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Work Life Balance among Teacher Educators in Relation to Work Engagement and Organization Role Stress: A Review Study

ORIGINAL ARTICLE



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Abstract

Teacher educators play a pivotal role in shaping the future of education, yet they grapple with the challenge of achieving work-life balance amidst their multifaceted responsibilities. This study explores the intricate interplay between work-life balance, work engagement, and organizational role stress among teacher educators. Understanding these dynamics is crucial for fostering supportive work environments and enhancing educator well-being. Factors influencing work-life balance include workload, flexibility, supportive environments, personal well-being, autonomy, job satisfaction, work engagement, organizational policies, and role stress. By elucidating these factors, this research aims to inform evidence-based interventions and practices that promote holistic development and fulfillment within the educational workforce, ultimately benefiting both educators and students alike.

Key Words

Teacher educators, Work-life balance, Work engagement, Organizational role stress, educational workforce.

Introduction

In the scenario of education, the role of teacher educators stands as a critical linchpin for the development of future educators and the advancement of pedagogical practices. Teacher educators navigate multifaceted responsibilities, balancing instructional duties, research endeavors, administrative tasks, and mentorship roles within academic institutions. However, amidst the demands of their profession, the pursuit of work-life balance emerges as an essential yet elusive objective for teacher educators worldwide. The concept of work-life balance has garnered increasing attention across various industries, recognizing its profound impact on individual well-being, job satisfaction, and organizational performance. For teacher educators, achieving a harmonious equilibrium between professional commitments and personal life becomes pivotal not only for their own welfare but also for the quality of instruction and mentorship they provide to aspiring educators. Moreover, the dynamic interplay between work-life balance, work engagement, and organizational role stress among teacher educators

unveils intricate relationships that shape professional experiences and outcomes within educational settings. Understanding these relationships holds paramount importance for educational institutions, policymakers, and practitioners alike, as it informs strategies for cultivating supportive work environments, enhancing educator well-being, and ultimately, improving student learning outcomes. Thus, this study embarks on a comprehensive exploration of the nexus between work-life balance, work engagement, and organizational role stress among teacher educators. By delving into the intricate dynamics and underlying mechanisms that govern these constructs, this research endeavors to shed light on the challenges, opportunities, and implications inherent in the professional lives of teacher educators. Through a synthesis of empirical research, theoretical frameworks, and practical insights, this study seeks to contribute to the burgeoning discourse surrounding educator well-being and organizational effectiveness in the field of education¹. By elucidating the factors that influence work-life balance, work engagement, and organizational role stress among teacher educators, this research aims to inform evidence-based interventions, policies, and practices that promote holistic development, resilience, and fulfillment within the educational workforce. In essence, this study endeavors to illuminate the path toward fostering thriving professional communities where teacher educators can flourish, inspire, and empower the next generation of educators with passion, purpose, and resilience².

Importance of Work-Life Balance

The importance of work-life balance for teacher educators cannot be overstated, given the multifaceted nature of their roles and the impact it has on their well-being, effectiveness, and overall quality of life. Here are several key reasons why work-life balance is crucial for teacher educators³:

