



The Mediating Roles on Job Stress and Job Satisfaction of Teachers' Work-Life Balance In Higher Education of Chengdu, China

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Abstract:

This mixed method research aims to explore the effects of work, family and social factors on the work-life balance of university teachers in Chengdu. To investigate the mediating role of job stress and job satisfaction among work, family and society in the work-life balance of university teachers in Chengdu. To cultivate the balance between work and life of university teachers in Chengdu, and improve the quality of life of university teachers. This study used a mixed research approach, using questionnaires and semi-structured interviews in the survey. A questionnaire survey was conducted among 381 college teachers in Chengdu, Sichuan Province, China, and a semi-structured interview was conducted among 15 college teachers. SEM were used to analyze the questionnaire data. Research shows that university teachers' job satisfaction is positively correlated with work-life balance. When teachers are satisfied with their work, they are more likely to have a better balance between their work and personal lives. High levels of job stress can have a negative impact on the work-life balance of university teachers. Increased stress levels can disrupt the balance between work and personal life, leading to imbalance. Maintaining good physical and mental health is essential to achieving a work-life balance. A positive work environment is conducive to work-life balance. Fair and equitable treatment by employers has a positive impact on the work-life balance of university teachers. Maintaining good relationships with colleagues, friends and family members can improve the work-life balance of university teachers. The higher the level of motivation and enthusiasm of university teachers, the better the work-life balance. It is suggested that university teachers should manage work pressure and give priority to physical and mental health. The government and universities should create a positive working environment, fair treatment, cultivate interpersonal relationships, maintain work motivation and enthusiasm, and actively pursue work-life balance for university teachers.

Keywords: Work-life Balance, Job Stress, Job Satisfaction, Teacher, Higher Education.

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1. INTRODUCTION

At the heart of education lies life itself—education is intricately woven into the fabric of life, drawing nourishment from its essence. In this context, teachers assume the roles of guides, mentors, and trailblazers in the realm of life. Elevating the quality of teachers' professional lives serves as the bedrock and driving force behind their pivotal responsibilities. The imperative of prioritizing the well-being of teachers extends beyond being a mere focal point warranting attention; it stands as a critical issue necessitating comprehensive resolution (Kirk & Wall, 2010). In the context of mounting employment pressures faced by college students and the myriad challenges concerning the enhancement of their academic proficiency, society is progressively amplifying its focus on the quality of higher education. Consequently, institutions of higher learning are prioritizing quality teaching as a paramount objective (Johari et al., 2018). Scholars have increasingly directed their attention towards examining the quality of teachers' work lives, and a number of research studies have been conducted in this area. However, there remains a notable gap in comprehensive and authoritative research specifically pertaining to the quality of work life among teachers (Rani et al., 2011). In light of society's rapid evolution, the emergence of a new generation of students has presented educators with fresh challenges. This cohort of students exhibits a penchant for celebrity culture, experiences indulgence from their parents, and navigates a job market characterized by perpetual flux. Consequently, the work pressure on college teachers continues to intensify (Blackburn et al., 2017). Job stress and job satisfaction represent prevalent issues within the realm of higher education, exerting a substantial influence on both educators and educational institutions. The deleterious effects of job stress on teachers' performance and mental well-being in higher education are well-documented. Teachers in this sector are frequently tasked with a multifaceted role encompassing teaching, research, and administrative responsibilities, creating a complex web of academic and managerial pressures. The culmination of heavy teaching loads, research demands, student evaluations, and the competitive academic milieu, compounded by the evaluative framework for professional titles, can engender excessive work pressure among teachers. This heightened strain not only compromises teaching quality but also jeopardizes personal health. A survey conducted by the Hangzhou Institute of Education on the psychological well-being of teachers in Hangzhou revealed that 13% of respondents grappled with various psychological issues, including anxiety, palpitations, and neurasthenia, largely attributed to overwhelming workloads and stress (Hartinah et al., 2020).

Extensive literature review and comparative analysis of works by eminent scholars have illuminated numerous investigations delving into the essence of teachers' work-life balance, its constituent elements, and the factors shaping it. However, a discernible dearth of empirical research is evident with regard to teachers' work-life in colleges and universities within a specific region of China, as well as the corresponding strategies aimed at enhancing job stress, job satisfaction, and work-life balance among higher education educators in the country.

2. RESEARCH QUESTIONS

1. What are the factors impact on working balance of teacher in higher education in Chengdu, China?
2. What are the mediating roles of job stress and job satisfaction between work, family and social of work-life balance of higher education teachers in Chengdu, China?
3. How is work-life balance of higher education teachers in Chengdu, China developed?

RESEARCH OBJECTIVES

1. To explore the impact of factors of work-life balance of higher education teachers in Chengdu, China.
2. To study the mediating roles of job stress and job satisfaction between work, family and social of work-life balance of higher education teachers in Chengdu, China.
3. To develop work-life balance of higher education teachers in Chengdu, China.

3. LITERATURE REVIEW

This study based on the spillover theory, demand-control model, conservation of resources theory,

conflict theory, expectancy theory, and equity theory.

3.1 WORK-LIFE BALANCE CONCEPT

In the late 1960s, Irving Bluestone, a prominent figure in the General Motors union, introduced and defined the concept of Quality of Work-life (QWL). Enhancing QWL not only fosters a positive organizational culture but also enhances organizational effectiveness (TS, 2022). A significant milestone in QWL theory occurred during the International Conference on Work-life balance in New York City, held from September 24 to 29, 1972. This event emphasized the need to integrate scholarly research on Work-life balance into a coherent theoretical framework, prompting the establishment of the International Council for Quality of Work-life (ICQWL) (Riansari et al., 2020). The conference underscored the importance of consolidating research on Work-life balance and creating a robust theoretical framework, leading to the formation of the International Committee on Quality of Work-life (ICQWL) in August 1973. Its primary objective was to bolster research efforts and facilitate information exchange on the quality of working life (Punia & Kamboj, 2013).

