Effect of Job Autonomy, Organizational Support, and Self-Efficacy on Life Satisfaction: The Mediator Role of Work-Life Balance

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Abstract

This present study aims to explore the relationships and mediating effects that work-life balance, self-efficacy, organizational support, and life satisfaction have. The objective is to gain a deeper understanding of the impact these variables have on the well-being of workers. The quantitative approach of the study gathered information from a substantial number of workers in several companies through questionnaires. The mediating influence of work-life balance and the correlations between the variables are assessed using structural equation modeling (PLS-SEM). The findings reveal that self-efficacy, vocational autonomy, and organizational support bear significant influence on life satisfaction. The study further reveals that work-life balance has an important moderating role that strengthens the effect of the mentioned elements on life satisfaction. The findings propose that efforts to facilitate work-life balance may increase the benefits resulting from self-efficacy, organizational support, and job autonomy. Employers interested in enhancing work-life satisfaction for their staff members may also facilitate job autonomy, create strong organizational support, and enhance self-efficacy. A work-life balance must be promoted if we are to fully benefit from these advantages and eventually enhance employees' productivity and well-being. By emphasizing the connections between job autonomy, self-efficacy, work-life balance, and perceived organizational support and their effects on life satisfaction, this study enhances the body of research that has already been conducted. It presents a fresh perspective on how work-life balance influences these associations and presents academics and practitioners with practical insights that will enhance the well-being of workers. The study therefore aims to fill this gap in existing research.

Keywords*:* Job Autonomy; Perceived Organizational Support; Self- Efficacy; Life Satisfaction; Work-Life Balance and Self Determination Theory (SDT)

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Introduction

The importance of this study is to investigate the relationship between job autonomy, self-efficacy, and perceived organizational support in affecting educators' and administrators' life happiness has been highlighted by the current study. The degree of control and flexibility people have over their work, or job autonomy, has been favorably connected with both overall well-being and job satisfaction. (Van den Broeck, Howard, Van Vaerenbergh, Leroy, & Gagné, 2021). Job satisfaction and improved work results are significantly impacted by perceived organizational support, or how much employees truly are valued and supported by the organization they work for. (Chase, 2023). Furthermore, a key element in promoting both personal and professional fulfillment is self-efficacy, which gauges an individual's belief in their ability to do tasks. (Liu, Yu, An, & Wang, 2023). Work-life balance is an important aspect in influencing overall happiness and plays a complicated mediating function between these factors. A good work-life balance lowers stress and boosts job satisfaction, especially in the demanding area of education. (Wang, 2024).

The degree of control or freedom given to employees at work has an impact on their well-being, according to research done in this area, and this is one of the aspects that is universal across all cultures. The more autonomy a person has at work, the more likely they are to be motivated, satisfied, and pleased in general, as other studies suggest. (Kim et al., 2023). Allowing teachers to take more control over their work environment and decision-making is crucial not only for their job satisfaction but for their overall life satisfaction. More recent surveys indicate that teachers are more satisfied with their jobs and have a better sense of achievement when they are allowed to manage their classes and decide on the instructions. This reinforcement of autonomy fuels their motivation and sense of empowerment, thus heightening their involvement and dedication to the work. (Wang, 2024). These researchers have found that job autonomy is positively related to reduced stress levels at work as well as overall life satisfaction for teachers. This is particularly crucial in the context of job satisfaction, which is proven to be a major cause of happiness(Gagné & Bhave, 2019).

Happiness in life is also significantly influenced by perceived organizational support, or the degree to which workers feel their company appreciates their efforts and are concerned about their welfare. Perceived organizational support (POS) enhances workers' emotional and psychological resources and reduces stress while raising life satisfaction.(Pereira, 2023; Song, Zhou, Wang, Feng, & Xiang, 2024). Organizational support, which includes the availability of resources, administrative assistance, and chances for professional development, is just as crucial. This assistance not only enhances job performance but also promotes a work-life balance and reduces work-related stress, both of which raises life happiness. Mentoring programs, ongoing professional development, and cooperative school cultures that appreciate and recognize teachers' efforts are examples of effective organizational support. (Ozkan, 2022). Furthermore, research has demonstrated that organizational support can improve teachers' psychological well-being and lessen the negative consequences of professional expectations. (Pereira, 2023).

