

The Mediating Role of Job Satisfaction in the Relationship between Work-Life Balance and Teacher Performance



Aswan Aswan^{a*}, Nizhamuddin AB^b, Shalahuddin Shalahuddin^c, Deni Marsha^d, Nursia Nursia^e, Jeklin Halim^f

^a aswan@ubt.ac.id, Universitas Borneo Tarakan, Tarakan, Indonesia

^b nizhamuddinab@borneo.ac.id, Universiti Malaysia Sabah, Sabah, Malaysia

^c shalahuddinayubi@gmail.com, Universitas Borneo Tarakan, Tarakan, Indonesia

^d deni_marsha@ubt.ac.id, Universitas Borneo Tarakan, Tarakan, Indonesia

^e Nurisa_fe@borneo.ac.id, Universitas Borneo Tarakan, Tarakan, Indonesia

^f mbawinyyy@gmail.com, Universitas Borneo Tarakan, Tarakan, Indonesia

Corresponding Author: aswan@ubt.ac.id

Receipt: 06 August 2026; Revision: 28 August 2026; Accepted: 14 September 2026

Abstract: This study examines the effect of work-life balance on teacher performance with job satisfaction as a mediating variable. The research was conducted to understand whether a balance between professional and personal life contributes directly or indirectly to improving teacher performance. A quantitative research approach was employed using a survey method. Data were collected from 240 teachers through a structured questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings indicate that work-life balance has a positive and significant effect on job satisfaction, while job satisfaction has a positive and significant effect on teacher performance. However, work-life balance does not have a significant direct effect on teacher performance. The results further reveal that job satisfaction significantly mediates the relationship between work-life balance and teacher performance, indicating that the influence of work-life balance on performance occurs through increased job satisfaction. These findings suggest that teacher performance is more likely to improve when a balanced work and personal life enhances teachers' satisfaction with their jobs. Therefore, educational institutions should focus on creating supportive work environments and policies that promote work-life balance and job satisfaction in order to achieve better teacher performance and educational outcomes.

Keywords: Work-Life Balance; Job Satisfaction; Teacher Performance; PLS-SEM

This is an open access article under the CC-BY-SA license.



INTRODUCTION

Human resources are strategic assets that determine an organization's success in achieving its established goals. In the education sector, teachers serve as the primary component responsible for ensuring the quality of learning and improving educational outcomes. Law Number 14 of 2005 concerning Teachers and Lecturers stipulates that teachers are responsible for planning, implementing, evaluating, and continuously developing the learning process in a professional manner. Therefore, teacher performance is a critical factor in determining the effectiveness of educational delivery.

The increasingly dynamic educational work environment requires teachers not only to perform teaching duties but also to undertake various administrative tasks, competency development activities, learning assessments and reporting, as well as adaptation to advances in educational technology. These conditions have increased teachers' workloads, potentially creating conflicts between work responsibilities and personal life. This phenomenon is particularly experienced by married female teachers who are required to fulfil dual roles as educators and household managers.

Several studies have indicated that an imbalance between work and personal life can lead to stress, fatigue, reduced job satisfaction, and declining individual performance. Conversely, teachers who are able to maintain a balance between their professional and personal lives tend to demonstrate better psychological well-being, higher work motivation, and improved performance. Consequently, the concept of work-life balance has become an important issue in human resource management, particularly within the education sector. This phenomenon has also been observed among teachers in Tarakan City. Based on preliminary observations and interviews with several married female teachers, it was found that some teachers still experience difficulties in balancing work and family responsibilities. Administrative tasks that are frequently completed at home, high work demands, and limited time available for family activities have become common challenges. Although most teachers demonstrate a strong commitment to their profession, these conditions have the potential to influence their level of job satisfaction and the quality of performance they deliver.

In addition to work-life balance issues, job satisfaction has become another important concern in the management of educational personnel. Job satisfaction refers to a positive emotional state that arises when individuals perceive that their work fulfils their needs, expectations, and personal values. Teachers with high levels of job satisfaction tend to exhibit greater enthusiasm, stronger commitment, and more effective teaching performance compared to those with lower levels of job satisfaction. Theoretically, the relationship among work-life balance, job satisfaction, and performance can be explained through Social Exchange Theory (SET). This theory suggests that individuals are likely to contribute more and perform better when they perceive support and positive treatment from their organization. In the educational context, when schools are able to create an environment that supports teachers' work-life balance, teachers are more likely to experience job satisfaction and become motivated to deliver their best performance.

