and above	53	25.2
Age group:			*Work Experience*		
20-30 Yrs.	49	23.3	1-3 Yrs.	27	12.9
30 – 40 Yrs.	105	50.0	3-5 Yrs.	103	49.0
40 – 50 Yrs.	39	18.6	5-6 Yrs.	64	30.5
50 Yrs. and above	17	8.1	6 Yrs. above	16	7.6
Total of each section	210	100.0	Total of each section	210	100.0

Table 1 shows teachers' job satisfaction and respondents' profile concerning gender, education level, age group, and work experience. Firstly, regarding gender, male respondents have a majority in the study. In a group of education level, the data shows that most respondents had a master's degree. The result suggests that teachers with higher educational qualifications are engaged in work balance perception and teachers' self-efficacy study with lower capabilities. In terms of age group, the data shows that teachers between the ages of 30 and 40 made up the largest group of respondents. Lastly, regarding work experience, the data shows that teachers with 3-5 years of experience were the largest group overall. Data provides some insight into the demographics of teachers' job satisfaction.

Reliability and Validity

Five-point Likert-type scale questionnaires were distributed to the desired respondents to examine the instrument's dependability in measuring the variable to accomplish the goals. Numerous improvements were made to the questionnaire following the test to increase its usefulness and reliability.

Table 2

Test of Reliability and Validity

Variable	Items	Cronbach Alpha
Self-Efficacy (SE)	18	.858
Perceptions of Conflict Between Work and Family (PCWF)	8	.664
Work-Life Balance Perception (WLBP)	5	.731
Job Satisfaction(JS)	8	.754
Total	39	.927

Table 2 shows the internal dependability of the items separately. The SE indicates a great level of internal uniformity and reliability. The PCWF is considered satisfactory but on the lower side, meaning a moderate level of internal consistency it's acceptable (Vaske et al., 2017). The

WLBP variable has considered acceptable and indicates a moderate level of internal reliability. Finally, the JS variable is considered acceptable and shows medium internal consistency.

Presentation and Analysis

The data was presented in a narrative format, highlighting the study's key findings. The analysis includes a descriptive analysis, one-way ANOVA result, correlation and regression analysis with a discussion of statistical significance, trends, patterns, and relationships between variables.

Table 3
Descriptive Statistics (n = 210)

Variables	Minimum(Min.)	Maximum(Max.)	Mean	S. Deviation
WLBP	2.06	4.61	3.57	.65
PCWF	2.00	5.00	3.77	.83
SE	2.00	4.63	3.71	.68
JS	1.75	5.00	3.70	.72

Table 3 shows the participants' generally positive about their work-life balance perceptions as the average score is above the midpoint of the possible range. Data suggests that the participants typically experience work and family responsibilities conflict, as the mean score is above the center of the possible score range. The Self-Efficacy result indicates that the participants have relatively high levels of SE, as the mean value is above the middle of the possible score range.

Teachers' Work Experience on Job Satisfaction

This part of the analysis has focused on examining destination selection across different groups of education levels. One-way ANOVA has been used in this section. The moderate effect of experience on independent and dependent factors is presented in Table 4.

Table 4
Association of Teachers' Work Experience on Job Satisfaction

	Sum of Squares	Df	f	Sig.
Experience SE				
Between Groups	5.03	3	3.67	.013
Within Groups	94.05	206		
Experience and PCWF				
Between Groups	5.62	3	2.76	.043
Within Groups	139.64	206		
Experience and WLBP				
Between Groups	1.87	3	1.47	.224
Within Groups	87.73	206		
Experience and JS				
Between Groups	4.98	3	3.25	.023
Within Groups	105.28	206		
Total		209		

Table 4 shows each relationship between experience and a different variable (SE, PCWF, WLBP, JS). There is a statistically noteworthy difference in SE scores among participants with varying levels of work experience. For the Experience and PCWF, there is a significant difference in PCWF among participants with different levels of work experience. Experience and WLBP have no statistically significant difference in work-life balance perception among participants with varying levels of work experience. There is a statistically major variance in job satisfaction scores among participants with diverse stages of work experience. Effects signify that programs or interventions aimed at enhancing self-efficacy or reducing conflict between work and family may be particularly effective for employees through lower levels of work experience. On the other hand, interventions aimed at improving work-life balance may be less relevant or practical for employees with different levels of work experience. Table 5 shows the relationship of WLBP, PCWF, and SE with teachers' JS.