Life satisfaction is also significantly influenced by self-efficacy, or the belief that one can make the right decisions to deal with challenges in the future. Strong, competent, and joyful feelings are more common in those who have high self-efficacy (Wang, 2024). To understand these connections, one must consider the moderating influence of work-life balance, which is described as the harmony between work and personal commitments. To ensure that workers can successfully manage their personal and professional obligations, work-life balance mediates the benefits of job autonomy, organizational support, and self-efficacy on life satisfaction. (Liu et al., 2023). Another important component is self-efficacy, or the conviction that one can manage obligations and achieve objectives independently. High levels of self-efficacy among teachers increase their likelihood of feeling competent and secure in their work,

which enhances job happiness and fosters general life contentment. Opportunities for skill development, supportive leadership, and positive reinforcement are known to increase self-efficacy (Schydlo et al., 2024). According to Schydlo et al. (2024) maintaining a work-life balance has several benefits, including reduced stress levels, enhanced life and career satisfaction, and enhanced physical and mental health (Bernhardt & Bünning, 2022). One important mediating aspect in this relationship is work-life balance. Maintaining high levels of life satisfaction among educators requires striking a balance between effort and private obligations. Teachers can handle their workloads without sacrificing their personal lives when schools embrace work-life balance policies and practices such as flexible working hours, fewer administrative duties, and wellness initiatives (Kalliath & Brough, 2020).

Problem Statement

It is common for professionals in education to confront certain factors that might be harmful to their well-being. These factors include the nature of their work, which requires high levels of self-efficacy, disruption of normal work patterns, and a feeling of non-endorsement by their employers. Although it is common knowledge that factors such as work independence, perceived support from the organization, and self-efficacy influence employees' well-being, not so much is known about the interactions of these factors and their influence on the happiness of educational practitioners. Work-life balance ascends to the level of an important mediating factor for educators because of working long hours and the relevant emotional strain as they tend to work across the borderline of home and work. There is so much more that can be understood about the attainment of maximizing productivity and improving the well-being of employees in the education sector through regulation at the workplace.

Objectives of the study

To investigate how self-efficacy, job autonomy, and organizational support among workers in the educational sector are directly related to life happiness.

To examine how job autonomy, self-efficacy, organizational support, and personal satisfaction are impacted by work-life balance.

To understand how attitudes of job autonomy, organizational support, and self-efficacy among employees in the educational sector, and work-life balance impact their overall level of satisfaction.

Literature Review and Hypotheses Development

Life Satisfaction

The SDT claims that satisfaction of one's relatedness, competence, and autonomy as three innate psychological needs has a large effect on how satisfied one is with life. (Ryan & Deci, 2020). Within this framework, job autonomy, organizational support, and self-efficacy have positive impacts on life satisfaction, while demands such as work-life balance have positive impacts.(Bakker, Demerouti, & Sanz-Vergel, 2023; Gómez-Borges, Zuberbühler, Martínez, & Salanova, 2022; Sarwar, Panatik, Sukor, & Rusbadrol, 2021).

Furthermore, research has demonstrated that teachers who are content with their lives typically have higher job satisfaction. (Lent et al., 2021). Relationships with students and teacher retention have been linked to teachers' job satisfaction. (Živković, Ristanović, & Stojanović, 2024). Higher job satisfaction makes teachers more effective educators, and their work ethic, attitudes, beliefs, and ideas are connected to both a personal and a group vision. (Marcionetti & Castelli, 2023; Singh & Loh, 2024). Multifactorial research on teachers' well-being is therefore required, considering many contextual and personal factors as predictors of burnout as well as job and life satisfaction. An effective method for analyzing the connections between various elements that affect teachers' lives and work happiness is the integrated model. (Lent & Brown, 2018).

Work-Life Balance

To achieve the main goal of the study is to establish work performance as well as work-life balance to promote organizational growth, individual well-being, and increased productivity. This is the self-determination theory's observational component, emphasizing how it relates to work-life balance. The theory of self-determination plays an important role in balancing life according to the preferences of each individual. (Farina, 2022). Happier personal and professional lives are therefore important to staff members as well as the firm. A person's belief that work and nonworking activities may coexist and foster personal development in line with their present priorities in life is another definition of work-life balance, in addition to the ones described above. (Thawinratna, 2023). A balance between family life and professional devotion is known as work-life balance. Less conflict and daily success at work and home are signs of an appropriate balance between public and private life. Work-life balance has a mediation influence between job autonomy, organizational support, and self-efficacy on life satisfaction. (Holland, Tham, Sheehan, & Cooper, 2019).

Furthermore, understanding work-life balance will help businesses maintain a positive work environment, value their workers' personal lives and needs outside of the workplace, and finally achieve higher organizational commitment, among other things. (Goyal, 2014; Gragnano, Simbula, & Miglioretti, 2020). Work-life balance, according to some studies, is the ability of an individual to successfully combine work and household responsibilities regardless of age or gender, as well as the daily effort to have time for family, friends, community involvement, spirituality, personal growth, self-care, and other personal activities in addition to the demands of the workplace. (Acharya Adhikari, 2021). Research proves that fewer people are experiencing work-life balance yearly, even though it is crucial for both organizations and employees. (MR, Mahesh, & Nanjundeswaraswamy, 2019).

