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## **UNDERSTANDING JOB SATISFACTION AMONG SEMI-URBAN COLLEGE FACULTY: THE INFLUENCE OF WORK-LIFE BALANCE, AGE AND WORK EXPERIENCE**

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### **ABSTRACT**

*Work-life balance (WLB) is an important determinant influencing faculty members' attitudes, well-being, and quality of life in contemporary workplaces. The present study examines how WLB, job satisfaction (JS), Age and work experience (WE) are associated among college faculty members. The proposed model was analysed using Structural Equation Modelling. The required information was obtained from faculty members through a structured survey instrument. The study employed Confirmatory Factor Analysis (CFA) to test the measurement model, which yielded acceptable construct reliability and validity. The structural model findings showed that WLB significantly and positively affects JS. Additionally, WE significantly and positively affects JS, suggesting that faculty members with greater professional experience tend to report greater JS. The findings also reveal that Age significantly influences WE, indicating that older faculty members generally accumulate greater professional experience over time. Overall, the research emphasizes the need to promote WLB and acknowledge the contribution of professional experience toward improving faculty members' JS and workplace effectiveness within higher educational institutions.*

**KEYWORDS:** Work-Life Balance, Job Satisfaction, Work Experience, Age, Structural Equation Modelling, Employee Well-Being.

### **INTRODUCTION**

Achieving work-life balance (WLB) remains a significant challenge in the modern workplace owing to changing employee priorities and dynamic organizational environment. In a highly competitive and globalized economy, achieving WLB is crucial not only for the employee well-being but also for the sustained success of organizations (Nayal et al., 2022). WLB denotes the capacity of employees to manage both professional and personal obligations and due to its strong impact on employees and organizational performance, it has gained significant attention (Haar et al., 2014; Maertz & Boyar, 2011; Kossek et al., 2014; Greenhaus

& Allen, 2011; Gaur and Tarkar, 2025). The ability of employees to balance their personal and professional obligations is closely linked to job satisfaction (JS), which plays a crucial role in employee engagement and retention (Vavasseur, 2024). According to Olawale et al. (2024), Changes in workforce demographics, digital innovation, and new cultural perspectives have increased the importance of understanding employee WLB.

Over the past few decades, scholarly attention has focused on the impact of WLB on workers' welfare and occupational outcomes (Wood et al., 2020). However, increasing work pressures, long hours of work and heavy responsibilities often interfere with family life and personal activities (Brough et al., 2020). Moreover, in modern workplaces, boundaries between work as well as personal life have become less clear, leading professionals to work harder than previous generations (Ljungkvist & Moore, 2023). Varatharaj and Vedanta S. (2012) found that more than 60 percent of employees experience difficulties in sustaining WLB. Similarly, Subha (2013) reported that most workers face difficult decisions when work and personal life conflict.

Modern employees are exposed to increased stress due to increased unemployment, inflation, and long working hours. Many individuals prioritize work over their personal lives resulting in poor WLB (Maeran et al., 2013). Numerous studies have examined how WLB influences JS and organizational performance, however existing research has largely concentrated on developed nations. In Indian cities Chennai, WLB is often affected by long working hours, excessive workload, and unfavourable work environment. This issue is evident in the education sector. Where faculty members are required to manage teaching, research, administration, and technology-related tasks. Such duties are stressful and hinder the effective management of WLB. JS generally declines when WLB is adversely affected (Nadeem & Abbas, 2009).

Although previous research has explored association between WLB and JS, comparatively little attention has been given to the Indian higher education sector, particularly in semi-urban regions. Furthermore, limited research has explored how WLB influences JS. Hence, this study investigates how WLB affects JS among college faculty in Tirupattur District, Tamil Nadu, by considering age and work experience as control variables. This study includes faculty from government, aided and self-financing colleges. The work of a faculty is so demanding and it is not easy to achieve a WLB. Enhancing JS improves performance and employee stability. Findings can help colleges develop improved policy and environment to enhance the education standards in the district.

