



A Quantitative Investigation: How WorkLife Balance and Job Crafting Shape Teacher Performance

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Abstract: Teacher performance constitutes a critical determinant of educational effectiveness and institutional quality. Within contemporary educational settings, the capacity to maintain an equilibrium between professional responsibilities and personal life (work life balance) as well as the proactive modification of work roles to align with one's strengths and preferences (job crafting) are increasingly recognized as influential factors shaping teacher outcomes. This study investigates the extent to which work-life balance and job crafting affect the performance of teachers at Sultan Agung Private Junior High School Pematangsiantar. Employing a quantitative research design with a survey approach, data were gathered from 31 teachers through a structured Likert-scale questionnaire and subsequently analyzed using multiple linear regression. The findings reveal that work-life balance exerts a positive and statistically significant effect on teacher performance, whereas job crafting demonstrates a positive yet statistically insignificant contribution. Collectively, both predictors account for 64% of the variance in teacher performance. These results underscore the dominant role of work-life balance as a determinant of performance within private educational institutions and suggest that job crafting may require stronger organizational facilitation to manifest its potential impact. The study recommends that school administrators strengthen policies that support work-life balance and cultivate organizational conditions that enable teachers to engage more effectively in adaptive job crafting practices.

Keywords: Job Crafting; Teacher Performance; Work Life Balance

1. Introduction

Teachers serve as a foundational pillar in the success of the educational system. Beyond transmitting knowledge, they play a critical role in shaping students' character, values, and intrinsic motivation. Teacher performance is therefore a decisive factor in enhancing the overall quality of education, as it directly influences the effectiveness of instructional processes and the learning outcomes achieved by students. However, contemporary teaching environments present increasing pressures on educators, including administrative burdens, complex workloads, and frequent shifts in educational policies. Such pressures may trigger occupational stress that has the potential to diminish teacher performance (Wahab, O. S., & Arazo, 2024). Consequently, examining psychosocial factors that contribute to teacher well-being and performance has become essential for sustaining educational quality.

Two psychosocial constructs that have received considerable attention in recent scholarly discourse are work life balance and job crafting. Work life balance refers to an individual's capacity to maintain equilibrium between professional responsibilities and personal life domains (Greenhaus, J. H., & Allen, 2011). Teachers who experience higher levels of WLB tend to demonstrate greater job satisfaction, heightened motivation, and stronger intentions to remain in the profession (Cho, H., Pyun, D. Y., & Wang, 2023). Conversely, poor balance may induce stress, fatigue, and deteriorating performance (Medina-Garrido, J. A., Biedma-Ferrer, J. M., & Sánchez-Ortiz, 2020). Job crafting,

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meanwhile, is conceptualized as a proactive effort by individuals to reshape aspects of their work in ways that enhance meaning, align with personal strengths, and foster fulfillment (Wrzesniewski, A., & Dutton, 2001). Within educational settings, Job Crafting enables teachers to adjust instructional strategies and relational interactions, thereby enhancing both job performance and psychological well-being (Wu, G., Zhang, L., Liu, X., & Liang, 2023).

Recent studies increasingly highlight the positive associations among work life balance, job crafting, and teacher performance. (Bincy, 2025) found that work life balance emerges as a significant determinant of teaching performance of secondary school teachers in Chennai. These findings are consistent with those of (Liu, X. & Abdullah, 2025) and (Novianti, 2025), who reported that work life balance is positively and significantly associated with teacher performance in junior secondary schools in Shenzhen, China. Research conducted in the Philippines further indicates that workload, time demands, and institutional support shape teachers' Work-Life Balance and subsequently enhance their overall performance (Tipan, B.F.L. & Aguilar, 2025). In addition, (Cho, H., Pyun, D. Y., & Wang, 2023) emphasized that work-life conflict negatively affects teachers' work efficiency, whereas organizational support strengthens their effectiveness in balancing work obligations alongside personal responsibilities. (Al Alawiyah, F., 2024) demonstrated that maintaining a balance between professional and domestic roles contributes significantly to improving the instructional quality of elementary school teachers, a finding that aligns with the results of (Matula, 2022), who emphasized that work-related stress and psychological well-being are critical determinants of teacher productivity. Similar evidence was reported by (Karina, K., Permana, J., & Suharto, 2025), who identified work life balance as an essential contributor to the enhancement of teacher performance. Conversely, (Al-Alawi, 2021) highlighted that role-balance challenges among working women, including educators, exert substantial effects on stress levels and job performance, reinforcing the notion that institutional support plays an essential role in cultivating healthy working conditions.

