

WORK-LIFE BALANCE AND JOB MORALE OF THE TEACHING EMPLOYEES OF UNIVERSITY OF BOHOL, CITY OF TAGBILARAN, BOHOL

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ABSTRACT

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Work-life balance and job morale are important aspects that affect the well-being, engagement, and organizational success of employees at higher education institutions. The study was conducted to investigate the work-life balance and job morale of the teaching personnel of the University of Bohol and to determine the association between the two variables. Quantitative descriptive-correlational design was employed. Standardized questionnaires on work-life balance and teachers' job morale were used

to collect data from 220 teaching staff members via random sampling. Descriptive statistics, such as weighted and composite means, were used to assess variable levels. Pearson Product-Moment Correlation was employed to examine the associations between the variables. The findings showed that employees in education had a good level of work-life balance ($M = 3.24$),



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with awareness of work-life balance ranked the highest. The respondents also showed a very high level of job morale ($M = 3.31$), notably in work engagement and work atmosphere. In addition, a statistically significant, moderate positive relationship was observed between work-life balance and job morale ($r = .452$, $p < .001$). This means that higher levels of work-life balance correlate with higher levels of job morale. The findings underscore the significance of supporting staff well-being to enhance teacher involvement, morale, and institutional success.

INTRODUCTION

Work-life balance has become an increasingly important concern in higher education as faculty members navigate growing professional responsibilities alongside personal and family commitments. The expansion of instructional, research, extension, and administrative functions has heightened expectations of teachers, making the management of work and non-work roles a continuing challenge. In academic settings, difficulties in balancing these demands may affect not only individual well-being but also organizational outcomes, including productivity, commitment, and employee retention.

The concept of work-life balance refers to an individual's ability to effectively manage the competing demands of work and personal life while maintaining overall well-being and satisfaction. Research has shown that employees who perceive a healthy balance between these domains tend to experience higher job satisfaction, lower stress levels, and greater organizational commitment (Greenhaus & Allen, 2011; Haar et al., 2014). Within the teaching profession, maintaining work-life balance is particularly important because educators often perform multiple roles that extend beyond classroom instruction, including student mentoring, assessment, research, and institutional service.

Job morale is closely related to work-life balance. Job morale is an indicator of the enthusiasm, motivation, confidence, and sense of fulfillment that people feel in their work. High job morale is linked to higher work engagement, better performance, and more pleasant workplace connections. Low morale can lead to lower productivity, absenteeism, and burnout (Sonnentag & Fritz, 2015). For educational institutions, teacher morale is extremely important, since it affects both their professional performance and the quality of learning experiences offered to pupils.

Research has consistently shown a positive relationship between a good work-life balance and strong workplace outcomes. Employees who regard the level of organizational support as sufficient and their job demands as manageable are often more motivated and devoted to their organizations (Haar et al., 2014). Studies with educators have found that balancing professional and personal duties leads to increased job satisfaction, reduced emotional weariness, and greater workplace engagement (Agyapong-Mintah & Tanko, 2020).

Work-life balance and employee well-being research is on the rise. However, there is little research on the correlation between work-life balance and job morale among faculty members in private higher education institutions in the Philippine context. Additionally, components of the institutional environment, company culture, and demographics may also affect employees' views of work-life balance and morale, highlighting the need for context-specific research. The study investigated the relationship between work-life balance and job morale of teaching professionals at the University of Bohol in the context of the importance of a productive and supportive academic environment. The study examined the level of work-life balance and job morale among faculty members and found a significant relationship between them. The findings may serve as empirical evidence to inform the development of institutional policies and programs that improve employee well-being, professional engagement, and organizational performance.

Theoretical Background. This study is anchored in Boundary Theory, Conservation of Resources Theory, and Social Exchange Theory, which collectively explain how work-life balance influences the morale of teaching employees.