## **THEORETICAL FRAMEWORK**

### **Work-Life Balance (WLB)**

WLB reflects employees' perception and evaluation of how effectively work responsibilities are integrated with personal life. Previous research consistently stresses on the importance of WLB in improving workers' attitudes, well-being and organizational outcomes. Naeem and Abbes (2009) examined how work-life conflict (WLC) relates to JS within governmental and non-governmental organizations in Pakistan. Their findings showed that JS and WLC are inversely related at all hierarchical levels, indicating that employee JS decreases as work and family responsibilities become more conflicting.

To assist workers in handling occupational and family responsibilities, organizations frequently address WLC through WLB initiatives. Lazar (2010) emphasized that achieving a healthy WLB benefits both employees and employers by enhancing interpersonal relationships and improving overall organizational performance. Employees who perceive greater control over their occupational and family roles generally experience greater JS and welfare.

Employee JS is an important factor in achieving WLB. Susi (2010) noted that organizations with strong WLB practices are more successful in retaining skilled employees,

reducing WLC as well as improving employee welfare and JS. WLB is also crucial for employee productivity and performance. Asiedu-Appiah (2013) highlighted that WLB significantly enhances productivity in both occupational and personal spheres. Recent research further emphasises the importance of WLB within human resource management. Wolor et al. (2020) identified WLB as a critical issue that strongly influences employees' attitudes and organizational outcomes.

The concept of WLB is closely related to Role Theory, which suggests that individuals perform multiple occupational and personal roles that can create conflict when role expectations clash. The theory explains that employees often struggle to balance professional and personal responsibilities because both domains require time, energy, and commitment. Effective balance between these roles can reduce stress, improve psychological well-being, and promote favourable workplace outcomes, including JS and employee commitment.

According to Greenhaus et al. (2003) "Work-family balance involves equal participation as well as satisfaction in work and family roles, comprising three dimensions: time balance, involvement balance, and satisfaction balance." Similarly, Hill et al. (2001) defined WLB as "the ability to simultaneously manage emotional, behavioural, and personal responsibilities across life domains."

Despite its recognized importance, achieving WLB remains challenging due to competing work and personal demands (Bataineh, 2019). Inadequate WLB often results in heightened stress levels (Emslie & Hunt, 2009) and negatively affects employees' welfare, productivity, and work outcomes (Meenakshi et al., 2013; Bataineh, 2019).

### **Job Satisfaction (JS)**

JS describes how workers generally feel and think about their work. It's strongly associated with productivity, personal welfare, and institutional outcome (Kaliski, 2007; Aziri, 2011). Employee JS depends on various factors such as type of work, colleagues, supervisors, salary, workplace conditions, etc. (George & Jones, 2008). JS reflects workers' overall attitude and feelings regarding their jobs. It not only influences professional success but also affects employees' welfare, covering family bonds, social interactions, and health. Recent research shows that higher JS is closely associated with a more fulfilling personal life (Malek et al., 2025). Motivational styles and leadership approaches also influence the feelings of satisfied employees and their performance (Raziq & Maulabakhsh, 2015).

The concept of JS has strong foundations in motivational and organizational theories, particularly Herzberg's Two-Factor Theory, which classifies the determinants of employee satisfaction into motivational and hygiene components (Herzberg et al., 1959). Achievement, recognition, responsibility, and career advancement function as motivating elements that enhance employee satisfaction, while salary, workplace environment, and organizational regulations act as hygiene factors reducing dissatisfaction.

The theory suggests that employees experience higher JS when organizations provide supportive working environments and opportunities for career advancement and self-development.

Employees with high JS are generally more engaged, committed, and efficient, benefiting both individuals and the organizations (Judge et al., 2001; Shepherd & Mathews, 2000; Yalabik et al., 2013; Kelidbari et al., 2011; Bin Shmailan, 2016). On the contrary, dissatisfied employees may avoid responsibilities, take more leave, and negatively affect organizational performance.

Modern management emphasizes recognizing employees' unique needs and aspirations, highlighting the importance of JS in organizational effectiveness (Aziri, 2011). JS is also influenced by emotional states, personal achievement, recognition, and integration of job activities with individual values (Bakker et al., 2011; Wexley & Yukl, 1984; Herzberg et al., 1959).

