

# Work-Life Balance and Employee Performance: The Mediating Roles of Job Engagement, Satisfaction, and Stress : A Case in an Indonesian Private University

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## ABSTRACT

*The performance of educators is a crucial factor in achieving the effectiveness of educational institutions. However, in recent years, the performance of educators at X University in Surabaya has declined. One factor suspected to influence performance is work-life balance. This study aims to analyze the effect of Work-life balance on employee performance, both directly and through job engagement, job satisfaction, and job stress as mediating variables. This study employs a survey method to analyze the influence of work engagement, job satisfaction, and work stress on the performance of educators at Wijaya Kusuma University Surabaya. Data were collected using a systematically designed questionnaire to measure these variables. The results indicate that Work-life balance contributes to improving employee performance. Job engagement and job satisfaction strengthen this relationship, while job stress can hinder optimal performance achievement. Therefore, educational institutions need to implement policies that support a balance between work and personal life, such as flexible work arrangements and stress management programs, to create a more productive and conducive work environment.*

## 1. INTRODUCTION

Good work discipline from employees will help the company achieve their goals and their performance will increase (Korika, 2022). Good work discipline from employees is needed to accelerate the achievement of company goals (Gendut et al., 2023). In addition, companies must be responsive to employee needs, including psychological needs such as work-life balance. In this way, the company can achieve its goals and measure the performance improvements achieved. Organizations need to implement policies that not only reduce the rate of resignation but also increase job satisfaction and workload balance. This is important because job satisfaction has been shown to be a factor that mediates the relationship between work-life balance and employee performance. The level of performance of educational staff at University X over the past three years rs 2021, 2022, and 2023. The chart tracks the performance in six dimensions: Orientasi (Orientation), Pelayanan (Service), Integritas (Integrity), Komitmen (Commitment), Disiplin (Discipline), Kerjasama (Cooperation), and Kepemimpinan (Leadership).

In terms of Orientasi, the performance target was 85 in 2021, increasing to 90 in 2022, and remaining stable at 90 in 2023. Pelayanan (Service) had a similar pattern, starting at 80 in 2021, rising to 90 in 2022, and maintaining 90 in 2023. For Integritas, there was a noticeable decline from 80 in 2021 to 70 in both 2022 and 2023.

For Komitmen (Commitment), the target remained high, with 95 in 2021, dropping slightly to 85 in 2022, and staying at 85 in 2023. The Disiplin (Discipline) scores dropped significantly from 95 in 2021 to 60 in both 2022 and 2023. The Kerjasama (Cooperation) and Kepemimpinan (Leadership) targets both started at 95 in 2021, declined slightly to 85 in 2022, and held steady at 85 in 2023.

Overall, the chart reflects a general trend of consistency in service-related performance, but a decline in integrity and discipline, which may require attention for improvement. The indicators for commitment, cooperation, and leadership have remained relatively stable over the three years. The findings from this study offer valuable implications for both educational institutions and policymakers,

emphasizing the importance of work-life balance in enhancing employee performance at University X Surabaya. It highlights how job engagement, job satisfaction, and job stress play significant roles in the relationship between work-life balance and performance. Educational institutions should focus on implementing policies that support work-life balance, such as flexible working hours, telecommuting options, and stress management programs to foster a supportive environment for educators. These policies can not only reduce stress levels but also improve job satisfaction, which in turn boosts employee performance. Moreover, the study encourages universities to provide programs aimed at enhancing job engagement to increase productivity and academic performance, contributing to the overall success of the institution. Additionally, this research opens up opportunities for future studies to explore the organizational support mechanisms that can further mediate the relationship between work-life balance and performance.