Boundary Theory. Boundary Theory, developed by Ashforth, Kreiner, and Fugate (2000), explains how individuals manage and negotiate the boundaries between work and personal life. The theory posits that people continually transition between different life roles and create psychological, temporal, and physical boundaries to reduce conflict between these roles. Effective boundary management enables individuals to fulfill work responsibilities while maintaining personal well-being.

Teachers in higher education generally fulfill several responsibilities, including teaching, research, community extension, advising, and administration. When work and personal life become blurred, you may experience role overload, stress, and emotional exhaustion. On the other hand, those who manage to navigate these lines fairly well tend to report more job satisfaction, less stress, and a more optimistic attitude toward their jobs. This idea provides a framework for studying how work-life balance enhances job morale among teaching personnel.

Conservation of Resources Theory. Hobfoll (1989) postulated the Conservation of Resources (COR) Theory. The theory said that people try to acquire, retain, and safeguard precious resources such as time, energy, social support, and psychological well-being. Stress results from danger, depletion, or a lack of these resources needed to satisfy conflicting demands.

The concept of work-life balance is crucial to preserving personal and professional resources in the teaching profession. Faculty who can balance their professional and home lives are less likely to experience burnout and resource depletion. They are better able to sustain excitement, dedication, and positive views of their profession. The hypothesis posits that employees with sufficient personal resources are likely to exhibit higher morale and greater

involvement in corporate operations.

Social Exchange Theory. Workplace behavior is explained by social exchange theory (Blau, 1964) as reciprocal connections between employees and businesses. This idea holds that when employees believe their organization appreciates their work and cares about their well-being, they respond with positive attitudes and behaviors, including greater dedication, loyalty, and improved job performance.

At the institutional level, organizational practices that promote work-life balance, such as flexible work arrangements, supportive leadership, and employee-oriented policies, may be associated with positive attitudes among faculty members. This, in turn, may result in instructors showing improved job morale, stronger organizational commitment, and more readiness to contribute to institutional goals. Thus, Social Exchange Theory explains how supportive work environments may improve work-life balance and employee morale.

The three ideas are complementary in understanding the link between work-life balance and workplace morale. Boundary Theory discusses teachers' handling of different life roles; Conservation of Resources Theory explains the maintenance of precious personal resources through balance; and Social Exchange Theory explains the favorable employee attitudes fostered by organizational support. Collectively, these perspectives indicate that instructors who successfully balance their professional and personal commitments are more likely to have high morale, remain engaged in their work, and make substantial contributions to institutional performance.

Related Literature: Work-Life Balance in the Academic Profession. Work-life balance has emerged as an important area of inquiry in organizational and educational research due to its implications for employee well-being, productivity, and retention. Greenhaus and Allen (2011) described work-life balance as the extent to which individuals effectively manage and experience satisfaction across work and family domains. In higher education, achieving such a balance is increasingly challenging as faculty members simultaneously fulfill teaching, research, extension, and administrative responsibilities.

New research shows people with a healthy work-life balance report higher levels of job satisfaction, psychological well-being, and organizational commitment. Haar et al. (2014), in a cross-national survey of employees in many nations, showed that work-life balance had a beneficial impact on job satisfaction, life satisfaction, and mental health. Likewise, Allen et al. (2020) found that organizational support mechanisms, such as flexible scheduling and family-friendly policies, play a substantial role in employees' ability to balance professional and personal responsibilities.

Work-life balance is vital in educational environments, as instructors often face emotionally taxing and time-consuming responsibilities. Research has found that high workload, role conflict, and time pressure significantly affect educators' well-being and professional effectiveness (Kim & Asbury, 2020). Institutions that value work-life balance may thereby increase faculty

satisfaction and long-term organizational viability.

