

The Effect of Work-Life Balance on Employee Performance through Job Satisfaction as a Mediating Variable

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ABSTRACT

This study was conducted to examine the role of job satisfaction in mediating the influence of work-life balance on teacher performance at A-accredited State High School in Bandar Lampung City. The research uses a quantitative approach with a causal design. Data was obtained through the distribution of questionnaires to 190 teachers from 11 State High Schools who were selected by purposive sampling technique, then the collected data was analyzed by applying the PLS-SEM method through bootstrapping using SmartPLS 4 and SPSS. The findings of the study revealed that teachers' performance is positively and significantly influenced by work-life balance, both through direct channels and through the role of mediation of job satisfaction. This confirms the importance of workload management, the provision of work support, and the creation of a supportive work environment as a continuous effort to improve teacher satisfaction and performance.

INTRODUCTION

Human resources are an important element that determines the success of an organization in achieving its goals. The quality of human resources is not only influenced by the competencies possessed, but also by the ability of individuals to deal with various increasingly complex job demands. The high workload, performance demands, and the need to maintain a balance between work and personal life can affect the psychological state of workers. This condition makes efforts to maintain the welfare and quality of employee working life one of the main concerns in the study of human resource management. This shows the importance of understanding how individuals manage various demands from work and personal life so that their welfare and quality of work are maintained.

One of the aspects that is widely studied in efforts to maintain workers' welfare is reflected in the concept of work-life balance, which describes the capacity of individuals to manage the demands that come from work and personal life in a proportionate manner. Haar et al. (2014) revealed that maintaining work-life balance is closely related to increasing job satisfaction and individual well-being. Viewed from the perspective of Conservation of Resources Theory (Hobfoll, 1989), these conditions allow individuals to maintain crucial resources, such as time, energy, and psychological stability, that are needed to carry out work effectively.

Job satisfaction is one of the mechanisms that explains the relationship between work-life balance and individual-generated performance. Individuals who are able to maintain a balance between the demands of work and personal life tend to have higher levels of job satisfaction, so these conditions can contribute to improved performance. This is in line with the findings of) and Susanto et al. (2022 Udin (2023) which confirm the mediating role of job satisfaction in the influence of work-life balance on performance. However, contradictory results were put forward by , who found that job satisfaction was not proven to mediate the influence in question. The variation in these findings indicates that the mediating role of job satisfaction in the influence of work-life balance on Assyahidah et al. (2024) performance through job satisfaction can vary in each work context, so further testing is needed on professions with specific work characteristics and demands.

This study becomes relevant in the context of the teaching profession which has responsibilities not only in the learning process, but also various other administrative and professional tasks. These various challenges have the potential to affect psychological conditions, job satisfaction, and teacher performance. Based on these conditions and the inconsistency of previous research results, this study was conducted to examine the role of job satisfaction in mediating the influence of work-life balance on teacher performance at A-accredited State High School in Bandar Lampung City.

THEORETICAL REVIEW

Conservation Of Resources Theory

According to the Conservation Hobfoll (1989) of *Resources Theory* (COR Theory), individuals seek to acquire, maintain, protect, and develop the resources they have, such as energy, time, psychological capacity, and social support. This theory explains that stress arises when resources are threatened with being lost, declining, or failing to be recovered after resource investment. Hobfoll (2001) added that resources include material aspects, conditions, personal characteristics, and social relationships that help individuals maintain their self-functioning. In the perspective of COR *Theory*, work-life balance is seen as a condition that helps individuals maintain the availability of resources so as to avoid continuous loss of resources. explains that work-life balance is related to the experience of gaining and losing resources, while stating that work-life balance helps individuals recover energy, reduce role conflicts, and maintain psychological stability. The availability of adequate resources further encourages the formation of job satisfaction and supports the improvement of individual performance. Brough et al. (2014) Udin (2023)

Work-Life Balance

Work-life balance, according to , can be interpreted as an achievement formed from an individual's subjective assessment of his or her level of success in fulfilling commitments to work and non-work roles in accordance with personal priorities and judgments. argues that work-life balance refers to the harmonious interaction between different aspects of life. Brough et al. (2014) Abendroth & den Dulk (2011)

