



The mediating role of work-life balance in the relationship between job factors and life satisfaction of employees in higher institutions of learning

Jamiu Agbolade Ogunisola^{1*}

Ramoni Wasiu Alabi²

Olufemi Timothy Adigun³

¹*Counselling Unit, Fountain University, Osogbo, Nigeria.*

¹*Email: agbolade.jamiu@yahoo.com*

²*College of Management and Social Sciences, Fountain University, Osogbo, Nigeria.*

²*Email: wasialabis26@gmail.com*

³*College of Education, University of South Africa, South Africa.*

³*Department of Applied Education, University of Namibia, Namibia.*

³*Email: olufemiadigun@yahoo.com*



(+ Corresponding author)

ABSTRACT

Article History

Received: 24 June 2025

Revised: 9 February 2026

Accepted: 16 June 2026

Published: 12 August 2026

Keywords

Academics

Job satisfaction

Job stress

Life satisfaction

Work-life balance.

The academic job demands considerable commitment, with university personnel frequently needing to navigate several demanding schedules that span both campus responsibilities and the outside world. Unfortunately, these responsibilities are not limited to personal struggles as defined by several individual commitments and immediacy, such as familial responsibilities. These dual burdens often impose constraints that adversely influence their overall life satisfaction. This study investigated the mediating role of work-life balance (WLB) in shaping university employees' perceptions of life satisfaction. The study employed a descriptive survey, using reports from 217 staff members from two universities located in Osogbo, Nigeria. Four (4) standardized instruments were utilized to obtain information from the respondents. Statistical analyses established significant correlations between job satisfaction ($r = 0.298$, $p < 0.05$), job stress ($r = -0.344$, $p < 0.05$), and work-life balance ($r = 0.630$, $p < 0.05$) with life satisfaction. Structural Equation Modelling (SEM) indicated both direct and indirect pathways linking job satisfaction and job stress to life satisfaction through work-life balance. The results indicate that work-life balance serves as a partial link between job-related factors and employees' life satisfaction. The study therefore recommended that university management prioritize strategies that mitigate job-related stressors and dissatisfaction while enhancing work-life equilibrium. These strategies may include the implementation of welfare programs, policy reforms, and incentive structures aimed at improving employees' life satisfaction.

Contribution/Originality: This study addresses a gap in the limited literature and knowledge on job factors related to employees' life satisfaction within the Nigerian context. The study proposes strategies and programs designed to improve life satisfaction, particularly by fostering effective work-life balance in higher institutions of learning.

1. INTRODUCTION

Academic culture requires that academia and other professionals within higher education remain diligent in identifying the slightest changes to stay relevant and purposeful. These roles underscore an encompassing trajectory that tends to impact their well-being. Essentially, the structure of higher education institutions is founded on three core tasks: teaching, research, and community development (Adomi & Mordi, 2003) (Adigun, Mpofu, & Maphalala, 2025). The struggle to achieve these three mandates, especially in meeting both personal and societal goals, places

academia under unprecedented pressure. These pressures include dealing with increased student enrollment, expanding research focus due to heightened globalization, and increased community engagement for humanitarian and social purposes. Consequently, these tasks, in their enormity, tend to affect higher education employees (Bergan et al., 2009).

The disequilibrium between job tasks and personal life raises questions about the definition of subjective well-being or life satisfaction. Despite this complexity, life satisfaction continues to be defined across various perspectives and disciplines. It is often referred to as the extent to which individuals positively perceive and evaluate the overall quality of their lives (Lakkoju, 2020; Veenhoven, 1996). Life satisfaction is commonly assessed through self-reports, which reflect one's cognitive appraisal of progress toward personal life goals (Brown & Duan, 2007). Many of these definitions tend to align under the cognitive-interpretative framework, as it views life satisfaction as a judgmental process wherein individuals evaluate their life quality based on personal criteria (Pavot & Diener, 1993). Van Praag and Ferrer-i-Carbonell (2010) elaborate on the definition of life satisfaction by emphasizing its relation to various life domains such as career, social life, finances, physical health, and community life, which significantly influence the overall perception of wellbeing quality.

The Nigerian system provides a context to evaluate life satisfaction among academia. There are quiet indicators that underscore notable factors influencing poor judgment of low life satisfaction. In the country, the noticeable decline in motivation and intellectual curiosity among educators to engage and inspire students may reflect deeper judgments of individual life. This is evident in several conditions. One of these conditions is the limited knowledge generation and innovation capacity. As Kpolovie and Onoshagbegbe (2017) stated, poor knowledge generation and innovative capacity may be key symptoms of diminished life satisfaction among university faculty. There is no doubt that Nigerian scholars consistently lag behind their international peers in research productivity and innovation, which hinders both personal and societal development (Egbetokun et al., 2022). Aluko, Adewusi, and Kalejaiye (2017) further emphasise that the scarcity of distinguished academics, struggles with attaining significant career ranks or plateau, may constitute negative evaluation of life satisfaction among employees in higher education.

Life satisfaction is influenced by both positive and negative affect. Positive affect defines the extent to which individuals experience positive moods. Conversely, negative affect pertains to the experience of negative emotions. Importantly, these two aspects do not outrightly constitute two opposing directions. It only means that factors causing positive affect differ from those causing negative affect (Sirgy, 2002; Yoon et al., 2022). By implications, when people assess their lives, they often focus on evaluations of prominent life domains, which can generate more satisfaction or dissatisfaction, depending on the domain (context). *Higher education staff tend to examine the influences of academic-related factors as well as workplace conditions to define overall life satisfaction.* The genuineness of this fact is reflective of the mantra "we live to work and work to live" as it explains a deeper truth about the reciprocal nature of work and life. When people pursue work, they do so solely as a means of livelihood, but also as a path to enhance life wellbeing. Conversely, a fulfilling personal life serves as a foundation for a successful career. These inter-relationships have therefore been explored through various perspectives to strengthen understanding of interactions and impacts each has on the others (career and life) (Meng, 2022; Unanue, Gómez, Cortez, Oyanedel, & Mendiburo-Seguel, 2017). *Among the several academic-related influences on life satisfaction, two job-related factors: job satisfaction and job stress, stand out as recurrent themes in the scholarly domain.* Job satisfaction is the degree to which individuals find fulfillment in their roles within an organization (Locke, 1969). In contrast, job stress pertains to both psychological and physiological strains that result from highly demanding work environments and the complexities of the academic sphere (Rathi & Kumar, 2022).

Although these job-related factors have been widely linked to life satisfaction, conceptual and contextual complexities exist. Measurement issues remain unresolved. One of these issues is that job satisfaction contributes to happiness but interacts with broader influences such as health, family, and personal values (Chowhan, Samavatyan, & HakemZadeh, 2024). Again, job stress, on its own, presents a dual impact, as it potentially enhance and erode well-

being depending on individual (coping capacities) and contexts (Milas et al., 2021). Furthermore, existing findings have documented inconsistent relationships between academic job satisfaction and life satisfaction. In culturally distinct environments like Nigeria, where collectivist values dominate, findings established in countries dominated by individualistic values may lack applicability. Thus, culturally relevant replication studies are essential to define the conceptual models and connections and guide policy to improve outcomes and policy indicators.

A possible interfering factor determining the outcome of the relationships between job satisfaction, job stress, and life satisfaction is work-life balance. Work-life balance defines a satisfactory level of involvement among the multiple roles in a person's life (Bird, 2004). It is a balance or an equal distribution of time, energy and commitment to both the work and non-work roles (Greenhaus, Collins, & Shaw, 2003). Delecta (2011) explains work-life balance as the ability to satisfy three domains of life: work, family and personal life. This is more aligned with the dynamics in Nigerian higher institutions, where academics are assigned roles such as teaching, marking, supervision, research, and administrative duties, all of which tend to cause time and strain-based conflicts (Darabi, Macaskill, & Reidy, 2017). Importantly, the main issue with the conceptualisation of work-life balance is that an individual's idea of balance may not necessarily mean equality, and could differ based on each individual's situation rather than a predetermined thought (Oginni, 2022). Thus, Reiter (2007) and Riasnugrahani, Setiawan, and Batara (2025) assert that work-life balance is better viewed from a subjective stance, which assigns the interpretation to the individual's situation.

By implication, a very close look at the life satisfaction of academic staff reveals an ample need to unravel the dynamics responsible for variant outcomes in the evaluation of life satisfaction. It is noteworthy that previous studies linking academic variables, such as job satisfaction and job stress, to life satisfaction have mostly resulted in varying conclusions. The lesson learned is, however, not limited to the need to provide a stimulating academic environment where learning can thrive. This has continued to emphasize the need to define individual factors that maximize this feat; personal fit will enhance the quality of instruction and the overall productivity of staff members in the university. This study seeks to highlight the significance of work-life balance in shaping the connection between life satisfaction and academic-related variables among university staff in Osogbo, Osun State. The research is guided by the following specific objectives.

