

WORK LIFE BALANCE FACTORS INFLUENCING ON JOB ENGAGEMENT OF TEACHERS IN GOVERNMENT SCHOOLS IN BATTICALOA ZONAL EDUCATION

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Abstract

Achieving true well-being hinges on feeling comfortable and confident in navigating professional and personal responsibilities. This research aimed to investigate the relationship between work-life balance and teacher job engagement within the context of the Batticaloa Education Zone. The study examined the impact of various work-life balance factors on teacher job engagement, including well-being, childcare, family support, emotional intelligence, leave policies, flexible work arrangements, and organizational support. The sample consisted 150 number of teachers in the Batticaloa education zone, and data were collected using a questionnaire. The data were analysed in descriptive, correlational and regression. This study employed a quantitative research design to examine the impact of various work-life balance factors on teacher job engagement in the Batticaloa Education Zone. The quantitative data were collected from a sample of teachers using a questionnaire. The findings revealed that well-being, emotional intelligence, leave policies, and organizational support have a positive impact on teacher job engagement. However, childcare, family support, and flexible work arrangements do not appear to have a substantial impact on teacher job engagement in this context. It gives further reference to any researcher who is interested in conducting future studies regarding the given aspects.

Keywords: Work-Life Balance, Job Engagement, Well-being, Child care, Organizational Support

Introduction

“A satisfying, healthy, and productive life that includes work, play and love; that integrates a range of life activities with attention to self and to personal and spiritual development; and that expresses a person’s unique wishes, interests and values. It contrasts with the imbalance of a life dominated by work, focused on satisfying external requirements at the expense of inner development, and in conflict with a person’s true desires” (Kofodimos, 1993). The idea at concern here is that there should be a good balance between an individual's employment and their personal life outside of work. At the very least, the balance should not be adverse. This is a worry for all employees in today's high-pressure jobs. In general, there is a growing awareness that choice, autonomy, and flexibility are vital in the workplace, that personal

fulfilment is important outside of work, and that happiness outside of work can help employees contribute more effectively at work.

Employees' competing and multi-faceted demands between work and home responsibilities have become more relevant in recent years, owing in part to demographic and workplace changes, such as the increased number of women in the workforce (dual-career couples), changes in family structures (a rise in the number of single parents), a growing reluctance to accept the longer hours culture, the rise of the 24-7 society, and technological advancements. (Greenhaus & Beutell, 1985). Organizations are increasingly under pressure to establish various sorts of strategies to help employees meet both their work-related and personal responsibilities as a result of these changes and the friction they cause among the multiple roles that individuals occupy.

One of the most important drivers of employee engagement may also be one of the most overlooked: making sure employees have all the tools they need to succeed in their roles. Effective leaders pay close attention to what workers have to say and then act on the feedback. One challenge to boosting employee engagement is figuring out which approach will work best in a multinational, multi-ethnic, multigenerational workforce. Creating a culture that fosters continuous development does more than help workers build the skills they need to do their jobs. As the study of employee satisfaction is directly linked to retention and commitment to the company, the study of employee engagement can help enhance productivity by assessing factors such as Vitality or Auto-determination.

A relationship between work-life balance and psychological well-being, as the definition of family and gender roles continue to shift in our country, along with the changing nature of the economy and work roles, will continue to be an important issue for both men and women. The purpose of the present study was to understand the relationship between work-life balance and psychological well-being. As per Sareena Umma & Zahana (2020), family-related factors such as the number of children and childcare responsibilities lead to an imbalance in work and family roles.

The schools are mainly based on the educational services. Therefore, human resources is the most important and valuable asset for service organization in this era of the competitive world. If the teachers are highly satisfied with their job, they will produce more which is beneficial for the organization. A person with a higher level of job satisfaction performs their duties more effectively than teachers who have less job satisfaction or high job dissatisfaction. The education sector is very important to get a complete human being with adequate (Aroosiya & Hussain Ali, 2014) and nowadays technology plays a major role in this sector which means higher levels of technological impact are associated with the education sector.