Job Autonomy

According to Ryan and Deci (2024)Students will behave in a way that is consistent with their interests and values and will feel like the ones driving their behaviors. Thus, the urge for job autonomy is linked to the "self," which serves as the active hub for social context integration, initiation, and spontaneous participation. The integrative process, which combines new functions, values, experiences, and propensities, is at the core of SDT. (Ryan & Deci, 2020). Individuals can have independent willpower, but they can also have independent willpower dependence. Furthermore, it is valued throughout life rather than only during a certain developmental stage. Lastly, being independent does not equate to being far or alone from important people. Numerous studies have demonstrated that having a stronger sense of job autonomy is linked to feeling accepted and connected to significant others. (Guay, Marsh, Senécal, & Dowson, 2018).

Job autonomy is one of the most important characteristics of an effective organization. Additional factors include feedback from the position inside the company, task identity, task relevance, and skill variation. (Zhang & Parker, 2019). Furthermore, as job autonomy affects job performance, the two may coexist when working remotely. (Galanti, Guidetti, Mazzei, Zappalà, & Toscano, 2021). Nonetheless, there are several ways to define job autonomy. (Khoshnaw & Alavi, 2020). In particular, job autonomy refers to the extent to which a worker in an organization is granted significant autonomy, independence, and discretion in the course of performing their duties. (Saragih, Margaretha, & Situmorang, 2020). Additionally, job autonomy refers to the ability of workers to make decisions regarding how their main tasks are carried out. (Cortez & Johnston, 2020). As a result, job autonomy has been defined as a practice, or a combination of activities, that includes assigning responsibilities to workers lower on the organizational hierarchy. (TRAN, LEE, NGUYEN, & SRISITTIRATKUL, 2020).

H1: Work-life balance mediates the relationship between job autonomy and life satisfaction.

Perceived organizational support

To the best of our knowledge, only one study has examined the role of organizational support in the prediction of workers' motivation according to SDT, even though the study of perceived organizational support has garnered significant attention in the literature. (K. Y. Kim, Eisenberger, Takeuchi, & Baik, 2022). Perceived organizational support was found to be positively correlated with both autonomous and regulated kinds of motivation. (Van den Broeck et al., 2021). It is necessary to repeat the rather startling result in different worker samples with controlled motivation. Employees want ongoing support from the organization to feel important and valued team members. Because of these beneficial conditions and qualities, employees feel responsible for providing their full cooperation in aiding the business in achieving its objectives. Workers understand that their contributions to the company are secondary to their own personal growth, development, and well-being.

According to Fleischer, workers who have highly perceived organizational support been less stressed at work and are more likely to return to work sooner after an injury. Positive perceptions of perceived organizational support are strongly influenced by appropriate rewards and recognition for reaching high-performance levels. Moreover, stress at work may be reduced by employees' opinions of perceived organizational support. (HEMA & RAJOO, 2023; Sulistyan & Budiyanto, 2019). Some contend, however, that employee work stress has not decreased despite organizational support. (HEMA & RAJOO, 2023). Because of this, organizations must highlight how important perceived organizational support is to create a feeling of acceptance and belonging, both of which contribute to performance effectiveness. It could be done to conclude that the degree to which employees feel valued for their contributions to the company and that the company cares about their well-being will influence their support for the company is known as perceived organizational support.

H2: Work-life balance mediates the relationship between perceived organizational support and life satisfaction.

Self-Efficacy

According to Li (2020)Self-efficacy discusses an individual's self-confidence in their skills to perform specific tasks or handle difficult situations. The requirement for competence in SDT is directly correlated with this belief in one's abilities and capabilities. Consequently, self-efficacy is inextricably linked to and makes an important contribution to meeting competence demands within the SDT framework, even though it may not fully capture all of them. The belief in one's capacity to execute tasks successfully and therefore accomplish a desired result is known as self-efficacy. (Schydlo et al., 2024). According to the SDT framework, intrinsic motivation develops when the three basic psychological requirements of relatedness or social integration, competence, and autonomy are satisfied. (Deci et al., 2013; Ryan & Deci, 2020). When these demands are sufficiently met, it promotes human development, evolution, integration, and well-being; these are the kinds of reasons that lead to acts motivated by internal motivation and the formation of self-determined (or self-regulated) behavioral patterns.