The World Health Organization has outlined six dimensions of Quality of Life (QOL): physical functioning, mental well-being, independence, social relationships, living environment, and spiritual beliefs. These dimensions encompass a total of 24 subcategories. Health-related quality of life primarily assesses the physical and mental well-being of individuals, extending to their functional status in social roles (McCrary et al., 2022).

3.2 WORK DIMENSION

The work environment is defined as the physical, social and psychological conditions under which work is carried out, including factors such as the physical layout of the workplace, equipment, policies and interpersonal relationships (Saeed & Farooqi, 2014).

Research in the field of human resources has extensively examined the relationship between the working environment and job satisfaction. The physical attributes of the workplace, such as lighting, noise levels, office layout, and amenities, are known to have an impact on job satisfaction. A comfortable and well-designed physical environment can positively contribute to a more satisfying work experience, ultimately enhancing overall job satisfaction. Indeed, the physical workplace has a direct influence on the morale and productivity of employees, as it affects the perception of their job and their overall well-being. With extensive research indicating that job satisfaction is a critical factor in the performance of employees, it is essential for organizations to prioritize creating a positive and comfortable working environment as a tool to motivate and retain their workforce. (Santiago & Carvalho, 2008). The social dynamics within the workplace strongly influence job satisfaction, including relationships with colleagues, teamwork, and supervisor support. A positive social environment characterized by effective communication, respect, and collaboration fosters job satisfaction. Additionally, having autonomy and control over one's work contributes to increased satisfaction. When employees feel empowered to make decisions and contribute to organizational goals, they experience fulfillment. Finally, a supportive working environment that promotes work-life balance enhances job satisfaction (Aruldoss et al., 2021). Creating a positive working environment involves providing flexibility in work schedules, offering family-friendly policies, and encouraging a healthy work-life integration. Such measures lead to enhanced employee well-being and job satisfaction. Moreover, a positive working environment should also offer opportunities for employees to learn, grow, and develop their skills. Providing access to training, professional development programs, and career advancement opportunities can significantly enhance job satisfaction. Recognizing and rewarding employees for their efforts and achievements is also a crucial factor. Employees appreciate being valued, appreciated, and fairly compensated for their work, and this recognition significantly contributes to their job satisfaction. In summary, enhancing job satisfaction involves creating a positive working environment with flexible work schedules, family-friendly policies, and a healthy work-life integration. It also involves providing opportunities for employees to learn, grow, and develop their skills and recognizing and rewarding their efforts and achievements. These measures will not only lead to more satisfied employees but also boost their productivity and retention. (Raziq & Maulabakhsh, 2015).

In the study of human resource management, the relationship between work treatment and job

satisfaction is a significant area of focus. Work treatment refers to how employees are treated in the workplace, particularly in terms of fairness, respect, and support. Fair treatment plays a crucial role in job satisfaction. When employees perceive that they are treated fairly in areas such as promotions, rewards, workload distribution, and decision-making processes, it positively affects their job satisfaction (View & Farooqi, 2014). Conversely, perceived unfairness can lead to dissatisfaction. Being treated with respect and dignity is essential for job satisfaction. When employees feel respected by their supervisors, colleagues, and the organization as a whole, they are more likely to have higher levels of job satisfaction. On the other hand, disrespectful treatment, such as bullying or discrimination, can have a detrimental effect on job satisfaction.

A supportive work environment that provides resources, assistance, and encouragement contributes to job satisfaction (Sorensen & McKim, 2014). When employees receive support from their supervisors and colleagues, have access to necessary tools and information, and feel that their well-being is valued, it enhances their overall job satisfaction. Open and honest communication between employees and management can impact job satisfaction. When employees feel well-informed about changes, have opportunities to express their opinions, and are involved in decision-making processes, it can positively influence their satisfaction with their job and the organization (Blackburn et al., 2017).

In summary, the following hypothesis is proposed:

H1: Working Environment has a significant positive impact on job stress.

H2: Work Treatment has a significant positive impact on job stress.

H3: Working Environment has a significant positive impact on job satisfaction.

H4: Work Treatment has a significant positive impact on job satisfaction.

3.3 FAMILY DIMENSION

Physical and Mental Health is defined as the overall health and functioning of the body, including organs, systems, and physiological processes.

Maintaining a harmonious work-life balance is indispensable for promoting physical and mental well-being. When individuals have the opportunity to engage in personal activities, pursue hobbies, and unwind, their overall job satisfaction tends to increase. Employers can facilitate work-life balance by implementing flexible working hours, incorporating remote work options, and actively encouraging employees to take regular breaks (Saeed & Farooqi, 2014).

The nature of job tasks and the level of autonomy granted to employees significantly impact their job satisfaction and overall welfare. Jobs that afford individuals a sense of control, opportunities for decision-making, and varied responsibilities are commonly linked to heightened levels of job satisfaction. Conversely, roles that are monotonous, lacking in autonomy, or excessively demanding can contribute to heightened stress levels, burnout, and diminished job satisfaction. Equally important, providing avenues for professional growth and development can have a positive bearing on job satisfaction (Saeed & Farooqi, 2014). When employees perceive that they have avenues for career advancement, skill enhancement, and continuous learning, they are more inclined to experience satisfaction and motivation within their existing role. Employers can facilitate employee growth by instituting training initiatives, mentorship programs, and transparent career progression frameworks. Cultivating favorable relationships and connections within the workplace can exert a substantial influence on mental well-being and job satisfaction (Blackburn et al., 2017).