### **Association between Work-life Balance and Job Satisfaction**

The number of organizations implementing WLB programs to enhance employees' JS and organizational loyalty is increasing. Human resource strategies, including flexible working arrangements, supportive policies, and employee recognition, help employees achieve better WLB, which in turn improves JS (Sakthivel, 2011). Maintaining a healthy WLB is considered a key determinant of JS. Employees who maintain a better WLB generally experience higher levels of JS (Qodrizana & Al Musadieq, 2018). Similarly, employees with good WLB often show greater motivation, enthusiasm, and positive attitudes toward their work and organization (Nilawati et al., 2019; Yusnita et al., 2022).

The association of WLB with JS may also be understood through Role Theory and Social Exchange Theory. Role Theory suggests that imbalance between work and personal responsibilities creates stress and conflict, which may reduce worker JS and welfare (Kahn et al., 1964). In contrast, employees who successfully balance multiple roles tend to experience favourable workplace attitudes and greater JS. Social Exchange Theory further explains that employees tend to respond positively when organizations provide supportive work environments and WLB initiatives, leading to improved commitment, loyalty, and JS (Blau, 1964).

Several researches have demonstrated that WLB has a favourable impact on JS. While stress, work-family conflict, and heavy workloads reduce employee JS, flexible work arrangements and supportive work environments increase it (Shujat et al., 2011; Arunika & Kottawatta, 2015). Research also shows that better WLB can reduce employee turnover and absenteeism while improving JS (Agha et al., 2017; Frame & Hartog, 2003; Rifadha & Sangarandeniya, 2015; Yusnita et al., 2022). These findings provide empirical evidence that effective WLB practices contribute positively to employee welfare as well as institutional performance.

Within higher educational institutions, college faculty often face challenges such as long working hours, administrative duties, and research responsibilities and personal obligations, which may lead to stress and reduced JS. Although WLB is widely recognized as important for employee well-being and productivity, its impact on JS among colleges in Tirupattur District has received limited scholarly attention. Moreover, limited research has explored how demographic factors such as age and work experience jointly affect WLB and JS among faculty members in semi-urban educational institutions. Therefore, the present study investigates the association between WLB and JS while also examining the role of age and work experience in influencing WLB among college faculty.

### **Age and Job Satisfaction**

Research indicates a slight favourable link between age and JS, suggesting older employees often report slightly higher JS than younger employees (Herzberg et al., 1957; Hunt & Saul, 1975; Glenn et al., 1977). One explanation is that with age, employees typically acquire greater experience, higher income, and more responsible positions, which can increase their JS. Jobs held by older workers may also provide more opportunities for skill utilization, influence, and variety to improve JS (O'Brien 1980). Another explanation relates to differences between generations. Younger employees usually have higher education levels and greater expectations regarding meaningful work, skill utilization, and opportunities for growth. When these expectations are not met, younger workers may experience lower JS than older workers (Levitan & Johnston, 1973; Sheppard & Herrick, 1972). Therefore, both work-related determinants like experience, income, job characteristics, along with generational differences in work values, may influence the age and JS relationship (O'Brien & Dowling, 1980).

Career Stage Theory explains age-JS patterns, suggesting that employee satisfaction changes across different career phases (Super, 1980). Older employees are generally more

experienced, adaptable, and stable in their careers, which may contribute to higher levels of JS. In contrast, younger employees may face uncertainty, role adjustment challenges, and unmet career expectations, which can negatively affect their JS (Levinson, 1986).

### **Work Experience and Job Satisfaction**

Prior studies suggest that work experience (WE) plays an important role in JS. Workers with longer WE tend to exhibit higher JS and productivity because they develop better skills, confidence, and a stronger understanding of their job duties. Experienced employees are also better able to manage work challenges and responsibilities (Paraskevopoulos et al., 2025).

Prior research has highlighted that age, as well as WE have a positive relationship with JS. In the context of Nigeria primary school teachers, Bodur (2002) observed that older and greater experienced teachers generally reported higher JS, although the relationship was small but significant. Other studies also suggest that factors like age, WE, education and salary can influence employees' level of JS (Mosadeghrad et al., 2008). However, some studies found that younger and less experienced employees may also report higher JS in certain situations (Clark et al., 1996; Perie et al., 1997). The positive relationship between WE and JS may be explained by the fact that experienced employees generally possess greater professional competence, job security, confidence, and coping abilities. Over time, employees become more familiar with organizational expectations and work responsibilities, which can enhance their comfort and satisfaction at work. These outcomes indicate that age as well as WE affect employees' JS across different organizational contexts.