Teachers' emotions are very powerful. It has an absolute effect on the efficiency of their work and quality and internal as well as external enhancement of the students they teach. Teachers who have the ability to control their stress and frustration and also who have the ability to accept the feelings of their students can provide success to their students. Research conducted by Hanushek et al. (2011) underscores the significant impact of a favourable work-life balance on teachers. Their findings indicate that educators who maintain better work-life balance tend to display heightened levels of motivation and dedication.

This, in turn, contributes to enhanced classroom performance and improved student outcomes. Work-life balance (or work-life integration) is important for the new generation of employees, but nowadays a fundamental topic for all employees.

Work-Life Balance refers to a harmonious or satisfying arrangement between an individual's work obligations and his/her personal life. Studies on WLB often concentrate only on two domains, professional and personal life. The term WLB comes into play in this context. The duties of schools create a challenging working environment due to the busy working schedules attached to the job. Furthermore, the research underscores the dynamic nature of an ideal work-life balance. Personal preferences, family circumstances, and life stages all contribute to varying interpretations of what constitutes an optimal balance. Recognizing this variability and adopting adaptable approaches are deemed crucial, as emphasized by Kossek and Kacmar (2010).

The school is facing high challenges due to enhancing the general examination results. The nature of the service organization work involves meeting the parents' and students' requirements, handling students, achieving the target results, participating in the workshops, developing capacity building, preparing the lesson plan, and year plan, preparing the assignments tools, designing the special projects for increasing the results and conducting the after classes in school, preparing the exam papers for all grades, solve the conflicts among the students, and maintenance of records. It is a very sorrowful situation for teachers. It is really hard to exist in the same position. There is a severe shortage of experiential knowledge with regard to the effect of work life balance on the job engagement of teachers in the school. Therefore, this study addressed this issue is to investigating the teachers' organizational and personal lives. The outcome of the study provides the knowledge of factors influencing for Job engagement of teachers in Government schools in Batticaloa Zonal Education. When formulating policies with regard to administrating teachers, it can refer to the findings of the study and satisfy their teachers.

Objectives of the study

The study aims to reveal the factors which influence the work life balance on job engagement of teachers in Batticaloa Zonal Education. Further, it specifically analyses the personal, organizational and social factors. Specific objectives aim,

1. To Identify the factors of Work-life balance that influence the job engagement of teachers of Batticaloa educational Zone.
2. To evaluate which factor or factors are most influencing the work-life balance of teachers of Batticaloa Education Zone.
3. To identify the relationship between the factors of work-life balance and Job engagement of government school teachers in Batticaloa Zonal Education

Theoretical Framework

Work-Life Balance

Three major factors contribute to the interest in, and the importance of, serious consideration of work-life balance. This article offers the perspective that human resource professionals can assist their companies to capitalize on these factors by using work-life initiatives to gain a competitive advantage in the marketplace. When considering WLB it quickly became outward that this would be hindered by a lack of agreement on the term 'balance'. Further, Reiter (2007) spread these definitions to great effect in the context of WLB, in applying Forsyth's taxonomy of ideologies to the specific application of WLB, Reiter's Ideology, many different types of balance are possible subjectivist depends on personal perspective individual desires, happiness situationist hang on personal situation family structure, gender, career, life stage. In the educational context, this could be achieved by assessing for each teacher their outcomes, possibly using value-added measures for their students and or contributions to subject development and teaching resources, as compared to their stress and satisfaction levels in each environment they are associated with.

Measuring Employee Engagement

It is interesting that despite this widespread interest in engagement, there is very little firm agreement on what exactly is meant by the term, and it is the case that different practitioners make use of a variety of different items and scales to measure what they refer to as engagement (Robertson et al., 2012). It is argued that the construct itself and its measurement are not well-developed (Nienaber & Martins, 2014). The Schmidt model, developed in 2004, places a great deal of importance on the recruitment and retention of the right workers. This model posits that once an organization has the right workforce in terms of specific competencies and knowledge, then it can focus on creating a positive and supportive workplace, which in turn promotes a feeling of workplace well-being, which will lead to employee engagement. Engagement measures currently in use are not well suited to identify employees who may be actively disengaged. One view of engagement, taken by some specialists, involves placing more emphasis on how the employee feels when he or she is completely engaged. This kind of approach sees the engaged employee as someone who is immersed in his or her work – sometimes even experiencing a state referred to as “flow” – a state that involves an intense period of concentration on what one is doing, to the extent that time distorts, seems to pass more quickly, and one's awareness of self is minimal or even lost completely (Robertson et al., 2012). On the other hand, the view of engagement held by senior managers in organizations is that an engaged employee is aware of the business context, and works with colleagues to improve performance within the job for the benefit of the organization.