Job Morale and Employee Engagement. Job morale is the general sense of motivation, excitement, and happiness that people derive from their employment. High morale is linked to favorable views about the company, more job engagement, and better performance outcomes. According to Bakker and Demerouti (2017), people who have supportive work environments and appropriate resources are more likely to be vigorous, dedicated, and absorbed in their jobs. Teacher morale has been identified as an important factor affecting the quality of teaching, organizational commitment, and work effectiveness in educational institutions. Collie (2021) showed that supportive leadership, collegial interactions, and chances for professional progress significantly influenced teachers' morale and well-being. Likewise, Skaalvik and Skaalvik (2021) found that instructors with high morale had greater job satisfaction and lower turnover intentions. Job morale is also associated with psychological resilience and organizational support. Employees are more likely to be motivated and committed to their work when they sense fairness, recognition, and opportunity for progress (Bakker & Demerouti, 2017). These findings suggest that fostering strong teacher morale is crucial to sustaining individual well-being and institutional performance.

Relationship Between Work-Life Balance and Job Morale. The relationship between work-life balance and positive workplace outcomes has received considerable scholarly attention. Existing literature consistently demonstrates that employees who successfully balance work and personal responsibilities tend to report higher levels of morale, engagement, and organizational commitment.

According to Haar et al. (2014), work-life balance is a strong predictor of favorable psychological outcomes such as well-being and job satisfaction. In the same vein, Talukder et al. (2018) found employees who perceived appropriate organizational support for combining work and family responsibilities had higher commitment and more favorable views at the workplace. When teachers feel they have a manageable workload and are part of organizational processes that support their job, they tend to have high morale and engagement in their career (Collie, 2021). A balance between work and life lowers role conflict and emotional tiredness, allowing teachers to be more efficient in their tasks while preserving their personal well-being. Organizations that focus on employee health by implementing supportive policies may see increased staff morale.

Although substantial evidence supports the positive effects of work-life balance on employee well-being and workplace outcomes, studies focusing specifically on the relationship between work-life balance and job morale among higher education faculty remain limited, particularly within private universities in the Philippines. Most existing studies have concentrated on job satisfaction, burnout, organizational commitment, or employee engagement. Less attention has been given to understanding how work-life balance relates

specifically to teachers' morale in higher education institutions.

Furthermore, the unique organizational environment of private universities may influence employees' experiences of work-life balance and morale differently from those in public institutions or other occupational sectors. Given these considerations, further empirical investigation is warranted to provide context-specific evidence that may inform institutional policies and faculty development initiatives. This study seeks to address this gap by examining the relationship between work-life balance and job morale among teaching employees of the University of Bohol.

Related Studies. Several empirical studies have investigated work-life balance among educators and its implications for workplace outcomes. Kim and Asbury (2020), in their qualitative study of teachers during educational disruptions, found that balancing professional and personal responsibilities significantly influenced teachers' well-being and professional engagement. Teachers who reported stronger support systems demonstrated greater adaptability and resilience.

In a study involving employees from multiple countries, Haar et al. (2014) found that work-life balance positively affected job satisfaction, life satisfaction, and psychological health. Their findings suggest that employees who perceive a balance between work and personal life are more likely to experience positive attitudes toward their organizations.

Skaalvik and Skaalvik (2021) examined factors associated with teacher well-being and found that supportive work environments contributed significantly to job satisfaction and reduced emotional exhaustion. Their study emphasized the importance of organizational support in maintaining positive employee attitudes and morale.

Collie (2021) investigated teacher well-being and organizational support and found that school environments characterized by trust, collegiality, and supportive leadership were associated with higher levels of professional engagement and psychological well-being. These findings underscore the importance of creating supportive institutional climates that enhance employee morale.

Similarly, Talukder et al. (2018) reported that organizational support mechanisms positively influenced employees' ability to achieve work-life balance, thereby enhancing workplace attitudes and commitment. Their findings provide evidence that organizational initiatives designed to support employee well-being may also contribute to improved morale.

Collectively, these studies demonstrate that work-life balance and positive workplace environments are associated with favorable employee outcomes. However, the literature also indicates a need for additional research specifically focusing on higher education faculty members in developing-country contexts. The present study contributes to the literature by examining these variables among teaching employees in a private Philippine university.