Although numerous studies have examined work-life balance, job satisfaction, and performance, previous findings still reveal a significant research gap. Most prior studies have been conducted in business organizations, service industries, or non-educational settings, where the characteristics of respondents differ substantially from those of teachers. Furthermore, studies investigating the relationship between work-life balance and teacher performance have often treated job satisfaction as an

independent variable or have not comprehensively examined its mediating role. Rahmah et al. (2024) found that work-life balance significantly influences the performance of early childhood education teachers; however, their study did not include job satisfaction as a mediating variable. Meanwhile, Wardhani and Hasan (2024) reported that job satisfaction mediates the relationship between work-life balance and performance, but their study was conducted within the service sector. To date, research examining the Work-Life Balance, Job Satisfaction to Teacher Performance model among junior high school teachers, particularly in Tarakan City, remains very limited. This condition indicates the existence of an empirical gap that warrants further investigation.

Previous studies provide an important foundation for understanding the relationships among Work-Life Balance, Job Satisfaction, and Teacher Performance. The existing literature generally indicates that Work-Life Balance is an important factor in shaping teachers' psychological and work-related outcomes, including Job Satisfaction, Work Stress, Employee Engagement, and Teacher Performance. Several studies have demonstrated that a better balance between work and personal life is associated with higher levels of Job Satisfaction and improved work outcomes. However, the findings are not entirely consistent, particularly regarding the role of Job Satisfaction as an intervening or mediating variable in the relationship between Work-Life Balance and Teacher Performance. Some studies have found a significant mediating effect, whereas others have reported that Job Satisfaction does not significantly mediate the relationship. In addition, previous research has examined various contextual factors, such as Work Environment, Workload, Administrative Duties, Autonomy, and Organizational Culture, which further demonstrates the complexity of the relationships among these variables. Therefore, reviewing previous empirical studies is necessary to identify similarities, differences, inconsistencies, and research gaps that can provide a stronger justification for the present study. The following table summarizes relevant previous studies concerning Work-Life Balance, Job Satisfaction, and Teacher Performance.

Tabel 1 Summary of Previous Studies

No.	Title, Author(s), and Year	Variables	Analytical Method	Findings
1	The Effect of Work-Life Balance and Work Environment on Job Satisfaction Moderated by Organizational Culture among Teachers at SMA Negeri 1 South Halmahera (Tumbelaka et al., 2021)	X1: Work-Life Balance X2: Work Environment Y: Job Satisfaction Z: Organizational Culture	PLS-SEM	Work-Life Balance has a positive effect on teachers' job satisfaction. Organizational Culture moderates the effects of Work-Life Balance and Work Environment on Job Satisfaction.

No.	Title, Author(s), and Year	Variables	Analytical Method	Findings
2	The Effect of Work-Life Balance on Teacher Performance with Job Satisfaction as an Intervening Variable (Ma'arif, 2024)	X1: Work-Life Balance Y: Teacher Performance Z: Job Satisfaction	PLS-SEM	Work-Life Balance has a significant effect on Job Satisfaction and Teacher Performance. However, Job Satisfaction does not significantly mediate the relationship between Work-Life Balance and Teacher Performance.
3	The Effect of Work-Life Balance on Employee Engagement with Job Satisfaction as an Intervening Variable among Private Vocational School Teachers in Salatiga City (Mada Adi Wibowo, 2023)	X1: Work-Life Balance Y: Employee Engagement Z: Job Satisfaction	Path Analysis	Job Satisfaction significantly mediates the effect of Work-Life Balance on teachers' Employee Engagement.
4	The Effect of Work-Life Balance and Work Environment on Teacher Performance: A Survey of Teachers at SMPN 1 Kersamanah (Rifa'i, 2023)	X1: Work-Life Balance X2: Work Environment Y: Teacher Performance	Multiple Linear Regression (SPSS)	Work-Life Balance and Work Environment have significant effects on Teacher Performance, both partially and simultaneously.
5	The Effect of Work-Life Balance on Work Stress among Married Female Teachers in Koto Tengah District (Rinaldi, 2024)	X1: Work-Life Balance Y: Work Stress	Simple Linear Regression	Work-Life Balance has a negative and significant effect on work stress among married female teachers.
6	The Effect of Workload and Work-Life Balance on Teachers' Job Satisfaction at SMPN XYZ (Wati et al., 2025)	X1: Workload X2: Work-Life Balance Y: Job Satisfaction	Multiple Linear Regression (SPSS)	Workload and Work-Life Balance have positive and significant effects on Job Satisfaction, both partially and simultaneously.
7	The Effect of Work-Life Balance and Workload on Job Satisfaction among Teachers at AL-'ARABI Integrated Islamic Elementary School (Amalia, 2025)	X1: Work-Life Balance X2: Workload Y: Job Satisfaction	PLS-SEM	Work-Life Balance has a positive and significant effect on teachers' Job Satisfaction. Likewise, Workload has a positive and significant effect on teachers' Job Satisfaction.