This approach is much better associated with the perspective taken by senior managers and by practitioners and researchers who promote the business benefits of employee engagement Robinson et al. (2012) also noted that this formulation of engagement contains aspects of two established psychological constructs: organizational citizenship and commitment, although they also note that engagement is a broader construct and is not entirely synonymous with either. Further, Robertson & Cooper (2010) conferred the potential consequences of neglecting psychological well-being in

conceptualizing and measuring employee engagement and pointed out that a narrow focus on positive attitudes such as employee commitment, organizational citizenship and employee attachment, although important for the leadership of the organization, may be of less importance to employees.

Relationship between work life balance and job engagement

Research on work engagement as an outcome of work-life balance is minimal and there is little evidence that employees with a high level of work-life balance experience a high level of work engagement. However, there has been some research on the relationship between work-life balance and employees' well-being and quality of life (Greenhaus et al., 2003). In addition, these employees are better able to allocate their energy and time to the demands they experience, which in turn leads to increased well-being (Whittington et al., 2011).

A study by Richman et al. (2008) found that supportive work-life policies and perceived flexibility are positively related to employee engagement. Employees who perceive that they have a good balance between their work and personal lives tend to be more engaged in their jobs. This suggests that addressing work-life balance concerns can contribute to higher job engagement levels (Greenhaus & Powell, 2006). Individual differences, including personality traits such as conscientiousness and emotional stability, play a significant role in shaping how employees perceive and manage their work-life balance, thus influencing their levels of job engagement. Additionally, the organizational culture and support systems in place are critical determinants. An organization that fosters a culture of flexibility and provides robust support for employees in managing their work and personal lives is more likely to enhance the positive association between work-life balance and job engagement. Furthermore, job characteristics, such as autonomy and flexibility, can either bolster or undermine this relationship. Jobs that offer greater autonomy and flexibility tend to facilitate a stronger connection between work-life balance and job engagement, as employees have more control over how they balance their professional and personal responsibilities. The conceptual framework explains the relationship between the constructs and hypothesis developed as "The factors influencing work-life balance have an impact on job engagement of teachers" which was tested in order to obtain an appropriate conclusion in this study.

Research Methods

This research aimed to investigate the relationship between work-life balance and teacher job engagement within the context of the Batticaloa Education Zone. The study examined the impact of various work-life balance factors on teacher job engagement, including well-being, childcare, family support, emotional intelligence, leave policies, flexible work arrangements, and organizational support. This study employed a quantitative research design where data were collected from a sample of teachers using a questionnaire. The population of the study included the teachers working at Batticaloa Education Zone, Batticaloa District. They are detached into three educational divisions such as Batticaloa, Manmunai Pattu and Earavur Pattu. The sample consisted 150 number of teachers in the Batticaloa education zone. The respondents in the samples were chosen at random sampling and a pre-test was done

before the data collection. The reliability was done and reached between 0.7 and 0.9, which is a high value.

