



The Effect of Work-Life Balance on Higher Education Employee Performance: Moderation of Organizational Support and Job Satisfaction Level

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Abstract: This study examines the effect of work-life balance on employee performance in higher education institutions, especially maritime education and training institutions in Jakarta. In addition, organizational support and job satisfaction were chosen to moderate the WLB relationship and the employee's performance. Using data from 197 respondents in five institutions, this study processed the data using principal component factor analysis (PCFA) and ordinary least squares (OLS) regression. The test results show that two of the three research hypotheses are accepted. First, WLB is empirically proven to have a positive effect on employee performance. Second, job satisfaction strengthens the positive relationship between WLB and employee performance. Third, organizational support is not proven to moderate the WLB relationship and employee performance. The findings in this study indicate that WLB enables employees to carry out personal and work obligations effectively and efficiently. Employees who can do that will be able to fulfill their commitment to providing the best for the organization where they work. However, in practice, organizations are sometimes unable to understand the complexities of each employee's personal life, so the support provided is not following the needs of employees. Finally, despite all the limitations, this research has academic and practical implications because research attempting to moderate WLB on employee performance is still rare. The practical implication is that higher education leaders must understand the needs of employees so that they can balance their personal and work lives.

Keywords: performance, work-life balance

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INTRODUCTION

Higher education has an important and complex role in supporting the growth and development of society. Apart from playing a role in producing quality graduates, it is also required to solve societal problems (Otache & Inekwe, 2021), for example, through research and community service. Tam (2001) stated that higher education is also considered media for preparing superior future generations. Through higher education, it is hoped that the social capital of a nation can also be developed to achieve prosperity, peace, social justice, and stability (Torlak & Kuzey, 2019). Higher education must be supported by quality human resources to carry out its role effectively to produce quality output. One of the most important is the quality or performance of lecturers or teaching staff. Anra and Yamin (2017) explained that a good performance from a lecturer positively impacts the university as a whole. That explanation is logical because conceptions of higher education generally lead to the efficient management of teaching provision, the production of a qualified future workforce, and training for research careers (Tam, 2001). Thus, the assessment of the quality or performance of higher institutions will be relative to these conceptions closely related to the duties/functions of lecturers in higher education.

Lecturer performance leads to the quantity and quality of work completed at a particular time. Namutebi (2019) explained that lecturer work performance leads to the extent to which lecturers' assignment completion, responsibilities, teaching, research, and community service activities facilitate student learning and achieve optimal educational outcomes. In other words, the core duties of a lecturer include preparing and delivering lectures, seminars, and workshops to students, conducting research and publishing research results, assessing student assignments, and supervising student projects (Namutebi, 2019). However, other tasks such as exam administration and assessment, student assistance, curriculum review and development, consulting services, and several other tasks can also involve them.

Facing a variety of tasks and their other duties (for example, related to academic positions such as rector, dean, and head of department or study program) and their role in the family, lecturers can face fatigue, stress, depression, physical or mental distraction, and even disruption of work and family balance (WLB). This excessive workload affects teachers' commitment, morale, and teaching and education quality (Bridges & Searle, 2011). In addition, working environmental conditions that increasingly blur the boundaries of work and non-work areas (for example, demands to work/teach from home) further increase the potential for employees (including lecturers) to fail to achieve WLB (Haar & Brougham, 2022). The failure of lecturers to balance work

and life can lead to a decrease in the quality and quantity of their work (job performance). WLB literature provides much empirical evidence regarding the consequences of WLB on performance (Borgia et al., 2022; Soomro et al., 2018) and employee commitment (Abdulaziz et al., 2022).

WLB has received a lot of attention from various disciplines, including organizational studies, psychology, and sociology. Nonetheless, Haar and Brougham (2022) explained that further exploration to understand the antecedents and consequences of WLB with a pattern of moderation/mediation is still wide open, especially its influence on commitment and performance. Furthermore, Rashmi and Kataria (2022), in their bibliometric analysis, also provided similar clues to several potential factors related to WLB that still need to be explored further (including organizational support and performance in them). In addition, there is minimal research examining work-life balance (WLB) in the higher education domain (Lester, 2015), especially those that relate to job satisfaction and teacher or lecturer performance (except, Soomro & Breiteneker, 2017).