Furthermore, the meta-analysis conducted by (Dreer, 2022) demonstrated that school climate and job crafting significantly contribute to teachers' well-being and performance. (Huang, X., Sun, M., & Wang, 2022) similarly emphasized that job crafting plays a pivotal role in enhancing instructional creativity and teacher engagement. Consistent findings were also reported by (Wang, L., Peng, F., & Song, 2022), who identified the fulfillment of basic psychological needs as a mediating mechanism linking job crafting to teacher well-being. Additional empirical evidence from (Shang, 2022) and (Apriyanti, D.D., Anindita, R., & Purwandari, 2021) further supports the notion that job crafting serves as a significant and positive predictor of teacher performance.

Despite the extensive body of Indonesian research examining teacher job satisfaction, job stress, and organizational commitment, only a limited number of studies have analyzed teacher performance using an integrative psychosocial perspective. Prior studies have predominantly treated work-life balance and job crafting as isolated predictors or examined them in relation to teacher well-being rather than observable performance outcomes (Sherly & Efendi, 2023). This creates a conceptual gap in the national literature, especially given that Indonesian teachers frequently encounter overlapping job demands, administrative load, and emotional labor, which require simultaneous management of personal equilibrium and proactive role adjustment. The scarcity of empirical studies that test these two constructs in a single quantitative model also signifies an empirical gap, because teachers' ability to balance competing demands (work-life balance) and their capacity to reshape job roles (job crafting) theoretically operate together within the same psychological process. By addressing these gaps, this study provides a contextual contribution to Indonesian educational research by demonstrating how these two psychosocial resources interact in private-school settings characterized by flexible governance, distinct workload structures, and unique institutional expectations.

This study is significant as it seeks to address the aforementioned research gap by assessing the role of Work-Life Balance and Job Crafting in shaping teacher performance

at Sultan Agung Private Junior High School Pematangsiantar. The focus on teachers within a private school context offers important contextual contributions, given that the challenges they encounter differ from those in public schools, particularly in terms of workload demands, organizational support, and policy flexibility. The findings of this research are expected to provide theoretical contributions to the literature on work psychology and educational management, as well as practical insights for school leaders and foundation administrators in formulating policies that promote work-life balance and enable greater flexibility in teachers' professional roles.

This study's novelty arises from its use of an integrative framework, which simultaneously examines two psychosocial variables in relation to teacher performance within a private educational setting. Moreover, the study provides contemporary empirical insights into how teachers can enhance their performance through balanced professional-personal role management and adaptive job redesign practices (Huang, X., Sun, M., & Wang, 2022). Accordingly, the findings of this research may serve as a foundational basis for the development of teacher enhancement programs grounded in occupational well-being, as well as for the formulation of sustainable school management strategies.

Practically, this study recommends that private schools integrate work-life balance policies and job crafting training into their human resource management systems. School leaders should strengthen institutional support by providing flexible scheduling, proportionate workload allocation, and professional development programs that enable teachers to adjust and enhance their instructional methods in alignment with their individual strengths and interests (Huang, X., Sun, M., & Wang, 2022); (Wang, L., Peng, F., & Song, 2022). Such an approach is expected to foster sustained improvements in teacher productivity, job satisfaction, and overall instructional quality within private educational institutions.

2. Materials and Methods

This study employed a quantitative approach with an explanatory survey design aimed at examining the causal relationships between work-life balance and job crafting on teacher performance at Sultan Agung Private Junior High School Pematangsiantar. This approach was selected because it allows for an objective empirical assessment of the influence of independent variables on the dependent variable through inferential statistical analysis (Creswell, 2018). The population consisted of all teachers at the institution, from which 31 participants were selected using a purposive sampling technique, based on the consideration that permanent foundation teachers possess a more substantial understanding of the school's work environment (Sugiyono, 2017). Data collection was conducted using a standardized questionnaire developed according to the theoretical indicators of each variable, with all items measured using a five-point Likert scale ranging from "very poor" to "very good." The instrument included items assessing work-life balance, job crafting, and teacher performance, designed to comprehensively capture respondents' perceptions.