According to Bandura (2019), self-efficacy is a degree of motivation and conduct that influences an individual's efforts to produce optimal results. When compared to employees with low self-efficacy, those with high self-efficacy are more likely to maintain their performance and reach their goals. According to Sumargo and Haida (2020), self-efficacy has a bigger impact on people's motivation levels, affective thoughts and behaviors, task persistence, and self-perception. Self-efficacy, according to Bandura (2019), is the conviction that one can carry out and control one's actions to get a desired outcome. People who have low self-efficacy frequently experience burnouts, have trouble managing their stress, and perform at a very low level. Furthermore, according to Brando-Garrido, Montes-Hidalgo, Limonero, Gómez-Romero, and Tomás-Sábado (2020), self-efficacy can also be described as an

employee's belief in their ability to effectively complete their goals. The employee's unique assessment of their potential to plan and carry out a specific action effectively later on is then indicated by their level of self-efficacy. (Fathi & Derakhshan, 2019). Concurrently, self-efficacy enables the worker to accomplish a certain task or output. (Granziera & Perera, 2019). Therefore, they perform better and feel more satisfied with their jobs when they have this kind of perception. In light of this, employees' self-efficacy significantly influences both their decision-making and job performance at the same time. (Doo & Park, 2019).

H3: The relationship between life satisfaction and self-efficacy is mediated by work-life balance.

Research Framework

This study framework was established based on the Self-determination theory (SDT) is a theory of human motivation. (Diener, Emmons, Larsen, & Griffin, 1985; Ryan, 2017). Two major processes concern learning and motivation, and they are part of a larger family of theories that explain psychological health, development, and motivation. The first focuses on fulfilling the basic psychological requirements of competence, connection, and autonomy. Fulfilling all of these requirements provides the necessary support for emotional development, integration, and enjoyment. (Deci, Ryan, & Guay, 2013). The second kind focuses on motivation and behavioral management. (Ryan, 2017) Delineate is a spectrum that encompasses motivation as the absence of motivation, controlled motivation as the conviction that external forces govern behavior, and autonomous motivation as the conviction that forces within themselves regulate behavior. Allowing students an opportunity to voice their own emotions, ideas, and viewpoints on the assigned tasks, whether favorable or unfavorable, is an example of promoting independence are beneficial teaching. Allowing students to contribute, teaching in their chosen methods, giving them options, or, in situations when options are limited, encouraging relevance by meaningfully tying the learning activity to a goal that holds personal significance for the students are all ways that teachers might promote autonomy. (Ahmadi et al., 2023; Assor & Kaplan, 2001).

Figure 1.
Research Framework

Independent variables
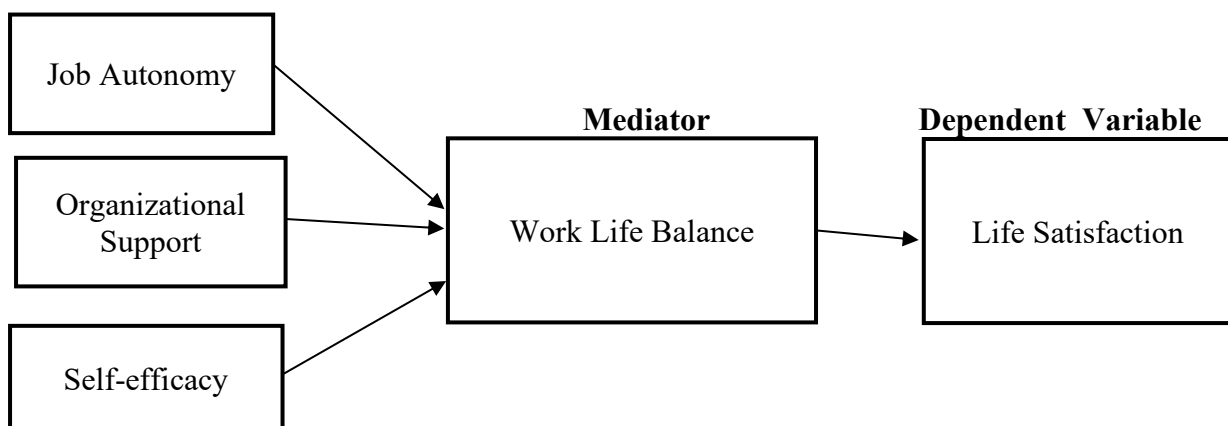
Materials and Method
Participants and Procedures

The study online cross-sectional purposeful sample survey administered through Facebook, Gmail, and WhatsApp was the source of the data utilized for analysis in this study. 253 honest responses reported by members in the education sector were collected from the survey after the data was cleaned. Purposive sampling is a non-probability technique that is frequently used in social science research, especially when receiving a comprehensive gradient of the selected population to establish a sample setting is difficult. (Hulland, Baumgartner, & Smith, 2018; Rowley, 2014). Additionally, using social media platforms, researchers may connect with a larger audience and overcome social and financial obstacles to obtain a sufficiently ideal study sample. As a result, social media data collection is becoming a more and more common technique for academics. (Scott & Vigar-Ellis, 2014; Van Wingerden, Derks, & Bakker, 2018). For the present study, employees in educational institutes were sent a link to an electronic survey produced with Google Forms via Gmail, and WhatsApp. At the outset of the survey, a screening question was incorporated to guarantee sufficient representation of the intended audience, which consists of workers in the educational sector. This Google form was shared with 300 responses, and 253 responses returned with 15% missing data out of 300 responses.