- i. To identify the relationship between life satisfaction, job factors, and WLB among university staff.
- ii. To determine whether the relationship between life satisfaction and job factors is direct or mediated by WLB.

2. LITERATURE REVIEW

2.1. *Life Satisfaction or Subject Well-Being*

Life satisfaction (LS) as a complex construct is shaped by both the pre-existing and outcomes of each stage in an individual's life (Giele, 2000). This construct is considered a key aspect of subjective well-being (SWB), as it encompasses two major dimensions: the cognitive and the affective, including both positive and negative elements (Diener, Emmons, Larsen, & Griffin, 1985). The cognitive dimension involves a reflective appraisal of an individual's life, evaluating how well it aligns with personal expectations and mirrors an ideal standard. Conversely, the affective dimension is driven by emotional experiences (Hoorn, 2007). Diener et al. (1985) suggest that high levels of life satisfaction indicate a generally favorable quality of life within a population, while low levels of LS tend to reveal societal deficiencies or challenges.

Buetell (2006) reflects that life satisfaction (LS) emerges from a complex interplay of intrinsic personality traits, hereditary factors, and social-cognitive constructs, such as goal-oriented behavior, perceived self-efficacy, anticipated outcomes, and supportive environmental conditions. This underscores its dependency on individual (affective and cognitive) and environmental factors (Biswas-Diener, Tay, & Diener, 2012). Extant literature has documented the interrelationships between life satisfaction and multiple life domains, suggesting that fulfillment in one sphere often have a positive spillover effect on the others (Bialowolski & Weziak-Bialowolska, 2021; Milovanska-Farrington & Farrington, 2022). A particularly salient connection is observed between LS and job satisfaction, the latter being

closely associated with key organizational variables such as job performance, discretionary workplace behaviors, career plateau, absenteeism, and overall life contentment (Bialowolski & Weziak-Bialowolska, 2021; Rain, Lane, & Steiner, 1991).

Unanue et al. (2017) identify three prominent research gaps in the study of life satisfaction, which is linked to conceptual job satisfaction. They assert that reliance on data from Western populations limits the generalizability of findings across diverse cultural contexts. Additionally, much of the existing literature uses correlational methodologies, restricting the ability to draw causal inferences and providing limited information on causality's direction and strength. Lastly, there is a noticeable deficiency in theoretical frameworks that rigorously explain the observed relationships.

2.2. *Work-Life Balance (WLB)*

Work-Life Balance (WLB) is conceptualized as an individual's ability to manage effectively and meet the demands of both occupational and personal domains (Fisher, 2001). According to Grzywacz and Carlson (2007), the concept offers a more nuanced definition of WLB as a successful negotiation and fulfillment of role-related expectations, jointly shaped by individuals and their counterparts within work and family domains. However, the notion of "balance" within this framework has criticism of its own. For instance, Halpern and Murphy (2005) considered the term to the expectation of equal time allocation across roles - an assumption they argue is impractical and mere idealism. In contrast, Timms et al. (2015) and Greenhaus and Allen (2011) advocate for a perspective grounded in role complementarity, suggesting that engagement across multiple spheres or domains can synergistically contribute to enhanced well-being.

Brough, Timms, Chan, Hawkes, and Rasmussen (2020) emphasize that when employees perceive a satisfactory balance between job responsibilities and personal life, they are more inclined to experience productive organizational outcomes. These include improved self-efficacy, resource accumulation, and the positive consequence of personal well-being in the workplace. This tends to result in reciprocated, constructive behaviors toward the organization. Timms et al. (2015) emphasized the mediating role of work-life balance in the relationship between job-related factors and psychological health concerns, notably depression and anxiety. Based on their findings, there is a need to maintain equilibrium between job and personal domains to mitigate adverse mental health outcomes. Related to the earlier submission, Chan et al. (2016) identified work-life balance as a significant intermediate between work or job and family pressures. This means that employees' perceptions of work engagement are significant in shaping workplace attitudes and performance. Brough et al. (2020) argue that scholarly examinations of work-life balance have predominantly focused on its antecedents within job settings, yet job demand itself is a multidimensional construct. It spans physical, psychological, social, and organizational domains that require sustained individual effort. These demands manifest through stress-inducing factors, including time constraints, emotional burdens, and physically intensive tasks.

2.3. *Job Factors*

Within the scope of this study, job factors are defined as specific components of the work environment that significantly affect employees' performance. It is believed that the dynamic interaction among these elements profoundly shapes workplace experiences, most importantly, the broader sense of employee well-being (Sharma & Tripathi, 2023). This research specifically focuses on two important job-related factors: job satisfaction and job stress. These two factors are explained as follows:

2.4. *Job Satisfaction*

The concept of job satisfaction has been defined from multiple perspectives over time. Importantly, Hoppock (1935) conceptualized job satisfaction as stemming from a combination of mental, physical, and environmental

influences that collectively lead individuals to sincerely express contentment with their job. According to Smith, Kendall, and Hulin (1969), it is the feeling an individual has about his or her work. To Vroom (1964), it is a reflection of an individual's emotional orientation toward their job role.

Spector (1985) took the concept of job satisfaction further, highlighting how it relates to people's feelings about their work and its various components. More recent definitions include Armstrong (2006), who identified it as the attitudes and feelings individuals associate with their jobs, while Fernández-Macias and Muñoz de Bustillo Llorente (2023) described it as the degree to which people enjoy or like their work. The current interest in interpreting job satisfaction through an attitudinal lens is rooted in two key approaches. The global approach assesses an employee's overall attitude toward their job, while the facet approach focuses on specific elements of the job that influence satisfaction or dissatisfaction. Regardless of the approach, its impact on employee productivity and personal well-being is well-documented (Obiekwe, Obibhunun, & Omah, 2019). Job satisfaction influences job performance, organizational citizenship behavior, absenteeism, turnover rates, and even counterproductive behaviors. High job satisfaction encourages constructive and engaged actions, whereas job dissatisfaction leads to negative behaviors that disrupt the functioning of an organization (Fernández-Macias & Muñoz de Bustillo Llorente, 2023).

2.5. Job Stress

Job stress defines a complex interplay of psychological and physiological reactions triggered by intense demands placed on one (Melgosa, 2004). The concept reflects how employees respond physically, emotionally and attitudinally to the pressures, including limitations and opportunities present in their workplace and work environments. Stress functions in dual capacities. It can be a harmful force (distress) or can be a motivational catalyst (eustress) (Peretomade, 1993). However, stress in workplace or work environment emerges when workers are confronted with emotionally draining situations in the workplace. As pointed out by Rasool, Wang, Tang, Saeed, and Iqbal (2021), a high-pressure environment can have adverse effect both on the mental and physical health statuses of employees. This effect is particularly pronounced in Nigerian academic institutions, where heightened stress levels often undermine staff well-being and job satisfaction (Lazarus, 1990; Salami, 2011). Keys among the contributing factors include excessive workloads, conflicts between job and personal life, concerns about career progression and job security, limited resources and ineffective leadership - all of which can result in fatigue, sleep disruption and impaired focus (Yusoff & Khan, 2013).

Job-related stress is a critical factor influencing both individual and organizational effectiveness (Griffin & Clarke, 2011; Timotius & Octavius, 2022). Davis and Newstrom, as cited by Iskamto (2021), explained that stress enhances productivity or hinders performance, depending on the degree. While a complete absence of stress may lead to lethargy and reduced motivation, overwhelming stress can deteriorate an employee's ability to perform, causing indecision and erratic behaviors. Therefore, it is important for organizations to cultivate a work environment that prioritizes the mental health and holistic well-being of their workforce (Gibbs & Cooper, 2011; Radu, 2023).

2.6. Development of Hypothesis

Based on this literature review, the present study explores empirical evidence through which we formulated six (6) hypotheses.

2.7. Life Satisfaction and Work-Life Balance

WLB is a key determinant in the relationship between work-related factors and life satisfaction. It typically refers to how effectively a person manages and engages across various life domains (Fine-Davis, Fagnani, Giovannini, Højgaard, & Clarke, 2004). Attaining WLB means distributing time, effort, and dedication equitably between professional duties and personal affairs (Greenhaus et al., 2003; Noda, 2020). Delecta (2011) highlights it as the ability to fulfil expectations tied to work, family, and personal responsibilities. Building on this, Aruldoss, Kowalski, and Parayitam

(2021) study explored hierarchical regression analysis to examine the interaction between quality of work life and WLB. Their findings suggested that job satisfaction and commitment act as partial mediators between quality of life and WLB, indicating the intertwined nature of occupational and personal well-being.