The indicators used in the research instrument were derived from established theoretical frameworks. The work-life balance indicators were adopted from (Jufri, R.R., 2023); (Borgia, M.S., 2022), consisting of four dimensions: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), Work Enhancement of Personal Life (WEPL), and Personal Life Enhancement of Work (PLEW). The job crafting indicators were adapted from (Wardani, L.M., 2021); (Ghadi, 2017), which include Increasing Structural Job Resources, Increasing Social Job Resources, and Increasing Challenge Job Demands. Meanwhile, the indicators for teacher performance were based on the (Kementerian Pendidikan, Kebudayaan, 2023), which comprises work outcomes and work behaviors. These theoretical foundations ensured that the instrument captured each construct comprehensively within the context of teachers' daily professional practices.

Prior to the main analysis, the research instrument was subjected to validity testing using Pearson's item-total correlation with a minimum criterion of $r \geq 0.30$, as well as reliability testing using Cronbach's Alpha, with $\alpha \geq 0.70$ indicating adequate internal con-

sistency (Sekaran, U., & Bougie, 2016). Data that met the standards of validity and reliability were subsequently analyzed using descriptive statistics to portray respondent profiles and response distributions, followed by inferential statistics in the form of multiple linear regression to examine the partial and simultaneous effects of work–life balance and job crafting on teacher performance (Ghozali, 2018). Before conducting the regression analysis, a classical assumption test—specifically normality testing—was performed to ensure that the regression model fulfilled the required conditions for statistical adequacy. The multiple regression analysis produced regression coefficients, t-test significance values to assess the influence of each independent variable, an F-test to evaluate the overall model fit, and a coefficient of determination (R^2) was utilized to measure the extent to which the set of independent variables jointly explains the dependent variable collectively explain variation in teacher performance. All analyses were carried out using the latest version of SPSS software. By applying this approach, the study aims to provide empirically valid and reliable insights into the extent to which work–life balance and job crafting influence teacher performance, thereby offering a foundation for formulating strategic recommendations to enhance school management practices.

3. Results and Discussion

Prior to conducting the main analysis, the research instrument underwent validity and reliability were examined to ascertain that all indicators met the required standards of measurement accuracy and internal consistency. Pearson's item–total correlation was applied to assess the validity of the measurement items, with a minimum threshold of $r \geq 0.30$, whereby an item is deemed valid when its correlation coefficient surpasses the specified critical threshold. Table 1 outlines the outcomes of the validity evaluation for all variables included in the study.

Table 1. Validity Test Results

Variable	Item Instrument-Total Correlation	r-table	Result
Work Life Balance	0.561	0.3	Valid
Job Crafting	0.484	0.3	Valid
Teacher Performance	0.678	0.3	Valid

As shown in Table 1, all item–total correlation coefficients are above the critical cutoff point of 0.30. This indicates that each item demonstrates adequate construct validity and is capable of accurately measuring the intended latent variables, more precisely work life balance, job crafting, and teacher performance.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Result
Work Life Balance	0.791	Reliable
Job Crafting	0.733	Reliable
Teacher Performance	0.816	Reliable

The reliability results presented in Table 2 indicate that all variables exhibit Cronbach's Alpha values exceeding the minimum acceptable threshold of 0.70, indicating that the measurement scales demonstrate satisfactory internal consistency. Therefore, the instrument used in this study can be deemed reliable and appropriate for assessing the constructs under investigation. The validity and reliability outcomes collectively confirm that the questionnaire is methodologically sound and suitable for further statistical analysis in exploring how work life balance and job crafting affect teacher performance.

The normality test was performed to assess whether the data adhered to a normal distribution, which is a key prerequisite for conducting multiple linear regression analysis. The results of the Kolmogorov–Smirnov normality test are presented in Table 3.