RESEARCH METHODOLOGY

Research Design. This study employed a quantitative research approach utilizing a descriptive-correlational design. The descriptive component was used to determine the levels of work-life balance and job morale among teaching employees of the University of Bohol. In contrast, the correlational component examined the relationship between these variables. The design was deemed appropriate because it enabled the researcher to describe existing conditions and determine whether statistically significant associations existed between work-life balance and job morale without manipulating any variables.

Environment. The study was conducted at the University of Bohol, a private higher education institution located in Tagbilaran City, Bohol, Philippines. The university offers programs across various academic disciplines and employs teaching personnel from different colleges and departments. The institution provided an appropriate setting for examining work-life balance and job morale because faculty members perform diverse instructional, research, extension, and administrative functions.

Participants of the Study. The participants consisted of full-time and part-time teaching employees of the University of Bohol during the academic year in which the study was conducted. Using a probability sampling approach, 220 faculty members participated in the survey. The sample size was determined using a 95% confidence level and an acceptable margin of error of 4.97%, ensuring adequate representation of the target population. Random sampling was utilized to minimize selection bias and enhance the generalizability of the findings within the institution.

Research Instruments. The study utilized two standardized questionnaires. The first instrument was the **Work-Life Balance Questionnaire** developed by Punia and Kamboj (2013), which measures employees' perceptions of work-life balance across five dimensions: (1) satisfaction with family and self, (2) balance of roles and duties, (3) awareness toward work-life balance, (4) job satisfaction and flexible environment, and (5) self-appreciation of work.

The second instrument was the **Teachers' Job Morale Scale** developed by Ramachandran (2017), which assesses teachers' morale through two major dimensions: work environment and work engagement.

Prior to data collection, the instruments underwent pilot testing with faculty members not included in the final sample. Reliability analysis using Cronbach's alpha yielded an overall coefficient of 0.86, indicating good internal consistency and acceptable reliability of the instrument for research purposes (Taber, 2018). Content validity was established through expert review involving specialists in educational management and research methodology.

Data Gathering Procedures. The researcher obtained consent from the University Ethics Review Committee and other institutional authorities before collecting the data. The objectives, importance, and voluntary nature of the study were explained to the participants.

Informed consent was acquired prior to questionnaire administration. The questionnaires were distributed personally and through the institutional communication channels. Respondents were given enough time to complete the survey instruments. The filled surveys were collected, verified for completeness, processed, and prepared for statistical analysis. Confidentiality, anonymity, and privacy were rigorously maintained throughout the data acquisition process.

Ethical Considerations. The study adhered to the ethical principles governing research involving human participants. Ethical clearance was obtained from the University's Ethics Review Committee before data collection commenced. Participants were informed of their rights, including the right to participate voluntarily, the right to withdraw without penalty, the confidentiality of their responses, and the protection of their personal information.

No identifying information was included in the final dataset. Data were stored securely and were used solely for academic and research purposes in compliance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173).

Statistical Treatment of Data. The data gathered were analyzed using both descriptive and inferential statistics. To determine the levels of work-life balance and job morale among the teaching employees, the weighted mean and composite mean were employed. These statistical measures described the respondents' perceptions of the variables under study.

To determine the significant relationship between work-life balance and job morale, the Pearson Product-Moment Correlation Coefficient (r) was utilized. This statistical tool measured the direction and strength of the relationship between the two variables.

To determine whether significant differences existed between male and female respondents regarding work-life balance and job morale, the Independent Samples t -test was used. All hypotheses were tested at the 0.05 level of significance, and decisions were based on the corresponding p -values.

RESULTS AND DISCUSSION

Work-Life Balance of Teaching Employees. The findings revealed that teaching employees of the University of Bohol demonstrated a generally positive level of work-life balance ($M = 3.24$). Among the dimensions examined, awareness toward work-life balance obtained the highest rating, while satisfaction with family and self received the lowest. These results suggest that although faculty members recognize the importance of maintaining equilibrium between professional and personal responsibilities, translating such awareness into actual balance remains a challenge.