- **Enhanced Well-being:** Maintaining a healthy balance between work responsibilities and personal life fosters physical, mental, and emotional well-being. Teacher educators who prioritize self-care and leisure activities are better equipped to cope with stress, prevent burnout, and sustain long-term career satisfaction.
- **Improved Job Satisfaction:** A harmonious work-life balance contributes to greater job satisfaction among teacher educators. When individuals have the time and energy to engage in activities outside of work, they experience a sense of fulfillment and purpose that positively influences their attitudes toward their profession.
- **Increased Productivity and Effectiveness:** Teacher educators who prioritize work-life balance are more productive and effective in their professional roles. By setting boundaries and allocating time for rest and rejuvenation, they can maintain focus, creativity, and engagement in their teaching, research, and mentorship endeavors⁴.
- **Positive Role Modeling:** Teacher educators serve as role models and mentors for aspiring educators. Demonstrating a healthy work-life balance not only sets a positive example for students but also reinforces the importance of self-care, time management, and boundary-setting in the teaching profession.
- **Enhanced Relationships:** Balancing work and personal life enables teacher educators to cultivate meaningful relationships with colleagues, friends, and family members. Nurturing these connections provides social support, companionship, and a sense of belonging that enriches their lives both inside and outside the workplace.
- **Retention and Recruitment:** Educational institutions that prioritize work-life balance are more likely to attract and retain talented teacher educators. Offering flexible work arrangements, supportive policies, and wellness programs demonstrates a commitment to employee well-being and strengthens the institution's reputation as a desirable place to work.
- **Maintaining Perspective:** Achieving work-life balance allows teacher educators to maintain perspective and prioritize what truly matters in their lives. By avoiding the trap of overwork and perfectionism, they can cultivate a sense of balance, fulfillment, and resilience that sustains them throughout their careers.

The work-life balance is not just a personal choice but a fundamental aspect of professional practice and organizational culture within the field of education. By recognizing the importance of work-life balance and implementing strategies to support it, educational institutions can foster thriving communities of teacher educators[3-4] who are equipped to inspire, innovate, and positively impact the lives of students and colleagues alike.

Reviews of Literature

Žnidaršič et.al., (2020, June). Achieving professional dedication was greatly influenced by the work-life balance. Many people in the fast-paced society of that time struggled to juggle all of their obligations. Having engaged employees was a goal for any company since, as many studies had shown, engaged workers were also more productive workers. By implementing family-friendly policies and practices, organizations could significantly help workers achieve a better work-life balance, which in turn led to higher levels of life satisfaction. For example, there was a paucity of studies that combined the three ideas of work-life balance, life satisfaction, and job engagement. Despite this, many studies had shown that these three factors significantly impacted one another. Through the use of structural equation modeling (SEM), three hypotheses were evaluated experimentally in a structural model, drawing on a thorough literature study. The objective had been to find out whether happiness played a mediating role in the connection between work-life balance and effort put in at the office. A total of 164 online participants university professors from Austria, Croatia, the Czech Republic, Germany, Serbia, and Slovenia provided the quantitative data used in the research. Life satisfaction acted as a mediator between work-life balance and job engagement, according to the data. The article delved into the link between work-life balance, life happiness, and job engagement, as well as the implications for research and practice findings in respect to their impact on employee behavior.

Obasi, K. K., & Adieme, F. G. (2021). The focus of the research was on the involvement of teachers and their work-life balance at Rivers State's private secondary schools. A total of three hypotheses and research questions were utilized to direct the investigation. The study included 7,143 educators from all 275 private secondary schools in Rivers State, with 2,676 males and 4,467 females. A correlational research method was employed by the researchers. Through a proportional stratified random selection approach, 714 educators were chosen for the sample, constituting 10% of the total population. Two self-designed instruments, the "Work-life Balance Questionnaire (WLBQ)" and the "Teacher Engagement Questionnaire (TEQ)," were utilized to extract information, divided into Sections A and B. Section A contained demographic information, while Section B contained variables used to collect responses, with 20 questions on work-life balance and 15 questions about teacher engagement. Professionals ensured that both content and face validity were met. Cronbach's Alpha reliability approach indicated that the WLBQ and TEQ were internally consistent, with the former having an index of .79 and the latter of .83. Multiple regression addressed research question 3, while simple regression was used for research questions 1 and 2. A t-test linked to simple regression tested hypotheses 1 and 2, while an ANOVA linked to multiple regression tested hypothesis 3, with a significance level of 0.05. One key result of the study indicated that work-life balance was a relatively weak predictor of teacher engagement in Rivers State's secondary schools. According to the results, employers and school administrators should do more to assist teachers in achieving a healthy work-life balance, thereby motivating them to perform their best in the classroom and aiding students in reaching their full potential.