Table 3. Normality Test Results

Variable	N	K-S Test	Asymp.Sig. (2-Tailed)
Work Life Balance	31	0.121	0.200
Job Crafting	31	0.108	0.200
Teacher Performance	31	0.134	0.167

As reflected in the outcomes displayed in Table 3, all variables exhibit *Asymp. Sig. (2-Tailed)* values greater than 0.05, indicating that each variable follows a normal or near-normal distribution. These results suggest that the dataset meets the normality requirement and is thus appropriate for further multiple linear regression procedures (Ghozali, 2018).

Multiple linear regression analysis is primarily used to assess the extent to which predictor variables affect the response variable, as well as to predict changes in the dependent variable based on variations in the independent variables. The results derived from the multiple regression analysis are outlined in Table 4.

Table 4. Results of the Multiple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	8.732	2.316		3.771	0.001
Work Life Balance	0.482	0.115	0.601	4.196	0.000
Job Crafting	0.103	0.121	0.112	0.851	0.402

Dependent Variable: Teacher Performance

Based on the results of the multiple linear regression analysis, the following regression equation was obtained: $Y = 8.732 + 0.482 X_1 + 0.103 X_2$, where Y represents teacher performance, X_1 denotes work-life balance, and X_2 refers to job crafting. This regression equation indicates that both independent variables exhibit positive regression coefficients, suggesting a direct relationship with teacher performance. In essence, improvements in work life balance and job crafting tend to be associated with higher levels of teacher performance.

However, the significance test results reveal that only work-life balance has a positive and statistically significant effect on teacher performance ($B = 0.482$; $t = 4.196$; $p < 0.05$). This finding indicates that work-life balance makes a meaningful contribution to enhancing teacher performance and exerts a more dominant influence than job crafting, as reflected by its higher standardized beta coefficient ($\beta = 0.601$). In contrast, although job crafting demonstrates a positive coefficient ($B = 0.103$), its effect is not statistically significant ($p > 0.05$), suggesting a limited contribution to teacher performance within this model. Overall, the regression model underscores that strategies aimed at improving teacher performance are more effective when they prioritize the enhancement of work-life balance rather than focusing primarily on job crafting.

The correlation coefficient is used to assess the intensity and direction of the association between variables, whereas the coefficient of determination evaluates how effectively the independent variables collectively explain changes in the dependent variable. Both statistical measures are essential in regression analysis, as they provide insights into the degree of association among variables and the explanatory power of the proposed model.

Table 5. Correlation Coefficient and Determination Coefficient Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.800 ^a	0.640	.618	3.102
a. Predictors: (Constant); Work Life Balance, Job Crafting				
b. Dependent Variable: Teacher Performance				

As shown in Table 5, the correlation coefficient (R) is 0.800, indicating a high correlation between *Work-Life Balance* and *Job Crafting* and *Teacher Performance*. Furthermore, the R Square value of 0.640 indicates that work-life balance and job crafting collectively account for 64.0% of the variation in teacher performance, with the remaining 36.0% influenced by factors outside the current model. The *Adjusted R Square* value of 0.618 further indicates that the regression model demonstrates a good level of fit after accounting for the number of predictors, thereby confirming the robustness of the model in explaining teacher performance.

Hypothesis testing is conducted to determine whether sufficient empirical evidence from sample data exists to support or reject the research hypotheses concerning the population. In quantitative research, hypothesis testing plays a crucial role as it enables researchers to draw objective, systematic, and statistically defensible conclusions based on empirical data. The simultaneous hypothesis testing results, obtained through the F-test, are outlined in Table 6.

Table 6. The Simultaneous Hypothesis Testing Result

Model	F	Sig.
1 (Constant)	25.412	.000 ^b
Residual		
Total		
a. Predictors: (Constant); Work Life Balance, Job Crafting		
b. Dependent Variable: Teacher Performance		

As indicated by the F-test results in Table 6, the computed F-statistic is 25.412 with a significance level of 0.000, which is lower than the predetermined significance threshold ($\alpha = 0.05$). Accordingly, the calculated F-value (25.412) exceeds the critical F-value (3.30), indicating that *work-life balance* and *job crafting* simultaneously exert a positive and statistically significant effect on teacher performance. These findings suggest that the two independent variables jointly make a meaningful contribution to explaining the variance in teacher performance.