The relatively high rating in work-life balance awareness may reflect the growing recognition among educators of the need to manage competing work

and family demands. Contemporary higher education environments require faculty members to perform multiple roles beyond classroom instruction, including research, extension, administrative work, and student mentoring. Such responsibilities often place pressure on employees' personal time and well-being. The lower satisfaction ratings for family and self may indicate ongoing difficulty balancing professional commitments with personal and family obligations.

The findings support the proposition of Boundary Theory (Ashforth et al., 2000), which suggests that individuals continually negotiate boundaries between work and non-work domains. When these boundaries become blurred, challenges in achieving personal satisfaction may arise despite a strong awareness of the need for balance. The results also align with the findings of Haar et al. (2014), who reported that work-life balance contributes positively to employees' overall well-being and job-related outcomes.

Job Morale in the Work Environment. Teaching employees reported a very high level of job morale regarding their work environment ($M = 3.29$). Trust, belonging, and teamwork emerged as the highest-rated dimensions, indicating that faculty members perceive a supportive and collaborative organizational climate. These findings suggest that positive interpersonal relationships and confidence among colleagues contribute substantially to employee morale.

A supportive work environment is essential in higher education institutions where collaboration and shared responsibilities are integral to organizational effectiveness. The high ratings in trust and teamwork may reflect a workplace culture that promotes collegiality, cooperation, and mutual respect. In contrast, involvement and open communication received comparatively lower ratings, suggesting opportunities for strengthening participatory decision-making and information sharing within the institution.

The findings are consistent with Social Exchange Theory (Blau, 1964), which posits that employees who perceive support and fairness from their organization are more likely to develop positive attitudes toward their work. Likewise, Collie (2021) found that supportive organizational climates contribute significantly to teachers' well-being, engagement, and professional satisfaction.

Job Morale in Work Engagement. The respondents also demonstrated a very high level of job morale, particularly in work engagement ($M = 3.32$). Loyalty, commitment, and empowerment received the highest ratings, indicating a strong sense of dedication to the institution and its goals. These findings suggest that faculty members remain invested in their professional responsibilities and maintain a positive orientation toward their work.

Table 1. *Levels of Work-Life Balance and Job Morale Among Teaching Employees (N = 220)*

Variable/Dimension	M	Interpretation
Work-Life Balance		
Satisfaction with Family and Self	3.02	Good
Balance of Roles and Duties	3.21	Good
Awareness Toward Work–Life Balance	3.49	Very Good
Job Satisfaction and Flexible Environment	3.21	Good
Self-Appreciation of Work	3.26	Very Good
Overall Work-Life Balance	3.24	Good
Job Morale		
Work Environment	3.29	Very High
Work Engagement	3.32	Very High
Overall Job Morale	3.31	Very High

Note. M = Mean. Higher mean scores indicate greater work-life balance and job morale.

The high levels of commitment and loyalty may be attributed to employees’ perceptions of meaningful work and organizational support. Faculty members who feel valued and empowered are more likely to remain engaged and motivated despite the demands associated with academic work. However, the comparatively low ratings for recognition, awards, and training suggest that opportunities for professional development and acknowledgment may need further enhancement.

These findings are consistent with the Job Demands–Resources framework, which emphasizes the role of organizational resources in promoting employee engagement and motivation (Bakker & Demerouti, 2017). Previous studies have similarly shown that recognition, professional growth opportunities, and supportive leadership contribute positively to employee morale and engagement (Skaalvik & Skaalvik, 2021).

Overall, the teaching employees exhibited a very high level of job morale (M = 3.31), with work engagement obtaining a slightly higher rating than work environment. This finding indicates that faculty members derive substantial motivation and satisfaction from their professional roles and benefit from a generally supportive organizational climate.