Franco et.al., (2021). It was suggested that everyone who had responsibilities in both the home and the workplace, particularly professors and staff at universities, should make an effort to strike a healthy work-life balance. The research aimed to examine the role of work-life balance in higher education and how it affected instructors' well-being. The study employed a rigorous systematic review technique based on 53 publications obtained from ScienceDirect, Scopus, and the Web of Science between 2005 and 2020. The software tools used for the research were Mendeley and EndNote. Citation analysis and term/word co-occurrence were two more methods that made use of the software applications VOS viewer and Microsoft

Excel. The literature also uncovered primary discussions on work-life balance among higher education instructors, as well as research subjects, fields of activity, and SWOT analyses (strengths, weaknesses, opportunities, and threats). The results indicated that the work-life balance and, by extension, the health of higher education instructors were affected by gender disparity, occupational stress, and the lack of a healthy work environment.

Mérida-López et.al., (2017). In a study involving a sample of 288 educators, an investigation was conducted into how role stress and emotional intelligence predicted engagement both individually and in combination. A favorable correlation was discovered between emotional intelligence and engagement. Negative correlations were observed between role conflict and ratings of vigor and devotion, as well as with role ambiguity. In describing the dimensions of engagement, the interaction between emotional intelligence and role ambiguity was found to be crucial. Analysis of total teacher involvement yielded similar findings, suggesting that increased room for interpretation of roles was associated with higher levels of emotional intelligence and participation. The results underscored the necessity for further research to elucidate how occupational barriers influence the relationships between teachers' emotional intelligence and indicators of occupational well-being. The discussion concluded by considering the implications of these findings for the future of emotional intelligence programs in schools.

Çobanoglu et.al., (2023). The purpose of the research was to identify the function of work-life balance as a moderator between workplace stress and contentment in one's career. Results from measures of job satisfaction, work-life balance, and stress at work were utilized in the research conducted on high school educators. The following software had been employed for data analysis: SPSS 26, Lisrel 8.80, and Jamovi 2.3. The findings showed that work-life balance played a pivotal role in teachers' job happiness; stress at work had a detrimental effect on career satisfaction, and teachers reported a deterioration of their work-life balance as their stress levels increased. Lastly, the model indicated that stress in the classroom affected teachers' career happiness both directly and indirectly through their work-life balance. In light of these findings, educational institutions were recommended to restructure their workplaces to better accommodate their workers' needs for both professional and personal fulfillment. However, it was suggested that efforts should also be made to eliminate or at least minimize stress-inducing factors in the work environment.

Mulumba Jaggwe, J. (2014). The researchers in this study set out to better understand the dynamics at play in a subset of secondary schools in the former Kabarole District by examining the connections between teachers' competences, psychological capital, organizational citizenship behavior, work-life balance, and engagement. In order to gather information, researchers used quantitative and qualitative methods in a cross-sectional survey. Two hundred and forty-four people were polled for this study using a convenient random sampling technique. Psychological capital and organizational citizenship behavior ($R=.40, P d'' .01$), work-life balance and teacher engagement ($R=.25, P d'' .01$), and teacher competences ($R=.42, P d'' .01$) were all positively related in the bivariate correlation results. Multiple regression analysis yielded an 8% explanation for teacher involvement, as seen by the 'adjusted R square' findings. With a $Beta=.272, t=4.375, sig=.000$, work-life balance is the strongest predictor of teacher engagement, followed by psychological capital and organizational citizenship behavior. Teacher engagement may be predicted by these characteristics with a high degree of statistical significance ($F=5.689, P=.000$). Therefore, in order to help teachers balance their job and non-work lives, the study suggests that secondary school management should try to implement flexible work arrangements. In addition to fostering O.C.B. and other factors that encourage teacher involvement, school administrations should provide instructors with the resources they need to be mentally competent. It is recommended that children acquire important life skills, such as public speaking, at elementary, middle, and high schools, as well as at vocational and university level. Equipping trainees, like instructors, with leadership abilities and ethics is just as important as providing them with the knowledge supplied by the curriculum. Consequently, in order to give their students a leg up in the competitive East African employment market, educational institution owners need go outside the box when it comes to curriculum and rules set by the

ministry of education and sports. It has been found that most graduates today lack a number of skills, which contributes to the moral decay in our society. For example, some teachers engage in sexual relationships with their students, while others defile and rape both students and teachers.