Measures
Life Satisfaction:

Diener et al. (1985) Used the Satisfaction with Life Scale (SWLS) to measure life satisfaction. A 7-point Likert scale, with 1 representing "strongly disagree" and 7 representing "strongly agree," is used in this 5-item test to assess overall life satisfaction.

Work-Life Balance:

The Work-Life Balance Scale, developed by Hayman (2005) and derived from Fisher (2010) The original version was used in this study. There were three components to this 15-item scale: work/personal life augmentation (4 items), work/personal life interference (7 items), and personal life interference with work (4 items). A 7-point Likert scale, with 1 denoting strongly disagree and 7 denoting strongly agree, was used to measure the items.

Job autonomy:

The first independent variable in this study is job autonomy. It may be characterized as the degree to which a worker is permitted to use judgment and autonomy while performing their job. Seven modified items related to job autonomy were supplied by Breaugh (1999). Participants used a seven-point rating system, with 1 denoting strongly disagree and 7 denoting strongly agree, to determine how much they agreed with the job autonomy claims.

Perceived Organizational Support:

Perceived organizational support is the second independent variable in this study. According to Perryer, Jordan, Firns, and Travaglione (2010)It is operationalized as perceptions of helpful HR practices (development opportunities, decision-making participation, and fairness of incentives and recognitions). As demonstrated, ten items that were modified from Perryer et al. (2010)They are used to measure perceived organizational support. On a seven-point rating system, where 1 represented strongly disagree and 7 represented strongly agree, participants stated how much they agreed with the statement about perceived organizational support.

Self-efficacy:

The third independent variable in this study is self-efficacy. According to Chen, Gully, and Eden (2001)It is operationalized as beliefs in one's capacity to summon the drive,

strategies, and mental resources required to fulfill a specific situational need. Eight questions from the New General Self-Efficacy Scale (NGSES), created and validated by Chen et al. (2001), are used to measure self-efficacy. Participants used a seven-point rating system, with 1 denoting strongly disagree and 7 denoting strongly agree, to determine how much they agreed with the self-efficacy statement.

Data Analysis and Results

For descriptive statistics, SPSS was utilized, while for inferential statistics, Smart PLS 4 (Ringle, 2015) Was employed. As a useful method for analyzing multivariate data and drawing conclusions, partial least squares structural equation modeling (PLS-SEM) was used. (Sarstedt, Ringle, & Hair, 2021). The next parts address the results of the structural model analysis, control variables, testing for variance in common methods, measurement model analysis output, and descriptive statistics.

Descriptive Statistics

The comprehensive descriptive statistics of the participants' demographic attributes are shown in the Table. Out of the 253 participants, it was observed that 171, or 67.59% were female. The majority of those surveyed were in the age range of 31 to 35. 55.73% of the 253 participants were unmarried. Most participants (68.38%) had a first degree, according to the results. Most poll respondents (42.29%) made more than 45000 each month. Many participants in this survey are from the mid-level of their organization management (52.17%), and many of them have been employed by their present educational sector for less than three years (44.66%). Regarding the duration of time in their current role, most participants (52.17%) had held their current employment for four to five years.

Table 1

Demographic Characteristics of the Participants (n= 253)

Descriptive	Sub-categories	Frequencies	Percentage (%)
Gender	Male	82	32.41
	Female	171	67.59
Age	23-25	21	8.30
		67	26.48
		86	33.99
		43	17.00
		31	12.25
		5	51.98
Marital status	Married	104	41.11
	Single	141	55.73
	Divorced	08	3.16
Education	Secondary School	0	0.00
		19	7.51
		173	68.38
	Certificate/Diploma	54	21.34
	Bachelor's degree	7	2.77
	Master's degree		
	PhD		
Experience in the educational sector	Less than 1 year	27	10.67
	1-3 Years	33	13.04
	4-5 Years	132	52.17
	More than 5 Years	61	24.11
Current Salary	Less than 25000	13	5.14
	25001-30000	62	24.51
	30001-40000	71	28.06
	40001-50000	107	42.29

Measurement Model Analysis

The measurement model study comprised reliability (internal consistency) and validity (convergent and discriminant) data. The recommended measurement model standards below handle reflective and formative measuring models independently.

Internal Consistency and Convergent Validity

According to Sarstedt et al. (2021)Reflecting measurement models in PLS must meet specific cutoff values to ensure internal consistency and convergent validity. These consist of average variance extracted (AVE) of 0.5 or higher, Cronbach's alpha, and composite reliability (CR) of at least 0.70, and item loadings of at least 0.708. The study's convergent validity of all reflective constructs and internal consistency (reliability) was validated by Cronbach's alpha, CR, and AVE values above these thresholds, as Table 2 shows.

