Effect of Work-Life Balance and Work Discipline on Teacher Job Satisfaction at SMA Negeri 1 Mandrehe, West Nias Regency

Bonni Vassius Hendrawan Gulo, Darmilisani

Abstract

This study examines the effect of work-life balance and work discipline on the job satisfaction of teachers at SMA Negeri 1 Mandrehe, West Nias Regency. A quantitative explanatory survey was conducted with 73 teachers, using a five-point Likert questionnaire measuring work-life balance (4 items), work discipline (4 items) and job satisfaction (3 items). Data were analysed with SPSS through validity and reliability tests, classical assumption tests and multiple linear regression. All items were valid ($r = 0.760–0.913 > r\text{-table } 0.230$) and reliable (Cronbach's $\alpha = 0.852–0.874$). The regression equation was $Y = -0.530 + 0.269X_1 + 0.504X_2$. Work-life balance had a positive and significant effect on job satisfaction ($t = 5.215$, $p < 0.001$), as did work discipline ($t = 8.938$, $p < 0.001$). Simultaneously, both variables had a significant effect ($F = 253.838$, $p < 0.001$) and explained 87.9% of the variance in job satisfaction ($R^2 = 0.879$). Work discipline was the dominant predictor ($\beta = 0.621$). School leaders should therefore manage teachers' workloads and non-teaching duties while sustaining a consistent and fair culture of discipline.

Kywords: work-life balance; work discipline; job satisfaction; teachers; senior high school

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Introduction

Teachers are the core resource of any school, and their job satisfaction shapes how they teach, how long they stay and how students learn. A meta-analysis of 105 records found that teachers' job satisfaction is linked to lower turnover intentions and absenteeism, better teacher–student interactions and stronger student outcomes (Wartenberg et al., 2023). Satisfied teachers are also less likely to experience emotional exhaustion or to consider leaving the profession (Skaalvik & Skaalvik, 2011).

Two factors that schools can influence directly are teachers' work-life balance and their work discipline. Teaching rarely ends when the school day does: lesson planning, grading, administrative reporting and extracurricular duties often spill into personal and family time. When work interferes with personal life, job satisfaction tends to fall; when the two domains enrich each other, satisfaction rises (Agha et al., 2017). Work discipline, the degree to which teachers comply with working hours, rules and duties, reflects how orderly and fair the work environment is, and several studies in Indonesian schools report that it is positively related to teacher job satisfaction (Suriadi et al., 2023).

The evidence, however, is not uniform. Some studies found that work-life balance had little or no effect on school teachers' job satisfaction (Hafeez & Akbar, 2015), and others found that work discipline did not significantly affect teacher job satisfaction (Tampubulon et al., 2025; Wasch et al., 2025). Most of this work was carried out in urban areas or in other countries. Teachers in island and rural districts such as West Nias Regency, North Sumatra, face different conditions, including travel distances, limited facilities and strong family and community obligations. Evidence from this setting remains scarce.

Literature Review

2.1 Grand Theory

The effect of work-life balance on job satisfaction is grounded in work/family border theory, which states that individuals cross the border between work and family domains daily, and balance is achieved when both domains function well with minimal role conflict . Conservation of resources theory complements this view: individuals strive to retain resources such as time and energy, and the loss of resources due to excessive demands creates stress . The effect of work discipline is grounded in Herzberg’s two-factor theory, which classifies organizational policy and administration, supervision, and working conditions as hygiene factors whose proper management prevents dissatisfaction .

2.2 Job Satisfaction

Job satisfaction is defined as a positive feeling about one’s job resulting from an evaluation of its characteristics . Kreitner and Kinicki identify five models of its causes: need fulfillment, discrepancies, value attainment, equity, and dispositional components In this study, job satisfaction is measured with the five facets of the Job Descriptive Index: the work itself, pay, promotion opportunities, supervision, and co-workers .

2.3 Work-Life Balance

Work-life balance extends the concept of work–family balance to non-work life in general .Its antecedents include individual factors (personality, well-being, emotional intelligence), organizational factors (work arrangements, supportive policies, supervisor and co-worker support, workload), social factors (childcare and family responsibilities, family support), and demographic factors . Following Fisher et al., work-life balance is measured by four indicators: work interference with personal life, personal life interference with work, work enhancement of personal life, and personal life enhancement of work .