Job Satisfaction

According to , job satisfaction can be understood as the level of liking and satisfaction that employees have for their work, which is reflected in positive feelings about the job, such as feeling comfortable at work, not getting bored easily, and feeling quite satisfied in general with the work done. Meanwhile, , as quoted in , interprets job satisfaction as a positive emotional condition that arises as an affective response to the work situation faced. Agho et al. (1992) Locke (1976) Brooke et al. (1988)

Employee Performance

According to , performance is the opinion of an employee who is confident that he has completed the organizational goals that are his task. Meanwhile, according to , performance refers to a concept used to describe the level of success of an employee in carrying out his job duties. Green et al. (2004) Caillier (2010)

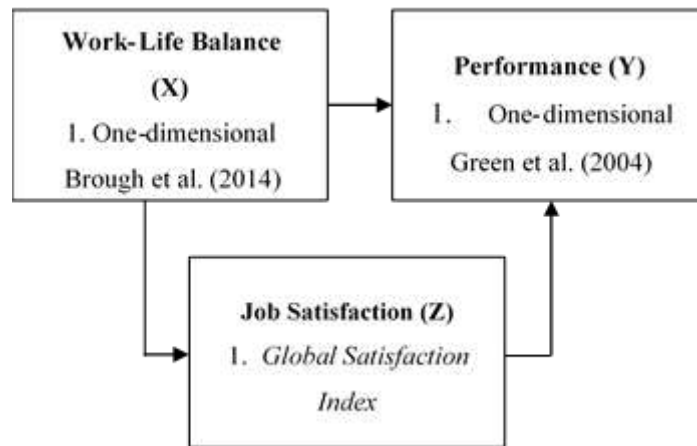


Figure 1. Research Model

Hypothesis

Teachers' performance increases when they are able to maintain work-life balance because it helps manage energy, time, and role demands more effectively. According to *the Conservation of Resources Theory* (Hobfoll, 1989), individuals seek to maintain and restore the resources they own. When balance is achieved, stress is reduced and motivation increases so that teachers can work more optimally. found that work-life balance improves teacher performance because it encourages focus, engagement, and effectiveness in carrying out tasks. These results are supported by those showing that individuals who are able to balance work and personal life have better work capacity, decision-making, and work quality. Based on these theories and empirical findings, the hypothesis proposed is: H1: Work-life balance has a positive and significant effect on the performance of A-accredited State High School teachers in Bandar Lampung. Johari et al. (2018) Soomro et al. (2018)

Job satisfaction is an individual's affective and cognitive evaluation of their work which is reflected in the feeling of comfort, pleasure, and fulfillment of work needs. *Conservation of Resources Theory* (Hobfoll, 1989) states that every individual naturally tends to maintain and recover the psychological resources they have, including energy, time, and emotional stability. In this study, work-life balance was seen as a condition that helps individuals maintain these resources so that work pressure can be reduced, control over activities increased, and work experience becomes more positive. This condition encourages the formation of better job satisfaction, because individuals who feel satisfied with their work tend to have higher involvement, initiative, and work quality. Job satisfaction in this case can be understood as a variable that bridges the relationship between work-life balance and performance. Based on the theoretical foundation and results of previous research, the hypothesis proposed in this study is: H2: Job satisfaction mediates the positive and significant influence of work-life balance on the performance of A-accredited State High School teachers in Bandar Lampung.

METHODOLOGY

Based on DAPODIK data in 2025, the total population in this study is 743 teachers, with a research sample of 190 respondents determined using the purposive sampling. The selection of respondents was carried out based on the criteria of a minimum of two years of service so that respondents had sufficient experience in assessing the conditions of work-life balance, job satisfaction, and performance they experienced. The number of samples refers to the opinion, which suggests the number of samples to be at least ten times the total research indicators, then distributed proportionally to each school that is the location of the study. The process of processing and analyzing data is carried out using the Hair et al. (2019) Partial Least Squares Structural Equation Modeling (PLS-SEM) through the SmartPLS 4 application to test the validity and reliability of constructs and analyze the direct and indirect influence between variables in the research model.

RESULTS

Construct Validity and Reliability Test Results

Evaluation of the measurement model was carried out to assess the level of validity and reliability of the research construct. The convergent validity in this evaluation was measured through the loading factor and AVE values, while the reliability of the construct was assessed based on Cronbach's Alpha values. In more detail, the results of the series of tests can be observed in Table 1.