No.	Title, Author(s), and Year	Variables	Analytical Method	Findings
8	The Effect of Workload and Administrative Duties on Teacher Performance with Work-Life Balance as a Mediating Variable (Altariusta, 2025)	X1: Workload X2: Administrative Duties Y: Teacher Performance Z: Work-Life Balance	Multiple Linear Regression	Workload, educational administrative duties, and Work-Life Balance each have a direct effect on Teacher Performance. Furthermore, Work-Life Balance mediates the relationships between Workload and Teacher Performance, as well as between Educational Administrative Duties and Teacher Performance.
9	Teacher Performance Reviewed from Autonomy, Workload, and Job Satisfaction through Work-Life Balance as a Mediating Variable in Private Schools (Fadhilah et al., 2022)	X1: Autonomy X2: Workload X3: Job Satisfaction Z: Work-Life Balance Y: Teacher Performance	PLS-SEM	The findings show that Autonomy, Workload, and Job Satisfaction have positive and significant effects on Teacher Performance through Work-Life Balance. However, Work-Life Balance has a negative and significant effect on Teacher Performance.
10	The Relationship between Work-Life Balance and Job Satisfaction among Teachers at SMA Negeri 12 Surabaya during the Pandemic	X1: Work-Life Balance Y: Job Satisfaction	SPSS	There is a significant and positive relationship between Work-Life Balance and Job Satisfaction among teachers at SMA Negeri 12 Surabaya during the pandemic. This indicates that higher Work-Life Balance is associated with higher teacher Job Satisfaction, and vice versa.

Source: Author's data, 2026.

Based on the empirical phenomenon and the identified research gap, this study aims to analyze the effect of work-life balance on teacher performance, with job satisfaction serving as a mediating variable among public junior high school teachers in Tarakan City. The findings are expected to contribute theoretically to the development of human resource management literature in the field of education and provide practical recommendations for schools in improving teacher performance through effective management of work-life balance and job satisfaction.

LITERATURE REVIEW

Work-Life Balance

Work-life balance (WLB) refers to an individual's ability to balance work responsibilities with personal and family life. A good work-life balance enables employees to manage their time, energy, and commitments effectively, resulting in lower stress levels, better psychological well-being, and stronger organizational commitment. In the education sector, maintaining a work-life balance is increasingly important due to teachers' growing responsibilities, including teaching, administrative duties, professional development, and adapting to technology. Excessive workloads may create conflicts between work and personal life, reducing job effectiveness. Previous studies have shown that work-life balance positively influences job satisfaction and performance (Waworuntu et al., 2022; Kasperczuk et al., 2025). According to Social Exchange Theory (SET), organizations that support employees' work-life balance encourage reciprocal positive behaviors, such as higher commitment, greater job satisfaction, and improved performance. In the educational context, teachers who perceive support for balancing their professional and personal responsibilities are more likely to demonstrate better teaching performance and stronger organizational commitment.

Job Satisfaction

Job satisfaction is a positive emotional state resulting from an individual's evaluation of his or her job experiences and reflects the extent to which work fulfills personal needs, expectations, and professional values. High levels of job satisfaction contribute to stronger organizational commitment, lower turnover intentions, greater work engagement, and improved job performance. In the educational context, teacher job satisfaction extends beyond financial compensation and includes supportive leadership, manageable workloads, professional recognition, adequate teaching resources, and positive relationships within the school environment. A systematic review by Kitula and Meney (2025) identified working conditions, workload management, recognition, welfare programs, and supervisory support as key determinants of teacher job satisfaction. Furthermore, previous studies suggest that job satisfaction serves as an important psychological mechanism linking organizational practices to employee outcomes, as supportive work environments tend to enhance satisfaction levels, which subsequently improve performance and reduce burnout.

Teacher Performance

Teacher performance refers to the effectiveness with which teachers accomplish their professional responsibilities, including instructional planning, classroom delivery, student assessment, administrative tasks, and continuous professional development. High-performing teachers significantly contribute to educational quality, student achievement, and institutional effectiveness. Teacher performance is influenced by multiple organizational and psychological factors, including workload, organizational support, work environment, motivation, well-being, and job satisfaction. Recent

systematic reviews indicate that teachers' psychological well-being and supportive working conditions substantially improve teaching effectiveness. Conversely, excessive workloads, poor work environments, and low job satisfaction reduce instructional quality and increase emotional exhaustion.

Relationship Between Work-Life Balance and Teacher Performance

Previous empirical studies consistently demonstrate a positive relationship between work-life balance and employee performance. Teachers who maintain healthy boundaries between work and personal life generally experience lower stress levels, stronger work engagement, and greater productivity. Effective work-life balance enables teachers to allocate sufficient physical and psychological resources toward instructional responsibilities, thereby improving teaching quality and professional performance. Although this relationship has been widely supported, several studies indicate that the influence of work-life balance on performance may not always occur directly. Instead, work-life balance often enhances intermediate psychological variables such as well-being, motivation, and job satisfaction, which subsequently improve employee performance.