Work-Life balance factors

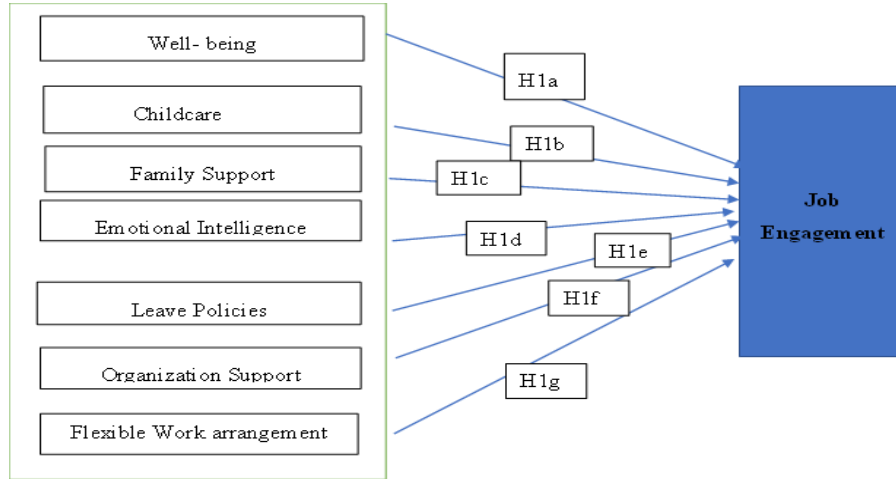


Figure 1: Conceptual Model

Results and Findings

The study targeted teachers in the Batticaloa Education Zone. A sample of 184 respondents was calculated using Slovin's formula and selected using stratified random sampling. The data was collected using questionnaires, of which 34 were discarded due to incompleteness, resulting in a 19% response rate. Therefore, 150 responses were usable, which represents an 81% response rate. Data collected from a structured questionnaire were used for research analysis on relevant variables. Descriptive analysis, factor analysis, correlation analysis, and regression analysis were used to present the data. The views of 150 participants, who answered 50 questions, were analysed using SPSS 20 software outputs.

Therefore, the study found that the distributions of well-being, family support, flexible work arrangement, organizational support, and job engagement were moderately skewed, with skewness values between -1 and -0.5. The distributions of emotional intelligence and leave policies were highly skewed, with skewness values less than -1 and greater than 1. The variables of family support, emotional intelligence, leave policies, organizational support, and job engagement have mesokurtic distributions, indicated by their kurtosis values of 0.188, 0.596, 0.199, 0.454, and 0.229, respectively. Child care and flexible work arrangements, on the other hand, have platykurtic kurtosis values of -0.072 and -0.094, respectively. Well-being has a leptokurtic kurtosis value of 0.971.

Correlation Analysis

In this study, Pearson correlation analysis was conducted to assess the associations between variables. The analysis included the variables: well-being, childcare, family support, emotional intelligence, leave policies, flexible work arrangement, and organizational support which were examined in relation to work-life balance. Additionally, the dependent variable of job engagement was included in the

correlation analysis to determine its relationship with the other dimensions. The relationship between factors are explained as follows;

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
Well- being	150	1.00	4.83	3.2344	.68924	-.608	.198	.971	.394
Child care	150	1.00	4.80	3.1200	.69282	-.255	.198	-.072	.394
Family support	150	1.40	5.00	3.7813	.90379	-.957	.198	.188	.394
Emotional intelligent	150	1.22	5.00	3.6156	.81798	-1.042	.198	.596	.394
Leave policies	150	1.00	5.00	3.6044	.94588	-1.057	.198	.199	.394
Flexible work arrangement	150	1.00	5.00	3.3844	.91937	-.697	.198	-.094	.394
Organizational support	150	1.00	5.00	3.2667	.73983	-.929	.198	.454	.394
Job engagement	150	1.70	4.80	3.3807	.62870	-.781	.198	.229	.394

There was a moderate positive correlation between well-being and job engagement, $r = 0.435$, $p < 0.001$. The correlation coefficient of 0.289 indicates a small positive correlation between the variables Childcare and Job engagement, $r = .289$, $p < 0.001$. The correlation coefficient of 0.508 suggests a moderate to strong positive correlation between the variables Family support and Job engagement, $r = .508$, $p < 0.001$. The magnitude of 0.557 indicates that there is a relatively strong linear relationship between the variables Emotional intelligence (EI) and Job engagement $r = .557$, $p < 0.001$, with a tendency for them to move together. The correlation coefficient of 0.619 suggests a moderately strong positive correlation $r = .619$, $p < 0.001$. The correlation coefficient of 0.468 suggests a moderate positive correlation between flexible work arrangements and job engagement. $r = .468$, $p < 0.001$ The correlation coefficient of 0.865 indicates a very strong positive correlation between organizational support and job engagement. $r = .865$, $p < 0.001$.