Based on the data presented, the decline in employee performance from 2021 to 2023 can be attributed to the balance between work and personal life. However, job satisfaction and stress also play an important role in influencing employee performance. The analysis shows that all performance indicators, including integrity, discipline, and service, experienced a significant decline. In addition, as a result of the imbalance between work and personal life demands, the indicators "integrity" and "discipline" showed a clear decline. The results show that there is a positive correlation between work-life balance and employee performance. According to Hessy et al. (2021), employees who can balance their work and personal lives tend to have better performance. Conversely, an imbalance in this aspect can cause stress, fatigue, and decreased work motivation. The decline in the scores of these indicators reflects the pressure experienced by employees due to high work demands without support to maintain balance with personal life. This refers to a person's ability to manage responsibilities and demands from work while still meeting the needs of their personal life including family, social, and self-development (Greenhaus et al., 2003). A good work-life balance allows employees to meet the needs of their various life domains without compromising any of them. Recent studies have shown that a good work-life balance is positively associated with various aspects of employee performance. Employees who are able to balance work and personal life tend to have lower levels of stress (Marescaux et al., 2021), higher job satisfaction (Tarcán et al., 2023), greater engagement in work (Zhang et al., 2022), and stronger organizational commitment (Banihani et al., 2020), which ultimately lead to increased productivity, innovation, and quality of work.

Understanding the importance of work-life balance for employee performance, organizations are increasingly trying to create a positive work environment that balances career and personal life. Organizations can achieve this by implementing policies and programs that support flexibility, such as flexible working hours, telecommuting, and parental leave (Gulyani et al., 2022). Organizations can provide additional resources and support, such as employee counseling services, mental health programs, and stress management training, to help employees better cope with the demands of work and personal life, it is important for organizations to support a balance between the two. By creating a positive and supportive environment, organizations can not only improve employee performance and productivity but also contribute to the overall success of the organization (Fauziah et al., 2023).

Boundary Management Theory by Clark (2000) is relevant in the context of the changing world of work, especially with flexibility and digital technology. In addition, high engagement in work not only increases productivity but also reduces turnover, absenteeism, and stress (Saks, 2019). Work engagement at the University is an important factor that influences the performance of educational staff. Work engagement refers to the extent to which employees feel connected and committed to their work, which can have a direct impact on performance and productivity. In addition, at University X Surabaya, efforts to increase work engagement are seen through various professional development programs, training, and improvements to educational facilities. High employee engagement can produce a better learning environment for students and improve the overall quality of education. It is very important to link work engagement with work-life balance. This is in line with research by D'Souza et al. (2024) which shows that a good and correct work-life balance contributes to teacher job satisfaction and can increase their engagement in work. When educators feel that they can manage their personal and professional commitments well, they tend to be more engaged in academic tasks and teaching activities. However, research conducted by Fitri (2022) found that work-life balance did not have a significant

impact on performance, with work engagement as a mediating variable. These results suggest that although work-life balance is important, other elements, such as support from the organization and the work environment in the workplace, may have a greater influence on the performance of educators. Therefore, further research is essential on the role of organizational support in facilitating or hindering boundary management. This aims to understand how policies in educational institutions can contribute to improving the overall performance of educators. Thus, work engagement as a mediator between work-life balance and employee performance has a strong foundation based on current research.