The Mediating Role of Job Satisfaction

Job satisfaction has increasingly been recognized as an important mediating mechanism through which work-life balance influences employee performance. When teachers successfully balance their professional and personal responsibilities, they experience lower stress, greater emotional stability, and stronger positive attitudes toward their work. These positive psychological conditions increase job satisfaction, which subsequently encourages greater commitment, instructional quality, and overall performance. Although previous studies have acknowledged the relationships among work-life balance, job satisfaction, and performance, empirical evidence focusing specifically on junior high school teachers remains limited. Most existing studies have concentrated on corporate employees, service industries, or higher education institutions. Consequently, empirical research investigating the mediating role of job satisfaction in the relationship between work-life balance and teacher performance within Indonesian junior high schools remains scarce, highlighting an important research gap addressed by the present study.

METHOD

This study employed Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS software to examine the effect of Work-Life Balance on Teacher Performance with Job Satisfaction as a mediating variable. PLS-SEM was selected because it can simultaneously analyze direct and indirect relationships among latent variables and is suitable for studies with relatively small sample sizes (Hair et al., 2022). The sample consisted of 240 teachers in Tarakan City.

Data analysis began with descriptive statistics to describe respondents' characteristics and perceptions regarding Work-Life Balance, Job Satisfaction, and

Teacher Performance. Subsequently, the measurement model (outer model) was evaluated through convergent validity, discriminant validity, and construct reliability. Convergent validity was assessed using outer loading (> 0.70) and Average Variance Extracted (AVE > 0.50), while discriminant validity was examined using the Fornell-Larcker criterion and Heterotrait-Monotrait Ratio (HTMT < 0.90). Construct reliability was evaluated through Composite Reliability and Cronbach's Alpha, with values above 0.70 indicating acceptable reliability (Hair et al., 2022; Henseler et al., 2015).

After confirming the adequacy of the measurement model, the structural model (inner model) was assessed using the coefficient of determination (R^2). The significance of the hypothesized relationships was tested using the bootstrapping procedure with 5,000 resamples. Hypotheses were accepted when the t-statistic exceeded 1.96 and the p-value was below 0.05. Furthermore, the mediating role of Job Satisfaction was evaluated through the significance of the indirect effect between Work-Life Balance and Teacher Performance. A significant indirect effect indicated the presence of a mediation effect.

The operational definition explains how a theoretical concept is translated into measurable indicators that can be assessed using research instruments, such as questionnaires or specific measurement scales.

Tabel 2. Number of Indicators and Source

Construct	Indicators	Source	Scale
Work-Life Balance (X1)	1. Balance in time management	Riffay (2019)	Likert 1–5
	2. Balance in meeting expectations		
	3. Balance in involvement		
	4. Balance in satisfaction		
Job Satisfaction (Z)	1. Income	Ma'arif (2024)	Likert 1–5
	2. Relationships with coworkers		
	3. Workload		
	4. Promotion opportunities		
	5. Supervisor's role		
Teacher Performance (Y)	1. Productivity	Limon (2020)	Likert 1–5
	2. Quantity and quality of work		
	3. Reliability		
	4. Speed of work		
	5. Attendance		
	6. Ability to work collaboratively		
	7. Discipline		
	8. Efficiency		

Source: of data processed 2026

ANALYSIS AND DISCUSSION

The results of reliability and validity testing indicate that all constructs have met the required criteria. The Cronbach's Alpha value for the Work-Life Balance variable is 0.922, Job Satisfaction is 0.943, and Teacher Performance is 0.956. In addition, the Composite Reliability value for each variable is above 0.70 and the Average Variance Extracted (AVE) value is above 0.50, so all constructs are declared reliable and valid.

Discriminant validity testing using the Fornell-Larcker criterion shows that the square root of the AVE for each construct is greater than the correlation between the other constructs. Thus, each research variable has a good ability to differentiate itself from other constructs in the research model.

Tabel 3. Reliability and Validity

Construct	Cronbach's Alpha	Average Variance Extracted (AVE)
Job Satisfaction	0.943	0.713
Teacher Performance	0.956	0.763
Work-Life Balance	0.922	0.647

Source: of data processed 2026

The results of the R-Square test show that Job Satisfaction has an R-Square value of 0.546, which means that Work-Life Balance can explain 54.6% of the variation in Job Satisfaction, while the remaining 45.4% is explained by other variables outside the research model. Meanwhile, Teacher Performance has an R-Square value of 0.614, which shows that Work-Life Balance and Job Satisfaction together can explain 61.4% of the variation in Teacher Performance.