### **HYPOTHESES**

H<sub>1</sub>: Age positively affects work experience.

H<sub>2</sub>: Age positively influences work-life balance.

H<sub>3</sub>: Work-life balance positively impacts job satisfaction.

H<sub>4</sub>: Work experience positively predicts job satisfaction.

### **METHODOLOGY**

This section describes the methodologies utilized for the study. It highlights instruments as well as strategies employed to gather data as well as the analytical techniques applied to interpret the results.

#### **Sample Size and Data Collection**

A quantitative descriptive approach using a simple random sampling technique was adopted in this study. The primary study sample consisted of 150 faculty members from different colleges in Tirupattur District. Data were collected using a structured questionnaire with a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The pilot study involving 50 participants produced a Cronbach's Alpha value of 0.821 which indicated good instrument reliability. On the basis of the pilot study output, a few modifications were carried out before administering the final survey to faculty members of different genders and academic designations. The dataset used in this study forms part of a broader research project conducted among college faculty in Tirupattur District. Portions of the dataset have been utilized in another study addressing different research objectives, variables, and analytical models. However, the present study is distinct in its theoretical framework, hypotheses, and findings.

#### **Measurement Tool**

The works of Hayman (2005), Brintha (2010), Herlin (2010) and Subhadra (2018) were referred to in framing the WLB scale within the higher education context in the present study. Initially, eight items were used to measure WLB. However, four items were excluded because of low factor loadings in order to improve the Average Variance Extracted (AVE) and overall model fit. Finally, four items were retained in the final measurement model such as "impact of teaching responsibilities on personal life, impact of personal responsibilities on

teaching performance and meeting deadlines, conflict between teaching responsibilities and personal and family time, and adverse effect of family responsibilities on teaching schedules and its commitments.” JS was assessed using the measures developed by Judge et al. (2005) and Dale Thro & Ganga Prasad Prasad (2024), which consisted of six items related to satisfaction with salary, bonuses, and leave policies, etc. The measurement scales were used to assess faculty perceptions of WLB and JS in higher education institutions.

## ANALYSIS AND RESULTS

### 1. Descriptive Statistics of Study Variables

**Table 1**  
**Descriptive Statistics of Study Variables**

Variables	Mean	Std. Deviation
Work-Life Balance	14.68	3.748
Job Satisfaction	26.63	3.199
Age	2.69	.962
Work Experience	3.52	1.294

Descriptive statistics (see Table 1) summarise the study variables. The findings show a mean WLB score of 14.68 (SD = 3.748), while JS recorded a mean value of 26.63 (SD = 3.199). The mean values for Age and Work Experience were 2.69 (SD = .962) and 3.52 (SD = 1.294), respectively. The relatively higher mean values of WLB and JS indicate that faculty members generally maintain relatively balanced work-life conditions, which may contribute positively to their level of JS. Overall, the descriptive findings demonstrate moderate to high levels of WLB and JS among faculty members in higher education institutions.

### 2. Reliability and Validity Analysis

The scale items showed satisfactory reliability, as the Cronbach’s alpha value of 0.821 was higher than the recommended value of 0.70. Furthermore, descriptive statistics were calculated for each measurement item to understand the distribution of responses among the participants. The mean values of the WLB items ranged from 3.49 to 3.93, while the JS items ranged from 4.23 to 4.55. These values suggest that the respondents generally reported positive perceptions regarding their WLB and JS. Overall, the reliability results indicate that the measurement items are consistent and suitable for further CFA and SEM analysis.

