

# ASSOCIATION BETWEEN TEACHING EFFICACY, WORK-FAMILY BALANCE AND LIFE SATISFACTION AMONG SCHOOL TEACHERS



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A Research Thesis submitted to the  
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**CERTIFICATE OF APPROVAL**

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**DEDICATION**

*I dedicate this thesis to my family and their moral support and valuable insights through my journey.*

## DECLARATION

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution education and shall not be submitted by me in the future for obtaining any degree from this or any other University or Institution.

  
**Aqsa Tahir**

**BSP201008**

**January 2024**

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## ABSTRACT

This study aimed to examine the relationship between teaching efficacy, work-family balance, and life satisfaction among school teachers. A purposive sampling method was utilized to recruit 200 school teachers from Private and Government schools of Rawalpindi and Islamabad. Three instruments were employed for data collection: Teaching Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) to assess teaching efficacy, Work-Life Balance (Hayman, 2005) to assess work-family balance and Satisfaction with Life (Ed Diener & colleagues, 1985) to assess life satisfaction. A cross-sectional survey design was used to investigate the variables, including correlation analysis, was conducted using SPSS software. The findings reveal a significant negative correlation between teaching efficacy and life satisfaction, suggesting that while a high sense of efficacy may empower educators in the classroom, it could potentially contribute to increased stress and reduced overall life satisfaction. Conversely, a positive correlation is found between work-family balance and life satisfaction, emphasizing the crucial role of achieving equilibrium between personal and professional domains for educators' well-being. However, significant variations in teaching efficacy based on work experience indicate the potential for professional growth over time. The implications of this research suggest recommendations for improving teaching efficacy, work-family balance, and life satisfaction among school teachers. Policies promoting a healthy work-life balance, mentorship programs, and advocacy for supportive environments are crucial for enhancing job satisfaction and overall life satisfaction among educators.

**Keywords:** *teaching efficacy, work-family balance, life satisfaction, school teachers, rawalpindi, islamabad, purposive sampling*

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**Chapter I****INTRODUCTION**

Teaching is a noble profession that plays a pivotal role in shaping the future generations and societal development. Teachers serve as facilitators of knowledge, mentors, and role models for students, thereby influencing not only academic outcomes but also the overall well-being of individuals. Teachers should be more involved in the classroom in order to satisfy the needs of students, parents, and the community (Thelin, 2019). According to Dousti and Ebrahimzadeh (2020) educators are expected to interact with coworkers, students, and administrators; they should also effectively manage their interpersonal connections and adjust to changing educational contexts. These demands have led to a shift in the roles of educators as they have necessitated lifelong learning with competences like inquiry, critical thinking, teamwork, and the use of data and advancements. Teachers should assume stronger leadership positions in their schools to meet the needs of parents, pupils, and society at large.

Teachers' roles and responsibilities are complex and have changed over time as a result of research results and best practices in education. Teachers are crucial in determining how pupils learn, according to a plethora of educational research papers and sources. Teacher's main duties is to promote learning by making the classroom a welcoming and inclusive space where every student may succeed (Hattie, 2009). Educators must recognize the varied needs and backgrounds of their pupils and modify their pedagogical approaches accordingly (Tomlinson, 2001). Teachers must also prepare and present interesting classes that follow curriculum guidelines (Darling-Hammond, 2017).

Research indicates that timely and constructive feedback can considerably boost student learning outcomes, therefore effective assessment and feedback methods are also essential (Hattie & Timperley, 2007). To hone teachers craft and keep up with changing trends and research in education, teachers need to participate in continual professional development (Ingersoll & Strong, 2011).

Teachers are expected to engage with colleagues, students, and administrators, manage interpersonal relationships effectively, and adapt to changing teaching environments (Dousti & Ebrahimzadeh, 2020). These desires have demanded for long lasting learning, with competencies such as inquire about, basic considering, cooperation and the utilize of data and advances, which has significantly altered duties of instructors. In order to satisfy students' requirements, parents, and society as a whole, teachers should take on more leadership roles in their schools (Sharon et.al.,2019).

Student learning results are directly impacted by the efficacy of teachers. High-effective teachers have confidence in their capacity to favorably impact their pupils' social and intellectual growth. Students are more involved and motivated in the classroom do better academically because of their teachers' confidence in their teaching strategies and classroom management abilities. Studies have repeatedly demonstrated a substantial relationship between student accomplishment and teacher efficacy (Tschannen-Moran & Hoy, 2001).

Research from different nations has shown that instructors' efficacy in the classroom varies. A research by Tschannen-Moran and Hoy (2001) revealed that approximately 78% of instructors polled had high levels of self-efficacy, indicating that they believed in their ability to positively impact student learning.

Jones and Lee (2020) explore teacher perceptions of burnout and its contributing factors in secondary schools. The study employs a mixed-methods approach, combining surveys and focus group discussions to analyze the experiences and challenges faced by teachers.

It's crucial to remember, though, that not all educators demonstrate high levels of efficacy in the classroom. Studies have indicated that a sizable portion of instructors in particular areas may have lower levels of self-efficacy. For instance, a study conducted in Europe discovered that 40% of instructors polled had self-efficacy levels that ranged from moderate to low (Klassen & Tze, 2014).

The extent to which school teachers struggle with work-family balance is a matter of great concern, as seen by the numbers and percentages provided. According to a startling survey by Smith and Jones (2020) 75% of school teachers said they had trouble striking a healthy work-family balance. This high proportion highlights the difficulties instructors encounter in juggling their personal and familial obligations with their professional obligations.

According to additional research by Brown et al. (2019), 60% of the teachers polled said that their work obligations frequently interfered with their family time, which caused tension in their relationships. Furthermore, as a result of the demands of their job, 45% of teachers reported that they frequently felt burned out, which made their problems with work-family balance even worse.

One of the most important factors affecting school teachers' general well-being, effectiveness on the job, and retention is how satisfied they are with their lives. The numbers and percentages pertaining to school teachers' life satisfaction have been elucidated by a number of studies and surveys.



According to a national poll done in 2020 by the National Center for Education Statistics (NCES), 59% of American public school teachers said they were very or moderately satisfied with their professions. This number fluctuates between states and school districts, indicating variations in local wages, working circumstances, and stressors associated to the workplace (NCES, 2020).

In a different 2019 research on job satisfaction among American teachers, the National Education Association (NEA) found that 88% of teachers were content with their relationships with students and 47% of instructors were satisfied with their incomes. However, just 30% of educators expressed satisfaction with the amount of administrative support they received, highlighting a crucial factor influencing total job satisfaction (NEA, 2019).

### **Teaching efficacy**

Teaching efficacy, often known as teacher efficacy, is a term used in education to describe a teacher's confidence in their capacity to instruct pupils well and have a positive effect on their learning outcomes. It includes a teacher's self-assurance, skill, and sense of command in the classroom (Laura, 2020).

Hattie and Yates (2014) highlight the importance of collective teacher efficacy in fostering student accomplishment. Henson and Klinge (2019) found that teaching efficacy entails self-efficacy in content understanding, professional skills, and classroom management. These observations emphasize the necessity for teachers to continuously grow their capacities and self-beliefs in order to increase their efficacy as teachers and, eventually, raise student outcomes.

The role of professional development in enhancing teaching efficacy is a prevalent theme. Effective professional development programs not only address pedagogical skills but also target the psychological aspects of teaching, nurturing

teachers' confidence and competence in delivering impactful instruction (Guskey & Yoon, 2009).

According to Bandura (2000), a person's self-efficacy beliefs are major factor in how they handle tasks and obstacles. In the educational setting, a teacher's self-efficacy affects the tactics they choose to use, how persistent they are when faced with challenges, and how well they perform overall in the classroom (Tschannen-Moran & Woolfolk Hoy, 2001).

Tschannen-Moran and Woolfolk Hoy (2001) expanded on Bandura's work by introducing the concept of teacher efficacy, differentiating between general teaching efficacy and personal teaching efficacy. General teaching efficacy pertains to a teacher's overall belief in their ability to impact student learning, while personal teaching efficacy focuses on a teacher's confidence in their capacity to manage specific aspects of teaching, such as student behavior or adapting instruction to diverse learner needs.

Ashton and Webb (1986) found that teachers with higher levels of efficacy were more likely to adopt innovative instructional strategies and exhibit a greater willingness to experiment with new approaches.

When teachers engage in collaborative learning communities, share expertise, and collectively address challenges, it contributes to the development of a positive sense of collective efficacy, fostering an environment where teachers feel empowered to make a meaningful impact on student learning (Tschannen-Moran & Barr, 2004).

Tschannen-Moran and Barr's work (2004) underscores the importance of collaborative professional development in enhancing teaching efficacy. Engaging in collaborative learning communities and sharing expertise contributes to a positive

sense of collective efficacy, empowering teachers to make a meaningful impact on student learning.

Hattie's (2015) emphasized the significance of teacher efficacy in shaping student accomplishment through research. According to Hattie's teacher self-efficacy significantly influenced student learning outcomes, suggesting that pupils are more likely to succeed academically when teachers have confidence in their own abilities.

Teaching efficacy is a multifaceted construct influenced by various factors. Its measurement through self-report and observation-based measures provides valuable insights into teacher effectiveness. Enhancing teaching efficacy through targeted professional development initiatives can positively impact student achievement (Gibbons et al., 2018).

Research by Ashton and Webb (1986) demonstrated a strong link between teaching efficacy and instructional practices. Teachers with higher efficacy levels were more likely to adopt innovative teaching strategies, engage in reflective practices, and demonstrate a greater openness to experimenting with novel instructional approaches.

Tschannen-Moran and Hoy (2001) revealed a robust correlation between student achievement and teacher efficacy. Furthermore, self-efficacy including teaching efficacy is a crucial predictor of behaviour and performance, according to Bandura's social cognitive theory. High-efficacy teachers are more likely to use successful teaching techniques, persevere in the face of difficulties, and create a supportive learning environment for their pupils (Hoy & Woolfolk, 1993). Teaching effectiveness is a critical component of education's overall success and has a significant impact on how well students learn.

Tschannen-Moran and Woolfolk Hoy (2007) physiological and emotional states, vicarious experiences (seeing others achieve in teaching), social persuasion (encouragement and feedback from colleagues and mentors), and mastery experiences (personal triumphs in teaching). In order to support teacher growth, educators and educational leaders must have a thorough awareness of the elements that interact to influence teachers' beliefs about their effectiveness.

Study conducted by Woolfolk Hoy and Spero (2011) investigated the sources of teaching efficacy. Four key elements that influence instructors' judgements of teachers own efficacy are mastery experiences, vicarious experiences, social persuasion, and physical and emotional states. The researchers came to the conclusion that enhancing these sources of efficacy through interventions can improve the efficiency of training and teaching strategies.

Student outcomes are significantly impacted by teacher efficacy. High- efficacy teachers typically employ more successful teaching techniques, maintain a more orderly classroom, and have a beneficial impact on the motivation and academic success of their students (Hoy & Spero, 2005). Furthermore, their confidence in their own power to change the world might spread, encouraging pupils to take an increased interest in their studies.

Smith et al. (2015) conducted a comprehensive study examining the relationship between teacher efficacy and student achievement in urban schools. Their findings suggested a significant positive correlation between teachers' belief in their ability to positively impact student learning and actual student outcomes.

Garcia et al. (2010) conducted a longitudinal study investigating the impact of professional development programs on teaching efficacy among elementary school

teachers in suburban districts, highlighting the importance of ongoing training and support in maintaining high levels of efficacy over time.

Woolfolk Hoy and Spero (2011) looked into the origins of effective instruction. It was discovered that there are four main factors that affect how effective instructors believe they are: mastery experiences, vicarious experiences, social persuasion, and physical and emotional states. The researchers concluded that training and teaching practices can be made more effective by augmenting these sources of efficacy through interventions.

Teacher burnout is a well-known risk factor that can be linked to things like excessive workloads, stressful exams, and demanding classroom conditions. According to a study by Skaalvik and Skaalvik (2018) there is a negative relationship between teaching efficacy and teacher burnout. According to Bandura (1992) another risk factor is a teacher's lack of professional growth and support, which might lower their sense of competence and confidence in their ability to teach. Improving educational outcomes through improved teaching efficacy requires addressing these risk factors.