Table 5
Relationship of Employee Retention and its Determinants

Variables	JS	WLBP	PCWF	SE
JS	1	0.700**	0.896**	.847**

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

Table 5 shows the link between job satisfaction (JS) and its potential determinants, including work-life balance perception (WLBP), perceptions of conflict between work and family (PCWF), and self-efficacy (SE). The table shows that job satisfaction is significantly correlated with work-life balance perception ($r = 0.700$, $p < 0.01$), perceptions of conflict between work and family ($r = 0.896$, $p < 0.01$), and self-efficacy ($r = 0.847$, $p < 0.01$). This signifies that as work-life balance perception, perceptions of conflict between work and family, and self-efficacy increase, job satisfaction also tends to increase. Such results provide helpful insights into the elements that contribute to teachers' job satisfaction. The findings imply that treatments or strategies to improve work-life balance, reduce conflict between work and family, and enhance self-efficacy may effectively improve teacher job satisfaction. The following table presents the influence that each variable has on JS.

Regression Analysis
The regression analysis results showed a connection between having a healthy work-life balance, having a positive perception of the amount of conflict that can arise between one's professional and personal responsibilities, having high levels of self-efficacy, and being happy in one's job.

Table 6
Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.969[a]	.938	.937	.181

a. Predictors: (Constant), WLBP, PCWF, SE

Table 6 shows that the predictors (work-life balance perception, perceptions of conflict between work and family, and self-efficacy) account for 93.8% of university teachers' job satisfaction variability.

Table 7
ANOVA[a] Table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	103.449	3	34.483	1041.814	.000[b]
	Residual	6.818	206	.033		
	Total	110.267	209			

a. Dependent Variable: Job Satisfaction
b. Predictors: (Constant), WLBP, PCWF, SE

Table 7 confirms that the regression model is adequate. Specifically, the F-ratio indicates that the model is better at predicting the variable when its accuracy is considered. Therefore, a higher F-ratio suggests a more significant model.

Table 8
Regression Analysis

Model		Coefficients			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-.172	.075		-2.285	.023
	WLBP	.068	.033	.061	2.079	.039
	PCWF	.525	.019	.602	27.066	.000
	SE	.443	.035	.420	12.762	.000

a. Dependent Variable: Job Satisfaction

The regression analysis findings suggest that interventions to reduce work and family conflict, enhance management teachers' self-efficacy, and improve teachers' work-life balance

perception can positively impact their job satisfaction. Overall, the regression analysis results provide valuable insights for educators and policymakers to design effective interventions to improve job satisfaction among teachers, ultimately leading to better outcomes for students and the education system.

Discussions

The study findings show that work-life balance perception, conflict between work and family, and self-efficacy are important determinants of job satisfaction among teachers. The study's findings are consistent with preceding research that has shown the importance of these factors in determining job satisfaction among employees. Bastola (2023) showed that reward and recognition positively impact job satisfaction. Still, this study is more concerned with the positive link between work-life balance perception and job satisfaction. It suggests that teachers who perceive a better balance between work and personal life are more prospective to be satisfied with their jobs. This finding highlights the need for educational institutions to develop policies and practices that promote a healthy work-life balance for teachers.

Chapagain (2023) revealed no significant difference in teacher satisfaction based on years of experience, gender, or sexual orientation. This research indicates that the level of expertise teachers has with SE PCWF, JS, plays a moderating role. Similarly to Armstrong et al. (2015), we found that both behavior-based work-family conflict and family-work conflict were significantly related to both job stress and job satisfaction, suggesting that addressing the work-family strife can dramatically increase teacher job satisfaction. According to this study, schools can help teachers better balance work and family responsibilities by instituting policies like flexible scheduling, employee assistance programs, and a positive work atmosphere. Both workplace stress and job satisfaction were significantly linked to behavior-based work-family and work conflict. Higher levels of family-to-work competition are associated with poorer job and family life satisfaction levels, which are positively correlated (Orellana et al., 2023), adding further credence to the hypothesis. High self-efficacy teachers are likelier to be happy in their professions, as the two are positively correlated. This discovery emphasizes the value of offering teachers professional development and training that boosts their confidence in their educator abilities.

Finally, the discoveries of this study provide valuable understandings for educators and policymakers to design effective interventions to improve teacher job satisfaction. By addressing work-life balance, work-family conflict, and self-efficacy, educational institutions can create a supportive work environment that promotes job satisfaction among teachers, ultimately leading to better outcomes for students and the education system.

Conclusions

In conclusion, the research outcomes reveal that self-efficacy, perspectives of work-life balance, and perceptions of conflict between work and family are significantly associated with

job satisfaction among educators. The regression analysis also demonstrates that views of work-life balance, perceptions of conflict between work and family, and self-efficacy are significant predictors of the level of job satisfaction experienced by teachers. These findings highlight the necessity of establishing a work-life balance, eliminating work and family life friction, and increasing teachers' self-efficacy to boost job satisfaction and staff retention rates. The study's findings suggest that educational institutions should adopt policies and practices that promote work-life balance while minimizing the conflict amongst home life and job environment, provide chances for teachers to intensify their self-efficacy, and create a positive work environment to improve job satisfaction and retention rates among teachers.

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