Based on the research gaps and existing problems, this study aims to examine the effect of WLB on lecturer performance. Lecturers (like employees in other organizations) in carrying out their functions are not independent. They interact with the environment and parties inside and outside the organization. As a result, lecturer performance can be influenced by many factors, from individual personal characteristics to situational factors such as organizational culture/climate and leadership style. Although the literature on higher education discussed the influence of these factors on performance, most are still limited to the influence of leadership style and commitment on job satisfaction or lecturer performance (Alonderiene & Majauskaite, 2016; Angriani et al., 2020; Anra & Yamin, 2017; Hazriyanto & Ibrahim, 2019; Rahardja & Lutfiani, 2017). The previous findings added to the urgency for conducting studies on work-family balance (WLB) concerning performance and involving factors such as moderating/mediation that influence it.

In short, this study examines the effect of WLB on performance and its mechanisms through moderating variables in the form of job satisfaction and perceived organizational support (POS) and produces several important contributions. First, this study explores the influence of WLB on lecturer performance. This research also includes testing the moderating effect better to understand the influence relationship between WLB and lecturer performance. Second, this research fills in the gaps in research on lecturer performance in higher education, especially in Indonesia, which is not done much by previous studies. Third, this research expands the understanding related to WLB and its mechanism on performance by using the PCFA method, which is considered to have advantages in representing results. Overall, this study provides valuable insights into the importance of WLB and provides empirical evidence highlighting the importance of WLB, organizational support, and job satisfaction for lecturers and higher education.

THEORY AND HYPOTHESIS DEVELOPMENT

Theoretical Framework

Organizational Support Theory (OST)

OST explains the relationship between employees and the organization, namely how employees perceive the support or attention provided by the organization (Eisenberger et al., 1986; Kurtessis et al., 2015). In this viewpoint, OST provides an overview of the interrelationships between organizations and employees. Organizations can show their support through concern for the circumstances that employees may face in the future, giving appreciation for performance, paying fair wages, and appreciating employees' work (Eisenberger et al., 1986). Organizational support is part of employees' expectations when performing specific tasks. Thus, employees' expectations that the organization appreciates their efforts will increase, leading them to the more remarkable achievement of organizational goals. Furthermore, employees will assume that the organization is part of themselves, resulting in a positive emotional bond (affective bond) between employees and the organization. Expected results and affective ties encourage employees to increase their efforts to achieve organizational goals through better performance (Eisenberger et al., 1986).

Work-Life Balance (WLB) and Lecturer Performance

A person usually does not only have one role in his life. For example, lecturers/teachers, apart from being a teacher in institutions/higher education, also have other roles in their families or social communities. Work-Life Balance (WLB) determines how much time an employee has to balance family and work demands (Soomro et al., 2018). In other words, WLB is the ratio or comparison between a person's time for one role to another (work and family). The ability of lecturers to balance their roles (WLB) is the key to living a better life (Haar & Brougham, 2022).

If WLB is considered an indicator of living a better, happier, and healthier life, then failure to achieve balance can cause problems. The literature shows several negative consequences of failing to achieve WLB. Poor work-life balance (WLB) can lead employees to various kinds of fatigue, both physically and emotionally

(Kelly et al., 2020). Another implication that can be obtained from this poor WLB is that it can hinder their efforts to pursue a career, reduce work effort, and lead to low productivity and poor performance (Soomro et al., 2018).

Furthermore, if WLB is seen as an effort to control the intensity of conflict between work and family, then if there is a conflict between work and family (spillover of work problems to the realm of the family or spillover of family problems to the realm of work), it causes decreased performance (Soomro et al., 2018). Conversely, if sufficient time is available, an employee can easily meet his personal needs, improving his performance (Perry-Smith & Blum, 2000). Several studies empirically supported that WLB positively affects employee performance (Borgia et al., 2022; Soomro et al., 2018). Abdulaziz et al. (2022) show that the better a teacher can maintain a balance between work and personal life (WLB), his commitment to the organization (School) also increases. This increase in commitment will ultimately positively impact performance (Loan, 2020). Based on the arguments and results of the research, the hypothesis we propose for this relationship is as follows:

H1: Work-life balance (WLB) has a positive effect on lecturer performance.

The Moderating Role of Organizational Support

Although several studies focusing on the relationship between WLB and performance are well established, the debate about the functioning of the mechanisms that explain this relationship is not sufficiently developed (Haar & Brougham, 2022). For this reason, it can be useful to introduce moderating or mediating variables for the relationship between WLB and performance into the analysis (Borgia et al., 2022). Moreover, technological advances that reduce the boundaries between work and home and work demands are increasing, providing interventions for researchers to explore policies and support to help employees maintain a better balance in various areas of life.