In the context of Nigerian higher education, academic staff frequently navigate numerous roles, including teaching, assessing student work, supervising research, conducting personal scholarship and handling administrative duties. This multitasking role often results in conflicts related to time management and elevated stress levels (Darabi et al., 2017).

H: Work-life balance will positively relate to Life satisfaction.

2.8. Job Satisfaction and Life Satisfaction

The study of Yazicioğlu and Kubilay (2017) identified a generally positive association between job satisfaction and overall life satisfaction, especially among higher education employees. However, underlying individual factors as sole determinants of job satisfaction presents an overly simplistic view of a complex interplay. Moreover, empirical evidence suggests that the relationship between LS and job satisfaction is not uniformly consistent across studies, pointing to the nuanced and multifaceted nature of the dynamics involved. This opinion is well buttressed by Yahyagil (2015), who highlighted a more intricate interplay and challenging the notion of direct causality between the two variables. Erdogan, Bauer, Truxillo, and Mansfield (2012) further caution that the perceived strength of the connection between job and life satisfaction may be inflated due to methodological biases in the design and analysis of research. It is equally important to note that individual traits and coping strategies play a crucial role in shaping how job satisfaction translates into broader life contentment. Unanue et al. (2017) observed that while a relationship exists, the psychological mechanisms underpinning this link remain only partially understood, underscoring the importance of continued investigation in this field.

H: Job Satisfaction will positively relate to Life satisfaction.

2.9. Job Stress and Life Satisfaction

Meng and Wang (2018) noted that job stress is pervasive among university faculty members at all levels of hierarchy. This indicates that faculty are burdened by numerous demands, particularly in teaching, research and personal (professional) development. Xu and Wang (2023) further categorized this strain into three distinct domains: research, teaching and administrative stress, all of which were found to have negative correlations with overall life satisfaction among academic staff. Beyond academia, Sule, Thadasare, Sonavane, Shah, and De Sousa (2017) demonstrated that job stress is inversely related to scores on quality-of-life (QoL) scales. The study emphasized the critical need to manage stress to enhance individual well-being. Similarly, Alexopoulos, Palatsidi, Tigani, and Darviri (2014) reported that elevated level of stress increase the propensity of reduced job satisfaction as well as QoL. This was equally to the study conducted by Mutiu (2011) in Malaysia, which revealed a significant relationship between occupational stress and life satisfaction among university non-academic staff. Interestingly, the study also documented that longer work experience was positively linked to greater life satisfaction.

However, not all scholars agree on the direction of this relationship. Based on the study conducted by Naseem (2018), individuals with high emotional intelligence tend to perceive higher life satisfaction, even when they reported enhanced higher level of stress. Additionally, Sule et al. (2017) buttressed that even though job stress influences job satisfaction directly, its connection to QoL is more complex and possibly indirect. Abdelmoteleb (2019) further explored organizational factors that can positively mediate job stress, commitment and satisfaction - arguing that strategic interventions can bolster employee well-being. Taken together, current literature underscores the importance of examining both the direct and indirect pathways through which job stress influences life satisfaction. This layered understanding is essential for developing effective support structures across different professional level and career domains.

H₁: Job Stress will negatively relate to Life satisfaction.

2.10. Work-Life Balance and Job Satisfaction

Study into the relationship between work-life balance (WLB) and job satisfaction reveal a diverse spectrum of findings across various industries and cultural landscapes (Chandrika & Jayanika, 2023; Sahrawat & Rawat, 2021; Susanto et al., 2022). For instance, research by Silaban and Margaretha (2021) highlighted how WLB significantly boosted job satisfaction and employee retention among Indonesian workers. Echoing this was the study conducted by Al Sumaiti (2010), where it was underlined that a strong positive correlation exists between WLB and job satisfaction within the UAE's oil and gas sector. Additional studies from Sri Lanka - including those conducted by Sahrawat and Rawat (2021), Susanto et al. (2022), and Chandrika and Jayanika (2023) reinforced this connection. Related to the academic sphere, Agha, Azmi, and Irfan (2017) found that interference between work and personal life adversely influence job satisfaction among university faculty in Oman. Meanwhile, Arif and Farooqi (2014) emphasized that a healthy WLB tends to foster greater organizational commitment among lecturers in Pakistan.

Studies have shown that work-life balance (WLB) often correlates with job satisfaction, but its impact is influenced by contextual and mediating factors. This conclusion made Gragnano, Simbula, and Miglioretti (2020) calls for a broader, more inclusive approach that incorporates health and other dimensions in developing effective strategies that promote employee well-being.

H₂: WLB will positively relate to Job Satisfaction.

2.11. Work-Life Balance and Job Stress

The complex relationship between WLB and job stress has received substantial academic attention, yielding varied insights across cultures and job perspectives. Based on the findings of Khatri (2019), elevated stress levels tend to disrupt the delicate balance between work and personal life. Expanding on this idea, Attar, Çağlıyan, and Abdul-Kareem (2020) explored the moderating role of WLB in the relationship between job stress and life satisfaction among Turkish employees. Their findings revealed a negative impact of stress on job satisfaction, while also documenting how WLB acted as an intermediate factor between the variables.

Further insights emerged from Kelly, Soles, Garcia, and Kundu (2020), who emphasized both organizational and personal factors as contributors to job stress and burnout. Building on this, Çobanoğlu, Yildirim, Seven Şarkaya, and Sertel (2023) showed that higher stress levels diminish career satisfaction and compromise WLB. Their model also demonstrated that stress affects career satisfaction directly and indirectly via reduced WLB. The COVID-19 pandemic intensified these pressures (Vispute & Kothari, 2023) documented a pronounced effect of occupational stress on WLB among Indian workers during the crisis. However, some scholars offer more nuanced interpretations. Zhang, Liu, and Smith (2024) reported no direct relationship between hindrance stress and affective rumination over time. Likewise, Lebang and Ardiyanti (2021) concluded that work stress does not directly influence WLB, but may do so indirectly through job satisfaction.

Collectively, these studies reveal the intricate and layered nature of the relationship between job stress, WLB and related outcomes. A deeper, multidimensional exploration of both direct and indirect pathways is vital for effectively addressing stress and enhancing employee well-being across diverse work environments.

H₃: WLB will negatively relate to Job Stress.

2.12. Work-Life Balance as a Mediator Between Job Factors and Life Satisfaction

The dynamic interplay between WLB and job stress has attracted significant academic interest, producing varied insights across different cultural and professional settings. In a study of Indian college educators, Khatri (2019) found a direct relationship between job stress and WLB, noting that elevated stress levels tend to disrupt personal and professional equilibrium. Furthering this line of inquiry, Attar et al. (2020) examined WLB as a moderating variable

in the relationship between job stress and job satisfaction among Turkish employees. Their findings indicated that job stress diminishes satisfaction, while WLB exerts a positive influence, aligning with earlier work by Balkan (2014), who highlighted WLB's impact on stress reduction and individual performance.

The study of Kelly et al. (2020) emphasized the influence of both organizational dynamics and personal factors in explaining job stress and burnout. Expanding on this, Çobanoğlu et al. (2023) reported that increased stress levels reduce job satisfaction and weaken WLB. Their model also showed that job stress directly affects job satisfaction and indirectly contributes through compromised WLB. The COVID-19 pandemic underlined this mediating effect of job factors and life satisfaction, as Vispute and Kothari (2023) documented a significant rise in occupational stress that negatively shaped WLB among Indian workers during the crisis. Despite a consensus on the linkage between job stress and WLB, some scholars offer interpretations that are more complex. For instance, Zhang et al. (2024) found no direct correlation between hindrance stress and affective rumination over different time intervals. Similarly, Lebang and Ardiyanti (2021) concluded that while job stress may not directly influence WLB, it could exert pressure through job satisfaction.

H₆: WLB will mediate the relationship between Job factors and Life satisfaction.

2.13. Conceptual Framework

This study developed a framework examining potential relationships between job factors and the dependent variable, life satisfaction (LS), especially as mediated by WLB. Six hypotheses were derived after a thorough literature review: H₁ tests the relationship between WLB and LS; H₂ examines the relationship between job satisfaction and LS; H₃ explores the relationship between job stress and LS; H₄ investigates the relationship between job satisfaction and WLB; H₅ considers the relationship between job stress and WLB; H₆ tests the mediation effect of WLB on the relationship between job factors (job stress and job satisfaction) and LS. The framework aims to clarify how these variables interact and influence life satisfaction.