The results suggest that positive faculty morale may serve as an organizational strength that supports employee well-being, commitment, and institutional effectiveness. While the findings indicate favorable conditions overall, the institution may further enhance employee morale by strengthening recognition systems, professional development opportunities, and mechanisms for faculty involvement in organizational decision-making.

Relationship Between Work-Life Balance and Job Morale. The results revealed a statistically significant moderate positive relationship between work-life balance and job morale ($r = .452, p < .001$). This finding indicates that teaching employees who reported higher levels of work-life balance also tended to exhibit higher levels of job morale. The result suggests that maintaining a healthy balance between professional and personal responsibilities contributes positively to employees' enthusiasm, commitment, and overall workplace well-being.

Table 2. *Relationship Between Work-Life Balance and Job Morale Among Teaching Employees (N = 220)*

Variables	r	p	Interpretation
Work-Life Balance and Job Morale	.452	< .001	Moderate Positive Correlation

Note. Pearson Product-Moment Correlation. Correlation is significant at the 0.05 level (two-tailed).

The finding supports the assumptions of Conservation of Resources Theory (Hobfoll, 1989), which posits that individuals who successfully manage and preserve personal resources such as time, energy, and emotional well-being are more likely to experience positive work outcomes. Faculty members who can balance work demands with personal responsibilities may therefore possess greater psychological resources, contributing to higher morale.

The result is likewise consistent with previous studies reporting that employees with favorable work-life balance tend to exhibit greater job satisfaction, organizational commitment, and workplace engagement (Haar et al., 2014). In educational settings, supportive work environments and manageable workloads have been shown to promote both employee well-being and positive attitudes toward work. The present finding suggests that initiatives aimed at enhancing work-life balance may also help sustain high levels of morale among teaching personnel.

CONCLUSIONS

Based on the study's findings, employees at the University of Bohol generally demonstrated a positive level of work-life balance, indicating that they are reasonably able to manage the demands of their professional and personal lives. While faculty members exhibited strong awareness of the importance of work-life balance, satisfaction with family and self emerged as a comparatively weaker area, suggesting continuing challenges in achieving a more holistic balance between work and personal responsibilities.

The respondents also exhibited a very high level of job morale, particularly regarding work engagement and the work environment. The findings indicate that faculty members experience a supportive organizational climate characterized by trust, teamwork, commitment, loyalty, and empowerment.

These positive workplace conditions contribute to employees' motivation, engagement, and overall professional satisfaction.

Most importantly, the study revealed a statistically significant moderate positive correlation between work-life balance and job morale. This implies that faculty with a better balance between their work and personal lives are more likely to have higher morale. The findings underscore the importance of employee well-being in cultivating positive attitudes, engagement, and effectiveness in the workplace. Consequently, efforts that promote work-life balance could also enhance employee morale, leading to a more efficient and committed academic workforce.

RECOMMENDATIONS

In light of the findings and conclusions, the following recommendations are offered:

1. The University may strengthen programs that promote employee well-being by implementing initiatives that support work-life balance, such as flexible scheduling arrangements, wellness activities, mental health programs, and family-oriented support services.
2. Academic administrators may develop strategies that help faculty members better manage professional and personal responsibilities, particularly in areas related to family satisfaction and personal well-being, which emerged as the lowest-rated dimension of work-life balance.
3. The institution may enhance existing recognition and reward systems to acknowledge faculty contributions and accomplishments. Opportunities for professional development, continuing education, and skills enhancement should likewise be expanded to sustain high levels of engagement and morale.
4. University leaders may further strengthen participatory management practices by encouraging greater faculty involvement in decision-making processes and promoting open communication channels across academic units.
5. Efforts to maintain a supportive organizational culture characterized by trust, teamwork, and collaboration should be sustained, as these factors were found to contribute positively to faculty morale.
6. Future researchers may examine other variables that could influence work-life balance and job morale, such as leadership practices, organizational commitment, workload, burnout, years of service, and demographic characteristics. Similar studies may also be conducted in other higher education institutions to validate and extend the findings of the present investigation.

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