Work motivation and enthusiasm can stem from both intrinsic and extrinsic factors. Given the inherent diversity of individuals, it is imperative to comprehend the unique motivational and enthusiastic triggers of employees and tailor initiatives accordingly (Mangkunegara & Octorend, 2015). Employees are prone to achieving elevated levels of job satisfaction when they are instilled with inspiration and motivation, while simultaneously benefiting from a positive and supportive work environment characterized by a collaborative atmosphere. An interdependent, reinforcing relationship is frequently witnessed between motivation, enthusiasm, and job satisfaction. Employees who experience considerable satisfaction are predisposed to sustain their motivation and enthusiasm, thereby persisting in their pursuit of excellence, ultimately augmenting their job satisfaction. On the contrary, individuals

with low levels of satisfaction may encounter waning motivation and enthusiasm, subsequently diminishing job performance and overall satisfaction.

Therefore, hypotheses are proposed in this study:

H5: Physical and mental health has a significant positive impact on job stress.

H6: Work motivation and enthusiasm has a significant positive impact on job stress.

H7: Physical and mental health has a significant positive impact on job satisfaction.

H8: Work motivation and enthusiasm has a significant positive impact on job satisfaction.

3.4 SOCIAL DIMENSION

Interpersonal relationship is defined as the dynamic connection or interaction between two or more individuals. It involves the ways in which people perceive, communicate, and relate to each other on a personal and social level (Droogenbroeck et al., 2014). Interpersonal relationships take many forms, including friendships, romantic relationships, family relationships, professional relationships.

Job satisfaction can impact social relationships outside of work. When individuals are content with their jobs, they may have a more positive outlook and be more engaged and present in social interactions. This can lead to stronger friendships, better communication with family members, and a greater sense of connectedness in social networks (Bakiev, 2013). Furthermore, high job satisfaction can contribute to overall life balance. When individuals find meaning and fulfillment in their work, they are more likely to feel a sense of harmony between their professional and personal lives (Nwinyokpugi et al., 2019). This can lead to increased satisfaction and well-being in both areas, allowing individuals to allocate time and energy to various aspects of their lives according to their priorities.

In summary, the following hypothesis is proposed:

H9: Interpersonal relationship has a significant positive impact on job stress.

H10: Interpersonal relationship has a significant positive impact on job satisfaction.

H11: Job stress has a significant positive impact on Work-life balance of higher education teachers in Chengdu, China.

H12: Job satisfaction has a significant positive impact on Work-life balance of higher education teachers in Chengdu, China.

H13: The mediating role of job stress has a significant positive impact on work, family, social and Work-life balance.

H14: The mediating role of job satisfaction has a significant positive impact on work, family, social and Work-life balance.

4. CONCEPTUAL FRAMEWORK

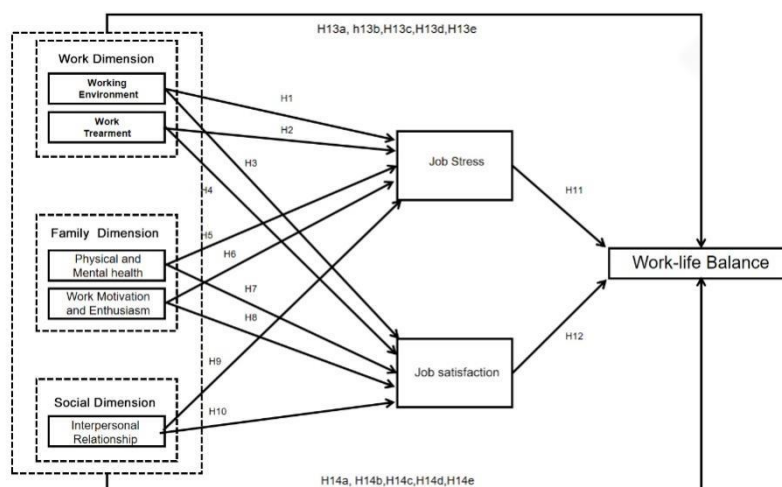


FIGURE 1 Conceptual framework

5. RESEARCH METHOLOGY

5.1 RESEARCH DESIGN

A research design is a "mixed method" about a study and should be seen as a plan that guides the researcher throughout the process of collecting, analyzing, and interpreting information (Williams & Shepherd, 2017). The study commenced with a quantitative investigation that delved into the work-life balance of college teachers in the Chengdu region using a questionnaire, aiming to obtain an objective assessment of the work quality of college educators. Subsequently, a qualitative approach was adopted through the utilization of semi-structured interviews to delve deeper into the subject matter.

5.2 RESEARCH PARTICIPANTS AND SAMPLING METHOD

According to the Education Administration Department of Chengdu, Sichuan Province, China, there are 57 institutions of higher learning in Chengdu, Sichuan Province, China, including 13 universities and 44 colleges, with approximately 41,000 full-time faculty members (Zhang, 2023).

This study employs each higher education teacher in Chengdu as a sample unit to effectively fulfill the research objectives. The combined number of teachers in the university and college categories is 41,000, with a total sample size of 381. The allocation of sample sizes is proportionate to the teacher count in each respective school type. Among the total count, there are 18,000 university teachers, making the proportional sample size 167. Additionally, there are 23,000 college teachers, resulting in a proportional sample size of 214.