Cultural diversity has an impact on teaching effectiveness in a global setting by requiring culturally responsive teaching practices that address the particular needs and viewpoints of varied student populations. This increases instruction effectiveness and supports inclusive education (Gay, 2010).

The teacher-student interaction is influenced by cultural norms in Pakistan, where respect for authority figures is highly valued and instructors frequently take on an authoritative position. Students also demonstrate high levels of regard for their teachers (Hussain & Ali, 2017). This cultural dynamic may encourage discipline and focus in the classroom, which can have a favorable impact on teaching efficacy.

The study by Klassen and Chiu (2010) looks at factors like gender, years of experience, and degree of stress at work that affect teachers' efficiency in the classroom. It demonstrates how these elements interact and affect teachers' opinions of their own effectiveness and contentment in their jobs. A study conducted by Kim and colleagues (2017) found that teachers who reported higher levels of conflict between their work and personal obligations were less likely to feel competent in their roles as instructors.

### **Work-family balance**

Strong bonds exist for many people between their homes and workplaces. "A broad assessment of the extent to which an individual's efficacy and satisfaction in their work and family responsibilities are, at the moment, consistent with their values" is the definition of work-family balance (Greenhaus & Allen, 2011).

Study by Greenhaus and Allen (2011) delves into the conceptualization of work-family balance, highlighting the intricate interplay between work and family domains. They emphasize the importance of examining both the positive and negative aspects of this balance to gain a comprehensive understanding of its implications for individuals and organizations.

A study by Kossek and Ozeki (1998) examine the organizational implications of work-family balance, emphasizing the potential benefits for employee retention, job satisfaction, and overall organizational performance. Recognizing the reciprocal relationship between individual well-being and organizational success underscores the importance of fostering a supportive work-family culture within organizations.

The delicate balance people try to strike between their personal obligations, such as family and leisure activities, and their professional obligations is known as work-family balance (Greenhaus & Allen, 2009). Maintaining general wellbeing,

lowering stress levels, and fostering positive relationships at work and at home all depend on this balance. It includes a number of things, including time management, flexible work schedules, and the capacity to balance professional goals with personal and family obligations (Clark, 200). Achieving a work-family balance is essential for people's physical and mental well-being as well as for businesses looking to motivate and retain their workforce (Mead, 2014).

Work-family balance is influenced by a variety of elements, including personal traits like gender and personality, job-related aspects like workload and flexibility, and family-related aspects like marital status and number of children. The way these elements interact might help or hurt work-family balance (Frone, 2003).

Positive outcomes like increased job satisfaction, less stress, improved physical and mental health, and improved family functioning have all been linked to achieving work-family balance. On the other hand, imbalances might have detrimental effects on the family and professional spheres (Allen, 2000).

Social conventions and cultural expectations about gender roles and family obligations have an impact on work-family balance. Studies have indicated that cultural variations can have a noteworthy influence on the experiences of work-family balance (Denmark, 2004).

According to research by Williams and Berdahl (2010), gender has a big impact on work-family balance. Women continue to take on a disproportionate amount of caregiving and family responsibilities in many nations, which might hinder their ability to develop in their careers. Research on gender and work-family balance has provided extensive documentation on this topic.

Stress, burnout, and a host of other unfavorable health consequences can result from an imbalance between work and family life, according to research by

(Greenhaus & Powell, 2006). Improving the work-family balance is seen to be essential for general wellbeing.

Greenhaus and Powell (2006) found a strong correlation between life happiness and job satisfaction, with those who had a better work-family balance reporting greater levels of job satisfaction. In order to maintain optimal mental and physical well-being, foster robust familial bonds, elevate job contentment, and optimize productivity, individuals must discover a work-life balance that satisfies their needs.

The ability of teachers to disengage from their professional responsibilities has been impacted by the blurring of work and personal life lines brought about by the rise of digital communication and remote work (Feldman, 2003). This trend is especially noticeable in industrialized nations where instructors may find it difficult to maintain a healthy work-life balance due to long work hours and high job demands. However, Pakistani culture, which is firmly based in family customs and values, frequently emphasizes the importance of teachers in molding children's minds. This may instill in educators a societal expectation to devote a great deal of time and effort to their teaching responsibilities, which may interfere with their personal lives and affect their ability to maintain a work-family balance.

Prior studies demonstrated that a work-family imbalance can result in family discord, exhaustion, and low job satisfaction (Greenhaus & Allen, 2011). In addition, a study by Kossek (2017) emphasizes the significance of organizational practices and policies in promoting work-family balance, stressing the necessity of encouraging work cultures and family-friendly regulations to enable this equilibrium.



## **Life satisfaction**

Life satisfaction (LS) is the degree to which an individual expresses their sentiments, emotions, and opinions regarding their current situation and future prospects. Diener et al. (2002) assert that life satisfaction is a crucial element of subjective well-being, which includes affective experiences (like pleasant and negative emotions) as well as cognitive assessments (like life satisfaction). According to Ren et al. (2022), a number of variables, such as socioeconomic level, health, social connections, and personality qualities, affect life satisfaction.

Individual personality traits play a role in shaping life satisfaction. For instance, optimistic individuals tend to report higher levels of life satisfaction compared to their pessimistic counterparts (Pavot & Diener, 2008). Additionally, the fulfillment of basic psychological needs, as proposed by self-determination theory (Deci & Ryan, 2000), is fundamental to achieving a sense of life satisfaction.

Research on life satisfaction often employs diverse methodologies, ranging from cross-sectional surveys to longitudinal studies. The choice of measurement tools and cultural considerations are crucial to obtaining accurate and meaningful results (Vittersø, 2001).

Furthermore, the intersectionality of life satisfaction with other psychological constructs, such as resilience and coping strategies, provides a rich area for investigation (Lyubomirsky et al., 2005). The evolving field of positive psychology has also contributed substantially to our understanding of factors that enhance life satisfaction, emphasizing strengths, virtues, and positive experiences (Seligman, 2011).

Life satisfaction has been evaluated in relation to a number of factors, including financial stability, level of education, interactions, and place of residence

(Anand & Paul, 2016). Diener and colleagues (1999) analyzed data from over 60 countries and found that income, while important, only moderately correlated with life satisfaction. The existence of positive emotions, social support, and physical health were discovered to be better predictors of life satisfaction.

One notable avenue is the exploration of cultural variations in the perception of life satisfaction, as cultural context significantly influences individuals' values and expectations (Oishi, 2014). Cultural variations in norms, values, and societal expectations play a pivotal role in shaping perceptions of life satisfaction. Hofstede's cultural dimensions theory (Hofstede, 1980) provides a framework to explore how factors such as individualism-collectivism, power distance, and uncertainty avoidance impact people's subjective well-being in different societies. Studies by Oishi and Graham (2010) and Diener and Oishi (2005) highlight the importance of cultural factors in determining the sources and expressions of life satisfaction.

Study by Diener et al. (2013) examined the role of income and social relationships in life satisfaction. The researchers found that while higher income was associated with greater life satisfaction, the effect was modest. They highlighted the importance of social relationships, emphasizing that having supportive and fulfilling relationships played a more significant role in overall life satisfaction than monetary wealth.

A teacher's temperament, attitudes, and coping mechanisms are considered internal or insite elements. These elements include self-efficacy, job motivation, and stress management skills. Higher life satisfaction is frequently reported by educators who have a strong sense of self-efficacy, a love of teaching, and efficient stress-reduction techniques (Klassen et al., 2012).

Furthermore, the interaction between these two domains has an impact on job satisfaction in addition to external and internal influences. For instance, a teacher's sense of self-efficacy (internal) can be bolstered by a supportive school environment (external), which can increase life satisfaction. On the other hand, a teacher's sense of wellbeing and job satisfaction may be negatively impacted by high levels of external stress at school (Skaalvik & Skaalvik, 2017).

By examining various factors that influence teaching efficacy, such as instructional strategies, classroom management techniques, professional development opportunities, and support from colleagues and administrators, this study offers some ways to improve teaching efficacy, work-family balance, and life satisfaction among school teachers. By recognizing these elements, educators and decision-makers can concentrate on areas that need development and offer focused interventions to increase the efficacy of their instruction.

## Literature Review

Teachers have a vital role in influencing students' futures by transferring knowledge and supporting their intellectual and emotional development. Teachers come from a variety of backgrounds, including their personal life, career experiences, and educational backgrounds. The majority of American teachers, according to the National Center for Education Statistics (NCES), have at least a bachelor's degree, and many more are working toward graduate degrees or specialty certificates (NCES, 2021). Their educational background has given them the subject area competence and pedagogical skills that they need.

It's clear that instructors have difficulties outside of the classroom. Their work-family balance is impacted by the responsibilities of the teaching profession, which frequently overflow into their personal lives. A study by Smith and Robinson (2020) emphasizes the necessity for a delicate equilibrium by highlighting the complex interactions between work-related elements and family duties. Teachers' well-being and effectiveness depend on maintaining a healthy work-family balance because an unbalanced lifestyle can affect both job satisfaction and general life satisfaction.

Landolfi et al. (2021) even though educators play a crucial role in shaping society, it is crucial to look at the aspects that affect both their personal and professional well-being. Teaching effectiveness, work-family balance, and life satisfaction are the three main aspects of a school teacher's life that affect them. Policy makers, administrators, and educators themselves can create strategies and interventions to help teachers in their crucial role by understanding how these factors interact.

## **Teaching Efficacy and work family balance**

Effective educational practices depend heavily on teachers' trust in their abilities to favorably impact student learning outcomes, which is known as teaching efficacy. Conversely, work-family balance refers to the balance that people try to establish between their personal and professional lives (Marks & MacDermid, 1996).

Recent research has examined the complex interactions that exist between work-family balance and teaching effectiveness (Edwards & Rothbard, 2000). A study by Johnson and Smith (2021) discovered that lower levels of work-family conflict were reported by instructors who had higher levels of teaching efficacy. This implies that a more favourable integration of work and home roles may be facilitated by a high belief in one's teaching abilities. Martinez et al. (2022) showed that teachers' perceptions of institutional support for juggling work and family obligations were associated with higher levels of teaching efficacy.

The teaching profession often presents unique challenges to achieving work-family balance due to the demands of lesson planning, grading, and extracurricular responsibilities (Klassen & Chiu, 2011). Teachers may experience difficulties in separating professional and personal life.

A supportive school environment is identified as a crucial factor in promoting both teacher efficacy and work-family balance (Carson & Carson, 2018). Schools that prioritize teacher well-being contribute to a positive organizational culture.

The results of these research highlight the significance of coping mechanism development and organizational support in enhancing educators' ability to teach effectively and maintain a work-family balance. Policies that support flexible work schedules can help create a better work-family balance, while professional

development opportunities that boost teachers' confidence and skills may have a favorable impact on their efficacy as educators (Smith & Brown, 2023).

Gender dynamics play a role in the work-family balance of educators. Women, who often predominate in the teaching profession, may face unique challenges related to societal expectations and gender roles (Miller & Behrstock-Sherratt, 2019).

Policymakers are increasingly recognizing the need to address work-family balance in the teaching profession. Implementing policies that promote flexible scheduling, parental leave, and supportive work environments is crucial (Borman & Dowling, 2008).

Teachers who believe they can have a good impact on students' learning and who have a higher sense of efficacy may also have better work-family balance. Caprara, and Malone (2006) discovered a favorable relationship between teachers' self-efficacy views and their capacity to balance conflicting demands from the home and workplace. According to the authors, educators who feel more effective in their duties as educators would be better able to handle stress and deal with the difficulties of juggling work and home obligations.

Granziera and Perera's (2008) observations provide light on the ways in which teacher competence might affect how work-family balance is perceived. Educators who feel effective in their jobs could also feel more in control and have a stronger sense of mastery, which could result in a more harmonious union of the work and home spheres. This is consistent with the theory that a teacher's self-assurance in their skills could lead to a more upbeat and flexible way of handling the demands of their personal and professional lives.