Adni et.al., (2024). Nowadays, people are starting to pay attention to the importance of teachers having a work-life balance. Maintaining a healthy work-life balance is essential for educators if we are to realize the value of life work. Consequently, the purpose of this research was to ascertain, from an expert perspective, how Malaysian secondary school teachers perceive the work-life balance instrument. The Fuzzy Delphi Method (FDM) questionnaire instrument is sent to nine experts in order to conduct quantitative research. Experts in the fields of education and school administration with at least five years of experience are required to participate in this research. Using FDM, we analyzed all of the data that was obtained. The study's results demonstrate that all engagement balance items meet the requirements, with a threshold value (d construct) below 0.2 and a percentage of expert agreement over 75%. Hence, all the components included in the engagement balance aspect should be incorporated in the work-life balance management model for secondary school teachers in Malaysia, according to expert consensus.

Dutta, P., & Mahanta, D. (2022) A company's success depends on its employees' dedication and the quality of their work lives. The effectiveness of an organization is impacted by the efficiency and participation of its personnel, which are mostly determined by these two factors. There have been a number of recent efforts by businesses to boost employee engagement and the quality of life at work in an effort to improve business operations. Regardless, very little study has been conducted in this area, particularly among Assam's educators. As a result, the purpose of this article is to investigate the connection between teachers' involvement with their jobs and their quality of life at work in Assam's public and private secondary schools. The study's sample size is 80 people, including 40 educators from private schools and 40 educators from public schools in the state. The data collected for the research has been analyzed using quantitative methods.

Bell et.al., (2012). Research on the effects of academics' perceived job stress, work-life balance, and work-life conflict has grown in relevance due to rising stress and demands and organizational changes at universities. However, academics' capacity to manage work and personal life, as well as their capacity to resolve work-life conflict, has been the subject of very few research. Our research was based on the premise that people who report high levels of perceived job pressure and job threat stress are more likely to experience work-life conflict and less likely to have a healthy work-life balance (Zedeck, 1992). The impact of occupational stress on well-being was also examined in this group of scholars (N=139), in light of the extensively established link between stress and health. Academics reported more work-life conflicts and a worse work-life balance when they reported high levels of perceived job stress (threat and pressure-type stressors). Compared to stress from felt job pressure, stress from perceived job threats was a larger contributor and a significant predictor of scores on work-life balance and work-life conflict. Academics' reported work pressure-type stress had no correlation to their wellbeing or ill-being, while perceived job threat-type stress was a strong predictor of both.

Atibuni et.al., (2019). Core self-evaluations, academic motivation, work-life balance, and research skills competency are psychological factors that influence engagement in higher degree pursuits. Student participation in terms of effort investment, cooperation, seeking institutional help, and interacting with faculty is preceded by core self-evaluations and academic motivation. The majority of college students come from working-class backgrounds, therefore factors like work-life balance and research skill mastery mediate the connection between students' dispositional moods and their level of active participation. This critical review uses research findings from multiple studies to explain how certain variables mediate or moderate the relationships between academic motivation, core-self evaluations, and students' research engagement. As a foundation for students' research involvement and, by extension, their research completion, theorized here is a conceptual model for the interconnections between these ideas.