Job satisfaction also plays an important role in influencing performance. Clark (2000) describes how individuals manage the boundaries between work and personal life to achieve the balance desired by employees. Good boundary management can increase the satisfaction of educational staff at University X Surabaya. When staff can separate work from personal life, they tend to feel higher satisfaction, which in turn can improve performance. Various factors, such as relationships with superiors, work atmosphere, and company policies regarding work-life balance, contribute to the level of job satisfaction (Judge et al., 2020). Employees who are satisfied with their working conditions tend to be more motivated, productive, and have good relationships with colleagues. However, work stress can be a major challenge that has a negative impact on performance. Prolonged stress can reduce motivation and productivity and trigger physical and mental health problems. A stressful work environment, excessive workload, and lack of organizational support are often the main causes of increased stress among employees (Sonnetag & Fritz, 2021). Research by Setyowati (2021) shows a significant positive effect between job satisfaction and teacher performance. Increased job satisfaction has the potential to drive improved teacher performance. Another study by Maiva et al (2021) also explained that job satisfaction is positively related to teacher performance, emphasizing the importance of satisfaction in increasing work productivity. However, there are also studies that do not support this relationship. A study conducted by Fitriani (2022) found that, although there is a correlation between job satisfaction and performance, other components, such as manager support and the work environment, have a greater influence. This study shows that without systematic support from the organization, increasing job satisfaction does not always lead to increased performance. Based on the analysis conducted, there is still little research on the effect of job satisfaction on performance and the relationship between work-life balance, job stress, and job satisfaction. First, although job satisfaction functions as a mediator between work-life balance and performance, it is necessary to further explore how other elements, such as manager assistance, affect this relationship. Research by Fitriani (2022) shows that managerial support has a greater influence on performance than job satisfaction. Second, although job stress has a negative impact on performance, the interaction between stress, job satisfaction, and work-life balance in the context of educators is still under-researched. Third, many studies have been conducted in the industrial sector, while the context of educational personnel at University X Surabaya has not been explored much. Fourth, there has been no in-depth comparative analysis of this relationship across sectors. Finally, the dominant quantitative approach limits in-depth understanding of individual experiences; the use of qualitative methods can provide a more holistic perspective. The identification of this gap opens up opportunities to further explore the relationship between work-life balance, job satisfaction, job stress, and performance of educational staff at University X Surabaya, as well as contributing to academic literature and managerial practice in education. Therefore, job satisfaction is able to act as a mediator between work-life balance and employee performance has a strong basis based on current research.

Job stress is a physical and emotional reaction to work demands that exceed an individual's capacity to handle them (Lazarus et al., 2019). In their study, Pradnyani and Rahyuda (2022) found that job stress can serve as a link between work-life balance and employee performance. In other words, employees who experience work-life imbalance tend to experience higher levels of stress, which in turn negatively impacts their performance. Clark's (2000) Work-Life Balance Theory, known as Border Theory, explains how individuals manage and negotiate the boundaries between their work and personal life domains. In the context of work stress that occurs at University X Surabaya, this theory is relevant because it highlights the importance of integration and segmentation between the two domains. Tight deadlines and heavy workloads, employees often face difficulties in balancing their personal and work lives. Stress caused by work at University X Surabaya includes tight deadlines, high workloads, and pressure to achieve academic and administrative goals. Sonnetag et al. (2024) found that lack of work-

life balance was associated with high work stress. However, workload has a significant impact on employee performance, according to Karuk (2022) while work-life balance does not have the same impact. This suggests that maintaining a balance between personal life and work may be more difficult than work pressure. Performance, mental health, and overall well-being can be compromised by employees who face severe stress at work.

Based on the analysis of the given paragraph, there are several research gaps that can be identified related to work stress, work-life balance, and performance at University X Surabaya. First, Boundary Theory (written by Clark (2000) explains how important it is to manage the boundaries between personal life and work. However, there is not much research that specifically investigates how people in educational settings, such as educators, apply this theory in their daily lives. Second, there has been no in-depth research on how work stress can mediate the relationship between educational staff performance and work-life balance, although research by Sonnentag et al. (2024) shows that there is a correlation between work stress and poor work-life balance. Third, there is not much research that compares workload with work-life balance management in the educational context, although Karuk (2022) found that workload has a significant influence on performance. This suggests that other factors that contribute to educational staff performance need to be further studied. Fourth, many existing studies focus more on the negative impacts of work stress without considering the potential positive impacts of stress in the educational context, such as motivation to achieve academic targets. Finally, the dominant methodological approach in this study tends to be quantitative, so it does not provide in-depth insight into the subjective experiences of educational staff related to work stress and balance. work-life. Thus, the identification of this gap opens up opportunities for further research on the relationship between work stress, work-life balance, and the performance of educational staff at University X Surabaya. Therefore, work stress is able to act as a mediator of work-life balance and employee performance.