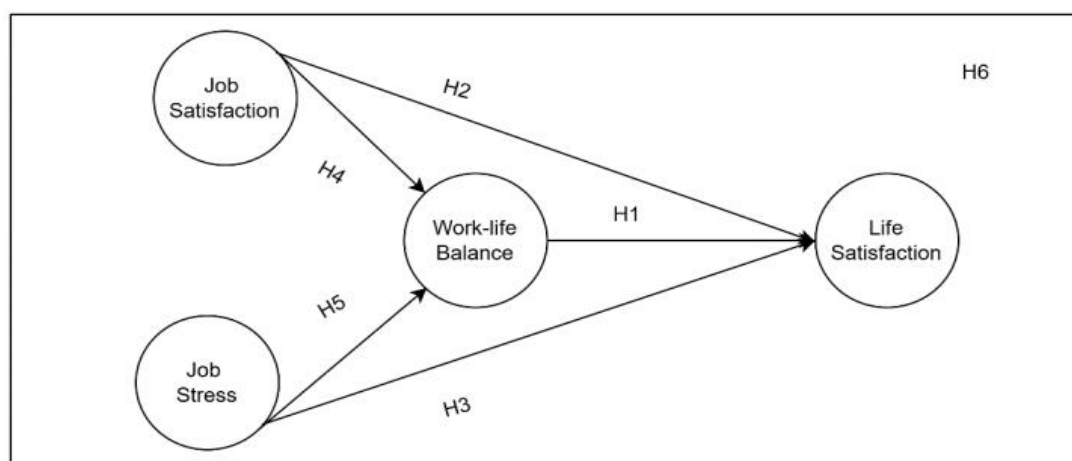


Figure 1. Relationship between Job factors (Job satisfaction and job stress) and Life Satisfaction through Work-Life Balance.

Figure 1 illustrates the hypothesized direction of two job factors: job satisfaction and job stress, with life satisfaction. H₂ defines a direct link between job satisfaction and life satisfaction. Similarly, H₃ defines a direct path from job stress to life satisfaction. H₄ and H₅ define direct relationships between job satisfaction, job stress, and work-life balance. H₁ defines the direct pathway between work-life balance and life satisfaction. H₄ and H₁ describe the indirect link between job satisfaction and life satisfaction, i.e., job satisfaction to life satisfaction through work-life balance, while H₅ and H₁ describe an indirect impact between job stress and life satisfaction. Finally, H₆ tests the existing mediated relationships in the model.

3. METHODS

The study adopted a descriptive research design, ex-post facto type. Cohen, Manion, Morrison, and Wyse (2004) explained this methodological approach as one aimed at uncovering patterns of association among variables embedded within existing datasets. Ex post facto facilitates inquiry through causal or causal-comparative frameworks, focusing on variables as they naturally occur without manipulation (experimentally).

3.1. Participants and Sample

The study employed a multi-stage sampling strategy in selecting participants. In the initial phase, purposive sampling was used to identify two universities located in Osogbo, Osun State, Nigeria: Osun State University (a multi-campus institution) and Fountain University (a fully faith-based higher institution). These universities were deliberately chosen due to shared characteristics such as comparable institutional size and recent establishment that attract a workforce from different regional backgrounds. In the subsequent phase, two colleges from each university were randomly selected. For Osun State University, these were the *College of Management and Social Sciences* and the *College of Humanities and Culture*; and *College of Management and Social Sciences (COMAS)* and the *College of Basic Medical and Health Sciences (COBMHES)* for Fountain University. From each of these four colleges, 60 participants were conveniently sampled, totaling 240 respondents. These respondents were selected across the academic (teaching) and supportive (non-teaching) staff.

3.2. Instrumentations

The researcher used four (4) validated instruments to collect data from the respondents. The details of the instruments used for data collection are provided below.

3.3. Satisfaction with Life Scale (SWLS)

Life satisfaction (LS) was measured using the Satisfaction with Life Scale (SWLS). The instrument was developed by Diener et al. (1985) and consists of five items intended to evaluate individuals' overall sense of life satisfaction. The five items were expected to be rated on a 7-point Likert scale, ranging from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*), yielding total scores between 5 and 35. The higher scores on the scale reflect a greater life satisfaction and vice versa. Samples of scale items include: "*In most ways, my life is close to my ideal*" and "*The conditions of my life are excellent*". Diener et al. (1985) asserted that the scale demonstrates strong psychometric properties, reporting a high internal consistency coefficient ($\alpha = 0.87$).

3.4. Work-Life Balance Scale

Work-life balance (WLB) was assessed using the instrument developed by Fisher (2001). This scale examines three distinct dimensions of work-life balance: Work Interference with Personal Life (WIPL), Work/Personal Life Enhancement (WPLE), and Personal Life Interference with Work (PLIW). The measure comprises 24 items, where respondents would rate their level of WLB on a five-point Likert scale, ranging from "*not at all*" to "*almost all the time*." The Composite scores will then be calculated for each dimension, with higher scores indicating more favourable WLB outcomes. Fisher (2001) reported strong internal consistency coefficients for the sub-component of the instruments: $\alpha = .93$ for WIPL, $\alpha = .76$ for PLIW, and $\alpha = .76$ for WPLE. Additionally, other studies, e.g., Harris (2014), highlighted the scale's extensive application in empirical studies focused on WLB. In the present study, the pilot study of the scale demonstrated solid reliability, with the researcher obtaining an internal consistency coefficient estimate of 0.84.

3.5. Job Satisfaction Survey

The Job Satisfaction Survey (JSS) is a 36-item instrument developed by Spector (1985) to measure job satisfaction across nine dimensions: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication. The survey uses a six-point Likert response format: “strongly disagree” to “strongly agree,” generating individual scores for each sub-scale. The composite score reflects overall job satisfaction. The instrument has demonstrated strong internal reliability, with Spector (1985) reporting a Cronbach's alpha of .91.

3.6. Job Stress Survey

Spielberger's Job Stress Survey (JSS) assesses job-related stress. The survey consists of 30 items divided into severity and frequency, with three core indices: Job Stress Severity, Job Stress Frequency and Job Stress Index. The instrument equally has six sub-scales that focus on Job Pressure and Lack of Organizational Support. The instrument internal consistency values range from .84 to .95 across various sub-scales. In a separate study, Jannoo, Yap, and Haron (2015) recorded a reliability coefficient of $\alpha = .88$ for the instrument.

3.7. Procedure

Prior to data collection, ethical approval was secured from the University's Ethics Committee, affirming the researchers' competence to conduct the study, particularly in handling sensitive information provided by respondents. To uphold confidentiality and ensure accurate completion of the survey instruments, questionnaires were primarily administered directly by the researchers. However, recognizing participants' busy schedules, some questionnaires were left for subsequent completion.

Efforts were made to foster a positive rapport with participants, including providing contact details such as phone numbers and social media handles for follow-up inquiries or clarifications. This thoughtful and flexible approach contributed to a notably high response rate. Out of the two hundred and forty (240) questionnaires sent out, two hundred and seventeen (217), constituting 90.42%, were completely retrieved and subjected to data analysis.

3.8. Data Analysis

The study employed descriptive statistical techniques to summarize and profile the sample. For continuous variables, means, standard deviations, and 95% confidence intervals were calculated. Categorical variables were analyzed using frequencies and percentages to provide a demographic overview. Pearson's Product-Moment Correlation (PPMC) was used to analyze bi-variate relationships among key variables. Additionally, Structural Equation Modeling (SEM) assessed both the direct and indirect effects of independent variables job satisfaction, job stress, and work-life balance on the dependent variable, life satisfaction.

4. RESULTS

The study employs both descriptive and inferential statistics in the analysis procedure. All the statistics obtained are presented in tables and explained. Rejection and acceptance of hypotheses were set against the 0.05 significance level.

Table 1 depicts the demographic information of the respondents. Based on the data, the majority of respondents are aged 31-40 years (46.1%), with males slightly outnumbering females (51.6% over 48.4%). Most respondents hold a Master's degree (47.5%), followed by HND/Degree (24.9%) and Ph.D. (18.4%). 150 (69.1%) are married, 38 (17.5%) are single, 17 (7.8%) are divorced or separated, and 12 (5.5%) are widowed. The mean age is 42.45 years.

Table 1. Demographic characteristics of the participants.

Variables (n = 217)	Frequency (%)
Age (In years)	
21 – 30	48 (22.1)
31 – 40	100 (46.1)
41 – 50	69 (31.8)
51 – 60	- (0.0)
Gender	
Male	112 (51.6)
Female	105 (48.4)
Educational qualification	
SSCE/ND	18 (8.3)
HND/Degree	54 (24.9)
Masters	103 (47.5)
Ph.D	40 (18.4)
Others	2 (.9)
Marital status	
Married	150 (69.1)
Single	38 (17.5)
Separated/Divorced	17 (7.8)
Widowed	12 (5.5)

4.1. Relationships between Study Variables

The study utilized both descriptive and inferential statistical techniques to explore the relationships among core variables: job satisfaction, work-life balance, and life satisfaction. Descriptive statistics summarized and presented data characteristics, while Pearson's Product Moment Correlation (PPMC) examined the strength and direction of linear associations between the variables studied.