Tabel 4. R-Square

	R Square	R Square Adjusted
Job Satisfaction	0,546	0,544
Teacher Performance	0,614	0,609

Source: of data processed 2026

The results of the direct path test indicate that Work-Life Balance has a positive effect on Job Satisfaction, with a path coefficient of 0.739, a t-statistic of 23.892, and a p-value of 0.000. Job Satisfaction has a positive effect on Teacher Performance, with a path coefficient of 0.771, a t-statistic of 14.404, and a p-value of 0.000. Meanwhile, the direct effect of Work-Life Balance on Teacher Performance shows a path coefficient of 0.043, a t-statistic of 0.719, and a p-value of 0.472. These results indicate that the direct effect is not significant. The indirect effect test indicates that Work-Life Balance influences Teacher Performance through Job Satisfaction, with a coefficient of 0.570, a t-statistic of 11.138, and a p-value of 0.000. These results indicate a significant mediating effect.

Tabel 5. Heterotrait-Monotrait Ratio

Construk	Job Satisfaction	Moderating Effect	Teacher Performance
Job Satisfaction	–	–	–
Moderating Effect	0,507	–	–
Teacher Performance	0,824	0,364	–
Work-Life Balance	0,792	0,446	0,633

Source: of data processed 2026

The discriminant validity assessment using the Heterotrait-Monotrait Ratio (HTMT) indicates that all HTMT values are below the recommended threshold of 0.85, confirming adequate discriminant validity among the constructs. The HTMT values range from 0.364 to 0.824, with the highest value observed between Job Satisfaction and Teacher Performance (0.824), followed by Job Satisfaction and Work-Life Balance

(0.792), Teacher Performance and Work-Life Balance (0.633), Job Satisfaction and Moderating Effect (0.507), Work-Life Balance and Moderating Effect 1 (0.446), and Teacher Performance and Moderating Effect (0.364). Since all values remain below the conservative threshold of 0.85, the constructs demonstrate sufficient empirical distinctiveness and no evidence of problematic discriminant validity. Therefore, Work-Life Balance, Job Satisfaction, Teacher Performance, and Moderating Effect can be considered empirically distinguishable, supporting the adequacy of the measurement model for subsequent structural model and hypothesis testing.

Tabel 6. Results Of the Direct Path Test Indicate

	Original Sample (O)	T Statistics (O/STDEV)	P Values
Job Satisfaction -> Teacher Performance	0,771	14,404	0,000
Work life-balance -> Job Satisfaction -> Teacher Performance	0,570	11,138	0,000
Work life-balance -> Job Satisfaction	0,739	23,892	0,000
Work life-balance -> Teacher Performance	0,043	0,719	0,472

Source: of data processed 2026

The Effect of Work-Life Balance on Job Satisfaction

The results of the study indicate that Work-Life Balance has a positive and significant effect on Job Satisfaction. This finding indicates that the better a teacher's ability to balance work and personal life, the higher their perceived level of job satisfaction. Teachers who are able to manage their time between teaching responsibilities, administrative duties, family activities, and personal needs tend to have better psychological well-being, allowing them to enjoy their work more optimally. This finding aligns with the Work-Life Balance theory, which states that a balance between work and personal life can improve individual well-being and lead to higher job satisfaction. This study supports research conducted by Haar et al. (2014), which found that Work-Life Balance has a positive effect on job satisfaction across various countries and cultures. This research indicates that individuals who are able to balance the demands of work and personal life tend to have higher levels of job satisfaction due to reduced role conflict and increased psychological well-being.

This finding also aligns with research by Johari, Tan, and Zulkarnain (2018), which concluded that Work-Life Balance has a significant effect on job satisfaction among public sector employees. The study explains that a balance between work and personal life can create more comfortable working conditions, thereby increasing individual job satisfaction. Furthermore, research by Agha, Azmi, and Irfan (2017) shows that work-life balance is a crucial factor influencing employee job satisfaction. Employees who

have the opportunity to manage the demands of work and personal life in a balanced manner tend to report higher levels of satisfaction than those who experience conflict between work and family life. In the context of the teaching profession, the results of this study reinforce the findings of Nabiila and Riyanto (2023), who stated that work-life balance can increase the job satisfaction of educators. Teachers who are able to allocate time proportionally between work and personal life experience lower work pressure, have more stable emotional states, and demonstrate higher satisfaction with their profession. Therefore, the results of this study further strengthen the empirical evidence that work-life balance is a crucial factor in increasing teacher job satisfaction. The better the balance teachers maintain between the demands of their work and personal life, the higher their perceived job satisfaction.