Based on the explanation, it is concluded that the balance between work and personal life is a harmony that reflects how a person lives his role as a human being in two aspects, namely at work and in personal life or other activities. Simply put, workers are considered to have a work-life balance if they can achieve harmony in their roles both at work and in their personal lives, and if they also have sufficient involvement. However, if employees do not achieve this balance and proper compensation, this can result in difficulties in time management, lack of focus on work, decreased performance, and disruption in their personal lives. To achieve a balance between personal life and work, institutions also have an important role without ignoring the goals of the institution itself to develop, including in educational institutions such as University X Surabaya.

## 2. METHOD

The paradigm used in this study is positivist. The type of research used is explanatory and the approach used in this study is a quantitative approach with a survey method. This research aims to produce objective findings regarding the influence of work-life balance on performance through work involvement, job satisfaction, and work stress on teaching staff at Wijaya Kusuma University, Surabaya. Measurement of variables in the study was carried out using a Likert Scale with 5 scales. (Strongly Agree, Agree, Neutral/Don't Know, Disagree, Strongly Disagree). The population in this study were 55 employees in the production, finance, marketing, and engineering (field) divisions. Sampling was carried out using a saturated sampling technique. The sample size of this study was all members of the population, namely 108 respondents who were employees of the division and 4 respondents from the division head (superior). The analysis was carried out through descriptive statistical analysis and factor analysis. Descriptive statistical analysis was obtained through the mean of the respondents' answers to each item in each variable of Work-life balance (X1), work involvement (Z1), job satisfaction (Z2), work stress (Z3), and employee performance (Y). Meanwhile, factor analysis was carried out through Partial Least Square with stages that include outer model, inner model, and hypothesis testing (resampling bootstrapping).

Based on the research objectives and the conceptual framework, the following hypotheses were developed:

1. H1: Work-life balance has a positive effect on employee performance at University X Surabaya.



2. H2: Job engagement mediates the relationship between work-life balance and employee performance at University X Surabaya.
3. H3: Job satisfaction mediates the relationship between work-life balance and employee performance at University X Surabaya.
4. H4: Job stress mediates the relationship between work-life balance and employee performance at University X Surabaya.

### 3. RESULTS AND DISCUSSION

The following is a description of the respondent data in the study based on gender :

**Table 1.** Respondents' Gender Characteristics

No	Gender	Percentage
1	Man	48.1%
2	Woman	51.9%

Based on the data obtained, from 180 respondents. As many as 95 respondents (51.9%) were female, while 88 respondents (48.1%) were male. Thus, the respondents in this study were dominated by women.

#### 4.2.2 Description of Respondents Based on Education.

The following is a description of the respondent data in the study based on education:

**Table 2.** Respondents' Education Characteristics

No	Education	Percentage
1	SENIOR HIGH SCHOOL	25.6%
2	S1	57.2%
3	S2	17.2%

Based on the data obtained, the characteristics of the respondents in this study are seen from the last level of education they have. Respondents with high school education numbered 46 people (25.6%). Most of the respondents, namely 103 people (57.2%) respondents have a bachelor's degree, indicating that the majority of respondents have completed a bachelor's degree. Finally, as many as 31 people (17.2%) respondents have a master's degree. With this variation in education levels, this study includes respondents with various educational backgrounds, which can provide a broader perspective.