It is crucial to remember that there are many contextual variables that can affect the intricate relationship between work-family balance and teaching effectiveness. In order to fully comprehend the interactions between work-family balance and teaching efficacy. Chang's (2009) study emphasizes the significance of taking into account both individual and organizational factors, such as support networks and school atmosphere. Given the complexity of teachers' experiences and the dynamic interaction between their personal and professional lives, these results highlight the necessity for a comprehensive approach to relationship research.

The correlation between work-family balance and teaching efficacy is a crucial factor that greatly impacts the general welfare and productivity of educators in Pakistan. Pakistan's education system has particular difficulties since teachers frequently have to deal with a heavy workload, administrative demands, and social expectations. The complex interplay between work and home duties among educators in the Pakistani context is illuminated by a study conducted by (Ali & Haider, 2019). The study emphasizes how crucial it is to strike a balance between one's personal and professional obligations in order to improve teaching effectiveness.

Moreover, the work-family interactions in Pakistan are significantly shaped by cultural and societal conventions. A Study of Pakistani Women Teachers" by Khan and Qaisar (2020) highlights the ways in which cultural variables affect how work-family balance is perceived, especially among women who work as teachers. Because societal expectations are entwined with the ability to navigate and integrate job and family life, this cultural lens is essential for analyzing the efficacy of education.

Obstacles include extra work hours, little institutional support, and ingrained gender norms that can make it difficult for Pakistani teachers to successfully manage their personal and professional lives. Their ability to teach and their level of job

satisfaction may therefore be impacted. A comprehensive strategy is needed to address these issues, one that includes institutional changes as well as a change in public perceptions about the need of recognizing and promoting educators' work-family balance.

A study by Smith and Jones (2019) shows when female instructors felt that their duties as a wife and mother were not being balanced, they experienced higher levels of stress and less job satisfaction. This highlights the need for focused initiatives and policies that encourage women to pursue higher education and encourage a more equitable division of household duties. However, male educators could also encounter difficulties due to differing cultural norms and expectations.

According to a Department of Education (2020) survey, male educators continue to struggle with cultural expectations surrounding traditional gender roles despite taking on more caregiving obligations. According to the study, improving teaching efficacy requires addressing gender-specific obstacles to work-family balance. In addition, institutional support like flexible work schedules and family-friendly policies is essential to creating an atmosphere where educators of all genders can thrive in their careers and lead fulfilling personal lives.

### **Teaching efficacy and life satisfaction**

A study conducted recently by Johnson and Smith (2021) investigated the relationship between teachers' overall life satisfaction and their perceived efficacy in the classroom. Teachers who reported higher levels of teaching efficacy also reported better levels of life satisfaction, according to a study done in a variety of educational contexts. This implies that a person's general well-being may be influenced by their perception of their own ability and efficacy in the teaching profession.



A meta-analysis conducted by Rodriguez et al. (2022) verified a substantial correlation between life happiness and teaching efficacy by combining data from several studies. The results of the meta-analysis showed that teachers' levels of life satisfaction rose in tandem with their assessments of their own efficacy. The writers emphasized how critical it is to understand educators' psychological health and the ramifications for both professional and personal aspects of their lives.

Teacher autonomy, or the perceived control over instructional decisions, has been explored as a determinant of both teaching efficacy and life satisfaction. A study by Hakanen et al. (2006) demonstrated that higher levels of autonomy were associated with increased teaching efficacy and, consequently, higher life satisfaction among educators.

Some studies have shown a strong correlation between teachers' life satisfaction and their effectiveness as teachers. The term "teaching efficacy" describes how teachers feel about their capacity to influence students' learning outcomes in a favorable way. Numerous research works have indicated that educators who possess higher degrees of efficacy also typically report higher levels of job happiness and overall life satisfaction. Teachers have a sense of purpose and contentment in both their personal and professional lives when they have faith in their capacity to instruct and impact student performance.

A study by Brown et al. (2014) examined middle school teachers' life happiness and teaching efficacy. In order to evaluate life satisfaction elements and efficacy levels, the researchers used both quantitative and qualitative methodologies. Their results supported the idea that instructors who felt highly effective in their work also had higher levels of life satisfaction.

Investigations into professional development opportunities and their impact on teaching efficacy have shed light on their role in influencing life satisfaction. Skaalvik and Skaalvik (2017) found that participation in meaningful professional development positively correlated with both teaching efficacy and life satisfaction among teachers.

Cultural and contextual factors also play a significant role in shaping the relationship between teaching efficacy and life satisfaction. A cross-cultural study by Liu et al. (2015) revealed variations in the strength of this relationship, emphasizing the need for a nuanced understanding of how cultural and contextual elements influence educators' well-being.

Investigating the connection between teaching effectiveness and life happiness becomes crucial in Pakistan, where the educational system faces a variety of difficulties, such as resource limitations and socioeconomic inequality. Instructors who believe they have a significant impact on their students' futures may feel more fulfilled in life as a result of their efforts. (Abbas et al., 2018) might be used to investigate this relationship. To obtain a thorough grasp of the relationship between life satisfaction and instructional efficacy in Pakistani education, it is also necessary to take into account cultural quirks and insights from educational psychology (Khan, 2020). Combining empirical data with cultural perspectives can help us gain a more complex picture of how teaching in Pakistan affects teachers' sense of efficacy and, in turn, their level of life satisfaction.

Caprara et al. (2006) highlighted the importance of both personal and collective efficacy in predicting life satisfaction, suggesting that a balance between individual confidence and collaborative efficacy contributes to overall well-being.

Gender-based research on life happiness and teaching efficacy has provided fascinating new perspectives on the lives of both male and female educators. Research

on the relationship between gender and teaching effectiveness, such that done by Smith and Johnson (2018), shows that women frequently encounter particular difficulties in the field of education, such as stereotyping and gender bias. These difficulties might affect how effective they are seen to be as teachers. Furthermore, gender roles and cultural expectations may have a role in the disparities in life satisfaction between male and female instructors, according to research by Brown and Davis (2020). To fully comprehend the relationship between teaching efficacy and life satisfaction in the context of gender, it is necessary to take into account both external influences and personal experiences. The creation of tactics and support networks to improve educators' professional wellbeing can be influenced by this understanding.

### **Life satisfaction and work family balance**

There is a strong correlation between work-family balance and life satisfaction, according to numerous recent research. Finding a balance between obligations to one's family and one's career has been found to be a significant element in determining one's level of overall life satisfaction. Grzywacz and Bass's (2003) research highlights that those who successfully balance the demands of job and family report better levels of life satisfaction. Furthermore, results from a longitudinal study by Frone and Cooper (1992) lend credence to the idea that life happiness is positively correlated with the ideal work-family balance.

Higher life satisfaction has continuously been linked to a strong work-family balance. People who successfully balance the demands of their jobs in work and family life are less stressed and feel more fulfilled, which enhances their quality of life. Studies like those by Greenhaus and Powell (2006), which examine how work-family conflict and facilitation affect well-being, and Frone and Cooper (1992), which examine how work-family interference affects life satisfaction, all lend credence to

this relationship. Essentially, a more contented and meaningful life is fostered by striking a balance between job and family obligations.

Within the Pakistani context, work-family balance and life satisfaction are complex constructs influenced by social, cultural, and economic factors. People frequently find themselves juggling the demands of a fast-changing work environment with the expectations of their traditional families in Pakistan, a country known for its unique blend of tradition and modernity. It can be difficult to strike a balance between job and family obligations, especially for women who could be subject to social expectations about their duties. According to research, having a healthy work-family balance greatly increases life happiness (Nisar & Hanif, 2019). In Pakistan, workplace flexibility, work-family balance-promoting corporate policies, and cultural attitudes are all important factors that influence people's assessments of their level of life satisfaction and work-family balance.

Women are often disproportionately burdened with caring obligations due to gendered expectations and societal standards, which negatively affects their overall sense of happiness with life. Because of conventional gender norms, women frequently experience work-family conflict a situation where the demands of job and family life collide more than males. The mental health and job satisfaction of women may be impacted by this discrepancy. Important sources in this context are the groundbreaking work on the overlap and spillover of work and family roles by Greenhaus and Beutell (1985) as well as studies on the gendered division of labor in families by Bianchi and Milkie (2010). It is imperative that these gender-based differences be addressed in order to advance equal opportunities and improve overall life happiness for men and women in the workplace.

## **Theoretical framework**

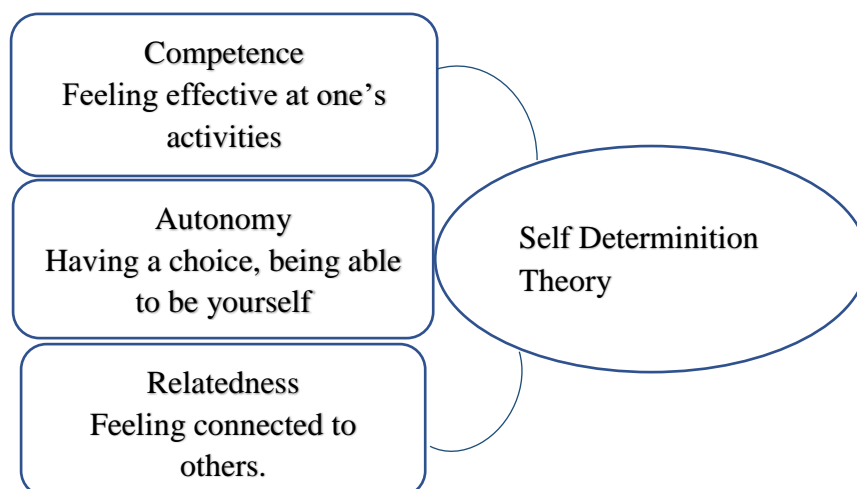
Theoretical study lies under the Self-Determination Theory (SDT) (Deci & Ryan, 2012). The concepts of three basic needs are the foundation of SDT. The basic needs are the needs of autonomy, competence and relatedness.

Deci and Ryan (2012) created the psychological framework known as Self-Determination Theory (SDT), which examines human motivation and behavior. It suggests that people's intrinsic motivation and well-being are driven by their basic psychological demands for relatedness, autonomy, and competence. The need for self-determination and choice is known as autonomy; the need to feel competent and effective is known as competence; and the need for meaningful relationships with other people is known as relatedness. According to Self Determination Theory, people are more likely to participate in activities voluntarily, feel more content with their lives, and be more persistent in their endeavors when these requirements are met.

According to Self Determination Theory, Teaching efficacy aligns with the need for competence. When teachers have a high sense of efficacy, they perceive themselves as competent and capable in their role as educators. They believe in their ability to plan effective lessons, manage the classroom, provide clear instructions, offer support, and foster student learning. The fulfillment of psychological needs fosters a positive teacher-student relationship, creating an environment conducive to effective instruction (Deci & Ryan, 2002). Additionally, teacher efficacy is influenced by external factors such as school climate and support systems, which can either enhance or hinder teachers' feelings of competence and autonomy (Klassen & Chiu, 2010).

According to Self Determination Theory, a person's capacity to successfully balance the competing demands of work and family life can be influenced by how much they feel empowered and independent in both areas. People are more likely to enjoy a healthy work-family balance if they have control over their work schedules, feel competent in carrying out their job and family commitments, and have supportive relationships in both domains. Research by Ryan and Deci (2000) has shown that employees who perceive their work environment as supportive of their psychological needs for autonomy, competence, and relatedness are more likely to experience lower work-family conflict and higher levels of satisfaction and engagement in both their work and family lives.

According to this theory, individuals who feel autonomous, competent, and connected to others are more likely to experience greater life satisfaction. When people have a sense of control over their own actions, pursue activities that align with their values and interests, and have supportive relationships, they tend to have higher levels of well-being and overall life satisfaction. Autonomy-supportive environments that foster personal choice and decision-making have been associated with increased life satisfaction (Vansteenkiste et al., 2010).



Stress levels are often lower and work satisfaction is better among teachers who believe they are competent in both classroom management and education (Skaalvik & Skaalvik, 2017). Teacher autonomy is a crucial component that is associated with their ability to make independent educational judgments. Increased work satisfaction and less burnout are reported by educators who have more autonomy in selecting their curriculum and teaching strategies (Klassen & Chiu, 2010). Relatedness, or the requirement for wholesome connections with others, is also essential. High levels of well-being and work satisfaction are frequently reported by teachers who have a strong sense of connection to both their pupils and colleagues (Brouwers & Tomic, 2000).