The Influence of Job Satisfaction on Teacher Performance

The results of this study indicate that job satisfaction has a positive and significant impact on teacher performance. This indicates that teachers who are satisfied with their jobs will demonstrate higher levels of performance. Satisfaction with the work environment, relationships with colleagues, rewards received, and career development opportunities can increase teacher motivation in carrying out their duties and responsibilities. The results of this study support the theory that job satisfaction is a crucial factor in driving increased productivity and the quality of employee performance, including in the teaching profession. Teachers with high levels of job satisfaction tend to demonstrate greater dedication, high work enthusiasm, and strive to deliver optimal work results in the learning process and school administration. This study's findings align with research conducted by Judge, Thoresen, Bono, and Patton (2001), which found a positive relationship between job satisfaction and performance. Through their meta-analysis, they concluded that individuals who are satisfied with their jobs tend to demonstrate better performance than those with low levels of job satisfaction.

The results of this study also support the findings of Inuwa (2016), who stated that job satisfaction has a significant influence on employee performance. The study explained that employees who are satisfied with various aspects of their work will be more motivated to achieve organizational goals, thus improving performance. Furthermore, research by Ali, Bin, Piang, and Ali (2016) shows that job satisfaction is a significant factor influencing the performance of public sector employees. Employees who derive satisfaction from their jobs, work environment, and the rewards they receive tend to demonstrate better productivity and work quality. In the context of education, the results of this study align with those of Sari and Hadijah (2021), who found that job satisfaction has a positive and significant effect on teacher performance. Teachers who are satisfied with their working conditions, relationships with their leaders, and the reward system implemented by their schools will be more motivated to carry out their teaching tasks effectively and professionally. These findings also

support research by Toropova, Myrberg, and Johansson (2021), which shows that job satisfaction is a contributing factor to teacher effectiveness and performance. Teachers with high job satisfaction tend to be more committed to their work, able to create quality learning processes, and make greater contributions to achieving educational goals. Thus, the results of this study strengthen empirical evidence that job satisfaction is a strategic factor in improving teacher performance. The higher the level of satisfaction teachers feel with their work, the higher the quality of performance they demonstrate in carrying out their professional duties and responsibilities.

The Effect of Work-Life Balance on Teacher Performance

The results of this study indicate that work-life balance does not significantly impact teacher performance. This finding indicates that teachers' work-life balance does not necessarily directly improve their performance. In the context of the teaching profession, performance is influenced not only by the balance between work and personal life, but also by other factors such as competence, professional commitment, work motivation, principal leadership, and organizational support. These results indicate that even if teachers are able to maintain a work-life balance, this is not sufficient to result in improved performance if it is not accompanied by job satisfaction. This study's findings align with research by Putri and Frianto (2021), which found that work-life balance did not significantly impact employee performance. This study explained that work-life balance does not necessarily directly improve performance because other, more dominant factors, such as work motivation, job satisfaction, and organizational commitment, are also present.

This study also supports research by Pradana and Salehudin (2022), which showed that work-life balance does not have a significant direct impact on employee performance. The study revealed that the benefits of work-life balance were felt more in the form of improved psychological well-being and job satisfaction than in direct performance improvements. Furthermore, research by Kundi, Aboramadan, Elhamalawi, and Shahid (2021) found that work-life balance does not directly improve employee performance, but rather through certain psychological variables such as job satisfaction and work engagement. This finding suggests that the relationship between work-life balance and performance is indirect and therefore requires intermediary variables to produce a significant impact.

In the context of the teaching profession, research by Wahyuni and Irawan (2023) found that work-life balance has not been able to directly improve teacher performance. Teachers are still required to meet professional standards, learning targets, and administrative obligations set by the school. Therefore, even if teachers have a good work-life balance, this may not necessarily be reflected in improved performance if it is not supported by other internal and external factors. The results of this study also align with research by Sari, Nugraheni, and Hidayat (2024), which showed that the effect of work-life balance on performance becomes insignificant

when job satisfaction is included in the research model. These findings indicate that job satisfaction plays a stronger role in bridging the relationship between work-life balance and employee performance. Based on these previous studies, it is clear that work-life balance is not a factor that automatically improves teacher performance. Work-life balance plays a more significant role in creating a positive psychological state, reducing stress, and increasing job satisfaction. Therefore, for work-life balance to impact performance, specific psychological mechanisms are required, one of which is increased job satisfaction. These findings reinforce research showing that work-life balance does not directly influence teacher performance, but may exert an influence through the mediating variable of job satisfaction.

The Mediating Role of Job Satisfaction in the Relationship Between Work-Life Balance and Teacher Performance

The results of this study indicate that Job Satisfaction significantly mediates the effect of Work-Life Balance on Teacher Performance. This is demonstrated by the indirect effect coefficient of 0.570, with a t-statistic of 11.138 and a p-value of 0.000. This finding indicates that Work-Life Balance does not directly improve Teacher Performance, but rather first increases Job Satisfaction, which then impacts Teacher Performance. Based on the previous test results, it was found that the direct effect of Work-Life Balance on Teacher Performance was insignificant, while the effect of Work-Life Balance on Job Satisfaction and the effect of Job Satisfaction on Teacher Performance were significant. This condition indicates that Job Satisfaction acts as a full mediator. In other words, the benefits of Work-Life Balance in improving teacher performance will be more effective if it can create high job satisfaction in teachers.