The confidence level serves as a metric to gauge the accuracy of a sample in representing the wider population under study within a specified confidence interval. Typically, commonly employed confidence levels include 90%, 95%, and 99%. For this study, a confidence level of 95% was selected to guide the research analysis and interpretation (Teigen & Jørgensen, 2005). Margin of Error was chosen to be 5% in this study. Population Proportion is 50% and Population Size is 41000, so the result of sample size is 381.

5.3 VALIDITY AND RELIABILITY

In this study, the content validity, Cronbach's Alpha reliability, and construct validity of the research tool were all found to meet the standard requirements through rigorous data analysis. The assessment of content validity involved the input of 5 experts, which provided valuable insights into the extent to which the sample, selected for one or more tool projects, encompassed a comprehensive range of content (Zamanzadeh et al., 2015).

5.4 STATISTICS DESCRIPTIVE

Descriptive statistics are mainly used in the analysis of demographic information. Hypothesis testing of SEM and CFA were used for Inferential statistics. SPSS 25.0 and AMOS 24.0 were used to complete Inferential statistics.

6. RESULTS

6.1 CENSUS DATA

Census data analysis is the procedure of utilizing information obtained from a census to infer and make well-informed choices.

TABLE 1 Results of census data analysis

Demographic Data (N=381)		Frequency	Percentage
Gender	Male	148	38.8%
	Female	233	61.2%
Age	Under 30 years old	162	42.5%
	30-50 years old	127	33.3%
	over 50 years old	92	24.2%
	1-5 years	150	39.4%
	6-10 years	112	29.4%

Teaching experience	11-20 years	61	16.0%
	More than 20 years	58	15.2%
Title	elementary	68	17.8%
	Intermediate	177	46.5%
	Senior	97	25.5%
Occupation	Other	39	10.2%
	full-time teacher	188	49.3%
	administration	73	19.2%
	teacher and administration	103	27.0%
	other	17	4.5%
Working hours per day	less than 8 hours	93	24.4%
	8-10 hours	162	42.5%
	10-12 hours	89	23.4%
	more than 12 hours	37	9.7%

6.2 CONFIRMATORY FACTOR ANALYSIS (CFA)

Confirmatory Factor Analysis (CFA) is a statistical technique used in quantitative research to confirm the factor structure of observed variables. Fit indices such as the chi-square test, Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA) assess how well the specified model fits the observed data. A better-fitting model indicates that the observed data aligns well with the hypothesized factor structure. In the first CFA process, it was found that the Goodness of Fit did not meet the standard value.

Table 2 Adjusted Measurement Model - Comparison of Goodness of Fit Measures

Index	Acceptable Value	Before Adjusted	After Adjusted
Tucker–Lewis index	TLI > 0.90	0.836	0.911
Normed fit index	NFI > 0.90	0.807	0.876
Comparative fit index	CFI > 0.90	0.849	0.921
Goodness-of-fit index	GFI ≥ 0.80	0.739	0.833
Adjusted goodness-of-fit index	AGFI ≥ 0.80	0.702	0.803
Root mean square residual	RMR < 0.05	0.041	0.029
Root-mean-square error of approximation	RMSEA < 0.08	0.087	0.063
CMIN/DF	CMIN/DF < 3	3.850	2.531

By adjusting, all Goodness of Fit values exceeded the standard. TLI=0.911, NFI=0.876, CFI=0.921, GFI=0.833, AGFI=0.803, RMR=0.029, RMSEA=0.063, CMIN/DF=2.531.

Convergent validity

In order to demonstrate convergent validity, researchers utilized composite reliability (CR) and average variance extracted (AVE), as stated by Hair et al. (2013). Therefore, this study employed CR to assess convergence efficiency and AVE. CR values range from 0 to 1, indicating composite dependability. Higher values indicate greater confidence. All composite components exhibited CR values exceeding 0.7, implying accurate and consistent representation of their respective structures (Rauniar et al., 2013). A composite reliability value of 0.60 or above is deemed appropriate. AVE ranges from 0 to 1, and Asyraf and Afthanorhan (2013) suggest an AVE value exceeding 0.50 to ensure convergent validity.