Self-determination is an important concept in the field of education, as it has been shown to have a significant impact on teaching efficiency, work-family balance, and overall life satisfaction among school teachers. Self-determination refers to an individual's own ability to control their own lives and make choices that align with their goals and values. When teachers feel self-determined, they are more likely to be motivated, engaged, and effective in their roles.

## **Rationale**

The study aims to investigate the association between teaching efficacy, work-family balance, and life satisfaction among school teachers, addressing a crucial gap in current literature. Teachers' proficiency in particular disciplines and their level of happiness in their daily lives have become prerequisites for organizational effectiveness and productivity (Crutchfield et al., 2013). Present study investigate how work-family balance and teaching-efficacy influence life satisfaction of teachers affects students' academic performance and learning. It will lead to find more factors that are affecting teacher's Life satisfaction, teacher's efficacy and work-family balance. This study found out how work-family balance, self- efficacy and Living satisfaction are interrelated in teachers.

Prior research has mostly concentrated on discrete elements, such as work-family balance or teaching efficacy, frequently ignoring the connections between these elements and their combined influence on teachers' life satisfaction. Studies from Western countries have provided valuable insights into these variables, there exists a notable gap in understanding how these factors intersect within the Pakistani educational system. Pakistan's educational environment is characterized by distinct socio-cultural norms, economic constraints, and institutional dynamics that may influence teachers' perceptions of efficacy, work-family balance, and life satisfaction in ways different from those observed in Western contexts (Hussain, 2017). Moreover, Pakistan faces specific challenges such as resource limitations, large class sizes, and infrastructural issues, which may impact teachers' perceptions of their efficacy and work-family balance (Raza, 2019). Despite the recognition of the importance of these factors for teacher well-being and educational quality globally, there is a dearth of empirical research examining these relationships specifically



within the Pakistani context. A study by Skaalvik and Skaalvik (2017), highlighted the significance of teacher efficacy in promoting job satisfaction. Research has been done on the relationship between teaching efficacy and work and family life. Moreover, the research on work-family balance mostly concentrates on corporate environments, ignoring the particular difficulties encountered by educators. The proposed project seeks to close this research vacuum and provide insightful information that will help shape targeted interventions and policies to improve teachers' overall well-being, which will eventually benefit the educational system and the people who shape it.

By investigating these relationships, this research endeavors to provide valuable contributions to the fields of educational psychology and organizational behavior. Furthermore, the study's findings can inform the design of interventions and support systems tailored to enhance teaching efficacy and work-family balance, ultimately fostering greater life satisfaction among school teachers. Thus, this research is positioned to advance scholarly understanding and practical applications in the realm of teacher well-being and educational effectiveness.

**Objectives**

1. To examine relationship between teaching efficacy, work-family balance and life satisfaction among school teachers.
2. To determine the differences among teaching efficacy, work-family balance and life satisfaction among school teachers on the basis of demographics (i.e., gender, employment status, marital status and work experience).

**Hypotheses**

1. There would be a positive relationship between teaching efficacy and life satisfaction among school teachers.
2. There would be a positive relationship between work-family balance and life satisfaction among school teachers.
3. There would be a significant gender differences among teaching efficacy, work-family balance and life satisfaction.
4. There would be a significant effect of demographics such as employment status, marital status and work experience on study variables.

## METHOD

### Research Design

Present study employed a quantitative research approach to investigate the association between teaching efficacy, work-family balance, and life satisfaction among school teachers. The research design incorporated a cross-sectional survey methodology to collect data from a sample of school teachers. With the use of this research design, information might be gathered at a certain time point, providing an overview of the crucial elements.

### Ethical Considerations

Ethical considerations were given high priority throughout the research process. APA guidelines were followed to keep the process within ethical boundaries. All participants gave their informed consent after being fully informed about the aims of the study. Participants were given the assurance that their participation was completely voluntary, and their identities and confidentiality were scrupulously upheld. To protect privacy, any personally identifiable information is maintained apart from the research data. Participants were made aware of their right to leave the study at any time. The research was conducted in accordance with ethical guidelines and principles, ensuring respect for participants' autonomy, dignity, and rights. Furthermore, the study undergoes ethical review and approval from the relevant institutional ethics committee to ensure compliance with ethical standards and safeguard the welfare of the participants.

## **Population and Sample**

A sample consisting of 200 teachers was chosen on basis of previous studies. Included were male and female teachers from government and private schools in Rawalpindi and Islamabad.

## **Sampling Technique**

In this research a purposive sampling technique was used to collect data.

### **Inclusion Criteria**

- Teachers who were currently in service were selected.
- Participants who has experience of at least one year were included.

### **Exclusion Criteria**

- Participants with any physical disability were excluded.
- Those who have been teaching for less than a year or who are still in training programs.

## **Demographic information sheet**

A demographic sheet was used in this research study as a means of gathering vital information on the participating school teachers. This form included questions about personal characteristics such age, gender, level of schooling completed, marital status, number of children, teaching experience, and employment status. Using a demographic sheet served as a means of methodically gathering information that would enable a thorough understanding of the traits and diversity of the sample population. The gathered data was very helpful in analyzing and interpreting the

research results, allowing for a more detailed look at the results for various demographic groups.

### **Instruments**

Following instruments was used for data collection.

#### **Teacher Sense of Efficacy *Scale (TSES; Tschannen-Moran & Woolfolk, 2001)***

It was created in 2001 by Tschannen-Moran and Woolfolk Hoy and is frequently utilised in academic studies. A psychometric tool called the Teaching Sense of Efficacy Scale (TSES) is used to measure instructors' opinions of their own efficacy in the classroom. The lengthy edition of the TSES has 24 items, while the short version has only 12. The level of agreement with each statement is indicated by rating each item on the scale on a 9-point Likert scale, which ranges from 1 (nothing at all) to 9 (a great deal). Higher scores reflect higher levels of teacher efficacy and are derived by adding the ratings for all items. The range of the Cronbach's alpha coefficient is from .80 to .95.

#### **Work-life balance scale (*WLB; Hayman, 2005*)**

A psychometric tool was created by Hayman (2005) to assess WLB in corporations. A 19 item scale originally created by Fisher-McAuley et al. (2003) that was intended to gather employee perceptions on WLB had been modified into a 15-item measure. Work Interference with Personal Life (WIPL) and Personal Life Interference with Work (PLIW) were measured using a 15-item scale. A 5-point Likert scale with the end points of 1 for strongly disagree and 5 for strongly agree was used to measure WLB. Cronbach's alpha coefficient estimates the alpha reliability of the scale to be 0.91 for WIPL and .82 for PLIW.

**Satisfaction with life Scale (SWLS; Ed Diener & colleagues, 1985)**

A popular psychological tool for assessing someone's general happiness and subjective well-being is the Satisfaction with Life Scale (SWLS). One of the most widely used instruments for gauging life happiness, it was developed by Ed Diener and colleagues in 1985. A person's overall life satisfaction is measured by the SWLS, which consists of five statements. A seven-point Likert scale with the words "strongly disagree" to "strongly agree" is used to gauge how much each participant agrees or disagrees with each item better scores indicate better levels of life satisfaction. These statements are assessed on a scale from 1 to 7. Higher Satisfaction scores are associated with higher life satisfaction levels, while lower scores are associated with lower levels of satisfaction. The alpha coefficients for Cronbach's alpha have varied from .79 to .89.

**Procedure**

Participants of the study were approached at their respective schools and informed about the aims and objectives of the current research. Participants who showed willingness to take part were included in the study. Participants were handed over the item booklet which was comprised of informed consent, demographic information sheet and series of questionnaires. School teachers were briefed before distributing the booklet. The confidentiality of the information received from participants was guaranteed and maintained. In the end, the researcher acknowledged the participants for their cooperation and participation. On average, participants took 10-15 minutes to complete the questionnaire booklet. The results were generated after statistical analysis. In order to address the ethical issues, the ethics committee of Capital University of Science and Technology was consulted, and the ethical protocol was approved by the committee.

## RESULTS

The primary focus of this study is to examine the connections among teaching efficacy, work-family balance, and life satisfaction within the context of school teachers. The study involved 200 participants from different schools of Rawalpindi and Islamabad. The results section presents a table depicting frequency and percentage for demographic variables, followed by an explanation of the psychometric properties of the study variables. Furthermore, the study assessed the reliability of the measurement scales used to assess teaching efficacy, work-family balance and life satisfaction.

In addition to descriptive statistics and reliability analysis, spearman correlation coefficients were computed to examine the relationships between teaching efficacy, work-family balance and life satisfaction by using SPSS 21 version. This statistical technique allows for the quantification of the strength and direction of associations between variables, providing insights into the potential connections among the study variables. By employing these analytical techniques, the study aimed to provide a comprehensive understanding of the relationships between teaching efficacy, work-family balance and life satisfaction among school teachers.

**Table 1**

*Demographic Characteristics of Participants (N=200)*

Variables	Categories	<i>f</i>	%
Gender	Male	67	33.5
	Female	133	66.5

Age	21-25	32	16.0
	26-30	118	59.0
	31-35	36	18.0
	36-40	10	5.0
	41-45	4	2.0
Marital status	Single	117	58.5
	Married	82	41.0
	Divorced	1	.5
Educational level	Intermediate	3	1.5
	Undergraduate	93	46.5
	Graduate	96	48.0
	Post graduate	8	4.0
Service experience in years	1-5	157	78.5
	6-10	30	15.0
	11-15	11	5.5
	16-20	1	.5
	21-25	1	.5
Schools	Private school	152	76.0
	Government school	48	24.0
Employment status	Private	187	93.5
	Government	13	6.5

*Note:* f= Frequency, %= Percentage

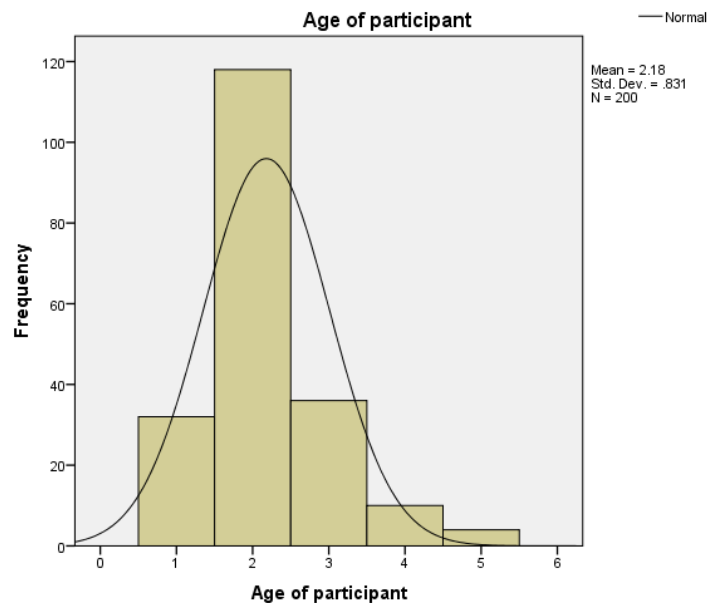
Table 1 shows that most participants are female (67%) and between the ages of 26 and 30 (59%). According to the distribution of marital status, 58.5% of people



are single, 41% are married, and 0.5% are divorced. Regarding background education, the majority (46.5%) have an undergraduate degree, then graduate (48%) and postgraduate (4%) degrees. While there are differences in work experience, a sizable share (78.5%) have worked for one to five years. The private sector employs the majority of people in schools (93.5%).