Conceptually, *work-life balance* plays a crucial role in supporting teacher performance by enabling educators to manage work demands and personal life in a balanced manner, thereby reducing work-related fatigue and enhancing focus, motivation, and effectiveness in carrying out professional responsibilities. Teachers who achieve a healthy work-life balance tend to demonstrate higher levels of commitment and productivity in the teaching and learning process. Meanwhile, *job crafting* allows teachers to proactively adjust aspects of their job tasks, work relationships, and the meaning of their work in accordance with their abilities and preferences, which in turn can enhance work engagement and the overall quality of performance.

Recent studies (Li, M., & Albattat, 2025) indicate that elements of *work-life balance* are significantly associated with teacher performance, with psychological mechanisms—such as stress—playing a critical mediating role in this relationship. Consistent with these findings, research by (Abdulaziz, A., Bashir, M., & Alfalih, 2022) demonstrates that *work-life balance* has a substantial impact on teachers' work-related outcomes (e.g., organizational commitment) and highlights the role of *job engagement* as an explanatory mechanism. These findings support the assumption that work-life balance constitutes an essential resource for teachers' professional functioning.

From the perspective of proactive work behavior, studies by (Lopper, 2023) provide empirical evidence that *job crafting* is positively associated with performance and co-evolves with *work engagement* at the intra-individual level, thereby reinforcing the argument that proactive job adjustments can effectively enhance work performance. Contextual evidence within the teaching profession further indicates that *job crafting* supports specific forms of performance, such as teaching for creativity, through the fulfillment of psychological needs (Huang, X. Y., Sun, M., & Wang, 2022). Moreover, research conducted in school settings emphasizes that leadership support can stimulate teachers' job crafting behaviors, which theoretically strengthens institutional pathways

for enhancing the quality of proactive work behaviors that are relevant to performance (Wu, G., Zhang, L., Liu, X., & Liang, 2023).

Table 7. Test Results t-calculated Work Life Balance and Job Crafting against Teacher Performance

Model	t	Sig.
1 (Constant)	3.771	.001
Work Life Balance	4.196	.000
Job Crafting	0.851	.402
a. Dependent Variable: Teacher Performance		

As indicated by the partial hypothesis testing results (t-test) displayed in Table 7, the effects of each independent variable on teacher performance can be identified. The findings indicate that Work–Life Balance has a calculated t-value of 4.196, which exceeds the critical t-value of 2.045, with a significance level of $0.000 < \alpha$ (0.05). Therefore, it can therefore be inferred that work life balance has a positive and statistically significant effect on teacher performance. This result suggests that the better teachers are able to effectively manage professional obligations alongside personal life commitments, the higher their performance in carrying out professional duties.

Conceptually, a well-established Work–Life Balance enables teachers to manage work-related demands and personal life in a proportional manner, thereby reducing work-related fatigue, enhancing concentration, and strengthening motivation and commitment in the teaching process. Teachers who achieve an optimal work–life balance tend to be more focused, productive, and effective in planning and implementing instructional activities, which ultimately contributes positively to the overall quality of teacher performance (Li, M., & Albattat, 2025).

Empirical evidence in the teaching context also indicates that disruptions in work–life balance—such as work–leisure conflict—are associated with declines in task performance and other work-related outcomes (Cho, H., Pyun, D. Y., & Wang, 2023). Additional findings demonstrate that work life balance exerts a statistically significant influence on teachers' professional outcomes (e.g., organizational commitment), with *job engagement* serving as an explanatory mechanism. Conceptually, these results reinforce the argument that work–life balance constitutes a critical resource for supporting and enhancing teacher performance (Abdulaziz, A., Bashir, M., & Alfalih, 2022).

Meanwhile, the Job Crafting variable exhibits a calculated t-value of 0.851, which is lower than the critical t-value of 2.045, with a significance level of $0.402 > \alpha$ (0.05). These results indicate that job crafting is not found to have a statistically significant impact on teacher performance. Although the regression coefficient suggests a positive direction of the relationship, the effect is not sufficiently strong from a statistical standpoint to explain variations in teacher performance on a partial basis. This finding implies that teachers' job crafting behaviors have not been optimally translated into measurable performance improvements and often depend on contextual conditions, such as organizational support, as well as specific psychological mechanisms (Dağtaş, A., Zaimoğlu, S., & Toköz, 2024).