Table 2: Correlations

		Job Engagement	Wel-being	Child Care	Family Support	Emotional Intelligent	Leave policies	Flexible work arrangement	Organizational Support
Job Engagement	Pearson Correlation	1	.435**	.289**	.508**	.557**	.619**	.468**	.865**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	150	150	150	150	150	150	150	150
Well- Being	Pearson Correlation	.435**	1	.455**	.592**	.411**	.545**	.323**	.256**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.002
	N	150	150	150	150	150	150	150	150
Child Care	Pearson Correlation	.289**	.455**	1	.412**	.226**	.349**	.209*	.250**
	Sig. (2-tailed)	.000	.000		.000	.005	.000	.010	.002
	N	150	150	150	150	150	150	150	150
Family Support	Pearson Correlation	.508**	.592**	.412**	1	.589**	.623**	.479**	.348**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	150	150	150	150	150	150	150	150
Emotional Intelligent	Pearson Correlation	.557**	.411**	.226**	.589**	1	.724**	.630**	.327**
	Sig. (2-tailed)	.000	.000	.005	.000		.000	.000	.000
	N	150	150	150	150	150	150	150	150
Leave Policies	Pearson Correlation	.619**	.545**	.349**	.623**	.724**	1	.634**	.403**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	150	150	150	150	150	150	150	150

Flexible Work Arrangement	Pearson Correlation	.468**	.323**	.209*	.479**	.630**	.634**	1	.315**
	Sig. (2-tailed)	.000	.000	.010	.000	.000	.000		.000
	N	150	150	150	150	150	150	150	150
Organizational Support	Pearson Correlation	.865**	.256**	.250**	.348**	.327**	.403**	.315**	1
	Sig. (2-tailed)	.000	.002	.002	.000	.000	.000	.000	
	N	150	150	150	150	150	150	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Source: Survey Data

Regression Analysis

Regression analysis is employed to examine the associations between variables and quantify the strength of the linear relationship among them. As noted by Swanson and Holton (2005), regression analysis is widely utilized for hypothesis testing and predicting scores on the dependent variable based on the observed levels of the independent variables. One of the notable advantages of this method is its capacity to assess and unveil relationships between the dependent variable and independent variables, highlighting the varying levels of significance.

Well-being: This suggests that aspects such as physical health, mental well-being, and work-life balance significantly contribute to how engaged teachers are in their roles. **Child Care:** While this is a relatively lower value, it still underscores the importance of supportive childcare arrangements for teachers. **Family Support:** The adjusted R-squared value of 0.253 signifies that approximately 25.3% of the variability in job engagement among teachers is linked to family support factors. **Emotional Intelligence:** the adjusted R-squared value of 0.306 indicates that about 30.6% of the variance in job engagement is explained by emotional intelligence factors. **Leave Policies:** The adjusted R-squared value of 0.379 suggests that leave policies explain approximately 37.9% of the variability in job engagement among teachers. **Flexible Work Arrangement:** The adjusted R-squared value of 0.214 indicates that around 21.4% of the variance in job engagement is linked to flexible work arrangements. **Organizational Support** The high adjusted R-squared value of 0.747 suggests that a substantial 74.7% of the variance in job engagement can be attributed to organizational support. In conclusion, this analysis indicates that a combination of factors, including well-being, family support, emotional intelligence, leave policies, flexible work arrangements, and organizational support, collectively influence job engagement among teachers in the Batticaloa education zone.