**Table 2**  
**Reliability and Validity of Constructs**

Construct	Items	Factor Loading Range	CR	AVE	$\sqrt{AVE}$
WLB	WLB1	0.771	0.790	0.487	0.698
	WLB2	0.784			
	WLB3	0.683			
	WLB4	0.522			
JS	JS1	0.805	0.876	0.541	0.736
	JS2	0.696			
	JS3	0.817			
	JS4	0.695			
	JS5	0.652			
	JS6	0.726			

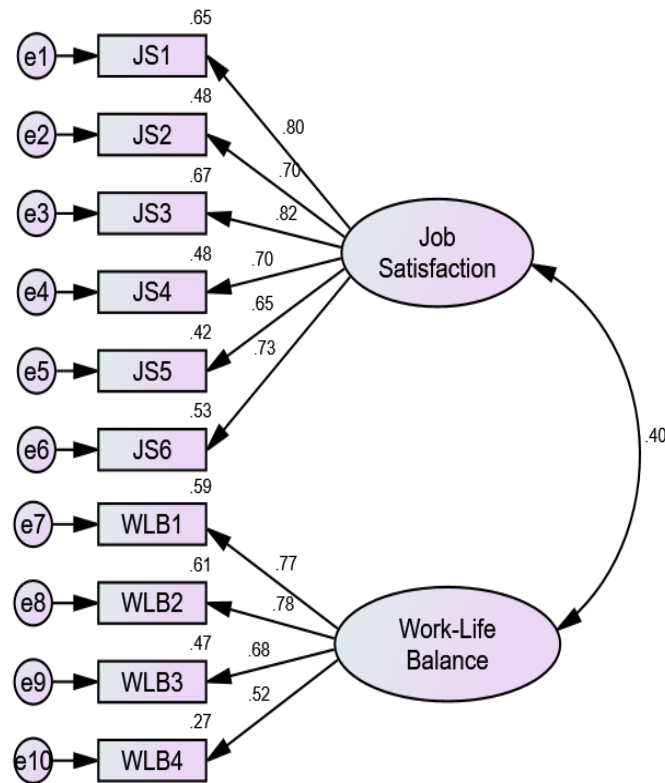
The MM shows SFLs for the latent constructs WLB and JS. Every indicator had a strong correlation with the corresponding constructs.

### 3. Measurement Model (CFA)

CFA was performed in AMOS to examine the proposed model comprising two constructs, namely WLB and JS. The standardized factor loadings (SFL) of the indicators varied between 0.522 and 0.817 and remained above the suggested minimum values of 0.50,

suggesting adequate association between the indicators and their corresponding factors. These findings confirm that the MM demonstrates acceptable indicator reliability.

**Figure 1. Confirmatory Factor Analysis (CFA) Measurement Model**



CFA was used to assess the MM, and Figure 1 presents the SFLs of the indicators on their respective constructs.

**4 Convergent Validity (CV)**

Factor loadings, composite reliability (CR), and average variance extracted (AVE), were employed to assess convergent validity (CV). CR scores for WLB (0.790) and JS (0.876) exceeded the recommended limit of 0.70, which reflected adequate internal consistency, while the AVE scores for WLB (0.487) and JS (0.541) were at or above 0.50, showing sufficient variance explanation by the respective constructs. According to Claes Fornell and David F. Larcker (1981), if the CR is greater than 0.70, the construct’s CV is considered acceptable even when AVE is slightly below 0.50. Therefore, the results indicate acceptable CV of the MM.

**5. Discriminant Validity (DV)**

**Table 3  
Discriminant Validity**

Construct	WLB	JS
WLB	0.698	
JS	0.25	0.736

**Note:** The square root of AVE is reflected in the diagonal values.

The Fornell-Larcker criterion was applied to assess DV by verifying that the square root of AVE for each construct remained greater than its inter-construct correlations. The square root values of AVE for WLB (0.698) and JS (0.736) were higher than the correlation observed between the constructs (0.25). This result suggests greater shared variance between each construct and its indicators compared to other constructs, confirming appropriate DV.

Normality assessment showed acceptable skewness and kurtosis values across the study variables, which supported an approximately normal data distribution appropriate for SEM.