Table 2 CR and AVE

Latent Variable	Measurement Variable	UnStd.	S.E.	C.R.	P	Estimate	CR	AVE
Interpersonal relationship	IR1 The students can respect the teachers.	1				0.735		
	IR2 The students can actively cooperate with the teaching.	1.327	0.076	17.553	***	0.927	0.890	0.732
	IR3 Parents are able to cooperate with my teaching.	1.19	0.068	17.441	***	0.893		
Job satisfaction	JSA1 I am satisfied with being a teacher in this school.	1				0.804		
	JSA2 I feel good at work.	1.191	0.054	22.083	***	0.938		
	JSA3 My work inspires me.	1.058	0.057	18.676	***	0.851	0.933	0.737
	JSA4 I am proud of the work I do.	1.058	0.055	19.144	***	0.849		
	JSA5 I am going to continue teaching as long as I can.	1.067	0.056	19.208	***	0.845		
Job stress	JST1 I believe that excessive workload is a source of job stress.	1				0.866		
	JST2 I think excessive class size is a source of job stress.	1.019	0.039	26.417	***	0.918		
	JST3 I think being responsible for students' grades is a source of job stress.	1.071	0.039	27.175	***	0.932	0.959	0.826
	JST4 I think student misbehavior is a source of job stress.	1.031	0.037	28.06	***	0.935		
	JST5 Overall, I believe that working as a teacher is stressful.	0.964	0.04	24.118	***	0.89		
Physical and mental health	PM1 For the last month, I have been sleeping very well.	1				0.811		
	PM2 I have had physical pain or discomfort (e.g., lumbar and cervical discomfort, tinnitus, chest tightness, etc) in the last month.	0.902	0.058	15.67	***	0.75	0.892	0.675
	PM3 I think I am currently in better health compared to my peers.	1.097	0.057	19.31	***	0.901		
	PM5 Every morning I look forward to my day.	0.986	0.063	15.768	***	0.818		
Work-life balance	WB1 I have my own principles of operations	1				0.698		
	WB2 The members of my family always make me realize that they are happy with my role.	1.077	0.076	14.156	***	0.79		
	WB3 Family issues do not hinder my ability to perform effectively at work.	1.127	0.077	14.694	***	0.816	0.862	0.557
	WB4 I like spending my time at office rather than at home.	1.016	0.08	12.711	***	0.706		
	WB5 I generally feel that I am able to balance my work and life.	0.994	0.078	12.817	***	0.713		
Working Environment	WE1 The school provides electronic whiteboards for teachers to teach interactively.	1				0.685		
	WE2 The school subscribes to many educational and teaching journals for teachers to read.	1.416	0.09	15.746	***	0.921		
	WE3 The school ordered a wealth of teaching aids for teachers to use.	1.261	0.09	13.983	***	0.793	0.877	0.591
	WE4 My work environment (workplace and working conditions) is very good.	1.055	0.088	12.048	***	0.677		
	WE5 The school provides too few recreational and sports facilities for teachers.	1.119	0.085	13.193	***	0.743		
Work motivation and enthusiasm	WM1 I can make full use of my knowledge and skills in my work.	1				0.938		
	WM2 My teaching is very fulfilling.	0.959	0.032	29.757	***	0.893	0.941	0.762
	WM3 Because of the exam ranking, there is fierce competition among colleagues.	0.892	0.036	24.469	***	0.832		
	WM4 I would be happy to stay at this school in the future.	0.79	0.036	21.917	***	0.743		

	WM5	I can get recognition and praise from others in my work.	1.001	0.028	36.023	***	0.942		
	WT1	I am paid less than I give.	1				0.9		
	WT2	My income can meet normal living expenses.	0.813	0.052	15.726	***	0.749		
Work Treatment	WT3	The school has a better benefits package.	0.754	0.055	14.945	***	0.708	0.863	0.560
	WT4	The unit appraisal system (performance appraisal, salary allocation) is fair and reasonable.	0.707	0.051	13.773	***	0.653		
	WT5	I get paid competitively.	0.792	0.049	16.184	***	0.709		

From the data in the above table, it can be found that the AVE values of all items are greater than 0.50, and the CR values of all items are greater than 0.6, meeting the requirements of convergent validity.

2. Discriminant validity

Discriminant validity was assessed by comparing the square root of the average variance extracted for each factor with the correlation coefficient between factors, as proposed by Fornell and Larcker (1981). In all factor pairings, the square root of the extracted mean variance for a particular component exceeded the correlation coefficient with other factors. This indicates the validity of their distinctiveness, as stated by Fornell and Larcker (1981). Consequently, all items meet the criteria for discriminant validity. As a final step in validating the measurement model, a discriminant validity analysis was conducted, examining the average variance extracted (AVE) and squared construct correlations for each construct. All structures exhibited an AVE exceeding the required threshold of 0.5. In terms of discriminant validity, the correlations between constructs were lower than the square root of their respective AVE values. This demonstrates a satisfactory distinction between the constructs.

Table 4.9 Discriminant Validity Evaluation Statistics

	AVE	WT	WM	IR	WE	PM	JSA	JST	WB
WT	0.560	0.748							
WM	0.762	0.17	0.873						
IR	0.732	0.489	0.159	0.856					
WE	0.591	0.272	0.108	0.448	0.769				
PM	0.675	0.382	0.109	0.542	0.379	0.822			
JSA	0.737	0.424	0.223	0.489	0.433	0.54	0.858		
JST	0.826	0.325	0.279	0.367	0.337	0.314	0.3	0.909	
WB	0.557	0.326	0.22	0.372	0.336	0.37	0.558	0.579	0.746

Note: The square root of the average variance extracted is used to calculate diagonal values. The correlations between the components are represented by the remaining values.

When assessing discriminant validity using Composite Reliability (CR) and Average Variance Extracted (AVE), there are specific criteria to consider. The following are commonly used guidelines:

CR (Composite Reliability): The CR values for each construct should be greater than 0.7 to indicate adequate internal consistency and reliability. Higher CR values indicate higher confidence in the measurements. From the results of data analysis, it was found that the CR value of each construct was greater than 0.7, where the maximum value was 0.959 and the minimum value was 0.862.

AVE (Average Variance Extracted): The AVE values for each construct should be greater than 0.5 to demonstrate convergent validity. AVE represents the amount of variance captured by the construct compared to measurement error. Higher AVE values indicate a better representation of the construct. Through data analysis, it is found that the AVE value of each construct in this study is greater than 0.5, with the maximum value of 0.826 and the minimum value of 0.557, which meets the requirements.

Discriminant validity between constructs: To assess discriminant validity, the correlation between constructs should be lower than the square root of the AVE for each construct. This indicates that the constructs capture more unique variance than shared variance. The data in Table 4.9 shows that the square root of the AVE for each construct is greater than the correlation between constructs, which meets the requirement.

Based on the modification Indices data provided by the AMOS software, the model was modified by deleting the PM4, IR4, and IR5 items. At the same time, some items showed some correlations, which all appeared within the corresponding same dimension, so the correlations shown were reasonable. After going through the modifications to the model, the new model is shown below.