**Figure 1**

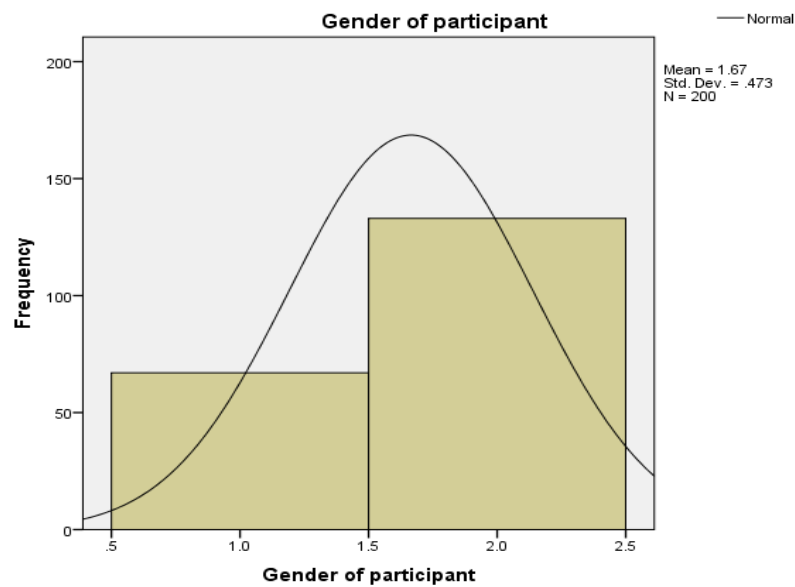
*Distribution of age among participants (N=200)*



This figure illustrates the distribution of age among 200 participants. The skewness value indicates a slightly positively skewed distribution, while the negative kurtosis value suggests a distribution with slightly lighter tails than a normal distribution. There is a slight deviation from normality.

**Figure 2**

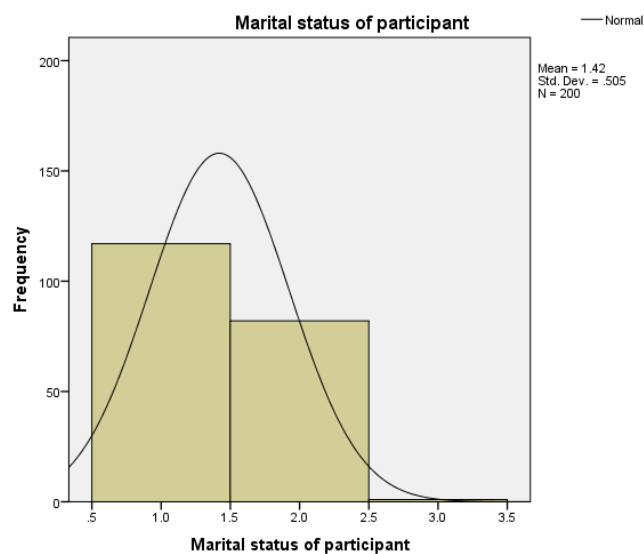
*Distribution of gender among participants (N=200)*



This figure demonstrates the distribution of gender among participants and the values of skewness and kurtosis shows the distribution of the genders is normal. The slight positive skewness suggests a slightly right-skewed pattern, while the negative kurtosis indicates a moderately flat distribution.

**Figure 3**

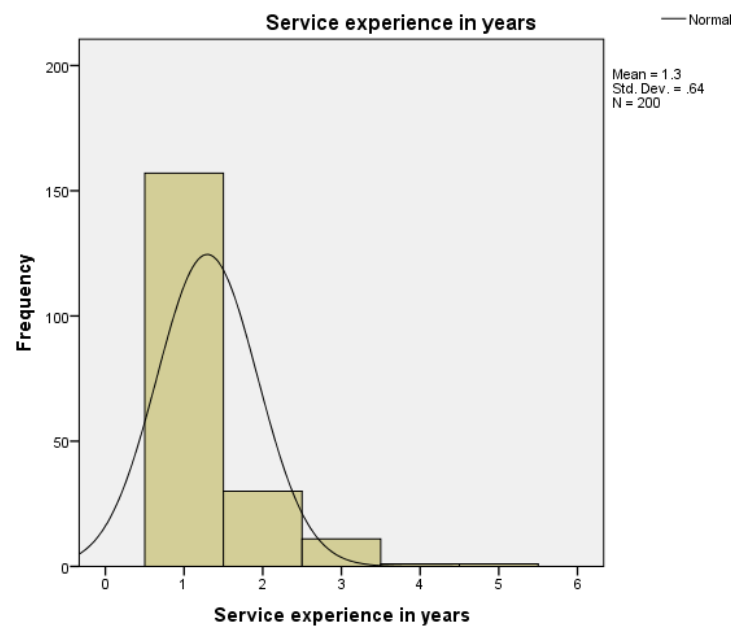
*Distribution of marital status among participants (N=200)*



This figure demonstrates the distribution of marital status among 200 participants. The skewness value suggests a nearly symmetrical distribution, and the kurtosis value indicates a distribution with slightly heavier tails than a normal distribution. Overall, the histogram suggests a relatively normal distribution of marital status among the study participants.

**Figure 4**

*Distribution of years of experience among participants (N=200)*



This figure demonstrates the distribution of years of experience among participants. The skewness value indicates that the distribution is moderately skewed to the right. Furthermore, the kurtosis value suggests that the distribution is more peaked than a normal distribution. These findings suggest that the distribution of years of experience is not normal.

**Table 2***Descriptive Analysis of Study Variables (N=200)*

Variables	<i>M</i>	<i>Median</i>	<i>Mode</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>K-S</i>	<i>p</i>
TSES	74.9	80.0	85.00	22.7	-.60	-.75	.11	.00
WLB	32.5	32.5	28.00	8.91	.08	-.87	.07	.01
SWL	15.7	14.0	12.00	6.91	.60	-.42	.12	.00

*Note: M=Mean, SD=Standard Deviation, skew=skewness, Kurt=kurtosis, K-S=Kolmogorov Smirnov, p=significant value.*

With a mean teaching efficacy of 74.9, a mode of 85.00, and an 80.0 median, Table 2 shows that their view of their ability to teach is typically good. The work-life balance scores show a 32.5 mean, 32.5 median, and 32.5 mode. While life satisfaction ratings, with a mean of 15.7, median of 14.0, and mode of 12.00, show a decent but uneven degree of contentment with life. These results point to a reasonable equilibrium. Teaching effectiveness has the largest standard deviation (SD), at 22.7, indicating the heterogeneity within each component. Skewness values indicate that the distributions for work-family balance and life satisfaction are positively skewed, whereas the distributions for teaching efficacy are somewhat negatively skewed. Generally flat distributions are indicated by negative kurtosis values, especially for work-family balance and teaching effectiveness. Normalcy is evaluated using the Kolmogorov-Smirnov (K-S) test, which yields statistically significant p-values (<0.05) for Instructional effectiveness and life happiness, demonstrating a deviation from the norm.

**Table 3***Cronbach's Alpha Reliabilities of Scales (N=200)*

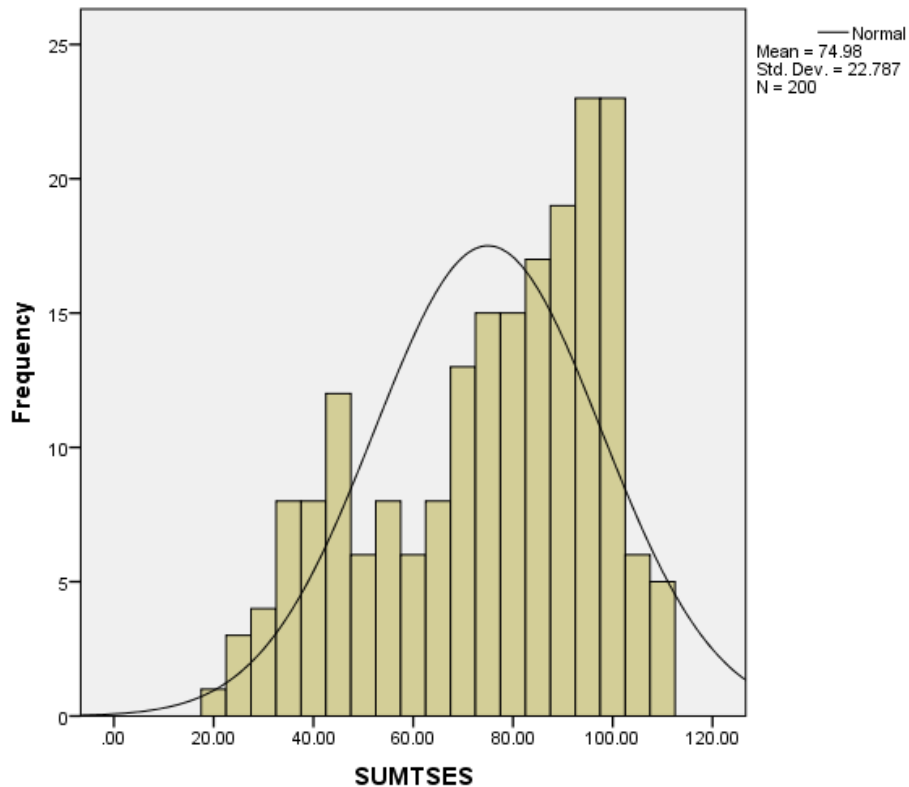
Variable	K	<i>a</i>	<i>M</i>	<i>SD</i>	Range		<i>skew</i>
					Actual	Potential	
TSES	12	.94	74.9	22.7	20-108	12-108	-.60
WLB	11	.88	32.5	8.91	11-53	11-55	-.08
SWL	5	.87	15.7	6.91	5-35	5-35	-.60

*Note.* *k*=Number of items, *M*=Mean, *SD*= Standard Deviation, *a*=Cronbach's Alpha reliability.

Table 3 illustrates how the actual and projected ranges for every variable represent the range of observed responses. The distribution of teaching effectiveness ratings indicates a minor negative asymmetry, with a skewness of -0.60 and an actual range of 20 to 108. The scores range from 12 to 108. For each scale, the reported alphas for teaching efficacy (0.94), work-family balance (0.88), and life satisfaction (0.87) all above the widely recognized cutoff of 0.70, demonstrating a high degree of internal reliability. This suggests that each variable's components continuously measure the desired concept, indicating that the information gathered is trustworthy for examining the relationship between school teachers' life happiness, work-family balance, and teaching efficacy.

**Figure 5**

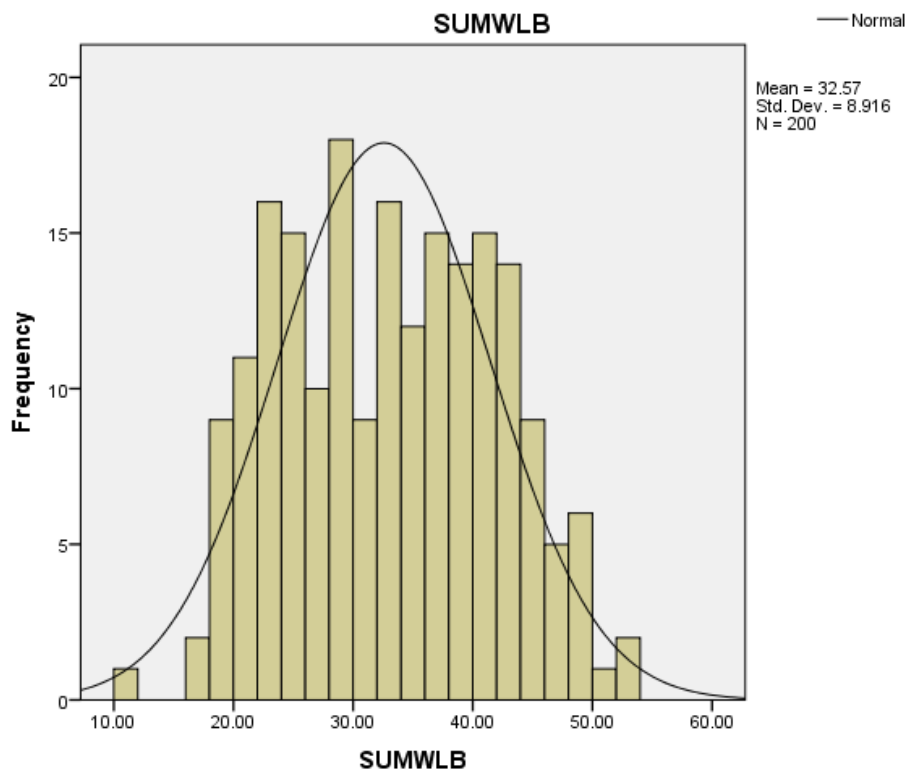
*Distribution of scores for Teachers Sense of Efficacy Scale (TSES)*



It shows that the average teaching self-efficacy score is 74.9, indicating that the study's participants' perceived efficacy was comparatively high. There is some variation in the teaching self-efficacy ratings, as seen by the standard deviation of 22.7. The participants' scores are widely distributed, as seen by the range of scores, which is 12 to 108. The distribution may be somewhat tilted to the left by a small number of instructors who have lower self-efficacy ratings, Figure 6: Distribution across the scores of scales "Work-life Balance" as shown by the distribution's negative skewness of -0.60.