Table 2. The descriptive statistics and correlations between study variables.

Variables	M	SD	(1)	(2)	(3)	(4)
(1) Life satisfaction	2.666	0.199	1.000			
(2) Work-life balance	3.922	0.152	0.630**	1.000		
(3) Job satisfaction	4.644	0.223	0.298**	0.224**	1.000	
(4) Job stress	3.747	0.330	-0.344**	-0.204**	-0.204**	1.000

Note: ** $p < 0.05$.

As presented in Table 2, life satisfaction exhibited statistically significant positive correlations with both job satisfaction ($r = 0.298$, $p < 0.05$) and work-life balance ($r = 0.630$, $p < 0.05$). Moreover, there was a significant inverse relationship between job stress and life satisfaction ($r = -0.344$, $p < 0.05$), suggesting that increased job stress lower life satisfaction. Finally, positive correlations were observed between job stress and work-life balance ($r = -0.204$, $p < 0.05$), as well as job stress and job satisfaction ($r = -0.204$, $p < 0.05$).

4.2. Structural Equation Modelling

To test the study's hypothesized directions, Structural Equation Modeling (SEM) was performed using SPSS-AMOS 23 software. The analysis focused on examining the indirect effects of job-related factors: job satisfaction and job stress on life satisfaction, with work-life balance hypothesized as a mediating variable. The mediation process involved calculating the product of the A-path (from job factors to work-life balance) and the B-path (from work-life balance to life satisfaction), while controlling for the direct C-path (from job factors directly to life satisfaction). To assess the statistical significance of this indirect effect, we employed a bootstrap resampling technique based on recommendations of Shrout and Bolger (2002). Five hundred (500) bootstrap samples were drawn, and a 95% bias-corrected confidence interval was applied to ensure robust estimation of the mediation effects. The final model specification and path diagram are presented below.

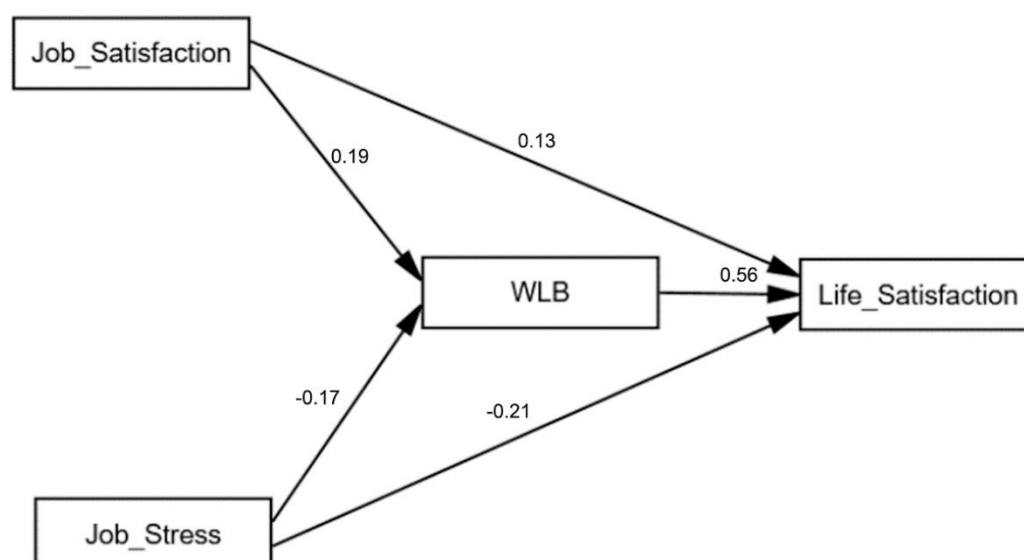


Figure 2. Structural Equation model relating job factors, mediator (Work-life balance) with life satisfaction (LS).

Figure 2 explores the model hypothesized on the mediating role of work-life balance in the relationship between job factors (job satisfaction and job stress) and life satisfaction. The SEM analysis generated model fitness and predictive outcomes. Regarding model fitness, the significant chi-square Goodness of Fit (GOF), i.e., $\chi^2 (1) = 9.160$, $p=0.02$, indicates it did not support the model's fitness. This result is possibly due to the fact that Chi-square Goodness of Fit is sensitive to sample size (Spector (1985)). However, baseline indexes such as Comparative Fit Index (CFI) = 0.947 and Incremental Fit Index = 0.95 suggest the model's fitness. The predictive estimates of the model are shown and explained in Table 3:

Table 3. Regression weight for the total effects.

Hypothesized relationship	β	b	S.E.	C.R.	P-value
WLB <--- Job satisfaction	0.191	0.130	0.045	2.903	0.004
WLB <--- Job stress	-0.166	-0.076	0.030	-2.528	0.011
LS <--- WLB	0.564	0.731	0.068	10.764	**
LS <--- Job stress	-0.206	-0.123	0.031	-4.017	**
LS <--- Job satisfaction	0.134	0.118	0.045	2.589	0.010

Note: ** $p < 0.05$.

Table 3 presents the Structural Equation Model (SEM) results on the tested multiple pathways among job satisfaction, job stress, work-life balance and life satisfaction. H1 is confirmed: Work-life balance demonstrates a significant and positive effect on life satisfaction ($\beta = 0.564$, $b = 0.731$, $p < 0.05$). This indicates that persons who experience better work-life balance tend to report higher levels of overall life satisfaction.

H2 and H3 were also supported. Job satisfaction predicted life satisfaction positively ($\beta = 0.134$, $b = 0.118$, $p < 0.05$), while job stress showed a significant negative relationship with life satisfaction ($\beta = -0.206$, $b = -0.123$, $p < 0.05$). This also confirms that higher stress levels are associated with reduced life satisfaction.

Regarding antecedents of work-life balance, findings support H4; job satisfaction positively influences work-life balance ($\beta = 0.191$, $b = 0.130$, $p < 0.05$). Again, job stress negatively correlated with work-life balance ($\beta = -0.166$, $b = -0.076$, $p < 0.05$), validating H5 and thereby defining stress's disruptive effect on work-life balance.

The overall direct effects collectively provide a strong indication for mediation testing, particularly in support of H6, which posits that work-life balance mediates the relationship between job satisfaction and life satisfaction. This hypothesis is addressed in the subsequent bootstrap analysis (Table 4).

4.3. Mediation Analysis

To evaluate Hypothesis (H6), which proposed that WLB mediates the relationship between Job factor and Life satisfaction, the study examined both direct and indirect effects using bootstrapping methods.

Table 4. Direct and indirect effect analysis.

Predictors	B	SE	t	95% CI (Bootstrapped)	
				Lower bound	Upper bound
Direct effect					
Job stress---> WLB	-0.076	0.045	-1.689**		
Job satisfaction --->WLB	0.130	0.042	3.095**		
Job stress ---> LS	-0.123	0.041	-3.000**		
Job satisfaction ---> LS	0.118	0.039	3.026**		
WLB --->LS	0.731	0.038	19.237**		
Indirect effect					
Job satisfaction --->WLB--->LS	0.095	0.030	-	0.046	0.165
Job stress --->WLB--->LS	-0.056	0.022	-	-0.100	-0.021
Note: ** n<0.05					

Note: ** p<0.05.

Table 4 presents estimates of the direct and indirect effects of job satisfaction on life satisfaction. Job satisfaction significantly positively affected life satisfaction ($b = 0.118$, $p < 0.05$), while job stress had a significant negative effect ($b = -0.123$, $p < 0.05$). WLB also showed a strong, direct positive effect ($b = 0.731$, $p < 0.05$). In predicting WLB, job satisfaction had a significant positive influence ($b = 0.130$, $p < 0.05$), and job stress exerted a negative effect ($b = -0.076$).

In terms of indirect effects, the pathway from job satisfaction to life satisfaction through WLB was significant ($b = 0.095$, 95% CI [0.046, 0.165]), confirming mediation. Again, the negative indirect path from job stress to life satisfaction through WLB was also significant ($b = -0.056$, 95% CI [-0.100, -0.021]). These results, therefore indicate partial mediation, as the indirect effects complement but do not fully account for the significant direct relationships between job factors and life satisfaction (LS).

5. DISCUSSION

The study examined the mediating role of work-life balance in the relationship between job-related factors: job satisfaction and job stress on life satisfaction among employees in Nigerian higher education institutions. The study documented significant associations among the observed variables, supporting the six tested hypotheses. It established a significant relationship between job satisfaction and life satisfaction. This finding aligns with those of Yazicioğlu and Kubilay (2017) and Unanue et al. (2017), who documented the influence of job satisfaction on overall well-being. Conversely, job stress showed a negative relationship with life satisfaction, indicating that higher stress levels correlate with lower life satisfaction. This echoes research by Alexopoulos et al. (2014), Xu and Wang (2023), and Mutiu (2011), highlighting the detrimental impact of stress on individual well-being. For instance, Alexopoulos et al. (2014) reported that increased stress level is linked to poorer job satisfaction as well as decreased quality of life.