2.4 Work Discipline

Factors affecting work discipline include goals and abilities, leadership example, compensation, fairness, direct supervision, sanctions, firmness, and human relations . Work discipline is measured by five indicators: attendance, compliance with work rules, compliance with work standards, high alertness, and ethical conduct

2.5 Research framework

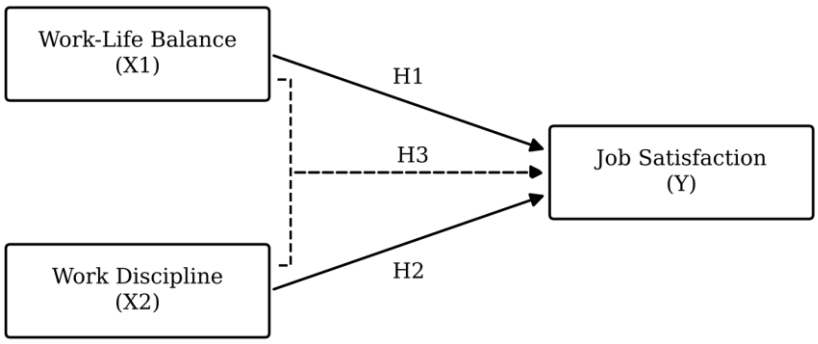


Figure 1. Research framework

2.6 Hypothesis

H1: work-life balance has a positive and significant effect on teacher job satisfaction.

H2: work discipline has a positive and significant effect on teacher job satisfaction.

H3: work-life balance and work discipline simultaneously have a significant effect on teacher job satisfaction.

2.7 Research Methodology

This study used a quantitative, explanatory survey design to test the causal effect of two independent variables on one dependent variable (Sugiyono, 2019)

2.8 Population and sample.

The respondents were 72 teachers at SMA Negeri 1 Mandrehe, West Nias Regency.

2.9 Data analysis.

Data were processed with IBM SPSS Statistics in five stages:

1. Validity test: Pearson product-moment correlation between each item and its total score; an item is valid when r-count > r-table (0.230 at df = 71, $\alpha = 0.05$, two-tailed).
2. Reliability test: Cronbach's alpha; a variable is reliable when $\alpha > 0.70$ (Hair et al., 2019).
3. Descriptive analysis: mean item scores interpreted on the interval 1.00–1.80 very low, 1.81–2.60 low, 2.61–3.40 moderate, 3.41–4.20 high and 4.21–5.00 very high.
4. Classical assumption tests (Ghozali, 2018): normality of residuals (Kolmogorov–Smirnov and Shapiro–Wilk, supported by skewness and kurtosis ratios), multicollinearity (tolerance > 0.10 and VIF < 10) and heteroscedasticity (Glejser test, sig. > 0.05).
5. Multiple linear regression, partial t-test, simultaneous F-test and coefficient of determination (R^2), at $\alpha = 0.05$.

Results

3.1 Validity and reliability

All 11 items were valid, with item–total correlations from 0.760 to 0.913, well above the r-table value of 0.230. All three variables were reliable, with Cronbach's alpha between 0.852 and 0.874.

Table 1. Validity and reliability test results

Variable	Item	r-count	r-table	Validity	Cronbach's α	Reliability
Work-life balance (X_1)	X1.1	0.893	0.230	Valid	0.874	Reliable
	X1.2	0.760	0.230	Valid		
	X1.3	0.889	0.230	Valid		
	X1.4	0.871	0.230	Valid		
Work discipline (X_2)	X2.1	0.862	0.230	Valid	0.852	Reliable
	X2.2	0.834	0.230	Valid		
	X2.3	0.787	0.230	Valid		
	X2.4	0.854	0.230	Valid		
Job satisfaction (Y)	Y.1	0.910	0.230	Valid	0.855	Reliable
	Y.2	0.913	0.230	Valid		
	Y.3	0.835	0.230	Valid		

Source : Output SPSS

All correlations significant at $p < 0.001$ (two-tailed), n = 72

3.2 Descriptive statistics

Teachers rated all three variables in the high category, with mean item scores of 4.08 for work-life balance, 4.11 for work discipline and 4.05 for job satisfaction.

Table 2. Descriptive statistics (n = 72)

Variable	Min	Max	Mean (total)	SD	Mean per item	Category
Work-life balance (X_1)	11	20	16.33	2.456	4.08	High
Work discipline (X_2)	11	20	16.44	2.248	4.11	High
Job satisfaction (Y)	9	15	12.15	1.823	4.05	High

Source : Output SPSS

At item level, the highest score was Y.1 (4.22, very high) and the lowest was Y.3 (3.84, high). Within work-life balance, X1.2 and X1.3 scored highest (4.12); within work discipline, X2.4 scored highest (4.16) and X2.1 lowest (4.01).

3.3 Classical assumption tests

Normality.

The residuals were approximately normally distributed. The Shapiro–Wilk test was not significant ($W = 0.970$, $p = 0.076$), and the skewness ratio ($-0.199 / 0.281 = -0.71$) and kurtosis ratio ($-0.369 / 0.555 = -0.67$) were both within ±1.96. The Kolmogorov–Smirnov test with Lilliefors correction gave $D = 0.112$, $p = 0.023$, a slight deviation that is common with discrete

Likert totals. Given n = 73 and the other indicators, the normality assumption was considered met.

Table 3. Normality test of unstandardized residuals

Test	Statistic	df	Sig.
Kolmogorov–Smirnov (Lilliefors)	0.112	73	0.023
Shapiro–Wilk	0.970	73	0.076

Source : Output SPSS

3.4 Multicollinearity.

There was no multicollinearity: tolerance = 0.358 (> 0.10) and VIF = 2.793 (< 10) for both predictors. The correlation between X_1 and X_2 was 0.801.