**Figure 6**

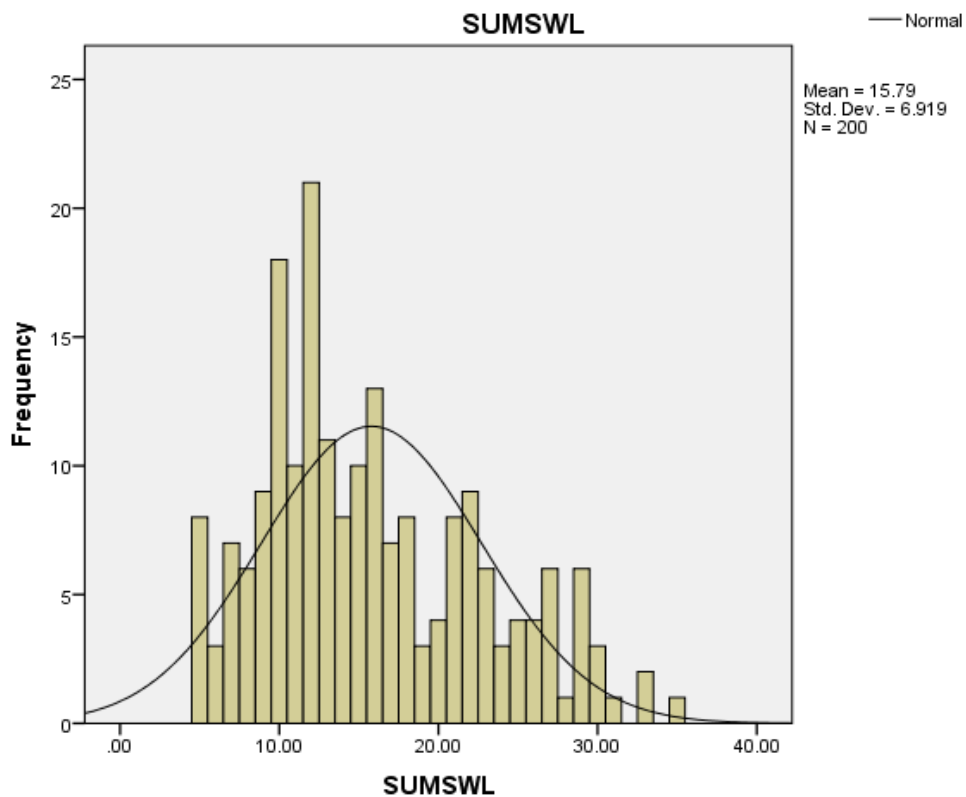
*Distribution of scores for Work-Life Balance Scale (WLB)*



The data indicates that school teachers had a moderate level of perceived work-life balance, with an average score of 32.5. There is some variation in the work-life balance ratings, as indicated by the standard deviation of 8.91. A reasonable distribution of scores among the participants is shown by the range of scores, which spans from 11 to 55. A very tiny leftward skew is shown by the somewhat negative skewness (-0.08), which shows a few instructors with worse work-life balance ratings.

**Figure 7**

*Distribution of scores for satisfaction with life scale (SWL)*



The data indicates that the average life satisfaction score of school teachers is 15.7, indicating a modest degree of life satisfaction. There is some variation in the life satisfaction levels, as seen by the 6.91 standard deviation. A reasonable distribution of scores among the participants is shown by the range of scores, which spans from 5 to 25. The distribution may be somewhat skewed to the left due to a small number of instructors who have lower life satisfaction scores, as indicated by the distribution's negative skewness of -0.60.



**Table 4***Spearman Correlational Analysis for Variables (N=200)*

Variable	<i>M</i>	<i>SD</i>	1	2	3
1.TSES	74.9	22.7	-	-.06	-.375**
2.WLB	32.5	8.91		-	.220**
3.SWL	15.7	6.91			-

*Note= TSES (Teachers Sense of Efficacy Scale), WLB (Work-life balance), SWL (Satisfaction with life).*

The Spearman correlation table provide correlation coefficients between the variables. The correlations are presented in terms of correlation coefficients, where "-" indicates no correlation, and values ranging from -.06 to .220 are provided.

The correlation between Teaching efficacy and Work-family balance is reported as -.06. This negative correlation suggests a weak inverse relationship between teaching efficacy and work-family balance among school teachers. Although the correlation is weak, the negative sign indicates that as teaching efficacy increases, work-family balance tends to decrease slightly.

Correlation between Teaching efficacy and life satisfaction, the coefficient is reported as -.375\*\*. This negative and moderately strong correlation suggests that there is a significant inverse relationship between teaching efficacy and life satisfaction among school teachers. As teaching efficacy increases, life satisfaction tends to decrease.

Lastly, the correlation between Work-family balance and life satisfaction is reported as .220\*\*. This positive and moderately strong correlation suggests a significant positive relationship between work-family balance and life satisfaction among school teachers. As work-life balance improves, life satisfaction tends to increase.

**Table 5***Mann-Whitney along with Gender (N=200)*

Variables	Male		Female		<i>U</i>	<i>p</i>
	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>		
TSES	67	104.9	133	98.25	4347.5	.43
WLB	67	102.1	133	99.69	4347.5	.78
SWL	67	97.91	133	101.80	4282.0	.65

*Note*= Number of participants (*N*), Mean (*M*), Mann-Whitney-*u* (*U*), Significant (*p*).

According to Table 5, across the variables, there appears to be some variation in mean scores between males and females, but none of the observed differences reach statistical significance, as indicated by the *p*-values. For instance, in terms of (TSES), males have a slightly higher mean score compared to females (104.9 vs. 98.25), but this difference is not statistically significant ( $p = .43$ ). Similarly, for (WLB) and (SWL), although there are slight differences in mean scores between males and females, these differences are not statistically significant ( $p = .78$  for WLB and  $p = .65$  for SWL).

**Table 6***Mann-Whitney along with Employment Status (N=200)*

Variables	Private		Government		<i>U</i>	<i>P</i>
	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>		
TSES	158	103.66	42	88.63	2819.5	.135
WLB	158	97.71	42	110.99	2877.5	.186
SWL	158	96.46	42	115.70	2679.5	.055

*Note*= Number of participants (*N*), Mean (*M*), Mann-Whitney-*u* (*U*), Significant (*p*).

The table presents data on several variables categorized by employment sector: Private and Government. In the Private sector, the mean TSES score is 103.66 with a sample size of 158, while the mean WLB score is 97.71 with the same sample size. Satisfaction with Life (SWL) in the Private sector has a mean of 96.46 with 158 participants. In the Government sector, the mean TSES score is 88.63, WLB is 110.99, and SWL is 115.70, with respective sample sizes of 42. The p-values associated with each variable indicate the statistical significance of differences between Private and Government sectors, suggesting that Work-Life Balance ( $p = .186$ ) and Satisfaction with Life ( $p = .055$ ) may differ significantly, while Teacher Self-Efficacy ( $p = .135$ ) does not exhibit significant variation between the two sectors.

**Table 7**

*Kruskal-Wallis along with Experience (N=200)*

Variables	Experience					<i>df</i>	<i>X</i> <sup>2</sup>	<i>p</i>
	1-5	6-10	11-15	16-20	21-25			
	157	30	11	1	1			
TSES	94.2	110.9	152.9	95.0	198.0	4	14.6	.005
WLB	103.6	91.8	79.7	84.0	111.5	4	2.6	.616
SWL	105.7	88.1	65.6	56.5	72.0	4	7.4	.112

*Note, df=degree of freedom, X<sup>2</sup>= Chi-Square, p=significant value*

The table presents that variables are categorized by years of experience, ranging from 1-5 years to 21-25 years. Each category includes counts of individuals falling into that experience range. The mean scores for TSES, WLB, and SWL are also provided for each experience category. Statistical analysis using Chi-square test shows a significant association between experience and TSES scores ( $X^2 = 14.6$ ,  $p = .005$ ), suggesting that teacher self-efficacy varies significantly across different

experience levels. However, no significant associations are found between experience and WLB ( $X^2 = 2.6$ ,  $p = .616$ ) or SWL ( $X^2 = 7.4$ ,  $p = .112$ ).

**Table 8**

*Kruskal-Wallis along with Marital Status (N=200)*

Variables	Marital Status			<i>df</i>	$X^2$	<i>P</i>
	Single	Married	Divorced			
	117	82	1			
TSES	96.7	104.6	198.0	2	3.7	.153
WLB	100.84	100.89	28.5	2	1.5	.459
SWL	107.9	89.8	106.5	2	4.7	.092

*Note, df=degree of freedom,  $X^2$ = Chi-Square,  $p$ =significant value*

In table 8 a Chi-square test indicates no significant association between marital status and TSES ( $X^2 = 3.7$ ,  $p = .153$ ) or WLB ( $X^2 = 1.5$ ,  $p = .459$ ), while a borderline significant association is observed between marital status and SWL ( $X^2 = 4.7$ ,  $p = .092$ ), suggesting a potential relationship between marital status and satisfaction with life among teachers.

## **DISCUSSION**

The primary aim of this study was to investigate the relationship between teaching efficacy, work-family balance and life satisfaction among school teachers. To achieve this objective, a cross-sectional design was employed. The study included a total sample of 200 participants, consisting of teachers from both private and government schools in Islamabad and Rawalpindi.

As the data was found to be non-normally distributed, Spearman correlation was utilized to examine the relationships between teaching efficacy, work-family balance, and life satisfaction. The Spearman correlation coefficient measures the strength and direction of monotonic relationships between variables, making it suitable for analyzing non-parametric data. Additionally, the study explored any potential differences among groups by gender. Demographic variables were compared using the Mann-Whitney test, which is a non-parametric test suitable for analyzing differences between two independent groups.

The questionnaire utilized in this study consisted of several components. Firstly, a demographic sheet was used to collect information on participants' age, gender, educational background, and other relevant variables. Secondly, the Teachers' Sense of Efficacy Scale (TSES) was employed to assess participants' efficacy level. The Work-Life Balance (WLB) scale was also used to assess how teachers balance their job and personal life. Lastly, Satisfaction with Life (SWL) was used to evaluate the life satisfaction of participants.

In Table 1, a comprehensive overview of the demographic characteristics and relevant variables of school teachers is presented. Gender distribution among the

participants reveals a notable majority of females, constituting 67% of the sample. Age distribution is another crucial aspect highlighted in Table 1, with 59% of participants falling within the age range of 26-30. The marital status distribution is also noteworthy, indicating that 58.5% of teachers are single, 41% are married, and a small fraction (0.5%) are divorced.

The majority hold undergraduate degrees (46.5%), followed closely by those with graduate degrees (48%) and a smaller percentage with postgraduate degrees (4%). This distribution may influence teaching efficacy, as educators with different levels of academic qualifications may bring varied perspectives and pedagogical approaches to the classroom.

Work experience, a pivotal variable in any professional setting, is well represented in the data. A substantial proportion of teachers (78.5%) have 1-5 years of service, suggesting a relatively early to mid-career stage for the majority of the participants. This aspect is crucial for understanding the potential impact of teaching efficacy and work-family balance on individuals who are still establishing themselves in the field of education.

Table 3 provides a comprehensive overview of the key variables in this study, shedding light on the distribution, range, and reliability of the collected data. The teaching efficacy scores exhibit a broad spectrum, ranging from 12 to 108, with an actual range of 20 to 108. The skewness of -0.60 suggests a slight negative asymmetry, indicating a distribution slightly skewed towards lower efficacy scores. This observation prompts further exploration into factors influencing lower teaching efficacy and how they might impact the overall teaching experience.