Importantly, this study confirmed that job satisfaction significantly contributes to life satisfaction. This obtained direct relationship is consistent with the work of Yazicioğlu and Kubilay (2017), who equally concluded a positive relationship between the two-job satisfaction and life satisfaction. However, in light of the fact that the direct relationship between job satisfaction and life satisfaction has been debated in several prior studies, e.g., Yahyagil (2015) and Unanue et al. (2017), which partly served as a motivating factor for the present investigation. The study explored the role of work-life balance as this factor emerged as a potential mediating variable. Evidence of the mediating impact of work-life balance was obtained, although it was only partial. This position is widely supported by previous findings. The study conducted Aruldoss et al. (2021) highlighted a notable connection between quality of work life and work-life balance, while Noda (2020) illustrated that adopting WLB initiatives elevates life

satisfaction across genders. The findings suggest that increasing job satisfaction can improve WLB, while decreasing job stress also contributes to a healthier integration of work and individual well-being. Thus, the findings highlighted the importance of supportive workplace conditions that enhance employees' well-being through stress management and satisfaction-oriented practices.

Although full mediation role of WLB in the relationship between job satisfaction, job stress and life satisfaction was anticipated, only partial mediation was established. This outcome seems unexpected, yet consistent with several prior empirical evidences. For instance, Sari and Seniati (2020) found that work-life balance did influence employees' psychological outcomes, but yet did not fully account for the variation. More recently, Gautam, Gautam, and Bhetuwal (2025) found that work-life balance partially mediated the link between job factors and life satisfaction. This suggests that other variables: personal coping strategies, organizational climate, or perceived autonomy, may also contribute to shaping the overall well-being of employees in higher institutions. The findings of the study imply that while work-life balance is a meaningful determinant of how employees experience job conditions and life satisfaction, it does not operate in isolation. In the context of employees in higher institutions, strategic work-life balance policies may influence their judgment of their job environment and personal happiness.

6. CONCLUSION

The study revealed that work-life balance plays a significant mediating role in the relationship between job factors job satisfaction and job stress and life satisfaction among university employees in Osogbo. However, this mediation is partial, indicating that while WLB contributes meaningfully to overall life satisfaction, other psychological and external factors may also influence employees' well-being. These findings point to the multifaceted nature of life satisfaction, highlighting the need for broader research into how personal and organizational dynamics interact to influence employee outcomes.

6.1. Implications

The study highlights key practical measures university managements can adopt to reduce job-related dissatisfaction and stress while enhancing overall life satisfaction among staff. Important strategies include implementing welfare programs, supportive policies, recreational centers, and providing incentives. These measures can foster greater job fulfillment and personal well-being. The findings also emphasize the vital role of career experts, counseling psychologists, career coaches, and social workers in designing socio-psychological interventions that promote work-life balance and elevate life satisfaction within the university setting.

6.2. Limitations

The study may not be generalizable to other institutions in Nigeria and beyond, due to its specific focus on higher education in Osogbo. Therefore, it is recommended that future research consider different educational levels such as secondary school education or lower levels. Additionally, it is important that future studies explore other variables that may be influential to the understanding of life satisfaction, including other potent mediating factors.

6.3. Recommendations

Based on the findings of the study, key recommendations were advanced.

- There should be comprehensive policies that facilitate work-life balance for staff in higher education institutions. These policies should include provisions such as sick, maternal, paternal, and annual leaves, regular breaks, flexible working hours, training, sports, etc.
- There is also a need to invest in programmes that facilitate work-life balance among staff in higher education. This can be in terms of implementing wellness programmes that enhance self-management skills and enable staff to make critical adjustments to their job tasks and personal lives while reducing stress. Technologies

can serve as very important tools to achieve goals of stress reduction, increased attention, and maximized engagement.

- Organizations should provide a supportive environment by offering facilities, technologies and amenities that allow employees to thrive.
- Creating a diverse and inclusive workplace fosters a positive work environment that supports WLB.

Funding: This study received no specific financial support.

Institutional Review Board Statement: This study was approved by the Institutional Review Board of [Fountain University Osogbo, Nigeria], under protocol number [FUO/ERB/24/25/0039], dated [24th March, 2025]. Informed verbal consent was obtained from all participants, and all data were anonymized to protect participant confidentiality.

Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

Disclosure of AI Use: The author(s) used OpenAI (Copilot) for grammatical refinement and editorial purposes. All outputs were reviewed and verified by the authors.

REFERENCES

- Abdelmoteleb, S. A. (2019). A new look at the relationship between job stress and organizational commitment: A three-wave longitudinal study. *Journal of Business and Psychology*, 34(3), 321-336. <https://doi.org/10.1007/s10869-018-9543-z>
- Adigun, O. T., Mpofo, N., & Maphalala, M. C. (2025). Fostering self-directed learning in blended learning environments: A constructivist perspective in higher education. *Higher Education Quarterly*, 79(1), e12572. <https://doi.org/10.1111/hequ.12572>
- Adomi, E. E., & Mordi, C. (2003). Publication in foreign journals and promotion of academics in Nigeria. *Learned Publishing*, 16(4), 259-263. <https://doi.org/10.1087/095315103322421991>
- 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. <https://doi.org/10.18178/ijssh.2017.V7.813>
- Al Sumaiti, R. S. (2010). The work life balance and job satisfaction in oil and gas organisations in the UAE context. Master's Thesis, The British University in Dubai, Dubai, United Arab Emirates.
- Alexopoulos, E. C., Palatsidi, V., Tigani, X., & Darviri, C. (2014). Exploring stress levels, job satisfaction, and quality of life in a sample of police officers in Greece. *Safety and Health at Work*, 5(4), 210-215. <https://doi.org/10.1016/j.shaw.2014.07.004>
- Aluko, Y. A., Adewusi, A. O., & Kalejaiye, P. O. (2017). Career progression and satisfaction among female academics of selected universities in Southwest, Nigeria. *The Nigerian Journal of Sociology and Anthropology*, 15(2), 63-86.
- Arif, B., & Farooqi, Y. A. (2014). Impact of work life balance on job satisfaction and organizational commitment among university teachers: A case study of University of Gujrat, Pakistan. *International Journal of Multidisciplinary Sciences and Engineering*, 5(9), 24-29.
- Armstrong, M. (2006). *A handbook of human resource management practice* (10th ed.). London: Kogan Page.
- Aruldoss, A., Kowalski, K. B., & Parayitam, S. (2021). The relationship between quality of work life and work-life-balance mediating role of job stress, job satisfaction and job commitment: Evidence from India. *Journal of Advances in Management Research*, 18(1), 36-62. <https://doi.org/10.1108/JAMR-05-2020-0082>
- Attar, M., Çağlıyan, V., & Abdul-Kareem, A. (2020). Evaluating the moderating role of work-life balance on the effect of job stress on job satisfaction. *Istanbul Business Research*, 49(2), 201-223. <https://doi.org/10.26650/ibr.2020.49.0081>
- Balkan, O. (2014). Work-life balance, job stress and individual performance: An application. *International Journal of Management Sciences and Business Research*, 3(3), 38-46.
- Bergan, S., Guarga, R., Polak, E. E., Sobrinho, J. D., Tandon, R., & Tilak, J. B. G. (2009). *Public responsibility for higher education*. Paper presented at the UNESCO World Conference on Higher Education 2009. Paris, France: UNESCO.