Oyeh, N. L., & Oluwo, S. O. (2018).In Rivers State, public secondary school teachers' job engagement and quality of life on the job were examined in the research. At the 0.05 level of significance, six research questions were addressed and six matching null hypotheses were examined. A correlational research strategy was used in the investigation. The total number of instructors included in this survey was 8,452. These instructors worked in 247 public senior secondary schools throughout 23 LGAs in Rivers State. Taro Yamane's sample size method was used to calculate that 400 teachers, or 5% of the total population, would be the appropriate sample size for this investigation. Information was gathered using the Teachers' Quality of Work Life Assessment Scale (TQOWLAS) and the Teachers' Job Engagement Scale (TJES). Ensuring face and content validity was done. Using the Cronbach Alpha, we found that TQOWLAS had a reliability coefficient of 0.708 and that TJES had a reliability value of 0.877. The study issues were addressed using simple and multiple regression. To test the null hypotheses at a 0.05 alpha level, t-tests were utilized in conjunction with simple regression and ANOVA was used in conjunction with multiple regression. One finding among others is that teachers' job engagement is 14.5% influenced by their quality of work life. at addition, teachers' job engagement at Rivers State's public secondary schools is significantly influenced by their quality of work life. Among other things, it was suggested that instructors should demonstrate competence and professionalism in their work as educators so that they can fulfil their responsibilities as outlined in their contracts. In order to properly recompense teachers who have shown exceptional performance in carrying out their statutory duties, principals should establish efficient and effective reward management systems.

Nissinen et.al., (2022).Examining the connections between job crafting, work engagement, and workaholism in Government agencies was the primary goal of this research. School employees, secretaries, directors, parking attendants, and information and communication technology professionals were among the 213 participants drawn from three Finnish public organizations. Job Crafting Scale, UWES-9, and Work Addiction Risk Test were used to operationalize work engagement, workaholism, and job crafting, respectively. Because of the significant and positive correlation between work engagement and economic activity and productivity, as well as the weak correlation between workaholism and wellbeing, the present research concentrated on the Finnish public sector. By using structural equation modelling to the data, we were able to identify three interdependent aspects of job crafting. The three factors were a rise in demanding work requirements, a rise in social job resources, and an expansion of structural job resources. Dimension "decreasing hindering job demands" was adversely correlated with workaholism in the structural model, whereas dimension "increasing structural job resources" was favorably related to work engagement. The importance of workers learning to manage their workplace resources and expectations was emphasized in this research. We propose that Government agencies make it easier for workers to engage in job crafting by providing them with more tools to build their own structural job resources. In light of the enormous demands placed on Government workers by the COVID-19 epidemic, these findings are quite pertinent.

Significance of Work Engagement

Work engagement among teacher educators holds profound significance, influencing various aspects of their professional lives and the educational environment as a whole. One critical aspect is the enhancement of teaching effectiveness. Engaged educators demonstrate enthusiasm, dedication, and passion for teaching, resulting in more compelling and impactful instruction for their students. This heightened engagement directly contributes to improved student outcomes, including enhanced academic achievement, motivation, and engagement. When teacher educators are invested in their work, they inspire students to actively participate in the learning process, creating an environment conducive to academic success and personal growth. Furthermore, work engagement contributes to greater job satisfaction among teacher educators. Finding meaning and fulfillment in their roles leads to higher levels of satisfaction, positively impacting overall well-being and performance. Additionally, engaged educators exhibit increased organizational commitment, aligning with the institution's mission and actively contributing to its success through dedication and innovation. This commitment fosters a positive organizational culture characterized by trust, respect, and collaboration, further

enhancing the professional environment. Moreover, work engagement promotes continuous professional development and growth. Engaged educators are more inclined to seek out learning opportunities, stay updated with best practices, and collaborate with colleagues. This commitment to growth not only benefits individual educators but also contributes to the collective advancement of the institution. Importantly, work engagement also acts as a buffer against burnout and job-related stress, enabling educators to effectively cope with challenges and setbacks. Additionally, fostering work engagement enhances collegial relationships within educational institutions. Engaged educators⁵ collaborate, share resources, and support one another, fostering a sense of camaraderie and mutual respect. This collaborative spirit not only enriches professional interactions but also strengthens the academic community as a whole. In conclusion, work engagement is integral to the professional experiences and outcomes of teacher educators. By cultivating engagement, educational institutions can nurture a dynamic and thriving workforce dedicated to excellence in teaching, research, and mentorship. Ultimately, this commitment to engagement leads to improved student learning outcomes, institutional effectiveness, and the advancement of education as a whole⁶.