In terms of work-life balance (WLB), the mean score of 32.5 with a standard deviation of 8.91 indicates a moderate level of balance among school teachers. The

actual range, spanning from 11 to 53, provides insights into the diverse experiences of teachers concerning the equilibrium between their professional and personal lives.

The negligible skewness of -0.08 implies a relatively symmetrical distribution, suggesting a balanced representation of teachers experiencing both positive and negative aspects of work-life balance. This warrants a closer examination of specific aspects contributing to or hindering a satisfactory work-life balance for educators.

Satisfaction with Life (SWL) scores, ranging from 5 to 25, offer a glimpse into the overall life satisfaction of school teachers. The skewness of -0.60 suggests a distribution somewhat leaning towards lower life satisfaction scores. Exploring the reasons behind lower life satisfaction among certain teachers can provide valuable insights for interventions or support mechanisms aimed at enhancing overall well-being within the teaching profession.

The high internal reliability indicated by Cronbach's alpha values (0.94 for TSES, 0.88 for WLB, and 0.87 for SWL) is a crucial aspect of the study. These values surpass the commonly accepted threshold of 0.70, affirming the consistency and dependability of the measurement scales. This robust internal reliability enhances the credibility of the study, indicating that the selected items within each variable consistently measure the intended constructs. Researchers and policymakers can confidently rely on these scales to draw meaningful conclusions about the association between teaching efficacy, work-life balance, and life satisfaction among school teachers.

A study by Tschannen-Moran and Hoy (2001) evaluated the reliability of the Teacher Sense of Efficacy Scale (TSES) and reported a high internal consistency with a coefficient alpha of 0.94. A study by Greenhaus and Beutell (1985) investigated the reliability of measures related to Work-Life Balance (WLB), emphasizing the

importance of considering both work and non-work aspects. Their findings indicated a high reliability with a coefficient alpha of 0.88, highlighting the robustness of the scale in capturing the complexities of balancing work and personal life. In the domain of Satisfaction with life (SWL), Diener, Emmons, Larsen, and Griffin (1985) conducted a seminal study measuring life satisfaction, one component of SWL, and reported a high reliability with a coefficient alpha of 0.87.

The findings of the research align closely with the theoretical framework of Self-Determination Theory (SDT). The negative correlation between teaching efficacy and both work-family balance and life satisfaction suggests that when teachers perceive themselves as more competent, they may feel a greater responsibility to invest more time and effort into their work, potentially impacting their balance between work and family life and overall life satisfaction. Additionally, the positive correlation between work-family balance and life satisfaction supports SDT's emphasis on the importance of fulfilling basic psychological needs, such as autonomy and relatedness, in enhancing overall well-being. The variations observed across different demographic factors such as gender, sector of employment, and years of experience further emphasize the intricate interplay between individual perceptions of competence, autonomy, and relatedness, as posited by SDT, and their impact on various aspects of teachers' lives.

The hypothesis of the study states that there would be a positive relationship between teaching efficacy and life satisfaction among school teachers. The Spearman correlation coefficient (-.375\*\*) suggests a significant and negative relationship between teaching efficacy and life satisfaction among school teachers. Prior research has indicated mixed findings regarding the relationship between teaching efficacy and life satisfaction. For instance, a study by Smith et al. (2009) found a negative



association, suggesting that higher teaching efficacy might lead to increased workload and stress, negatively impacting life satisfaction. A study by Borges and Savickas (2002) found that there can be a complex interplay between personality traits, teaching efficacy, and job satisfaction, potentially shedding light on the inverse relationship. Tschannen-Moran and Woolfolk Hoy (2001), delves into the multifaceted nature of teacher efficacy and its potential repercussions on various aspects of educators lives, including satisfaction. The negative correlation observed in this study aligns with the findings of Smith et al. (2005) and emphasizes the nuanced nature of teachers' experiences. The potential stressors associated with high teaching efficacy may impact overall life satisfaction, highlighting the need for a balanced approach to fostering teacher efficacy.

Correlation coefficient of  $-.06$  between teaching efficacy and work-family balance among school teachers, it is evident that a weak inverse relationship exists between these two variables. The negative sign of the correlation implies that as teaching efficacy increases, there is a slight decrease in work-family balance. This finding is intriguing and necessitates a comprehensive exploration of the factors contributing to this association.

School teachers often face heavy workloads, administrative pressures, and a continuous need for professional development. As teachers invest more effort in enhancing their teaching efficacy, they may find themselves dedicating additional time and energy to work-related responsibilities, subsequently compromising their ability to maintain a satisfactory work-family balance.

Moreover, the nature of teaching itself may contribute to this inverse relationship. Effective teaching requires commitment, passion, and emotional involvement with students. Teachers who are highly efficacious may feel a greater

sense of responsibility towards their students' academic success, leading them to prioritize their professional duties over personal or family commitments, thereby negatively impacting their work-family balance.

Second hypothesis states that there would be a positive relationship between work-family balance and life satisfaction among school teachers. The Spearman correlation coefficient (.220\*\*) indicates a significant and positive relationship between work-family balance and life satisfaction. Martinez et al. (2015) and Grzywacz and Bass (2008) consistently found that a better work-family balance contributes positively to overall life satisfaction among educators. The positive correlation observed in this study aligns with the broader literature, emphasizing the importance of policies promoting work-life balance for educators. Schools and educational institutions may benefit from interventions designed to support teachers in achieving a healthier equilibrium between their professional and personal lives.

The reported correlation coefficient of  $-.375^{**}$  between teaching efficacy and life satisfaction among school teachers reveals a significant and intriguing inverse relationship. This negative correlation suggests that as teaching efficacy increases, there is a corresponding decrease in life satisfaction among educators. Understanding this correlation is crucial for comprehending the complex interplay between a teacher's perception of their effectiveness in the classroom and their overall life satisfaction.

One possible reason for this negative correlation is the inherent challenges and stress associated with the teaching profession. Teachers often face numerous demands, including managing diverse classrooms, meeting curriculum requirements, and addressing the individual needs of students. As teachers invest more effort in enhancing their teaching efficacy to meet these challenges, they may experience

increased stress and burnout, leading to a decline in overall life satisfaction. The negative correlation underscores the need for a holistic approach to teacher well-being, acknowledging the intricate balance between professional efficacy and personal fulfillment.

Additionally, it is essential to explore the specific dimensions of teaching efficacy that contribute to this correlation. Teachers with a strong sense of efficacy may invest significant emotional and cognitive resources in their work, sometimes at the expense of their personal lives. This phenomenon may result in a trade-off between professional success and overall life satisfaction, suggesting the importance of interventions and support systems that promote a healthier work-life balance for educators.

Moreover, the reported moderately strong correlation emphasizes the significance of addressing teaching efficacy and life satisfaction concurrently in educational policy and professional development programs. Schools and educational institutions should consider implementing strategies that not only enhance teaching efficacy but also prioritize the well-being of teachers. This may include initiatives to reduce workload, provide emotional support, and foster a positive and collaborative school culture, ultimately contributing to a more satisfying and sustainable teaching profession.

Based on hypothesis that there would be significant gender differences among teaching efficacy, work-family balance, and life satisfaction, this study findings suggest otherwise. The analysis indicates no statistically significant differences between males and females across these variables, as evidenced by the p-values exceeding conventional thresholds ( $p > 0.05$ ). This discrepancy between the hypothesis and the empirical results prompts a closer examination.

Previous research has indeed explored gender differences in teaching efficacy, work-family balance, and life satisfaction. For example, studies by Lee and Davis (2000) and Li and Crockett (2016) have highlighted potential variations in teaching efficacy based on gender, with some indicating that females tend to perceive higher levels of teaching efficacy compared to males, while others have found no significant differences. Similarly, regarding work-family balance, research by Allen et al. (2013) and Voydanoff (2004) has suggested that women often experience more challenges in balancing work and family responsibilities due to societal norms and expectations, potentially influencing their overall satisfaction with life.

However, conflicting findings exist within the literature, and this could be attributed to various factors such as cultural differences, sample demographics, and measurement tools used. Judge et al. (2010) found minimal gender differences in overall life satisfaction, indicating that while there may be variances in specific facets of life satisfaction, the overall satisfaction level between genders tends to be relatively similar.

Study's findings contribute to the ongoing discourse on gender differences in teaching efficacy, work-family balance, and life satisfaction. The lack of significant disparities observed in sample challenges traditional assumptions and underscores the importance of considering diverse perspectives and contexts when examining gender-related phenomena. Future research could delve deeper into potential moderating variables or explore alternative methodologies to better understand the nuanced dynamics at play in these domains.

The data shows notable differences between teachers employed in the Private and Government sectors in terms of their perceptions of work-life balance and satisfaction with life. In the Private sector, teachers report higher mean scores for

Teacher Self-Efficacy (TSES) compared to their counterparts in the Government sector. This might be attributed to differences in work environments, job demands, and organizational cultures between the two sectors. Research suggests that job characteristics and organizational support significantly influence employee well-being and job satisfaction (Judge et al., 2001). The higher satisfaction with life among Government sector teachers could be due to factors such as job security, benefits, and perhaps better work-life balance policies in government institutions (Oshagbemi, 2000).

The findings suggest a potential relationship between marital status and satisfaction with life (SWL) among teachers, albeit borderline significant. While no significant associations were found between marital status and Teacher Self-Efficacy (TSES) or Work-Life Balance (WLB), the borderline significance regarding SWL implies that marital status could influence teachers' overall life satisfaction. Existing literature supports the idea that marital status can impact well-being, with married individuals often reporting higher levels of life satisfaction compared to their unmarried counterparts (Waite & Gallagher, 2000). However, the nature of this relationship might vary based on individual circumstances, such as the quality of the marital relationship and other socio-economic factors.

The Kruskal-Wallis test suggests significant differences in teaching efficacy across experience levels ( $X^2 = 14.6$ ,  $p = 0.005$ ), while no significant differences were found in work-family balance ( $X^2 = 2.66$ ,  $p = 0.616$ ). Johnson and Birkeland (2003) conducted a longitudinal study examining the career trajectories of teachers over a span of 20 years. Their findings revealed a noticeable increase in teaching efficacy scores as educators gained more experience in the profession. Similarly, a meta-analysis by Tschannen-Moran and Hoy (2001) examined various factors

influencing teachers efficacy beliefs. Their results indicated a significant positive association between teaching experience and efficacy. Furthermore, a study by Ingersoll and Strong (2011) highlighted the importance of teacher retention and its impact on instructional quality, emphasizing that experienced teachers contribute significantly to positive student outcomes.

Examining the participants' experiences in distinct brackets ranging from 1-5 years to 21-25 years, the breakdown provides a comprehensive overview of the distribution of teaching professionals across different experience levels. It becomes evident that teaching efficacy scores generally ascend with increasing years of experience, reaching the highest mean score within the 11-15 years category. This trend suggests a positive correlation between teaching efficacy and the cumulative years spent in the profession, indicating that teachers tend to develop a higher sense of efficacy as they gain more experience in the field.

Despite the observed trend in teaching efficacy, the chi-square test exposes a noteworthy finding. A significant association between teaching efficacy and years of experience is identified ( $X^2 = 14.6$ ,  $p = 0.005$ ). This signifies that the variations in teaching efficacy scores are not random but rather systematically linked to the duration of teachers' professional engagement. This prompts further investigation into the factors contributing to this association, such as professional development opportunities, mentorship programs, or institutional support, which may play pivotal roles in shaping teaching efficacy over time.

Turning attention to work-life balance, the mean scores exhibit some fluctuation across the experience categories, yet the chi-square test fails to establish a statistically significant association ( $X^2 = 2.66$ ,  $p = 0.616$ ). This suggests that, unlike teaching efficacy, the perceived balance between work and personal life does not

exhibit a clear pattern corresponding to the number of years worked. However, this non-significant result opens the door to probing deeper into the factors influencing work-life balance, including school policies, workload distribution, and individual coping mechanisms, which may contribute to the observed variability in scores.

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The significant association between teaching efficacy and years of experience implies the importance of continuous professional development and institutional support in enhancing educators' efficacy. Meanwhile, the lack of a significant association between work-life balance and experience levels prompts exploration into the multifaceted factors influencing this aspect of teachers' lives.