- Bialowolski, P., & Weziak-Bialowolska, D. (2021). Longitudinal evidence for reciprocal effects between life satisfaction and job satisfaction. *Journal of Happiness Studies*, 22(3), 1287-1312. <https://doi.org/10.1007/s10902-020-00273-1>
- Bird, J. (2004). Work-life balance defined. *The Officer*, 80(5), 19-22.
- Biswas-Diener, R., Tay, L., & Diener, E. (2012). Happiness in India. In H. Selin & G. Davey (Eds.), *Happiness across cultures: Views of happiness and quality of life in non-Western cultures*. In (pp. 125-140). Dordrecht, Netherlands: Springer. https://doi.org/10.1007/978-94-007-2700-7_2
- Brough, P., Timms, C., Chan, X. W., Hawkes, A., & Rasmussen, L. (2020). Work-life balance: Definitions, causes, and consequences. In Theorell T. (Ed.), *Handbook of socioeconomic determinants of occupational health: From macro-level to micro-level evidence*. In (pp. 473-487). Cham, Switzerland: Springer.
- Brown, C., & Duan, C. (2007). Counselling psychologists in academia: Life satisfaction and work and family role commitments. *Counselling Psychology Quarterly*, 20(3), 267-285.
- Buetell, A. (2006). *Life satisfaction: The role of intrinsic traits and environment*. USA: Springer.
- Chan, X. W., Kalliath, T., Brough, P., Siu, O.-L., O'Driscoll, M. P., & Timms, C. (2016). Work-family enrichment and satisfaction: The mediating role of self-efficacy and work-life balance. *The International Journal of Human Resource Management*, 27(15), 1755-1776. <https://doi.org/10.1080/09585192.2015.1075574>
- Chandrika, K. A. C., & Jayanika, S. T. C. (2023). *Impact of work-life balance on executive employees' job satisfaction at a reputed pharmaceutical company in Sri Lanka*. Paper presented at the Proceedings of the 7th CIPM International Research Symposium. Colombo, Sri Lanka: Chartered Institute of Personnel Management (CIPM).
- Chowhan, J., Samavatyan, H., & HakemZadeh, F. (2024). Life satisfaction and the roles of work, family, and social factors in a social production function framework. *Journal of Happiness Studies*, 25(1), 18. <https://doi.org/10.1007/s10902-024-00739-6>
- Çobanoğlu, F., Yildirim, Ö., Seven Şarkaya, S., & Sertel, G. (2023). The mediating effect of work-life balance in the relationship between job stress and career satisfaction. *European Journal of Educational Management*, 6(2), 83-99. <https://doi.org/10.12973/eujem.6.2.83>
- Cohen, L., Manion, L., Morrison, K., & Wyse, D. (2004). *A guide to teaching practice* (5th ed.). London, England: Routledge. <https://doi.org/10.4324/9780203848623>
- Darabi, M., Macaskill, A., & Reidy, L. (2017). A qualitative study of the UK academic role: Positive features, negative aspects and associated stressors in a mainly teaching-focused university. *Journal of Further and Higher Education*, 41(4), 566-580. <https://doi.org/10.1080/0309877X.2016.1159287>
- Delecta, P. (2011). Work life balance. *International Journal of Current Research*, 3(4), 186-189.
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(1), 71-75. https://doi.org/10.1207/s15327752jpa4901_13
- Egbetokun, A., Olofinyehun, A., Sanni, M., Ayo-Lawal, A., Oluwatope, O., & Yusuff, U. (2022). The production of social science research in Nigeria: Status and systemic determinants. *Humanities and Social Sciences Communications*, 9(1), 1. <https://doi.org/10.1057/s41599-021-01017-z>
- Erdogan, B., Bauer, T. N., Truxillo, D. M., & Mansfield, L. R. (2012). Whistle while you work: A review of the life satisfaction literature. *Journal of Management*, 38(4), 1038-1083. <https://doi.org/10.1177/0149206311429379>
- Fernández-Macias, E., & Muñoz de Bustillo Llorente, R. (2023). Job satisfaction. In Maggino, F. (Ed.), *Encyclopedia of Quality of Life and Well-Being Research*. In (pp. 3731-3734). Cham, Switzerland: Springer.
- Fine-Davis, M., Fagnani, J., Giovannini, D., Højgaard, L., & Clarke, H. (2004). *Fathers and mothers: Dilemmas of the work-life balance: A comparative study in four European countries (Social Indicators Research Series (Vol. 21))*. Dordrecht, The Netherlands: Springer.
- Fisher, G. G. (2001). *Work/personal life balance: A construct development study*. Unpublished Doctoral Dissertation. Bowling Green State University, Bowling Green, OH, United States.
- Gautam, P. K., Gautam, D. K., & Bhetuwal, R. (2025). Work-life balance, job satisfaction and turnover intentions among nurses. *International Journal of Organizational Analysis*, 33(3), 538-557. <https://doi.org/10.1108/IJOA-09-2023-4002>

- Gibbs, P. C., & Cooper, C. L. (2011). Fostering a positive organizational culture and climate in an economic downturn. In N. M. Ashkanasy, C. P. M. Wilderom, & M. F. Peterson (Eds.), *The handbook of organizational culture and climate*. In (2nd ed., pp. 119–136). Thousand Oaks, CA: Sage Publications.
- Giele, J. Z. (2000). *Life satisfaction and subjective well-being across the lifespan*. USA: Springer.
- Gragnano, A., Simbula, S., & Miglioretti, M. (2020). Work–life balance: Weighing the importance of work–family and work–health balance. *International Journal of Environmental Research and Public Health*, 17(3), 907. <https://doi.org/10.3390/ijerph17030907>
- Greenhaus, J. H., & Allen, T. D. (2011). Work–family balance: A review and extension of the literature. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology*. In (2nd ed., pp. 165–183). Washington, DC: American Psychological Association.
- Greenhaus, J. H., Collins, K. M., & Shaw, J. D. (2003). The relation between work–family balance and quality of life. *Journal of Vocational Behavior*, 63(3), 510–531. [https://doi.org/10.1016/S0001-8791\(02\)00042-8](https://doi.org/10.1016/S0001-8791(02)00042-8)
- Griffin, M. A., & Clarke, S. (2011). Stress and well-being at work. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology maintaining, expanding, and contracting the organization*. In (Vol. 3, pp. 359–397). Washington, DC: American Psychological Association.
- Grzywacz, J. G., & Carlson, D. S. (2007). Conceptualizing work–family balance: Implications for practice and research. *Advances in Developing Human Resources*, 9(4), 455–471. <https://doi.org/10.1177/1523422307305487>
- Halpern, D. F., & Murphy, S. E. (2005). *From work–family balance to work–family interaction: Changing the metaphor*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Harris, T. R. (2014). The impact of smartphones on work-life balance. Master's Thesis, Middle Tennessee State University. ProQuest Dissertations Publishing.
- Hoorn, J. (2007). *Emotional experiences and life satisfaction: A theoretical perspective*. UK: Routledge.
- Hoppock, R. (1935). *Job satisfaction*. New York: Harper Magazine.
- Iskamto, D. (2021). Stress and its impact on employee performance. *International Journal of Social and Management Studies*, 2(3), 142–148.
- Jannoo, Z., Yap, B. W., & Haron, H. (2015). Evaluation of the job stress survey and its factor structure. *Quality & Quantity*, 49(2), 711–726. <https://doi.org/10.1007/s11135-014-0019-6>
- Kelly, M., Soles, R., Garcia, E., & Kundu, I. (2020). Job stress, burnout, work-life balance, well-being, and job satisfaction among pathology residents and fellows. *American Journal of Clinical Pathology*, 153(4), 449–469. <https://doi.org/10.1093/ajcp/aqaa013>
- Khatri, D. (2019). A study on relationship between work life balance and job stress: A case study of college teachers in Rajasthan (India). *IOSR Journal of Research & Method in Education*, 9(6), 5–8.
- Kpolovie, P., & Onoshagbegbe, E. (2017). Research productivity: H-index and i10-index of academics in Nigerian universities. *International Journal of Quantitative and Qualitative Research Methods*, 5(2), 62–123.
- Lakkoju, S. (2020). Work–life satisfaction in academia: Myth or reality? *Decision*, 47(2), 153–176. <https://doi.org/10.1007/s40622-020-00243-9>
- Lazarus, R. S. (1990). Theory-based stress measurement. *Psychological Inquiry*, 1(1), 3–13. https://doi.org/10.1207/s15327965pli0101_1
- Lebang, F. A., & Ardiyanti, N. (2021). *The effect of work-life balance and work stress on turnover intention with job satisfaction as a mediator at anti-corruption institution in Indonesia*. Paper presented at the 5th Global Conference on Business, Management and Entrepreneurship (GCBME 2020), Atlantis Press.
- Locke, E. A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance*, 4(4), 309–336. [https://doi.org/10.1016/0030-5073\(69\)90013-0](https://doi.org/10.1016/0030-5073(69)90013-0)
- Melgosa, J. (2004). *Less stress!* Madrid, Spain: Editorial Safeliz.