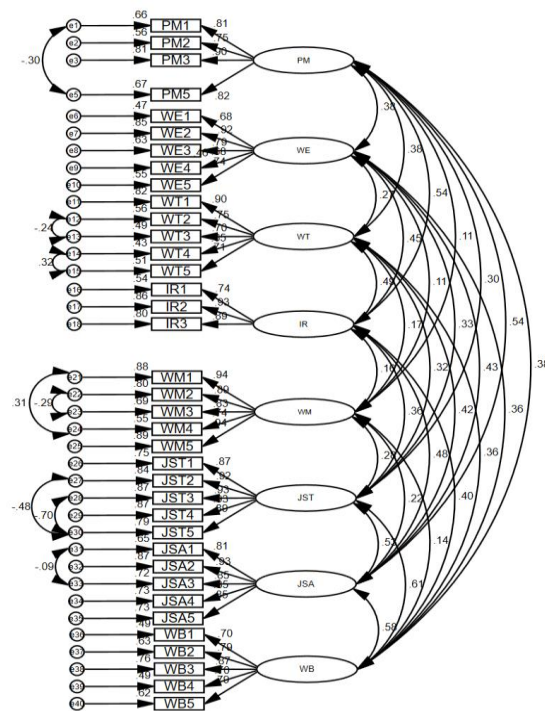


FIGURE 2 Adjusted Measurement Model with Standardized Loadings

By adjusting, all Goodness of Fit values exceeded the standard. TLI=0.913, NFI=0.878, CFI=0.923, GFI=0.833, AGFI=0.802, RMR=0.024, RMSEA=0.063, CMIN/DF=2.499.

6.3 STRUCTURAL EQUATION MODEL (SEM)

The result of the first SEM did not reach the standard value of Goodness of Fit. where TLI=0.836, NFI=0.807, CFI=0.849, GFI=0.739, AGFI=0.702, RMR=0.041, RMSEA=0.087, CMIN/DF=3.850. By adjusting, all Goodness of Fit values exceeded the standard. TLI=0.911, NFI=0.876, CFI=0.921, GFI=0.833, AGFI=0.803, RMR=0.029, RMSEA=0.063, CMIN/DF=2.531.

6.4 HYPOTHESIS TESTING RESULT

The regression weights and R^2 variances were used to calculate the significance for each variable in the study matrix.

TABLE 3 Hypothesis Result of the Structural Equation Model

Hypotheses	Paths	Std.(β)	S.E.	Unstd.	t-value	Accepted / Rejected
H1	WE→JST	0.181	0.074	0.238	3.215***	Accepted
H2	WT→JST	0.138	0.057	0.134	2.34*	Accepted
H3	WE→JSA	0.197	0.066	0.248	3.748***	Accepted
H4	WT→JSA	0.166	0.050	0.154	3.064**	Accepted
H5	PM→JST	0.099	0.058	0.046	1.635	Rejected
H6	WM→JST	0.204	0.047	0.200	4.266***	Accepted
H7	PM→JSA	0.32	0.054	0.293	5.43***	Accepted
H8	WM→JSA	0.119	0.041	0.111	2.711**	Accepted
H9	IR→JST	0.132	0.081	0.158	1.957	Rejected
H10	IR→JSA	0.127	0.072	0.145	2.025*	Accepted
H11	JST→WB	0.453	0.046	0.367	7.981***	Accepted
H12	JSA→WB	0.422	0.051	0.358	7.078***	Accepted

Note: * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$.

From the results of the analysis of the hypotheses, H5 and H9 failed to reach the level of significance, saying that the hypotheses were rejected. Each of the other hypothesis P-value reached the significant level.

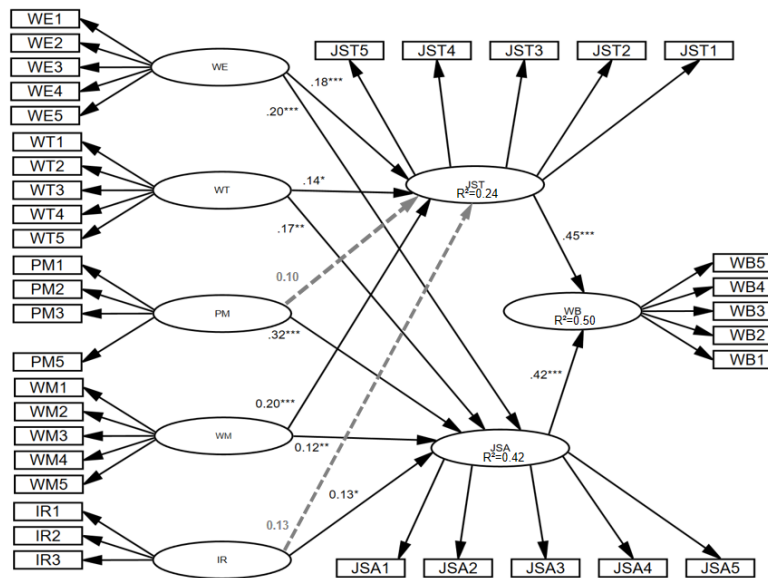


FIGURE 3 Visualization of a structural model with normalized loads

Note: * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$.