Theoretically, these findings align with social exchange theory, which explains that when organizations are able to create working conditions that support work-life balance, teachers will experience comfort, well-being, and satisfaction in their work. These positive feelings then encourage teachers to make greater contributions through improved performance in carrying out their professional duties. These research findings align with research by Putri and Frianto (2021), who found that job satisfaction mediates the effect of work-life balance on employee performance. This research explains that work-life balance does not always directly improve performance, but it can increase job satisfaction, which in turn impacts performance. These findings are also supported by research by Kundi, Aboramadan, Elhamalawi, and Shahid (2021), which shows that the effect of work-life balance on performance occurs more through psychological mechanisms, such as job satisfaction and psychological well-being. Employees who are able to achieve a balance between work and personal life tend to have higher levels of job satisfaction, which in turn leads to better performance. Furthermore, research by Rani, Kamalanabhan, and Mariappanadar (2022) found that job satisfaction acts as a significant intervening variable in the relationship between work-life balance and employee performance. This research indicates that

organizations that support work-life balance will increase employee satisfaction, ultimately contributing to increased productivity and work quality.

In the educational context, this research aligns with research by Wahyuni and Irawan (2023), who found that the influence of work-life balance on teacher performance is stronger when mediated by job satisfaction. Teachers who are able to maintain a balance between work demands and personal life tend to feel comfortable at work, have higher motivation, and demonstrate better performance in the learning process. This research finding is also supported by research by Rahmawati and Nugroho (2024), which shows that job satisfaction is an important mechanism bridging the relationship between work-life balance and employee performance in the public sector. This research explains that work-life balance creates positive working conditions, but its impact on performance only emerges when individuals feel satisfied with their jobs. Thus, the results of this study strengthen empirical evidence that job satisfaction plays a strategic role in explaining the relationship between work-life balance and teacher performance. The better a teacher's work-life balance, the higher their perceived job satisfaction, ultimately improving teacher performance. Therefore, school efforts to create work-life balance need to be directed at improving teacher job satisfaction so that the benefits can be reflected in optimal performance improvements.

CONCLUSION

This study aimed to analyze the effect of Work-Life Balance on Teacher Performance, with Job Satisfaction as a mediating variable. The results showed that Work-Life Balance had a positive and significant effect on Job Satisfaction. This finding indicates that the better a teacher's ability to balance the demands of work and personal life, the higher their perceived level of job satisfaction. Furthermore, Job Satisfaction was shown to have a positive and significant effect on Teacher Performance, indicating that teachers who are satisfied with their jobs tend to perform better in carrying out their professional duties and responsibilities.

However, Work-Life Balance did not have a significant direct effect on Teacher Performance. This result suggests that a balance between work and personal life for teachers does not necessarily directly improve performance. The effect of Work-Life Balance on Teacher Performance occurs through Job Satisfaction, which serves as a mediating variable. This finding confirms that Job Satisfaction acts as a full mediator in the relationship between Work-Life Balance and Teacher Performance. Therefore, improving Work-Life Balance will impact performance if it first improves teacher job satisfaction. Based on these findings, schools and educational stakeholders need to consider policies that support work-life balance for teachers, such as managing a proportional workload, providing flexibility in carrying out specific tasks, and creating a conducive work environment. Furthermore, efforts to increase job satisfaction through fair rewards, professional development opportunities, harmonious working

relationships, and organizational support need to be continuously enhanced, as these have been shown to contribute to improved teacher performance.

Further research is recommended to develop the research model by adding other variables that could potentially influence teacher performance, such as work motivation, organizational commitment, work engagement, principal leadership, and perceived organizational support. Future research could also expand the scope of respondents to different educational levels or regions to obtain more comprehensive results and a higher level of generalizability.