Understanding Organizational Role Stress

Understanding organizational role stress among teacher educators is essential for recognizing the challenges they face within their professional roles. Organizational role stress encompasses various stressors, including heavy workloads, role ambiguity, interpersonal conflicts, and lack of resources, which can adversely impact educators' well-being and job satisfaction. Heavy workloads may lead to feelings of overwhelm and exhaustion, while role ambiguity can create confusion and uncertainty regarding job expectations and responsibilities. Interpersonal conflicts within the organization can result in strained relationships and diminished morale, further exacerbating stress levels. Additionally, inadequate resources, such as time, support, and professional development opportunities, can hinder educators' ability to effectively fulfill their roles and meet organizational expectations. Understanding and addressing organizational role stress is crucial for promoting educator well-being, enhancing job satisfaction, and fostering a positive work environment conducive to professional growth and student success⁷.

Interrelations Among Constructs

The interrelations among work-life balance, work engagement, and organizational role stress among teacher educators are complex and interconnected, influencing various aspects of their professional experiences and outcomes. Followings are some key points highlighting these interrelations:

- **Work-Life Balance and Work Engagement:** There exists a reciprocal relationship between work-life balance and work engagement among teacher educators. When educators achieve a satisfactory balance between their professional responsibilities and personal life, they are more likely to experience higher levels of work engagement. Conversely, increased work engagement can contribute to a greater sense of fulfillment and satisfaction in both work and personal life, fostering a positive cycle of well-being and engagement.
- **Work-Life Balance and Organizational Role Stress:** Work-life balance acts as a protective factor against organizational role stress among teacher educators. When educators are able to effectively manage their time, set boundaries, and prioritize self-care, they are better equipped to cope with stressors inherent in their organizational roles. Conversely, a lack of work-life balance can exacerbate feelings of stress and burnout, leading to decreased job satisfaction and productivity.
- **Work Engagement and Organizational Role Stress:** There exists an inverse relationship between work engagement and organizational role stress among teacher educators. Engaged educators are more resilient in the face of stressors within their organizational roles, as they possess a greater sense of purpose, motivation, and enthusiasm for their work. On the other hand, high levels of organizational role stress can diminish work engagement, leading to decreased job satisfaction and performance.

- **Transactional Relationship:** The interrelations among work-life balance, work engagement, and organizational role stress often operate in a transactional manner, influencing and shaping each other over time. Changes in one construct can have ripple effects on the others, highlighting the dynamic nature of these relationships within the context of teacher education [6-8].
- Understanding these interrelations is crucial for developing targeted interventions, policies, and practices aimed at promoting educator well-being, enhancing job satisfaction, and fostering a supportive work environment conducive to professional growth and student success. By addressing the complex interplay between work-life balance, work engagement, and organizational role stress, educational institutions can cultivate thriving communities of teacher educators who are equipped to inspire, innovate, and positively impact the lives of their students and colleagues⁹.