Table 1. Construct Validity and Reliability Test Results

Variable	<i>Cronbach's alpha</i>	<i>Average variance extracted (AVE)</i>	Remarks
Work-Life Balance	0,797	0,630	Valid
Employee Performance	0,904	0,563	Valid
Job Satisfaction	0,799	0,556	Valid

Referring to Table 1, all the variables tested obtained an AVE value that exceeded the minimum limit of 0.50 and a *Cronbach's Alpha* value that exceeded the threshold of 0.70. This achievement indicates that all constructs in this study have met the requirements for convergent validity and reliability set, so that they are declared feasible for use in the further testing stage of structural models.

Descriptive Statistical Test Results

Descriptive statistics are used to provide an overview of research data through minimum, maximum, mean, and standard deviation values. Minimum and maximum values indicate the range of respondents answers, mean describes the tendencies of the answers, while standard deviations indicate the extent of data spread. According to , descriptive statistics serve to summarize data so that

it is easier to understand. The results of descriptive statistical analysis are presented in Hair et al. (2019) Table 2. Results of Descriptive Statistical Tests.

Table 2. Descriptive Statistical Test Results

	<i>Minimum</i>	<i>Maximum</i>	<i>Red</i>	Std. Deviation	1	2	3
X	7	20	16,24	2,903	1		
Y	12	25	21,11	2,955	0,485**	1	
Z	19	45	37,94	4,549	0,532**	0,607**	1

Based on Table 2, all variables showed a relatively stable data spread and had a positive and significant relationship at the level of 0.01 ($p < 0.01$). Work-life balance was positively correlated with job satisfaction ($r = 0.485$) and employee performance ($r = 0.532$) in the medium category, while job satisfaction was positively correlated with employee performance ($r = 0.607$) in the strong category. These results show that improved work-life balance tends to be followed by increased job satisfaction and employee performance.

Path Coefficient Results

Hypothesis testing in PLS-SEM was carried out using a bootstrapping procedure to test the significance of the influence between latent variables. The hypothesis decision is based on the *p-value*, where the hypothesis is accepted if the *p-value* is < 0.05 and rejected if the *p-value* ≥ 0.05 . This test includes direct effect and indirect effect analysis to determine the direct and indirect influence between variables in the research model.

Table 3. Descriptive Statistical Test Results

Path Coefficients	Original sample (O)	T statistics	P values	Remarks
(H1) Work-Life Balance -> Employee Performance	0,293	3,741	0,000	Supported
(H2) Work-Life Balance -> Job Satisfaction -> Employee Performance	0,259	5,694	0,000	Supported

Based on the results of the analysis carried out, it was found that the work-life balance variable had a positive and significant influence on employee performance, as shown by the coefficient value of 0.293, T-statistics of 3.741, and p-values of 0.000 (< 0.05), so that the first hypothesis was supported. In addition, job satisfaction was proven to mediate the influence of work-life balance on employee performance with an indirect influence coefficient of 0.259, T-statistics of 5.694, and p-values of 0.000 (< 0.05), so that the second hypothesis is also supported. This indicates that maintaining an optimal work-life balance does not

only contribute directly to improving teacher performance, but also increases job satisfaction, which in turn plays a role in encouraging this improvement in performance.

DISCUSSION

The Effect of Work-Life Balance on Employee Performance

The results of the study show that work-life balance plays a role in improving teacher performance. These findings indicate that teachers who are able to maintain a balance between work demands and personal lives tend to be able to carry out their duties more effectively. This balance allows teachers to have a better physical and psychological condition so that they can maintain focus, work morale, and ability to complete work responsibilities. In the context of A-accredited State High School teachers in Bandar Lampung City, work-life balance is important because the teaching profession not only requires the implementation of teaching activities, but also various administrative tasks, learning preparation, and other school activities. When these demands can be managed without interfering with personal life, teachers will be better able to show optimal performance. The compatibility of these findings with *the Conservation of Resources Theory* (Hobfoll, 1989) also strengthens the understanding that each individual basically has a tendency to maintain and develop the resources they have to support the optimal implementation of their tasks. Work-life balance helps teachers maintain resources in the form of energy, time, and psychological conditions so that they can be optimally utilized in carrying out their work. Similar findings were also put forward by dan , who in his research proved that work-life balance contributes to improved performance, because individuals who are able to balance various roles in their lives tend to be more focused, productive, and engaged in their work. Johari et al. (2018) Soomro et al. (2018)