REFERENCES

- Agha, K., Azmi, F. T., & Irfan, A. (2017). Work-life balance and job satisfaction: An empirical study focusing on higher education teachers in Oman. *International Journal of Social Science and Humanity*, 7(3), 164–171.
- Ali, A. Y. S., Bin, L. Z., Piang, H. J., & Ali, Z. (2016). The impact of job satisfaction on employee performance. *International Journal of Accounting & Business Management*, 4(1), 19–28.
- Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V. (2020). Social exchange theory: A critical review with theoretical remedies. *Academy of Management Annals*, 14(1), 479–516. <https://doi.org/10.5465/annals.2018.0093>
- Haar, J. M., Russo, M., Suñe, A., & Ollier-Malaterre, A. (2014). Outcomes of work-life balance on job satisfaction, life satisfaction and mental health: A study across seven cultures. *Journal of Vocational Behavior*, 85(3), 361–373.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). Sage Publications.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Inuwa, M. (2016). Job satisfaction and employee performance: An empirical approach. *The Millennium University Journal*, 1(1), 90–103.
- Johari, J., Tan, F. Y., & Zulkarnain, Z. I. T. (2018). Autonomy, workload, work-life balance and job performance among teachers. *International Journal of Educational Management*, 32(1), 107–120. <https://doi.org/10.1108/IJEM-10-2016-0226>
- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376–407.
- Kitula, P. R., & Meney, D. (2025). Teacher job satisfaction and working environment: A systematic review of recent studies. *International Journal of Education Foundations*, 2(5), 485–492. <https://doi.org/10.33687/ijef.002.05.0074>
- Kundi, Y. M., Aboramadan, M., Elhamalawi, E. M. I., & Shahid, S. (2021). Employee psychological well-being and job performance: Exploring mediating and moderating mechanisms. *International Journal of Organizational Analysis*, 29(3), 736–754.
- Limon, İ., & Sezgin-Nartgün, Ş. (2020). Development of teacher job performance scale and determining teachers' job performance level. *Journal of Theoretical Educational Science*, 13(3), 564–590. <https://doi.org/10.30831/akukey.642340>

- Nabiila, N., & Riyanto, S. (2023). The effect of work-life balance on job satisfaction and employee performance. *Journal of Human Resource and Sustainability Studies*, 11(1), 1-15.
- Pradana, M., & Salehudin, I. (2022). Work-life balance and employee performance: The mediating role of job satisfaction. *Journal of Management Development*, 41(7), 521-535.
- Putri, A. N., & Frianto, A. (2021). Pengaruh work-life balance terhadap kinerja karyawan melalui kepuasan kerja sebagai variabel mediasi. *Jurnal Ilmu Manajemen*, 9(3), 978-989.
- Rahmawati, D., & Nugroho, M. A. (2024). The mediating role of job satisfaction in the relationship between work-life balance and employee performance. *Jurnal Manajemen dan Organisasi*, 15(1), 35-49.
- Rani, N., Kamalanabhan, T. J., & Mariappanadar, S. (2022). Work-life balance, job satisfaction and employee performance: A mediation model. *South Asian Journal of Human Resources Management*, 9(2), 215-232.
- Republic of Indonesia. (2005). *Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers*. Government of the Republic of Indonesia.
- Riffay, A. (2019). Pengaruh keseimbangan kehidupan kerja (*work life balance*) dan kepuasan kerja terhadap komitmen organisasi guru SD Negeri di Kecamatan Kota Masohi. *Jurnal Ilmiah Wahana Pendidikan*, 5(3), 39-47. <https://doi.org/10.5281/zenodo.3360415>
- Spector, P. E. (1994). *Job satisfaction survey*. Department of Psychology, University of South Florida.
- Sari, D. P., & Hadijah, H. S. (2021). Pengaruh kepuasan kerja terhadap kinerja guru. *Jurnal Pendidikan Manajemen Perkantoran*, 6(1), 1-10.
- Sari, R., Nugraheni, R., & Hidayat, W. (2024). The role of job satisfaction in mediating work-life balance and employee performance. *Jurnal Manajemen dan Organisasi*, 15(1), 35-48.
- Sarstedt, M., Hair, J. F., Cheah, J. H., Becker, J. M., & Ringle, C. M. (2021). How to specify, estimate, and validate higher-order constructs in PLS-SEM. *Australasian Marketing Journal*, 29(3), 197-211. <https://doi.org/10.1016/j.ausmj.2020.07.001>
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71-97.
- Wang, L., Khatibi, A., & Tham, J. (2025). A review of literature research on teachers' job satisfaction and its effect on job performance. *Frontiers in Business, Economics and Management*. <https://doi.org/10.54097/4fpc0260>
- Wahyuni, S., & Irawan, A. (2023). Pengaruh work-life balance terhadap kinerja guru dengan motivasi kerja sebagai variabel intervening. *Jurnal Manajemen Pendidikan*, 12(2), 145-156.
- Waworuntu, E. C., Kainde, S. J. R., & Mandagi, D. W. (2022). Work-life balance, job satisfaction and performance among millennial and Gen Z employees: A systematic review. *Society*, 10(2), 384-398. <https://doi.org/10.33019/society.v10i2.464>
- Widyantoro, A., Alsamiri, Y., Priyana, J., & Putro, N. P. S. (2024). Indonesian EFL teachers' job satisfaction profile. *Jurnal Cakrawala Pendidikan*, 43(1), 216-225. <https://doi.org/10.21831/cp.v43i1.58054>