Based on the information provided in the table more comprehensive analysis of the impact of each factor on job engagement is given below in table 4:

Table 3: Regression Table

Predicator	R	R Square	Adjusted R Square	S Error
Well-being	.435a	.190	.184	.56788
Child Care	.289a	.084	.077	.60387
Family Support	.508a	.258	.253	.54337
Emotional Intelligence	.557a	.310	.306	.52388
Leave policies	.619a	.383	.379	.49541
Flexible Work arrangement	.468a	.219	.214	.55744
Organizational Support	.865a	.749	.747	.31614

Table 4: Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.927 ^a	.858	.852	.24226

Predictors: (Constant), family support, organizational support, child care, flexible work arrangement, wellbeing, emotional intelligence, leave policies

Dependent Variable: Job Engagement

The coefficient of determination (Adjusted R-squared) value of 0.852 indicates that approximately 85.2% of the variability in job engagement can be explained by the predictors included in the regression model. The predictors in this model include family support, organizational support, child care, flexible work arrangements, well-being, emotional intelligence, and leave policies. Interpreting the R-squared value, it suggests that these predictors collectively account for a significant proportion of the observed variation in job engagement. The higher the R-squared value, the better the model fits the data, indicating that the included predictors have a strong association with job engagement.

The table displays the ANOVA results, providing evidence regarding the significance of the correlation coefficient (R). The obtained p-value (Sig.) of 0.000 indicates that the correlation coefficient (R) is statistically significant at a 95% confidence level. Based on this finding, we can conclude that there is a significant positive correlation (given the positive R-value) between job engagement and the predictors: family support, organizational support, child care, flexible work arrangement, well-being, emotional intelligence, and leave policies.

Table 5: Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	50.560	7	7.223	123.063	.000 ^b
	Residual	8.334	142	.059		
Total		58.894	149			

a. Dependent Variable: Job Engagement

b. Predictors: (Constant), family support, organizational support, child care, flexible work arrangement, well-being, emotional intelligence, leave policies

The standardized coefficients (Beta) and their associated significance levels (Sig.) are reported. According to the results, well-being has a beta value of 0.107 suggesting a positive relationship between the predictor variable and well-being. This means that an increase in the well-being factor is associated with an increase in well-being. The significance value of 0.013 indicates that this observed relationship is statistically significant. Childcare shows a beta value of -0.038. This negative beta value suggests that as child care increases by one unit, the variable being studied tends to decrease by 0.038 units. However, the relatively high significance level of 0.303 indicates that this relationship might not be statistically significant. It indicates the weak and non-significant relationship with job engagement. The relationship described suggests a very subtle association between family support and job engagement. The positive beta value of 0.015 indicates that as family support increases, job engagement tends to increase slightly as well. However, the significance level of 0.751 is not statistically significant. This means that the relationship between family support and job engagement is borderline in terms of statistical significance. The relationship between emotional intelligence and job engagement shows a beta value of 0.161. This positive beta value suggests that as emotional intelligence increases by one unit, the variable being studied tends to increase by 0.161 units. Importantly, the low significance level of 0.002 indicates that this relationship is statistically significant. In simpler terms, the data indicates a meaningful and reliable positive association between emotional intelligence and the studied variable., suggesting a weak positive association that is not statistically significant. The relationship between leave policies and the variable being studied appears to be moderately strong. The positive beta value of 0.150 suggests that as leave policies improve or increase, the variable being studied also tends to increase by around 0.150 units. This indicates a positive connection. Additionally, the low significance level of 0.007 indicates that this relationship is statistically significant. Organizational support has a Beta of 0.726 and a significance level of 0.000, The relationship described indicates a strong and highly significant association between organizational support and the variable being studied. The high positive beta value of 0.726 suggests that as organizational support improves or increases, the variable being studied also tends to increase substantially. The very low significance level of 0.000 indicates that this relationship is statistically significant to an extremely high degree. Suggesting a strong positive relationship with job engagement. Flexible work arrangement has a Beta of 0.009 and a significance level of 0.827, The relationship

described suggests a very weak association between flexible work arrangements and the variable being studied. The positive beta value of 0.009 indicates that as flexible work arrangements increase, the variable being studied also tends to increase, but the effect is very small. The high significance level of 0.827 indicates that this relationship is not statistically significant, suggesting a weak positive relationship that is not statistically significant.