3.5 Heteroscedasticity.

The Glejser test showed no heteroscedasticity, because neither predictor significantly affected the absolute residuals.

Table 4. Multicollinearity and Glejser test results

Variable	Tolerance	VIF	Glejser t	Glejser Sig.	Conclusion
Work-life balance (X_1)	0.358	2.793	1.365	0.177	No multicollinearity; homoscedastic
Work discipline (X_2)	0.358	2.793	−1.593	0.116	No multicollinearity; homoscedastic

Source : Output SPSS

3.6 Multiple linear regression

Table 5. Coefficients

Model	B	Std. Error	Beta	t	Sig.
(Constant)	−0.530	0.569		−0.932	0.354
Work-life balance (X_1)	0.269	0.052	0.363	5.215	0.000
Work discipline (X_2)	0.504	0.056	0.621	8.938	0.000

Source : Output SPSS

The resulting equation is:

$$Y = -0.530 + 0.269X_1 + 0.504X_2 + e$$

The constant (−0.530) is not significant (p = 0.354) and has no practical meaning, since no respondent scored zero on either predictor. Holding work discipline constant, each one-point increase in work-life balance raises job satisfaction by 0.269 points. Holding work-life balance constant, each one-point increase in work discipline raises job satisfaction by 0.504 points.

3.7 Hypothesis testing

Partial t-test.

H1 is accepted: work-life balance has a positive and significant effect on job satisfaction (t = 5.215 > 1.994; p < 0.001).

H2 is accepted: work discipline has a positive and significant effect on job satisfaction (t = 8.938 > 1.994; p < 0.001).

Simultaneous F-test.

H3 is accepted: the two variables together significantly affect job satisfaction ($F = 253.838 > 3.128$; $p < 0.001$).

Table 6. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	210.340	2	105.170	253.838	0.000
Residual	29.002	70	0.414		
Total	239.342	72			

Source : Output SPSS

Coefficient of determination

Work-life balance and work discipline together explain 87.9% of the variance in teacher job satisfaction ($R^2 = 0.879$; adjusted $R^2 = 0.875$). The remaining 12.1% is explained by factors outside the model.

Table 7. Model summary

R	R^2	Adjusted R^2	Std. Error of the Estimate	Durbin–Watson
0.937	0.879	0.875	0.644	1.587

Source : Output SPSS

Breaking R^2 into effective contributions ($\beta \times r$), work discipline contributes 56.7% (0.621×0.912) and work-life balance 31.2% (0.363×0.861).

Discussion

4.1 Effect of work-life balance on job satisfaction

Work-life balance had a positive and significant effect on teacher job satisfaction ($B = 0.269$; $\beta = 0.363$; $p < 0.001$). Teachers who can meet their family and personal obligations without neglecting school duties feel more satisfied with their work. This supports Greenhaus et al. (2003), who argue that balanced engagement across roles improves well-being, and border theory, in which a well-managed boundary between home and work reduces role conflict (Clark, 2000). The result is consistent with Agha et al. (2017), Sorensen and McKim (2014) and Prabowo et al. (2023), but differs from Hafeez and Akbar (2015), who found little effect among school teachers in Pakistan. In West Nias, where family and community ties are strong, the ability to fulfil those roles alongside teaching appears to matter to how teachers judge their job.

4.2 Effect of work discipline on job satisfaction

Work discipline had the strongest effect on job satisfaction ($B = 0.504$; $\beta = 0.621$; $p < 0.001$), contributing 56.7% of the explained variance. Teachers who are punctual, follow school rules and complete their duties to standard report higher satisfaction. A disciplined school creates order, predictability and fairness, conditions Herzberg et al. (1959) classify as hygiene factors that prevent dissatisfaction. Completing duties well also produces a sense of achievement, a motivator. The finding supports Suriadi et al. (2023), Ong et al. (2021) and Sudarsih and Supriyadi (2019), but contrasts with Tampubulon et al. (2025) and Wasch et al. (2025), who found no significant effect of discipline on teacher job satisfaction. The difference may reflect

school context: discipline that is applied consistently and fairly is more likely to be experienced as supportive than as pressure.

4.3 Simultaneous effect

Together, the two variables explained 87.9% of the variance in job satisfaction ($F = 253.838$; $p < 0.001$). Personal resources (balance between life domains) and an orderly work environment (discipline) therefore complement each other. Of the item scores, Y.3 had the lowest mean (3.84), indicating the aspect of job satisfaction with the most room for improvement.

Conclusion

1. Work-life balance and work discipline both have positive and significant effects on teacher job satisfaction at SMA Negeri 1 Mandrehe, partially and
2. Simultaneously, and together they explain 87.9% of its variance. Work discipline is the dominant predictor ($\beta = 0.621$), followed by work-life balance ($\beta = 0.363$).

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