6.5 MEDIATING EFFECTS

Hypothesis	IV	Mediator	DV	Direct	Indirect	Total effect	P
H13a	WE	JST	WB	0.252 ($t=4.892$)	0.121 ($t=3.979$)	0.373	0.001
H13b	WT	JST	WB	0.204 ($t=4.202$)	0.102 ($t=3.662$)	0.306	0.001
H13c	PM	JST	WB	0.139 ($t=2.870$)	0.013 ($t=2.571$)	0.152	0.082
H13d	WM	JST	WB	0.280 ($t=5.112$)	0.167 ($t=4.581$)	0.447	0.001
H13e	IR	JST	WB	0.172 ($t=2.880$)	0.017 ($t=2.63$)	0.189	0.070
H14a	WE	JSA	WB	0.252 ($t=4.892$)	0.144 ($t=4.199$)	0.396	0.001
H14b	WT	JSA	WB	0.204 ($t=4.202$)	0.117 ($t=3.404$)	0.321	0.001
H14c	PM	JSA	WB	0.139 ($t=2.870$)	0.108 ($t=3.301$)	0.247	0.003
H14d	WM	JSA	WB	0.280 ($t=5.112$)	0.129 ($t=3.735$)	0.409	0.001
H14e	IR	JSA	WB	0.172 ($t=2.880$)	0.132 ($t=3.902$)	0.304	0.001

From the table, it can be seen that the estimated value of total effect of IR on WB is 0.189, $P=0.070$ effect is not significant; the estimated value of direct effect of IR on WB is 0.172, $t=2.880$, and the estimated value of indirect effect of IR on WB is 0.017, $t=2.630$, and the interval does not contain zero. The confidence intervals for the total effect of IR, the direct effect and the indirect effect of WB do not

contain zero, but the mediation effect is not significant, based on the results of data analysis, hypothesis H13c is not valid. contain zero, but the mediation effect is not significant, and based on the results of the data analysis, hypothesis H13e is not valid.

Table shows that the total effect estimate of IR on WB is 0.304, $P=0.001$, the effect is significant; the direct effect estimate of IR on WB is 0.172, $t=2.880$, and the indirect effect estimate of IR on WB is 0.132, $t=3.902$, the interval does not contain 0, which indicates that the indirect effect is significant. The confidence intervals for the total, direct and indirect effects of IR on WB do not contain 0, indicating that the mediating effect is significant and partially mediated. The confidence intervals for the total, direct and indirect effects of IR on WB did not contain 0, indicating that the mediating effect was significant and partially mediated. Based on the results of data analysis, hypothesis H14e is supported.

7. DISCUSSION

Based on the questionnaire results, it was found that Working Environment has a significant, positive effect on job stress. The standardized path coefficient of Working Environment on job stress was calculated at 0.18, with $P < 0.001$, indicating that Working Environment has a considerable, positive impact on job stress. Therefore, it is evident that Working Environment plays a crucial role in contributing to job stress among college teachers (Stansfeld & Candy, 2006).

The standardized path coefficient of Work Treatment on job stress was determined to be 0.14, with a significance level of $P < 0.05$, demonstrating a statistically significant positive influence of Work Treatment on job stress. Previous research has highlighted the critical role of how college teachers are treated within their work environment in shaping their levels of job stress (Masterson et al., 2000). When teachers experience fair and respectful treatment from their colleagues, supervisors, and the institution, it not only enhances their job satisfaction but also contributes to a reduction in job stress levels. When teachers receive fair and respectful treatment from their colleagues, supervisors, and the institution itself, it positively impacts their overall job satisfaction and helps reduce job stress (Shigemii et al., 1997). The conclusions of the quantitative study are consistent with the results of previous studies (Masterson et al., 2000; Babatunde & Zhao, 2007).

Positive interpersonal relationships, effective collaboration, and a culture of respect and recognition within the working environment contribute significantly to a sense of belonging and fulfillment for teachers, which positively impacts their overall job satisfaction (Stansfeld & Candy, 2006). Additionally, a well-organized and efficient working environment can streamline tasks, reduce unnecessary stressors, and thus lead to increased job satisfaction. Access to appropriate resources, technological support, and administrative systems that facilitate their daily work processes can reduce frustration and inefficiencies and consequently increase job satisfaction (Raziq & Maulabakhsh, 2015).

It is worth considering that Work Treatment influences the overall organizational culture and climate within educational institutions. A culture that promotes fairness, inclusivity, and ethical conduct creates a positive work environment that supports the well-being and job satisfaction of college teachers (Bambling et al., 2006). Conversely, a negative work treatment environment characterized by favoritism, discrimination, or lack of transparency can significantly affect job satisfaction and contribute to increased job stress and dissatisfaction. Overall, the effects of Work Treatment on organizational culture and climate within educational institutions are critical factors that shape job satisfaction among college teachers.

Physical and mental health are foundational components of an individual's overall well-being. While their direct impact on job stress within the context of college teachers may not attain statistical significance within the current framework, this finding diverges from previous research (Llena-Nozal et al., 2004). This highlights the necessity to delve into and comprehend the multidimensional and context-specific nature of job stress, considering the interplay of various factors within the work environment and individual characteristics.

The considerable positive influence of work motivation and enthusiasm on job stress within the context of college teaching emphasizes the significance of intrinsic motivational factors in shaping

individuals' experiences and responses to work-related challenges (Buist-Bouwman et al., 2005). By promoting a positive and proactive mindset, fostering resilience, and cultivating a supportive work environment, high levels of work motivation and enthusiasm can serve as crucial elements in mitigating the impact of job stress and nurturing a healthier work-life balance for college teachers. These outcomes align with previous studies (Klassen & Chiu, 2010).

Furthermore, physical and mental health can influence job satisfaction through their impact on work-life balance and overall life satisfaction (Dave et al., 2008). When college teachers prioritize their well-being and engage in self-care practices, they are better equipped to manage the demands of their professional and personal lives. This equilibrium diminishes the likelihood of work-related stressors infiltrating their personal lives, thereby enhancing overall life satisfaction and, consequently, job satisfaction.