Nevertheless, several studies in educational contexts report that job crafting may be positively associated with certain forms of performance, such as teaching for creativity, or may influence performance indirectly through mediating mechanisms such as work meaning and work engagement (Huang, X. Y., Sun, M., & Wang, 2022). Conversely, other studies emphasize that the relationship between job crafting and performance can be heterogeneous and influenced by mediators such as burnout, suggesting that in certain settings the direct effect of job crafting on performance may be weakened or may not be statistically significant (Ahmed, F., Sadia, R., & Khan, 2024).

Overall, the results of the t-test confirm that work life balance is a more dominant factor influencing teacher performance than job crafting. This finding is consistent with previous studies indicating that work life balance plays a critical role in enhancing teachers' effectiveness and productivity, whereas the impact of job crafting on perfor-

mance is highly contingent upon organizational support and individuals' readiness to manage changes in their work roles.

The findings of this study align with the core assumptions of the Job Demands–Resources Theory. Work–Life Balance functions as a personal resource that helps teachers regulate job demands, reduce emotional strain, and maintain motivation—thereby supporting performance. The significant effect observed supports JD–R's motivational process, where adequate resources enhance work engagement and performance.

Although Job Crafting did not show a statistically significant direct effect, its positive coefficient suggests that it may act as a job resource whose influence manifests only under supportive organizational conditions. This aligns with JD–R's premise that job resources are conditional performance facilitators whose effects may depend on contextual or personal moderators. Recent empirical evidence in educational settings reinforces this interpretation. (Li, M., & Albattat, 2025) showed that work–life balance enhances teacher performance in Zhengzhou through lower stress and higher emotional resources, underscoring its role as a critical personal resource for effectiveness. Likewise, (Cho, H., Pyun, D. Y., & Wang, 2023) found that work–leisure conflict undermines teachers' task performance via reduced work satisfaction, highlighting that insufficient balance operates as a strain component within a JD–R perspective. With regard to job crafting, (Huang, X., Sun, M., & Wang, 2022) demonstrated that teachers' job crafting improves teaching for creativity through the satisfaction of basic psychological needs, suggesting that its effects on performance are often transmitted through motivational mediators and may therefore not always appear as a strong direct predictor in every organizational context.

4. Conclusions

This study concludes that work–life balance and job crafting jointly contribute to explaining variations in teacher performance; however, their individual effects differ in magnitude and significance. The empirical findings demonstrate that work–life balance has a positive and statistically significant effect on teacher performance, indicating that teachers who are able to effectively balance professional demands with personal life responsibilities tend to exhibit higher levels of effectiveness, productivity, and commitment in carrying out their professional duties. In contrast, job crafting is not found to have a statistically significant impact on teacher performance, suggesting that proactive job redesign behaviors may not automatically translate into measurable performance improvements without adequate contextual support. Overall, the results highlight the pivotal role of work–life balance as a key determinant of teacher performance, while underscoring that the effectiveness of job crafting is highly dependent on organizational support and individual readiness to manage changes in work roles. These findings provide important implications for educational institutions to prioritize policies and practices that promote work–life balance while creating supportive environments that enable job crafting to be leveraged more effectively in enhancing teacher performance.

Future research should explore potential mediating variables, such as work engagement, psychological well-being, and job satisfaction, which previous studies have identified as mechanisms linking personal resources and performance. Likewise, moderating variables such as organizational support, leadership style, and workload intensity may influence the strength of the relationships observed in this study and should be incorporated into expanded models. Theoretically, the study contributes to the development of a teacher performance model grounded in work well-being, demonstrating that personal resource management—particularly work–life balance—is a core antecedent of performance in Indonesian private schools. The findings emphasize that teacher effectiveness is not solely driven by job demands or structural conditions but also by psychosocial resources that influence how teachers manage stress, maintain motivation, and adapt to role expectations. This integrative evidence aligns with contemporary work well-being frameworks and provides a foundation for designing interventions aimed at strengthening teacher resilience, motivation, and performance.

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