**6. Structural Model and Hypothesis Testing**

**Table 4**  
**Structural Path Results**

Hypothesized Path	Estimate ( $\beta$ )	S.E	C.R	p-value	Result
Age $\rightarrow$ WE	1.058	0.068	15.560	<0.001	Supported
Age $\rightarrow$ WLB	0.909	0.310	2.928	0.003	Supported
WLB $\rightarrow$ Job Satisfaction	0.281	0.065	4.311	<0.001	Supported
WE $\rightarrow$ Job Satisfaction	0.419	0.189	2.219	0.026	Supported

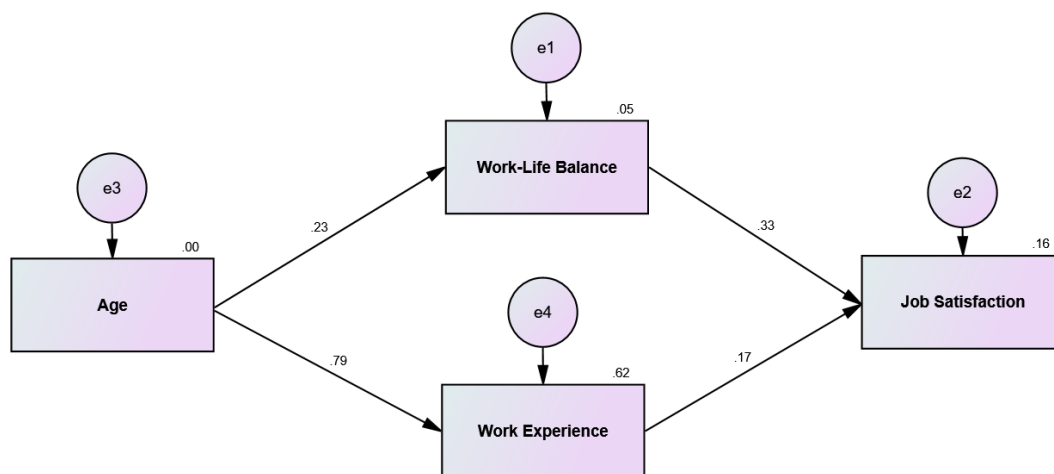
**Table 5**  
**Goodness-of-Fit Indices of the Structural Model**

Fit Index	Value	Recommended Threshold	Interpretation
Chi-square Value	0.245	–	–
DF	2	–	–
P value	0.885	> 0.05 (Hair et al., 1998)	Good fit
CMIN/DF	0.123	< 5.00 (Hair et al., 1998)	Excellent fit
Comparative Fit Index (CFI)	1.000	> 0.90 (Hu & Bentler, 1999)	Good fit
Goodness of Fit Index (GFI)	0.999	> 0.90 (Hair et al., 2006)	Good fit
Adjusted Goodness of Fit Index (AGFI)	0.996	> 0.90 (Daire et al., 2008)	Excellent
Normed Fit Index (NFI)	0.999	> 0.90 (Hu & Bentler, 1999)	Excellent
Incremental Fit Index (IFI)	1.010	Approaches 1	Excellent
Tucker Lewis Index (TLI)	1.031	> 0.95 (Hair et al., 1998)	Excellent
Root Mean Square Error of Approximation (RMSEA)	0.000	< 0.08 (Hair et al., 2006)	Excellent (PCLOSE = 0.919)

Table 5 shows that the SM was assessed using multiple fit indices, all of which meet the recommended threshold, indicating a good model fit.

**Figure 2. Structural Equation Model Results**

SM illustrates the relationship among Age, Work Experience, WLB and JS. Standardised path coefficients are presented along the arrows.



The finalised structural model (SM) and its standardized path coefficients is presented in Figure 2. The SM was analysed using AMOS. The model demonstrated satisfactory fit indices, as indicated by  $\chi^2 = 0.245$ ,  $df = 2$  ( $p = 0.885$ ). Indices such as CFI further reinforced

the suitability of the proposed model, with CFI = 1.000, GFI = 0.999, TLI = 1.031, and RMSEA = 0.000, all of which exceeded the recommended threshold values. The path analysis results indicate that Age significantly influences WE ( $\beta = 1.058$ ,  $p < 0.001$ ) and WLB ( $\beta = 0.909$ ,  $p = 0.003$ ). Furthermore, both WLB ( $\beta = 0.281$ ,  $p < 0.001$ ) and WE ( $\beta = 0.419$ ,  $p = 0.026$ ) significantly influence JS, highlighting their important role in shaping faculty JS within higher educational institutions. The Squared Multiple Correlations ( $R^2$ ) indicate that the SM explained 61.9% of the variance in WE, 5.4% of the variance in WLB, and 15.8% of the variance in JS.