Moreover, work motivation and enthusiasm can contribute to a sense of autonomy and control. When college teachers are intrinsically motivated and enthusiastic about their work, they are more likely to feel a sense of ownership and enjoyment in their teaching responsibilities (Lantara, 2019). This, in turn, can lead to a greater perception of control over their work activities, decision-making processes, and the ability to tailor their teaching methods to suit their personal style. This autonomy can significantly impact job satisfaction by fostering a sense of empowerment and self-realization. (Putra, 2023).

The impact of negative interpersonal relationships on job stress cannot be ignored, although it may not be the primary driver of overall job stress. Instead, systemic factors within the educational institution, such as administrative policies, resource constraints, and the broader socio-cultural context of education may hold more significant influence on job stress among college teachers (Szostek, 2019). The influence of these external factors may overshadow the direct impact of interpersonal relationships on job stress. On the other hand, positive and collaborative interpersonal relationships can contribute to an enriched work experience by fostering effective communication, teamwork, and a shared sense of purpose (Szostek, 2020). Teachers who feel supported by their colleagues are more likely to find fulfillment, motivation, and enthusiasm in their work (Szostek, 2019). Such collaborative relationships can equip college teachers with effective coping strategies, allowing them to communicate and collaborate with colleagues, manage conflicts, and maintain positive relationships. These coping strategies are critical in reducing workplace tension and enhancing the overall quality of professional lives. Furthermore, effective management of job stress can instill in college teachers a sense of empowerment and self-efficacy, leading to greater perceived control over their work and personal lives (Schwarzer & Hallum, 2008). This sense of control is vital for a balanced allocation of time and energy between work and personal activities, ultimately promoting a healthier work-life balance (Troesch & Bauer, 2017).

Job satisfaction has a positive impact on interpersonal relationships within the workplace (Hawley & Weisz, 2005). Satisfied college teachers are more likely to engage in positive interactions with colleagues, leading to the formation of robust social support networks and meaningful professional relationships (Troesch & Bauer, 2017). These supportive and positive interpersonal relationships serve as emotional sustenance and resilience, contributing to a healthier work-life balance overall (Sorensen & McKim, 2014).

It's important to note that job stress can spill over into college teachers' family and social lives (Johari et al., 2018). Sustained periods of high stress levels can impact the quality of interpersonal relationships and interactions outside of work (Henry, 2009). This can pose challenges in maintaining a healthy and fulfilling family life, as well as hinder the ability to engage in social activities and maintain connections with friends and broader social networks.

Furthermore, job satisfaction plays a crucial role in enhancing work motivation and enthusiasm among college teachers (Priya & Miryala, 2012). When individuals are satisfied with their work, they are more likely to be motivated and enthusiastic about their professional endeavors. This increased motivation and enthusiasm lead to greater productivity and a stronger sense of accomplishment. Ultimately, this promotes an improved work-life balance by fostering efficiency and a sense of fulfillment in professional responsibilities.

8. SUGGESTION AND RECOMMENDATION

It is essential for schools to prioritize the enhancement of the working environment by addressing physical aspects such as ergonomic workspace design, adequate facilities, and comfortable workspaces. A positive and conducive working environment plays a significant role in reducing job stress and boosting job satisfaction among college teachers.

From the teachers' perspective, actively cultivating work-life balance and advocating for their well-being are crucial. Teachers can benefit greatly from opportunities for professional development in stress management, time management, and work-life balance strategies.

In terms of government involvement, it is imperative to consider policy interventions and support mechanisms that specifically target work-life balance for college teachers. Government entities should collaborate with educational institutions to establish and enforce regulations that promote a healthy work environment and safeguard the well-being of teachers.

In conclusion, a collaborative effort from schools, teachers, and the government is key to promoting work-life balance for college teachers. Schools can concentrate on fostering supportive working environments and providing mental and physical health resources, while teachers can actively engage in professional development and nurture interpersonal relationships. The government plays a critical role in advocating for policies and initiatives that prioritize the well-being of college teachers and support educational institutions in promoting work-life balance. By working together, these stakeholders can contribute significantly to creating a positive and sustainable work environment for college teachers.

9. CONTRIBUTION

The research contributes to the theoretical understanding of work-life balance within the higher education context, potentially enriching the existing body of knowledge in areas such as organizational behavior, human resource management, and education management. By shedding light on the unique challenges and strategies for achieving work-life balance among university teachers, this study has the potential to offer valuable insights for further academic exploration.

Furthermore, schools and universities can leverage this research to develop and implement policies and practices that foster work-life balance among faculty members, paving the way for a more supportive and sustainable working environment within the higher education sector.

This study on work-life balance for college teachers and its framework is poised to play a pivotal role in contributing to the achievement of multiple Sustainable Development Goals (SDGs) outlined in the 2030 Agenda. Specifically, with regard to Good Health and Well-being, the examination of physical and mental health within the context of work-life balance can yield valuable insights into the factors that influence the well-being of college teachers. Moreover, the study has the potential to identify effective strategies for promoting healthier work environments, reducing stress levels, and enhancing overall health and well-being, recognizing the significant impact that college teachers have on the quality of education.

10. FUTURE RESEARCH

In addition, future research endeavors can explore the intersectionality of factors such as gender, race, age, ethnicity, and academic discipline in relation to work-life balance among university teachers. A deeper understanding of how diverse identities and contexts shape experiences of work-life balance can lead to a more comprehensive comprehension of the challenges and strategies faced by faculty members. Additionally, conducting cross-cultural or international comparative studies has the potential to provide valuable insights into the varied work-life balance practices across different higher education systems and cultures.

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