Three requirements must be met by a formative hierarchical measurement model in PLS analysis. Among them are the following: 1) making sure that the loading weights of the first-order dimensions are statistically significant; 2) using a redundancy analysis to confirm the concurrent validity of the higher-order formative construct with a path coefficient of ≥ 0.70; and 3) confirming the dimensions' distinctiveness by confirming that the variance inflation factor (VIF) between the first-order dimensions is less than 5 (Sarstedt et al., 2021). All three of these requirements for hierarchical formative construction are satisfied by interpersonal leadership in this study, according to the results of the measurement model analysis. First, the statistical analysis findings ($\beta = 0.871$, t-value = 71.46) confirmed the construct validity of work-life balance as a formative construct, hence supporting the concurrent validity of work-life balance as a hierarchical construct. This was ascertained by examining the association between the higher-order construct and the global item obtained from the survey. Furthermore, there was statistical significance in the path coefficients for the first-order elements that affect work-life balance: job autonomy ($\beta = 0.63$, p <.001), organizational support ($\beta = 0.26$, p 0.001), and self-efficacy ($\beta = 0.23$, p 0.001). Ultimately, these dimensions were distinct because their VIF values were notably less than those of the five criteria. To investigate how work-life balance functions as a mediating factor between job autonomy, organizational support, and self-efficacy about life satisfaction, all the study's components are valid and reliable.

Table 2

Measurement Model Analysis

Constructs	Items	Loading	Cronbach Alpha	CR	AVE
Life satisfaction	LS1	0.841	0.928	0.946	0.777
	LS2	0.907			
	LS3	0.922			
	LS4	0.856			
	LS5	0.880			
Work-life balance	WLB1	0.655	0.932	0.940	0.514
	WLB2	0.765			
	WLB3	0.783			
	WLB4	0.792			
	WLB5	0.664			
	WLB6	0.738			
	WLB7	0.706			
	WLB8	0.612			
	WLB9	0.678			
	WLB10	0.737			
	WLB11	0.729			
	WLB12	0.727			
	WLB13	0.717			

	WLB14	0.762			
	WLB15	0.712			
Job autonomy	JA1	0.656	0.884	0.911	0.595
	JA2	0.780			
	JA3	0.792			
	JA4	0.814			
	JA5	0.859			
	JA6	0.813			
	JA7	0.664			
Perceived organizational support	OS1	0.678	0.910	0.925	0.552
	OS2	0.720			
	OS3	0.779			
	OS4	0.753			
	OS5	0.664			
	OS6	0.768			
	OS7	0.825			
	OS8	0.785			
	OS9	0.747			
	OS10	0.693			
Self-efficacy	SE1	0.754	0.782	0.791	0.419
	SE2	0.839			
	SE3	0.883			
	SE4	0.845			
	SE5	0.755			
	SE6	-0.003			
	SE7	0.005			
	SE8	0.123			

Note: CR is composite reliability, and AVE is the average variance extracted.

Discriminate Validity

To demonstrate the distinctiveness of the variables in research and guarantee that the survey questions appropriately assess the relevant constructs, discriminant validity is essential. As a mediator between job autonomy, organizational support, self-efficacy, and life satisfaction, work-life balance is examined in this study. Discriminant validity was confirmed using the HTMT ratio of correlations. (Henseler, Ringle, & Sarstedt, 2015) and the Fornell-Larcker criterion (Fornell & Larcker, 1981). While HTMT is a more modern, recommended method in PLS-SEM path analysis, Fornell-Larcker is a more classic method for assessing discriminant validity. The square root of the AVE (as seen in Table 3) was larger than the intercorrelations between the variables, according to Fornell-Larcker. Furthermore, as shown in Table 4, every HTMT value was below the stringent HTMT 0.85 criterion, indicating that the constructions are unique. Consequently, the study's discriminant validity is well-established, allowing for more investigation into the connections among work-life balance, organizational support, self-efficacy, job autonomy, and life happiness.

Table 3

Discriminant Validity Based on Fornell-Larcker Criteria

	JA	LS	OS	SE	WLB
JA	0. 771				
LS	0.509	0.882			
OS	0.692	0.308	0.743		
SE	0.772	0.485	0.724	0.647	
WLB	0.696	0.556	0.590	0.613	0.717

Note. The square roots of the average variance extracted (SQRT-AVE) are displayed in bold. Intercorrelations between the variables are represented by other items in the table. Life

satisfaction is LS. Work-life balance, or WLB. Job autonomy is referred to as JA. Self-efficacy (SE) and organizational support (OS) are two terms.