- Meng, Q. (2022). Chinese university teachers' job and life satisfaction: Examining the roles of basic psychological needs satisfaction and self-efficacy. *The Journal of General Psychology*, 149(3), 327-348. <https://doi.org/10.1080/00221309.2020.1853503>
- Meng, Q., & Wang, G. (2018). A research on sources of university faculty occupational stress: A Chinese case study. *Psychology Research and Behavior Management*, 11, 597-605. <https://doi.org/10.2147/PRBM.S187295>
- Milas, G., Martinović Klarić, I., Malnar, A., Saftić, V., Šupe-Domić, D., & Slavich, G. M. (2021). The impact of stress and coping strategies on life satisfaction in a national sample of adolescents: A structural equation modelling approach. *Stress and Health*, 37(5), 1026-1034. <https://doi.org/10.1002/smi.3050>
- Milovanska-Farrington, S., & Farrington, S. (2022). Happiness, domains of life satisfaction, perceptions, and valuation differences across genders. *Acta Psychologica*, 230, 103720. <https://doi.org/10.1016/j.actpsy.2022.103720>
- Mutiu, S. (2011). *The relationship between job stress and life satisfaction among non-academic university staffs*. Paper presented at the The 8th International Postgraduate Research Colloquium: Interdisciplinary Approach for Enhancing Quality of Life.
- Naseem, K. (2018). Job stress, happiness and life satisfaction: The moderating role of emotional intelligence empirical study in telecommunication sector Pakistan. *Journal of Social Sciences and Humanity Studies*, 4(1), 7-14.
- Noda, H. (2020). Work-life balance and life satisfaction in OECD countries: A cross-sectional analysis. *Journal of Happiness Studies*, 21(4), 1325-1348. <https://doi.org/10.1007/s10902-019-00131-9>
- Obiekwe, O., Obibhunun, L., & Omah, O. (2019). Impact of employee job satisfaction on organizational performance. *Academic Journal of Current Research*, 6(12), 6-12.
- Oginni, E. (2022). *Work-Life balance and women academics in higher education: A comparative study of UK and Nigeria*. United Kingdom: University of Salford.
- Pavot, W., & Diener, E. (1993). The affective and cognitive context of self-reported measures of subjective well-being. *Social Indicators Research*, 28(1), 1-20. <https://doi.org/10.1007/BF01086714>
- Peretomade, V. (1993). Causes and effective techniques for the management of work stress in educational institutions. *Delta Journal of Educational Development*, 1(2), 25-27.
- Radu, C. (2023). *Fostering a positive workplace culture: Impacts on performance and agility*. In *Human Resource Management—An Update*. London, UK: IntechOpen.
- Rain, J. S., Lane, I. M., & Steiner, D. D. (1991). A current look at the job satisfaction/life satisfaction relationship: Review and future considerations. *Human Relations*, 44(3), 287-307. <https://doi.org/10.1177/001872679104400305>
- Rasool, S. F., Wang, M., Tang, M., Saeed, A., & Iqbal, J. (2021). How toxic workplace environment effects the employee engagement: The mediating role of organizational support and employee wellbeing. *International Journal of Environmental Research and Public Health*, 18(5), 2294. <https://doi.org/10.3390/ijerph18052294>
- Rathi, S., & Kumar, P. (2022). Job stress: A systematic literature review. *International Journal of Health Sciences*, 6(S6), 6204-6222. <https://doi.org/10.53730/ijhs.v6nS6.10971>
- Reiter, E. (2007). *Work-life balance: A practical guide to maintaining harmony between work and life*. UK: Routledge.
- Riasnugrahani, M., Setiawan, T., & Batara, A. (2025). Workplace flexibility and subjective well-being: The role of work-life balance in Air Force women. *Cogent Business & Management*, 12(1), 2561239. <https://doi.org/10.1080/23311975.2025.2561239>
- Sahrawat, P., & Rawat, P. S. (2021). Work-life balance and job satisfaction among corporate employees. *Kala Sarovar*, 24(2), 192-197.
- Salami, S. O. (2011). Job stress and burnout among lecturers: Personality and social support as moderators. *Asian Social Science*, 7(5), 110-121. <https://doi.org/10.5539/ass.v7n5p110>
- Sari, R. L., & Seniati, A. N. L. (2020). The role of job satisfaction as mediator between work-life balance and organizational commitment among lecturers. *Psychology and Education*, 57(2), 106-110.
- Sharma, A., & Tripathi, K. M. (2023). Job satisfaction and workplace stress among employees working in organisations. *International Journal of Indian Psychology*, 11(1), 45-56.
- Shrout, P. E., & Bolger, N. (2002). Mediation in experimental and nonexperimental studies: New procedures and recommendations. *Psychological Methods*, 7(4), 422-445. <https://doi.org/10.1037/1082-989X.7.4.422>

- Silaban, H., & Margaretha, M. (2021). The impact work-life balance toward job satisfaction and employee retention: Study of millennial employees in Bandung city, Indonesia. *International Journal of Innovation and Economic Development*, 7(3), 18-26. <https://doi.org/10.18775/ijied.1849-7551-7020.2015.73.2002>
- Sirgy, M. J. (2002). *The psychology of quality of life* (Vol. 12). Dordrecht: Kluwer Academic Publishers.
- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement: A strategy for the study of attitudes*. Chicago: Rand McNally.
- Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the job satisfaction survey. *American Journal of Community Psychology*, 13(6), 693-713. <https://doi.org/10.1007/BF00929796>.
- Sule, R., Thadasare, H., Sonavane, S., Shah, N., & De Sousa, A. (2017). A study of job satisfaction, job stress and quality of life in auxiliary health care workers of a public tertiary general hospital. *Journal of Psychosocial Rehabilitation and Mental Health*, 4(1), 23-27. <https://doi.org/10.1007/s40737-017-0078-9>
- Susanto, P., Hoque, M. E., Jannat, T., Emely, B., Zona, M. A., & Islam, M. A. (2022). Work-life balance, job satisfaction, and job performance of SMEs employees: The moderating role of family-supportive supervisor behaviors. *Frontiers in Psychology*, 13, 906876. <https://doi.org/10.3389/fpsyg.2022.906876>
- Timms, C., Brough, P., O'Driscoll, M., Kalliath, T., Siu, O. L., Sit, C., & Lo, D. (2015). Positive pathways to engaging workers: Work-family enrichment as a predictor of work engagement. *Asia Pacific Journal of Human Resources*, 53(4), 490-510. <https://doi.org/10.1111/1744-7941.12066>
- Timotius, E., & Octavius, G. S. (2022). Stress at the workplace and its impacts on productivity: A systematic review from industrial engineering, management, and medical perspective. *Industrial Engineering & Management Systems*, 21(2), 192-205.
- Unanue, W., Gómez, M. E., Cortez, D., Oyanedel, J. C., & Mendiburo-Seguel, A. (2017). Revisiting the link between job satisfaction and life satisfaction: The role of basic psychological needs. *Frontiers in Psychology*, 8, 680. <https://doi.org/10.3389/fpsyg.2017.00680>
- Van Praag, B., & Ferrer-i-Carbonell, A. (2010). Towards an urban quality of life index: Basic theory and econometric methods. In *The Quality of Life in Latin American Cities: Markets and Perception*. In (pp. 65-90). Berlin, Germany: Springer.
- Veenhoven, R. (1996). The study of life satisfaction. In W. E. Saris, R. Veenhoven, A. C. Scherpenzeel, & B. Bunting (Eds.), *A comparative study of satisfaction with life in Europe*. In (pp. 11-48). Budapest: Eötvös University Press.
- Vispute, S., & Kothari, S. (2023). Work-life balance and occupational stress among employees in times of the COVID-19. In *INDAM: Indian Academy of Management at SBM-NMIMS Mumbai*. In (pp. 783-794). Singapore: Springer Nature.
- Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.
- Xu, Y., & Wang, Y. (2023). Job stress and university faculty members' life satisfaction: The mediating role of emotional burnout. *Frontiers in Psychology*, 14, 1111434. <https://doi.org/10.3389/fpsyg.2023.1111434>
- Yahyagil, M. Y. (2015). Values, feelings, job satisfaction and well-being: The Turkish case. *Management Decision*, 53(10), 2268-2286. <https://doi.org/10.1108/MD-10-2014-0609>
- Yazicioğlu, İ., & Kubilay, N. (2017). Analysing the relationship between job satisfaction and life satisfaction in terms of demographic variables: An research in accommodation businesses. *Journal of Business Management and Economic Research*, 1(1), 39-48. <https://doi.org/10.29226/jobmer.2017.3>
- Yoon, D. J., Bono, J. E., Yang, T., Lee, K., Glomb, T. M., & Duffy, M. K. (2022). The balance between positive and negative affect in employee well-being. *Journal of Organizational Behavior*, 43(4), 763-782. <https://doi.org/10.1002/job.2580>
- Yusoff, R. M., & Khan, F. (2013). Stress and burnout in the higher education sector in Pakistan: A systematic review of literature. *Research Journal of Recent Sciences*, 2(11), 90-98.
- Zhang, J., Liu, F., & Smith, A. P. (2024). Exploring the relationship between work stress and work-related rumination. *Psychological Reports*, 127(3), 1480-1501. <https://doi.org/10.1177/00332941231168783>

Views and opinions expressed in this article are the views and opinions of the author(s), Humanities and Social Sciences Letters shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.