#### Description of Respondents Based on Marital Status

The following is a description of the respondent data in the study based on marital status:

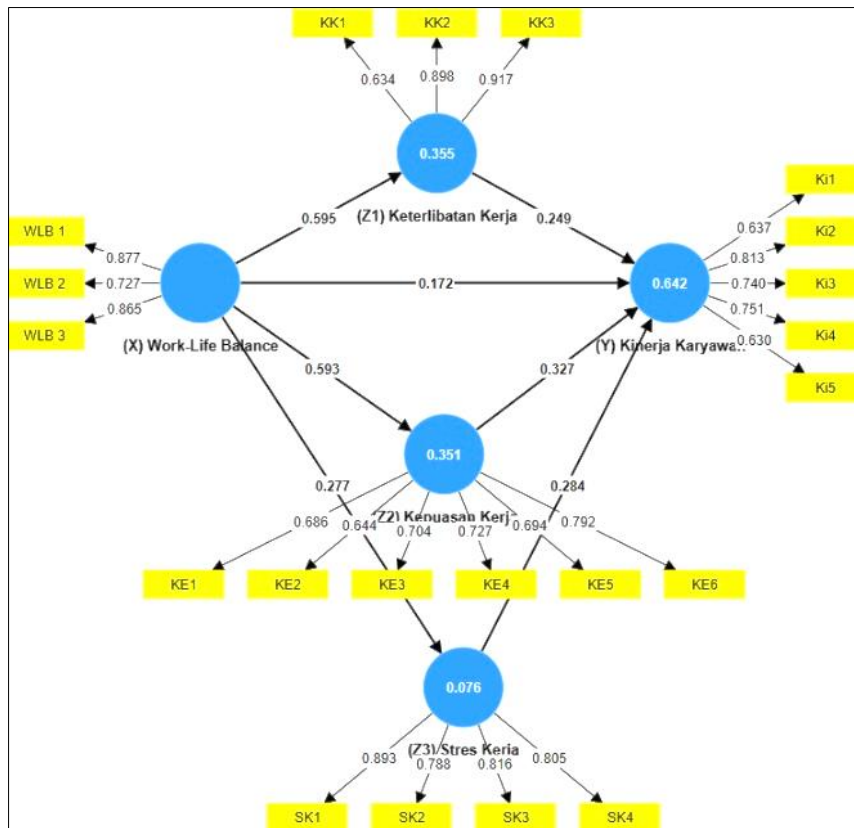
**Table 3.** Characteristics of Respondents' Marital Status

No	Marital status	Percentage
1	Married	60.0%
2	Not married yet	40.0%

Based on the data obtained, the characteristics of the respondents are also seen from their marital status. Most of the respondents, namely 108 people (60%), are married, while 72 people (40%) of the respondents are still unmarried. With this distribution of marital status, this study covers a variety of experiences and perspectives that can provide more insight.

#### Measurement Model and Data Validity (Outer Model)

*Outer Model* used to test validity and reliability with four types of measurements, namely convergent validity, discriminant validity, composite reliability, and Cronbach alpha.



**Figure 4.** PLS Model

Source: SmartPLS Data Processing (2025)

**a. Convergent Validity**

In the convergent validity test, testing is carried out by assessing the factor loading value, which measures the correlation between the indicator and the measured variable. An indicator is considered valid if the factor loading value is greater than 0.5 and/or the p-value is significant. The following are the results of the analysis of the outer loading value for each variable studied, namely Work-Life Balance (WLB), Employee Performance (KI), Work Involvement (KK), Job Satisfaction (KE), and Job Stress (SK). These results illustrate the relationship between indicators and variables measured in the reflective measurement model.

**Table 4.** Outer Loading Results (Factor Loading)

Matrix	(X) Work-life balance	(Y) Employee Performance	(Z1) Job Involvement	(Z2) Job Satisfaction	(Z3) Work Stress
KE1				0.686	
KE2				0.644	
KE3				0.704	
KE4				0.727	
KE5				0.694	
KE6				0.792	
KK1			0.634		
KK2			0.898		
KK3			0.917		
Ki1		0.637			

Ki2	0.813	
Ki3	0.740	
Ki4	0.751	
Ki5	0.630	
SK1		0.893
SK2		0.788
SK3		0.816
SK4		0.805
WLB 1	0.877	
WLB 2	0.727	
WLB 3	0.865	