Table 4

Discriminate Validity Based on HTMT Criteria

	LS	WLB	JA	OS	SE
LS	-				
WLB	0.561	-			
JA	0.749	0.312	-		
OS	0.790	0.515	0.751	-	
SE	0.755	0.593	0.615	0.709	-

Note: HTMT ratios of correlations between the study variables (Cutoff HTMT value is 0.85. LS is Life satisfaction. WLB is a Work-life balance. JA is Job autonomy. OS is Organizational support, and SE is Self-efficacy.

Common Method Variance

Organizational studies frequently use cross-sectional study designs, yet they might be vulnerable to common method variation. (Podsakoff, MacKenzie, Lee, & Podsakoff, 2013). Since Harman's single-factor test is a commonly used method for identifying common method variation, this work employed it to evaluate potential method bias. (Fuller, Simmering, Atinc, Atinc, & Babin, 2016; Sarstedt, Ringle, & Hair, 2017; Sarstedt et al., 2021). Identifying factors with eigenvalues larger than one and determining if the first factor accounts for more than 50% of the total variance are the two goals of the simple yet efficient Harman's test procedure (Fuller et al., 2016). Common technique bias was not an issue in this study because the first component accounted for less than 50% of the overall variation.

Control Variables

This study examined gender, age, material status, education, salary, and experience in the current educational sectors as potential indicators of life satisfaction. They were added as categorical control variables to the baseline route model. The extended path model analysis found that none of these control factors changed the R2 value or significantly impacted life satisfaction. Consequently, only the baseline path model was retained for the structural route model analysis, which examined the impacts of job autonomy, organizational support, and self-efficacy as well as the link between work-life balance and life happiness.

Structural Model Analysis and Results

The structural model was analyzed using smart PLS to evaluate the postulated relationships in the study. Table 4 contains the relevant statistical findings from structural model analysis. Work-life balance was also shown to be a significant mediating factor in the structural model analysis connection between job autonomy and life satisfaction (JA→WLB→LS: β = 0.190, p = 0.000, t-value = 3.676). Analysis reveals that Hypothesis 1 is fully supported.

Additionally, work-life balance was shown to be a substantial mediator of the relationship between work-life balance and life satisfaction (OS→WLB→LS: β = 0.032, p < 0.430, t-value = .0786). Thus, there is complete support for hypothesis 2. Like Hypotheses 1 and 2, Hypotheses 3 are also fully supported by the statistically significant results of the work-life balance and self-efficacy-life satisfaction relationship (SE→WLB→LS: β = 0.230, p = 0.000, t-value = 3.750). The results of the structural model analysis show that work-life balance is approximately equal and mainly predicted by job autonomy, organizational support, and self-efficacy.

The difference between these variables' direct effects on life satisfaction is significantly emphasized. The most powerful direct predictor of life satisfaction is self-efficacy (SE), followed by job autonomy (JA) and perceived organizational support (OS). Additionally, it is

discovered to be a somewhat more successful dominant mechanism in the link between life happiness, organizational support, and work autonomy. Furthermore, a comparison of the coefficient of determination (R2) results shows that the tested, suggested life satisfaction model (R2 = 0.694) has a substantial total variance that accounts for life satisfaction, indicating that it is functionally relevant.

Table 5

Structural Model Analysis Results

Paths	Hypotheses	β value	SD	t-value	p-value	2.5%	97.5%	Decision	R^2
JA-WLB-LS	H1	0.190	0.052	3.676	0.000	0.086	0.290	Accepted	0.612
OS-WLB-LS	H2	0.032	0.040	0.786	-0.430	-0.050	0.105	Accepted	0.964
SE-WLB-LS	H3	0.230	0.061	3.750	0.000	0.125	0.369	Accepted	0.543

Note: Results are the output of 2-Tailed Bias Corrected and Accelerated Complete Bootstrapping with 5000 subsamples at the 0.05 significance level.

Discussion

The relationship among job autonomy, organizational support, and self-efficacy, all of which have a significant impact on life satisfaction, is mediated by work-life balance. Research establishes that workers who have a greater sense of control over their jobs are more likely to think they have greater autonomy at work, which raises their self-efficacy. This enhances their perspective on handling their personal and professional obligations, which has a favorable impact on life happiness. Organizational support also enhances those psychological resources such as self-efficacy, flexibility, and positive thinking that assist workers in achieving a better work-life balance and, finally, a higher level of life satisfaction. Work-family integration may be facilitated by employees' improved ability to manage better the interrelationship between their personal and professional lives, thanks to work autonomy. This results in enrichment, which increases their level of life pleasure and improves their total output. Employee satisfaction and well-being improve across work and personal domains.