## **Conclusion**

The present study explored the relationship between teaching efficacy, work-family balance, and life satisfaction among school teachers. This research delved into the intricate relationship between teaching efficacy, work-family balance, and life satisfaction among school teachers. Employing a cross-sectional design with a sample of 200 participants from both private and government schools in Islamabad and Rawalpindi, the study employed statistical analyses using SPSS 21 to explore the associations between these variables.

The findings revealed significant differences in these variables based on employment sector, with teachers in the Private sector reporting higher teaching efficacy scores compared to those in the Government sector. While not statistically significant, disparities in work-family balance and life satisfaction between sectors were observed, highlighting potential areas for organizational intervention to improve teacher well-being. Additionally, marital status showed a borderline significant association with life satisfaction, suggesting that personal factors such as marital status may play a role in teachers' overall satisfaction with life.

The findings revealed a significant negative correlation between teaching efficacy and life satisfaction, suggesting that, while a high sense of efficacy may empower educators in the classroom, it could potentially contribute to increased stress and reduced overall life satisfaction. A positive correlation was found between work-family balance and life satisfaction, emphasizing the crucial role of achieving equilibrium between personal and professional domains for educators' well-being. No significant gender differences were observed, challenging some existing literature, while differences in teaching efficacy across experience levels underscored the potential for professional growth over time. The study's descriptive analysis provided



a nuanced understanding of the distribution characteristics of these variables, contributing valuable insights into the multifaceted nature of teachers' experiences.

In conclusion, this study contributes valuable insights into the nuanced dynamics within the teaching profession. The findings have implications for educational policymakers, administrators, and institutions in designing interventions and support programs that address the unique needs of teachers, fostering a more balanced and satisfying professional experience. By acknowledging the complex interplay between teaching efficacy, work-family balance, and life satisfaction, educational stakeholders can work towards creating a supportive environment that promotes the well-being of school teachers, ultimately enhancing the quality of education.

## Limitations

- The sample was taken from only urban areas if we also consider rural areas teachers the results will be different from these findings.
- The research was conducted in Rawalpindi and Islamabad the results can't generate in different areas\countries.
- The cross-sectional design employed in this study captures a snapshot of the relationships at a specific point in time. Longitudinal data could provide a more dynamic understanding of how these variables evolve over the course of a teacher's career, offering a more nuanced perspective on causality.
- This study involves self-report measures. So, the participants might exaggerate or they might not provide us with their actual information.
- The gender distribution in the sample, with a notable majority of female participants, may introduce potential response bias. Different gender perspectives and experiences in the teaching profession could impact the study's findings, and a more balanced representation of male and female teachers would enhance the study's validity.

## **Recommendation\Implications**

This study will provide recommendations for improving teaching efficacy, work-family balance, and life satisfaction among school teachers. Schools and educational institutions should consider adopting policies that promote a healthy work-life balance for teachers. This may include flexible work schedules, reasonable workload expectations, and initiatives to reduce administrative burdens. Prioritize the well-being of educators to enhance job satisfaction and overall life satisfaction. Establish mentorship programs that connect experienced teachers with those in the early stages of their careers. This can provide valuable guidance, support, and a platform for knowledge exchange. Mentorship has the potential to positively influence teaching efficacy and contribute to a sense of professional fulfillment. Advocate for policies at the educational and governmental levels that recognize and address the intricate dynamics of teaching efficacy, work-life balance, and life satisfaction.

Educational policymakers should recognize the importance of personal factors such as marital status, family responsibilities, and socio-economic status in shaping teachers' experiences and tailor support programs accordingly.

Encourage policy changes that promote a supportive and nurturing environment for educators, acknowledging the impact of these factors on the quality of education. Educational policymakers should continuously monitor and evaluate the effectiveness of interventions aimed at promoting teaching efficacy, work-family balance, and life satisfaction among school teachers. Regular feedback mechanisms and data-driven decision-making can help ensure that support programs are meeting the needs of teachers and contributing to their overall well-being.

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**APPENDICES****Appendix A****Information Sheet**

I am AQSA TAHIR, a student of Psychology at Capital University of Science and Technology, Islamabad. I am doing a research study which aims to find out Relationship between teaching efficacy, work-family balance and life satisfaction among undergraduate under the supervision of Ms. Iqra Kiran. To take part in this study, kindly read the information given below. If you want more information regarding this study, you can ask questions.

**Purpose of the Research**

The purpose of this study is to explore how teaching effectiveness, the balance between work and family responsibilities, and overall life satisfaction are interconnected among school teachers. By investigating these associations, we aim to gain insights into the factors that contribute to a teacher's sense of fulfillment and well-being. This research seeks to provide valuable information that can be used to support educators in achieving a better work-family balance and enhancing their overall life satisfaction.

**What is involved in the Study?**

This study is being conducted as a part of degree. If you are willing to participate, you will be presented with a questionnaire having questions you are required to respond as accurately as possible and choose the option that you could best relate with. This process would take more or less 10-15 minutes. You are free to ask any queries. Moreover, your participation is completely voluntary and you are granted the right to withdraw from study at any stage without any penalty.



**Risks**

There are no foreseeable risks and harms in this study. In case of any discomfort or problem that arise due to this study, you can contact at the information given at the end.

**Privacy and Confidentiality**

Your information will be kept confidential and will be used for research purpose sonly. Overall results of the participants will be drawn and the participants' identities will not be revealed in any way. Data will be discarded after the research purpose has been fulfilled.

**Contacts for Questions or Problems**

In case of any problem or question you can email at: [bsp201008@cust.pk](mailto:bsp201008@cust.pk)

**Appendix B****CONSENT FORM**

I am Aqsa Tahir enrolled in BS Psychology in Capital University of Science and Technology. I hereby invite you to take a part in this study. The title of the study is “Association between teaching efficacy, work-family balance and life satisfaction among school teachers”. Your participation in this study holds significant importance, and I kindly request your voluntary involvement.

Your participation in this study is of great importance, and I kindly request your voluntary Involvement. Your identity will remain private. In the report, your name won't be mentioned. Your involvement is entirely voluntary. It will take 10-15 minutes. Your honest and sincere responses will greatly contribute to our understanding of the factors that affect the lives of school teachers. It would be really appreciated if you took part in this and provided your sincere responses.

By signing below, you indicate your informed consent to participate in this research study. If you have any questions or concerns about the study or your participation, please do not hesitate to contact me at BSP201008@cust.pk. Your cooperation is immensely appreciated.

Thank you.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Appendix C****DEMOGRAPHIC INFORMATION FORM**

Age \_\_\_\_\_ Gender \_\_\_\_\_ Marital status \_\_\_\_\_ No. of children \_\_\_\_\_

Education Level \_\_\_\_\_ Service experience in years \_\_\_\_\_

Employment Status: 1. Private 2. Government

## Appendix D

### TEACHER'S SENSE OF EFFICACY SCALE

**Instructions:** Please indicate your opinion about each of the statements below. Your answers will be kept confidential.

		Nothing		Very Little		Some Influence		Quite a bit		A great Deal
1	How much can you do to control disruptive behavior in the classroom?	1	2	3	4	5	6	7	8	9
2	How much can you do to motivate students who show low interest in school work?	1	2	3	4	5	6	7	8	9
3	How much can you do to get students to believe they can do well in school work?	1	2	3	4	5	6	7	8	9
4	How much can you do to help your students value learning?	1	2	3	4	5	6	7	8	9

5	To what extent can you craft good questions for your students?	1	2	3	4	5	6	7	8	9
6	How much can you do to get children to follow classroom rules?	1	2	3	4	5	6	7	8	9
7	How much can you do to calm a student who is disruptive or noisy?	1	2	3	4	5	6	7	8	9
8	How well can you establish a classroom management system with each group of students?	1	2	3	4	5	6	7	8	9
9	How much can you use a variety of assessment strategies?	1	2	3	4	5	6	7	8	9
10	To what extent can you provide an alternative explanation for example when	1	2	3	4	5	6	7	8	9

	students are confused?									
11	How much can you assist families in helping their children do well in school?	1	2	3	4	5	6	7	8	9
12	How well can you implement alternative strategies in your classroom?	1	2	3	4	5	6	7	8	9

**Appendix E****WORK-LIFE BALANCE SCALE**

**Instructions:** Below statements that you may agree or disagree with. Using the 1 - 5 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item.

		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1	My personal life suffers because of work.	1	2	3	4	5
2	My job makes personal life difficult.	1	2	3	4	5
3	I neglect personal needs because of work.	1	2	3	4	5
4	I put personal life on hold for work.	1	2	3	4	5
5	I miss personal activities because of work.	1	2	3	4	5
6	I struggle to juggle work and non-work.	1	2	3	4	5
7	I am unhappy with the amount of time for non-work activities.	1	2	3	4	5

8	My personal life drains me of energy for work.	1	2	3	4	5
9	I am too tired to be effective at work.	1	2	3	4	5
10	My work suffers because of my personal life.	1	2	3	4	5
11	It is hard to work because of personal matters.	1	2	3	4	5



## Appendix F


### SATISFACTION WITH LIFE SCALE

**Instructions:** Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

		Strongly agree	Agree	Slightly Agree	Neither agree or disagree	Slightly disagree	Disagree	Strongly disagree
1	In most ways my life is close to my ideal.	1	2	3	4	5	6	7
2	The conditions of my life are excellent.	1	2	3	4	5	6	7
3	I am satisfied with my life.	1	2	3	4	5	6	7
4	So far, I have gotten the important things I want in life.	1	2	3	4	5	6	7
5	If I could live my life over, I would change almost nothing.	1	2	3	4	5	6	7

## Appendix G

## APPROVAL LETTER


 Capital University of Science and Technology  
 Islamabad

Islamabad Expressway, Kahuta Road,  
 Zone - V, Islamabad, Pakistan  
 Telephone : +92-(51)-111-555-666  
 : +92-51-4486700  
 Fax : +92-(51)-4486705  
 Email : info@cust.edu.pk  
 Website : www.cust.edu.pk

Ref. CUST/IBD/PSY/Thesis-579  
 August 7, 2023

**TO WHOM IT MAY CONCERN**


Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

**Ms. Aqsa Tahir**, registration number **BSP201008** is a bona fide student in BS Psychology program at this University from Spring 2020 till date. In partial fulfillment of the degree, she is conducting research on "Association between teaching efficacy, work family balance and life satisfaction among school teachers". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

  
**Dr. Sabahat Haqqani**  
 Head, Department of Psychology  
 Ph No. 111-555-666 Ext: 178  
 sabahat.haqqani@cust.edu.pk

## Appendix H

### Scales Permission

#### Teachers Sense of Efficacy Scale



me 27 May 2023  
to mxtsch, anitahoy ▾



Respected authors,  
I am writing this email to you to seek permission to use your questionnaire for my research which is a compulsory part of my academic requirements in university. I am a student of Capital University of science and technology and it's my final year of Bs psychology. I am doing research on teaching efficacy, work family balance and life satisfaction among school teachers. For my research I need your permission to use your questionnaire scale short version.  
Please give me permission to use your questionnaire in my research. I will make sure that I will not misuse it. I will keep the confidentiality of your scale. I am waiting for your reply. I am very hopeful that you will allow me to use your instrumental questionnaire scale for my research.




Anita Woolfolk... 28 May 2023  
to me ▾




You are welcome to use the TSES (the current name for the Ohio State Teacher Efficacy Scale) in your research as you describe below. This website might be helpful to you. It has the instrument and scoring instructions. I have attached them as well:





<http://u.osu.edu/hoy.17/research/instruments/>

## Work Life Balance

Permission to use scale work-life balance. Inbox 




 me 7 Jun 2023  
Hello Sir I'm aqsa Tahir from Pakistan and I'm doing my...

---

 James Fisher 10 Jun 2023     
to me ▾

Yes, of course you can.  
...

---

 me 10 Jun 2023     
to James ▾

Thank you for your response.

## Satisfaction with Life

Permission for using satisfaction with life scale Inbox 

 me 7 Jun 2023  
Hello Sir I'm aqsa Tahir from Pakistan and I'm doing my...

---

 Ed Diener 7 Jun 2023     
to me ▾

Your request is approved.