## DISCUSSION

This present study examined the relationships among Age, WE, WLB and JS among college faculty members. The findings provide important insights into the factors influencing faculty JS within higher educational institutions. First, Age showed a positive and statistically significant association with WE. This finding is expected because WE generally increases with age as individuals spend more time in their professional careers. Older employees tend to accumulate greater knowledge, skills, and institutional familiarity, which may help them perform their job responsibilities more effectively. Previous studies have similarly reported that age is positively associated with WE and professional competence in organizational settings (Ng & Feldman, 2010).

Second, the study found that Age significantly influences WLB. This suggests that older faculty members may be better able to achieve and maintain WLB. With increasing age and WE, individuals often develop more effective coping strategies, emotional maturity and time-management skills that support balance between personal and personal obligations. Previous scholarly studies have also shown that experienced employees are generally better able to manage WLB due to their familiarity with job demands and organizational expectations (Greenhaus & Allen, 2011).

The results further show that WLB significantly affects JS. Faculty members who maintain better WLB tend to report greater JS. This finding remains consistent with earlier studies identifying WLB as a key predictor of employee JS, well-being and commitment toward the organization (Allen et al., 2000; Haar et al., 2014). A support WE that enables employees to effectively balance professional and personal responsibilities may therefore contribute positively to faculty satisfaction.

Finally, the results show that WE significantly influences JS. Employees with greater WE often possess stronger job-related skills, higher confidence, and a deeper understanding of organizational processes, which may enhance their level of JS. Prior studies show that WE positively influences JS among employees in educational and organizational contexts (Ng & Feldman, 2010).

Overall, the results indicate that WLB and WE play key roles in shaping faculty JS. Higher education institutions should therefore focus on developing supportive organizational policies that promote WLB while also recognizing the value of WE in enhancing JS and overall organizational performance.

## CONCLUSION

The present study examined the relationships among WLB, JS, Age and WE using a SEM. The outcome of the study shows that WLB positively influences employees' JS. Employees who maintain a better WLB generally report higher levels of JS. The results also demonstrate that WE positively influences JS, which suggests that employees with greater experience may develop better coping strategies, workplace competence, and organizational understanding, which contribute to higher levels of JS. In addition, Age was found to significantly influence WE, which indicates that older employees generally accumulate greater professional experience over time. Overall, the findings emphasize that promoting WLB and recognizing the value of WE can improve employees' JS. The results support

previous research on employee well-being and the relationships among these workplace factors. Furthermore, the study highlights the significance of fostering supportive WE which promote WLB and recognise the contribution of WE in improving employees' JS. These insights may assist higher education institutions in developing effective human resource practices that contribute to employee well-being and institutional effectiveness.

### **IMPLICATIONS**

The study findings have practical and theoretical implications. Practically, higher educational institutions should focus on promoting WLB initiatives to improve employees' JS. Policies such as flexible working arrangements, supportive management practices, and effective workload management may enhance employees achieve better WLB. Implementing such strategies may help institutions improve employees' quality of work life, performance and institutional efficiency. Furthermore, the positive association between WE and JS suggests that institutions should support employee development through training, mentoring, and career advancement opportunities. These initiatives may help employees accumulate valuable experience and professional skill, leading to greater JS and stronger commitment toward the organization. From a theoretical perspective, this study adds to the current understanding of workplace well-being and employee attitudes through an empirical examination of the association between WLB and JS alongside demographic factors including Age and WE. The findings also support the usefulness of SEM in examining complex relationships among workplace variables.

### **LIMITATIONS AND FUTURE RESEARCH**

This study has certain limitations. First, the cross-sectional design restricts the ability to determine causal relationships among the variables. Future studies may use longitudinal methods to better understand changes in WLB and JS over time. Second, the study concentrated mainly on WLB, JS, Age and WE. Future studies may include additional factors such as organizational support, leadership style, job stress and employee engagement to get a broader understanding of employee attitudes and workplace well-being. Third, the findings are based on a specific sample of faculty members from colleges in Tirupattur District, which may limit the generalizability of the results. Future research conducted across different organizational, geographical and social settings may help broaden and confirm the outcomes of the study.

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