Job Satisfaction as a Mediating Variable between Work-Life Balance and Employee Performance

Based on the results of the study, work-life balance has been proven to have a positive impact on performance, while job satisfaction is a factor that explains this influence. This achievement suggests that work-life balance not only helps teachers manage the demands of work and personal life, but also fosters positive feelings towards the work they do. Teachers who feel balance in their lives tend to feel more comfortable, enjoy their work, and have a better assessment of their work environment and profession. The emergence of these positive feelings further has implications for increasing the motivation, commitment, and work spirit of teachers, so that in the end it also encourages the improvement of the performance achieved. Viewed through the framework of *Conservation of Resources Theory*, a well-maintained work-life balance contributes to an individual's ability to maintain the resources he or she has, which in turn has an impact on reduced psychological distress as well as improved overall mental well-being. The formation of job satisfaction as one of the essential resources in realizing productive work behavior is a consequence of this condition. In line with that, Susanto et al. (2022), who revealed that job satisfaction plays a role in explaining

the relationship between work-life balance and employee performance. Similar results were also found by Udin (2023) who stated that work-life balance can improve performance through increased job satisfaction. That way, the school's efforts in creating work-life balance not only contribute to the welfare of teachers, but also be able to increase job satisfaction which ultimately supports the creation of better and sustainable performance.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of a study on the influence of work-life balance on employee performance through job satisfaction as a mediating variable in A-accredited State High School teachers in Bandar Lampung City, it can be seen that work-life balance plays a significant role in boosting teacher performance. When the demands of work and personal life can be managed in a balanced manner by a teacher, these conditions tend to have an impact on the creation of superior performance, as this allows teachers to work with a higher level of focus, consistency, and productivity. In addition, job satisfaction was identified as a significant element in explaining the relationship between work-life balance and teacher performance, achieving an optimal work-life balance has been proven to trigger an increase in job satisfaction, which ultimately strengthens teacher motivation, involvement, and work quality. This indicates that teacher performance is not only formed due to the direct influence of work-life balance, but also through the path of job satisfaction that is formed when teachers feel that they have succeeded in harmonizing work demands with their personal lives.

Suggestions

The research findings that have been described previously are the basis for creating suggestions that are expected to provide benefits to schools and future researchers. Schools are advised to pay more attention to the management of teachers' workloads to stay balanced with life outside of work through proportional division of tasks, regular scheduling of activities, and providing adequate rest time. In addition, more flexible support in the implementation of tasks also needs to be provided so that teachers can carry out their work more comfortably and optimally, considering that there are still teachers who find it difficult to balance work activities and personal lives. Schools also need to increase teachers' job satisfaction by giving appreciation for their demonstrated performance in order to create a more comfortable and supportive work environment. Improving constructive communication between school management and teaching staff is an aspect that needs serious attention, considering its significant role in fostering a sense of appreciation and strengthening teacher involvement in the work environment. This is even more relevant considering that some teachers still have the potential to switch to other agencies if better job opportunities are available. In addition, schools are advised to strengthen coordination and cooperation between employees through improving work communication, strengthening collaborative culture, and equalizing understanding of school targets and objectives. Through the various efforts that have been described, it is hoped that a more optimal alignment can be

realized between the individual work orientation of teachers and the vision and goals of the school organization as a whole, as well as the formation of a work culture that is conducive to collaboration in the implementation of professional duties and responsibilities.

FURTHER STUDY

This research has a number of limitations that need to be considered. Judging from the aspect of subject and location, this study only involves teachers of State High Schools with A accreditation in the city of Bandar Lampung, so the application of the results to other educational institutions that have different characteristics or are in different areas needs to be done carefully. In addition, the variables studied are still limited to work-life balance, job satisfaction, and employee performance, so it is possible that there will be other factors that also contribute to teacher performance, which are still not covered in this study. Therefore, further research is recommended to expand the object of study by involving a more diverse level of education, geographical area, and types of educational units, while adding other variables such as work stress, organizational commitment, work motivation, or organizational support, in order to obtain a more comprehensive understanding of the factors that affect employee performance.

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