Source: Processing via SmartPLS (2025)

Based on the results of the outer loading table above, all indicators in the variables studied show a factor loading value greater than 0.5. For example, the WLB1 indicator has a value of 0.877, which far exceeds the minimum limit of 0.5, indicating that this indicator is valid for measuring the Work-life Balance variable. Similar things were also found in other indicators, such as KE6 which has a value of 0.792, KK3 with a value of 0.917, and SK1 which reached 0.893, all of which indicate good convergent validity.

**Table 5.** Outer Loading (Factor Loading)

Matrix	(X) Work-life balance	(Y) Employee Performance	(Z1) Job Involvement	(Z2) Job Satisfaction	(Z3) Work Stress
(X) Work-life balance	0.826				
(Y) Employee Performance	0.593	0.718			
(Z1) Job Involvement	0.595	0.605	0.826		
(Z2) Job Satisfaction	0.593	0.693	0.492	0.709	
(Z3) Work Stress	0.277	0.576	0.328	0.497	0.826

Source: Processing via SmartPLS (2025)

Based on the results of the table above, we can see that the cross loading value of each variable with its indicators shows a higher value on the relevant indicator compared to other variables. For example, the Employee Performance (KI) variable has a value of 0.718 on the relevant indicator, while the values for other variables are lower, indicating that the indicator is more correlated with the measured variable. Likewise with other variables, such as Work Involvement (KK) which has a value of 0.826 on the relevant indicator.

Next, testing is carried out by analyzing the cross loading value. In this context, the cross loading value is determined based on the correlation of each indicator with the construct it has, where the value must be higher than the correlation with other constructs. The following are the results of the cross loading value in this study:

**Table 6.** Cross Loading Results

Matrix	(X) Work-life balance	(Y) Employee Performance	(Z1) Job Involvement	(Z2) Job Satisfaction	(Z3) Work Stress
KE1	0.476	0.621	0.337	<b>0.686</b>	0.316
KE2	0.346	0.325	0.297	<b>0.644</b>	0.295
THE 3RD	0.384	0.444	0.380	<b>0.704</b>	0.320

KE4	0.410	0.474	0.294	<b>0.727</b>	0.441
KE5	0.328	0.432	0.319	<b>0.694</b>	0.336
KE6	0.522	0.565	0.444	<b>0.792</b>	0.399
KK1	0.349	0.441	<b>0.634</b>	0.452	0.295
KK2	0.541	0.481	<b>0.898</b>	0.372	0.245
KK3	0.559	0.571	<b>0.917</b>	0.417	0.285
Ki1	0.384	<b>0.637</b>	0.475	0.405	0.340
Ki2	0.484	<b>0.813</b>	0.485	0.550	0.266
Ki3	0.361	<b>0.740</b>	0.475	0.421	0.258
Ki4	0.498	<b>0.751</b>	0.389	0.528	0.291
Ki5	0.379	<b>0.630</b>	0.352	0.533	0.783
SK1	0.269	0.539	0.301	0.486	<b>0.893</b>
SK2	0.131	0.408	0.200	0.323	<b>0.788</b>
SK3	0.228	0.450	0.273	0.413	<b>0.816</b>
SK4	0.263	0.489	0.295	0.400	<b>0.805</b>
WLB 1	<b>0.877</b>	0.527	0.573	0.482	0.202
WLB 2	<b>0.727</b>	0.467	0.387	0.505	0.258
WLB 3	<b>0.865</b>	0.472	0.504	0.485	0.229

Source: Processing via SmartPLS (2025)