Implications for Educational Institutions

The implications of work-life balance, work engagement, and organizational role stress among teacher educators are paramount for educational institutions striving to create supportive environments conducive to both personal well-being and professional growth. It is imperative for educational institutions to prioritize the establishment of a nurturing work environment that acknowledges and promotes work-life balance among teacher educators. This necessitates the implementation of policies and practices that facilitate flexible work arrangements, such as telecommuting options, adaptable scheduling, and family-friendly policies, to accommodate the diverse needs of educators. Furthermore, providing ample professional development opportunities focused on time management, stress management, and work-life balance is essential for equipping teacher educators with the requisite skills and resources to effectively navigate their professional responsibilities while safeguarding their personal well-being. Educational institutions should also endeavor to cultivate a culture of work engagement by recognizing and rewarding educators who exhibit high levels of dedication, enthusiasm, and innovation in their roles. Encouraging collaboration, creativity, and autonomy can further enhance work engagement and contribute to a positive organizational culture. In addition, offering comprehensive stress management resources and support services, such as counseling, wellness programs, and peer support networks, can aid teacher educators in effectively coping with organizational role stress and mitigating burnout. Access to resources promoting physical, mental, and emotional well-being is indispensable for fostering educator resilience and job satisfaction. Clear communication and transparent expectations regarding job roles, responsibilities, and performance standards are imperative to mitigate role ambiguity and reduce organizational role stress among teacher educators. Transparent communication fosters trust, clarity, and mutual understanding within the educational institution. Moreover, promoting work-life integration over strict separation empowers teacher educators to harmonize their professional and personal lives, enhancing overall well-being and job satisfaction. By fostering a culture that values flexibility, autonomy, and holistic approaches to work and life balance, educational institutions can promote work-life integration effectively. Furthermore, effective leadership support and advocacy are paramount for promoting educator well-being and addressing organizational challenges related to work-life balance, work engagement, and organizational role stress. Educational leaders should champion initiatives that prioritize educator well-being and create opportunities for meaningful engagement, collaboration, and growth within the organization¹⁰.

Factors influencing work-life balance among teacher

The factors influencing work-life balance among teacher educators in relation to work engagement and organizational role stress can be multifaceted and include:

- a. **Workload:** Heavy workload can significantly impact work-life balance, as teacher educators may find it challenging to balance their professional responsibilities with personal commitments and interests.
- b. **Flexibility:** Flexibility in work schedules and the ability to manage one's own time can greatly contribute to achieving a better work-life balance. This includes options such as flexible working hours, telecommuting, or compressed workweeks.

- c. **Supportive Work Environment:** A supportive work environment where colleagues and supervisors understand the importance of work-life balance and provide support when needed can positively influence teacher educators' ability to manage their responsibilities effectively.
- d. **Personal Well-being:** Factors related to personal well-being, such as physical health, mental health, and overall satisfaction with life, can play a significant role in determining work-life balance.
- e. **Autonomy and Control:** Having autonomy and control over one's work, including decision-making authority and the ability to prioritize tasks, can enhance work-life balance by allowing teacher educators to align their work with their personal needs and preferences.
- f. **Job Satisfaction:** Job satisfaction, including aspects such as fulfillment from teaching, recognition for achievements, and opportunities for professional development, can contribute to overall well-being and work-life balance.
- g. **Work Engagement:** High levels of work engagement, characterized by vigor, dedication, and absorption in one's work, can positively influence work-life balance by fostering a sense of fulfillment and motivation in professional activities.
- h. **Organizational Policies and Practices:** Organizational policies and practices related to workload distribution, leave policies, and support for work-life balance initiatives can have a significant impact on teacher educators' ability to achieve a balance between their professional and personal lives.
- i. **Role Stress:** Role stress, including factors such as role ambiguity, role conflict, and role overload, can negatively affect work-life balance by creating tension and strain in managing competing demands and responsibilities.
- j. **Work-life Integration:** Rather than strict separation of work and personal life, promoting work-life integration where individuals can blend aspects of their professional and personal lives in a way that enhances overall well-being can be beneficial for teacher educators in achieving balance (11-12).

Conclusion

The study underscores the importance of prioritizing work-life balance, work engagement, and mitigating organizational role stress among teacher educators. By addressing the multifaceted factors influencing these constructs, educational institutions can create supportive environments conducive to both personal well-being and professional growth. Flexible work arrangements, supportive policies, and wellness programs are essential for equipping educators with the resources to effectively manage their responsibilities while safeguarding their well-being. Furthermore, fostering a culture of work engagement and clear communication can enhance job satisfaction and organizational effectiveness. By embracing these implications and implementing proactive measures, educational institutions can cultivate thriving communities of teacher educators who are empowered to inspire, innovate, and positively impact student learning outcomes.

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