This enrichment increases their level of life pleasure and improves their total output. Utilizing flexibility and support from employers improves employee satisfaction and well-being across the domains of work and personal spheres. (Jing, Li, Stanley, Guo, & Wenjing, 2021; Samroodh et al., 2022). Moreover, psychological capital in the form of self-efficacy has been found to relate positively to perceived organizational support (POS) associated with a better work-life balance. POS favors strong and positive psychological moods, enabling employees to balance their personal and professional lives better. A better balance increases the general life satisfaction level of such employees (Ali et al., 2023). The interaction between these factors seems to show the importance of a working environment which allows employees to feel confident in taking initiative and are supported by their employer. With such comprehensive support, employees will be happier and more productive at work, and their personal lives will be improved.

It also was the strongest direct predictor of life satisfaction out of all the components. Based on this study, an employee's overall quality of life greatly depends on their level of confidence in their abilities. As indicated by previous research, self-efficacy promotes many areas of life satisfaction since it increases an individual's capacity to deal with and overcome issues in life, which reinforces the relationship between self-efficacy and life satisfaction (Weinhardt, 2018). However, life happiness is less directly influenced by job autonomy and

work-life balance, even though they are important. It would therefore appear that the effect these qualities have on life satisfaction may depend more on whether they can successfully contribute to work-life balance than on their own merits. Overall, these results support the idea of promoting a nice workplace and self-efficacy to enhance employees' work-life balance and, consequently, their level of life satisfaction. Businesses should take advantage of promoting worker autonomy, providing organizational support, and encouraging self-efficacy as ways to produce a more satisfying and diverse workforce.

Theoretical Implications

Thus, this study has significant implications for organizations that aim to enhance employee happiness and productivity. Promoting a better work-life balance through more job autonomy and organizational support can enhance employees' quality of life. Workers can be more capable of balancing the demands of work and family life when they feel in control of the responsibilities of their job and have enough assistance from their employers. This builds good mental health and life pleasure. (Ryan & Deci, 2020). Not only does it produce a healthy work environment, but organizations with flexible working hours and services such as counseling and support programs also face lower employee turnover rates and better levels of employee engagement. (Samroodh et al., 2022). Furthermore, increased self-efficacy within the employee's attitude can be obtained through training exercises and leadership development initiatives, which in turn may influence an employee's ability to deal with stress at work and improve productivity and quality of life. Self-efficacy is a certain psychological strategy helpful in dealing with stress and finding a balance between one's personal and work life. According to Li (2020), workplace strategy aimed at boosting the confidence of workers can reduce stress at work and increase overall satisfaction and, finally, improve employee retention and commitment to the organization. These findings mean that organizations must create environments that support psychological capital, build autonomy, and provide necessary resources to facilitate work-life balance to ensure business outcomes and the well-being of the employees.

Practical Implications

Increasing task independence for employees should be the first and principal focus of educational institutions. Thus, giving teachers more control over their work schedules and responsibilities will lead to the creation of a more engaged and happier workforce. Improvement of organizational support may also have a significant impact on workers' feelings of support for their careers and general job satisfaction. Focusing on the mediating role of work-life balance in the educational sector, the results of this study on the relationships between life satisfaction and job autonomy, organizational support, and self-efficacy also possess several practical implications for practice. These creatives include volunteer programs, mentorship opportunities, and professional growth opportunities. In addition, professional development and training can increase educators' self-efficacy and make them feel more capable and successful in their positions. It is essential to maintain work-life balance since it serves as a mediator in the relationship between life satisfaction and job characteristics. In this regard, businesses should consider offering flexible working hours, supporting individuals in their responsibilities and promoting positive work-life balance. After all, instructors, staff, and students benefit from these programs as they help to increase employee well-being and the work environment.

Limitations and Future Studies

These findings and insights may be subject to constraints brought about by the design of the study. The current study aims to understand how work-life balance operates as a mediator of life happiness and job autonomy, organizational support, and self-efficacy. However, the study was conducted, specifically across different educational sectors.

Therefore, its findings only encompassed the views of this organization's employees on the variables likely to influence their life satisfaction level. Therefore, future research needs to consider how self-efficacy, organizational support and work autonomy influence life satisfaction across various types of enterprises. This would give a better understanding of how these factors influence life satisfaction across different contexts. Additionally, the study utilized work-life balance as a mediator to investigate uniquely these three factors in relation to life satisfaction. Future studies may need to investigate more variables as well as integrate more moderate or mediating aspects. The exploration nature of the study and several methodological limitations notwithstanding, the findings provide valuable information to researchers and practitioners who would like to understand the dynamics of life happiness and work-life balance.

Conclusion

In this study, the mediating role of work-life balance in the educational sector was specifically explored, together with the relationship between job autonomy, organizational support, and self-efficacy, and their effects on life satisfaction. This study is unique because it represents the first effort to integrate these three significant elements and assess how they influence life satisfaction as the most critical effect on instructors' life satisfaction, and validate the measures utilized to assess them. From the work-life balance perspective, the findings also uncovered subtle details about how job qualities and support systems influence life happiness. These differences were highlighted based on parameters such as age and job experience.

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