From the cross loading results in the table above, it shows that the correlation value of the WLB1 indicator is 0.877, the WLB2 value is 0.727, the WLB3 value is 0.865, and the KK1 value is 0.898, which shows a higher correlation value compared to the correlation values of other indicators (such as KE1, Ki1, SK1, and so on). Likewise with other indicators, such as KE6, KK2, and Ki2 which have a greater correlation value with their respective variables compared to the correlation value of the indicator to other variables. Thus, all variables have met the criteria for good discriminant validity, where each indicator shows a strong relationship with the measured variable, and there is no significant overlap between the variables. In composite reliability testing, a variable is considered to have a high level of reliability if the composite reliability value exceeds 0.7. The following are the results of the composite reliability test in this study:

**Table 7.** Composite Reliability and Average Variance Extracted (AVE) Results

Matrix	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
(X) Work-life balance	0.763	0.770	0.865	0.683
(Y) Employee Performance	0.762	0.761	0.840	0.515
(Z1) Job Involvement	0.755	0.796	0.863	0.683
(Z2) Job Satisfaction	0.804	0.814	0.858	0.503
(Z3) Work Stress	0.845	0.858	0.896	0.683

Source: Processing via SmartPLS (2025)

The Average Variance Extracted (AVE) value describes how much of the indicator's variance can be explained by the related variables. Convergenly, an AVE value greater than 0.5 indicates good validity for the variable. Based on the test results, all variables in this study showed an AVE value > 0.5, which indicates good convergent validity. For example, for the Work-Life Balance (WLB)



variable, an AVE value of 0.683 indicates that more than half of the indicator's variance in the variable can be explained by the measured factors.

**Table 8.** R-Square Results

Matrix	R-square	R-square adjusted
(Y) Employee Performance	0.642	0.634
(Z1) Job Involvement	0.355	0.351
(Z2) Job Satisfaction	0.351	0.348
(Z3) Work Stress	0.076	0.071

Source: Processing via SmartPLS (2025)

Overall, this model shows that the variables tested have a significant contribution in explaining the dependent variable, although there are several variables that have a smaller influence, such as Job Stress. In addition to using R-Square, this study also conducted a predictive relevance test to assess the extent to which the model can produce good predictions of observation values. This test was conducted using the blindfolding method that focuses on the Q-Square value. If the Q-Square value > 0, then the observation is considered to have good predictive relevance. Conversely, if the Q-Square value < 0, then the observation is considered poor. The range of Q-Square values is between  $0 < Q^2 < 1$ , which means that the closer to 1, the better the quality of the resulting model. In hypothesis testing there are two tests, namely direct influence and indirect influence tests.

**Table 9.** Results of Direct Effect Hypothesis Testing

Hypothesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
(X) Work-life balance -> (Y) Employee Performance	0.172	0.163	0.074	2.315	0.021

Source: Processing via SmartPLS (2025)

Based on the table above, the results of hypothesis testing 1, 2, and hypothesis 3 can be described as follows:

In H1 which tests the effect of Work-Life Balance (WLB) on Employee Performance (Ki), the path coefficient value is 0.172 with a p-value = 0.021, which is smaller than  $\alpha = 0.05$  (5%). These results indicate that there is a significant effect. Thus, it can be said that Work-Life Balance (WLB) has a positive and significant effect on Employee Performance (Ki), so H1 is accepted. The next test is the indirect effect test. The following are the results of the indirect effect test of this study:

**Table 10.** Results of Indirect Effect Hypothesis Testing

Hypothesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
(X) Work-life balance -> (Z1) Job Engagement -> (Y) Employee Performance	0.148	0.151	0.048	3,090	0.002

(X) Work-life balance -> (Z2) Job Satisfaction -> (Y) Employee Performance	0.194	0.201	0.043	4.454	0.000
(X) Work-life balance -> (Z3) Job Stress -> (Y) Employee Performance	0.079	0.081	0.030	2,640	0.008

Source: Processing via SmartPLS (2025)

Based on the table above, the results of testing hypotheses 4, 5, and 6 can be described as follows:

1. In H2 which tests the effect of Work-Life Balance (WLB) on Employee Performance (KI) through Work Involvement (KK), the path coefficient value is 0.148 with a p-value = 0.002, which is smaller than  $\alpha = 0.05$ . These results indicate that there is a significant effect. Thus, it can be said that Work-Life Balance (WLB) has a positive and significant effect on Employee Performance (KI) through Work Involvement (KK), so H2 is accepted.
2. In H3 which tests the effect of Work-Life Balance (WLB) on Employee Performance (KI) through Job Satisfaction (KE), the path coefficient value is 0.194 with a p-value = 0.000, which is smaller than  $\alpha = 0.05$ . These results indicate that there is a significant effect. Thus, it can be said that Work-Life Balance (WLB) has a positive and significant effect on Employee Performance (KI) through Job Satisfaction (KE), so H3 is accepted.
3. In H4 which tests the effect of Work-Life Balance (WLB) on Employee Performance (Ki) through Job Stress (SK), the path coefficient value is 0.079 with a p-value = 0.008, which is smaller than  $\alpha = 0.05$ . These results indicate that there is a significant effect. Thus, it can be said that Work-Life Balance (WLB) has a positive and significant effect on Employee Performance (Ki) through Job Stress (SK), so H4 is accepted.

## Discussion

This study examined the role of work-life balance in influencing employee performance at University X Surabaya, considering mediating variables such as job engagement, job satisfaction, and job stress. The results confirmed that work-life balance has a positive and significant impact on employee performance, supporting the hypothesis that a balanced integration of work and personal life can enhance the overall productivity and satisfaction of employees. This finding is consistent with previous research (Marescaux et al., 2021; Zhang et al., 2022), which suggests that when employees feel supported in managing their work and personal commitments, they are more motivated, engaged, and productive in their professional roles.

Additionally, job engagement was found to be a strong mediator in the relationship between work-life balance and employee performance. This suggests that employees who can maintain a healthy balance between their work and personal life are more likely to be engaged in their tasks, leading to better performance outcomes. This result aligns with studies by Saks (2019), which found that work engagement not only improves productivity but also reduces absenteeism and turnover rates.

However, the role of job stress was found to be particularly crucial. When employees experience work-life imbalance, they are more likely to experience stress, which negatively impacts their performance. The results emphasize the need for institutions to create environments that minimize stressors by offering stress management programs and encouraging a supportive work atmosphere. These findings align with previous research by Sonnentag et al. (2021), which demonstrated the detrimental effects of work-related stress on job satisfaction and performance.

Interestingly, job satisfaction also played a mediating role in the relationship between work-life balance and performance. Employees who are satisfied with their work-life balance tend to perform better, as they are more likely to have positive attitudes towards their work and feel more committed to their roles. This finding supports the work of Judge et al. (2020), which indicates that job satisfaction is an essential driver of employee productivity.

While this study provides valuable insights into the significance of work-life balance for performance, the limitations of the research should be considered. For example, while job satisfaction

and work engagement were significant mediators, other factors such as organizational support and leadership styles were not explored in depth but may also play crucial roles in shaping the work environment and influencing performance outcomes. Further research could delve into these areas to offer a more comprehensive understanding of how institutional policies and leadership affect employee performance, particularly in educational settings.

In conclusion, promoting a healthy work-life balance is essential for improving employee performance at University X Surabaya. By implementing flexible work arrangements, reducing job stress, and fostering job satisfaction, the university can enhance productivity and create a more positive working environment.

#### 4. CONCLUSION

This study aims to examine the effect of work-life balance on employee performance by considering several factors that mediate the relationship, such as work engagement, job satisfaction, and job stress. Based on the results of the data analysis, it can be concluded that Overall, this study confirms that employee well-being, which includes job satisfaction and good stress management, is an important factor in improving their performance. By implementing policies that support work-life balance, organizations can create a healthier and more productive work environment.

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