Table 6: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
well -being	.097	.039	.107	2.513	.013
organizational support	.617	.030	.726	20.706	.000
leave policies	.099	.036	.150	2.755	.007
flexible work arrangement	.006	.030	.009	.219	.827
child care	-.034	.033	-.038	-1.033	.303
emotional intelligent	.124	.038	.161	3.237	.002
family support	.010	.032	.015	.318	.751

a. Dependent Variable: Job Engagement

In summary, the results suggest that organizational support, leave policies, and family support are the most influential predictors of job engagement, while other variables such as well-being, child care, and flexible work arrangement have weaker or non-significant associations

Conclusion and Recommendations

Teachers enter the profession with lofty aspirations to make a positive impact. Regrettably, instead of receiving gratitude, they often face criticism from disgruntled parents, inadequate treatment from educational administrations under state pressure, and meagre compensation. However, relieving teachers of undue blame and pressure for students' success can enable them to concentrate on their students' unique needs. As education trends evolve rapidly, teachers grapple with new challenges in the classroom. Schools and teachers alike are eager to integrate new technologies and methodologies to keep up with the latest trends. Pedagogical strategies are indispensable for innovative learning, necessitating proper

training for teachers to become well-versed in these techniques. Effectively leveraging new tools poses a learning curve that they must surmount.

In adapting to the new normal where direct teacher-student interaction is limited, the educational landscape has shifted. While virtual classrooms offer a promising solution during the pandemic, their implementation presents challenges for teachers. Although many educators are tech-savvy, not all students can access virtual learning platforms. Amid evolving educational paradigms and the constraints of student-centred classrooms, teachers face growing difficulties. Nevertheless, timely support from school management and cooperation from students and parents can empower teachers to give their best. An effective and adaptable teaching platform can enhance their contributions to educational quality and student success rates. Teachers must confront these classroom challenges with resolve, striving to make a meaningful impact in the ever-evolving world of education.

Implications of Finding

This research deals with the work life balance that emerged from well-being child care family support emotional intelligence leave policies flexible work arrangements and organizational support, and the impact on job engagement of schools in the zonal education office of Batticaloa zone. When looking into the reasons for the low results of the zone, the organization support, leave policies, emotional intelligence and well-being have mostly impact on job engagement. The organizational support becomes the most influencing factor of all that has a significant impact on job engagement. Family support, Child care and flexible work arrangements haven't influenced the job engagement of teachers. The finding of the research is very given an impact on the zonal education office to restudy their earlier study and to look into the above factors to improve school performance. It gives further reference to any researcher who is interested in conducting future studies regarding the given aspects. A larger, more representative and diverse sample may be helpful in establishing and generalizing the results. The current study would be a hallmark reference for further studies when anyone wishes to conduct at a large scale. And the study has focused on only seven factors for job engagement. However, there are a number of factors that are influencing too. Any future researchers can extend their research area to other factors too. Furthermore, this study is geographically limited to the Batticaloa Zone, but any interested person can conduct it throughout the district, province even Sri Lanka which may give them a different finding. The sample size is 150 in this study, if it is expanded the results will be further analysed and confirmed.

This study has focused on the analysis of work-life balance by investigating seven specific factors. However, it's important to recognize that work-life balance is influenced by a wide range of variables that collectively contribute to job engagement. This presents an opportunity for future researchers to build upon this study by exploring supplementary factors that play a role in shaping work-life balance and its subsequent impact on job engagement outcomes. Acknowledging that the study's scope was confined to teachers within the Batticaloa Zone, it's essential to acknowledge that this might not fully represent teachers across the entire country. To ensure a more comprehensive understanding, it is recommended that future researchers conduct similar investigations across diverse regions. This

approach would permit comparative analyses, fostering a more comprehensive grasp of the factors affecting job engagement among teachers. Given the limited sample size of 150 participants in this study, expanding the sample to include a larger and more diverse group could potentially lend greater validation and strength to the findings. Enlarging the sample size has the potential to generate more robust and precise conclusions

In conclusion, this study serves as a fundamental starting point for subsequent researchers interested in delving deeper into the intricate elements influencing job engagement through the lens of work-life balance. Through the examination of supplementary factors, expanding the geographic scope, and increasing sample sizes, researchers can significantly contribute to an enhanced understanding of how work-life balance shapes job engagement dynamics across various sectors and professions.

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