Rashmi and Kataria (2022) explain that situational factors, such as organizational support and supervisors at work, can help employees achieve WLB. Such organizational support has been identified as an important factor influencing employees' behavior, attitudes, and expectations and shaping their ability to achieve balance (Baral & Sampath, 2019; Talukder, 2019). For example, this organizational support is manifested in implementing a flexible working hour scheme to compensate for additional or extra work (Soomro et al., 2018). Apart from being in the form of formal support, organizational support can be manifested in the form of organizational culture. Rashmi and Kataria (2022) explain that organizational culture will be considered supportive when management considers the non-work life aspects of their employees and provides appropriate steps that help them achieve a better WLB, for example, through organizational policies and strategies, as well as implementing a positive work climate that supports WLB.

Using organizational support theory (OST) cues, if the support (both workplace, supervisor, and co-worker support) that employees receive is assessed as an indication of the extent of organizational support, then this will result in a positive reaction from employees to the organization. The reaction generally results in increased commitment, loyalty, and excellent performance. This reciprocal relationship between employees and the organization is based on trust. That is, under POS conditions, employees believe that they will be rewarded for their good deeds, and the organization assumes that providing adequate rewards will lead to sustained positive employee behavior (Bogler & Nir, 2012). Therefore, if it is related to the context of the performance of lecturers and higher education (as employers), when lecturers have trust or confidence that higher education authorities are committed to them, then they will also try to increase their commitment and level of work engagement which consequently will affect the quality their work and work life.

Research shows that employees who believe their work environment is supportive (presence of POS) are more likely to achieve personal and organizational goals (which automatically achieve WLB) compared to employees with lower POS (Laschinger et al., 2006). Furthermore, when WLB is achieved, employees' work and tasks can be completed optimally, leading to increased performance. Although the results of a recent study by Abdulaziz et al. (2022) regarding the moderating role of POS in the influence of WLB on commitment are not supported, testing its effect on performance is still possible. Commitment is more towards personal feelings, and POS is also part of individual perception. It is more likely to understand the WLB-job satisfaction mechanism through concrete performance. Thus, based on the theory and arguments, the second hypothesis of this study can be arranged as follows:

H2: Perceived organizational support (POS) moderates the effect of work-life balance (WLB) on lecturer performance.

The Moderating Role of Job Satisfaction in the Influence of Work-Life Balance on Lecturer Performance

Employee job satisfaction is one of the key indicators of organizational success. Job satisfaction refers to how satisfied employees are with their workplace and work (Torlak & Kuzey, 2019). While Locke (1970) considers this job satisfaction a pleasant and optimistic employee emotional state that comes from evaluating one's job performance or work experience, in which employees value certain aspects of the job. Job satisfaction

also refers to how much employees like their jobs (Theresia et al., 2018). Job satisfaction is related to not only the emotional state of employees but also characteristics that can drive changes in attitudes and other job-related performance (Soomro et al., 2018). Thus, a positive attitude indicates and represents job satisfaction, and vice versa. A negative attitude refers to job dissatisfaction. Furthermore, attitudes or emotional responses to work assignments are simultaneously attitudes toward social and workplace conditions (Theresia et al., 2018).

Job satisfaction is generally associated with job performance or increased performance (Bhardwaj et al., 2021; Loan, 2020; Otache & Inekwe, 2021). Nonetheless, worker satisfaction is relative and much influenced by factors such as age, gender, and job characteristics (Gyekye & Haybatollahi, 2015). In addition, Soomro et al. (2018) argued that status at work has a long-term effect on the social role played by an employee because it holds control over work authority, time, or working hours to job satisfaction. Thus, employees' awareness or knowledge of this control will affect employee responses, particularly regarding job satisfaction and allocated working hours.

If job satisfaction and performance are characterized as job-related outcomes (Hur et al., 2015), then job satisfaction also determines employee performance and how much extra effort and time they invest in their work (Soomro et al., 2018). For example, ambitious employees (including lecturers) must devote more time to working on pressing demands to generate good ratings or be successful (achieve job satisfaction by increasing working hours). This results in conflicts between family needs and work demands, making them more likely to fail to achieve balance or WLB. Thus, it can be said that job satisfaction can affect the relationship between work-life balance (a state of positive behavior of an employee) and employee performance, where the value of job satisfaction changes the relationship between work-life balance and employee performance. Soomro et al. (2018) find that WLB has a positive effect on employee performance. Furthermore, they also find that job satisfaction has a moderating effect on the relationship between WLB, work-family conflict, and family-work conflict with employee performance perceptions. Thus, this study proposes the following hypothesis:

H3: Job satisfaction moderates the effect of work-life balance (WLB) on employee performance

Based on the development of the hypothesis, the research framework in this study is presented in Figure 1.

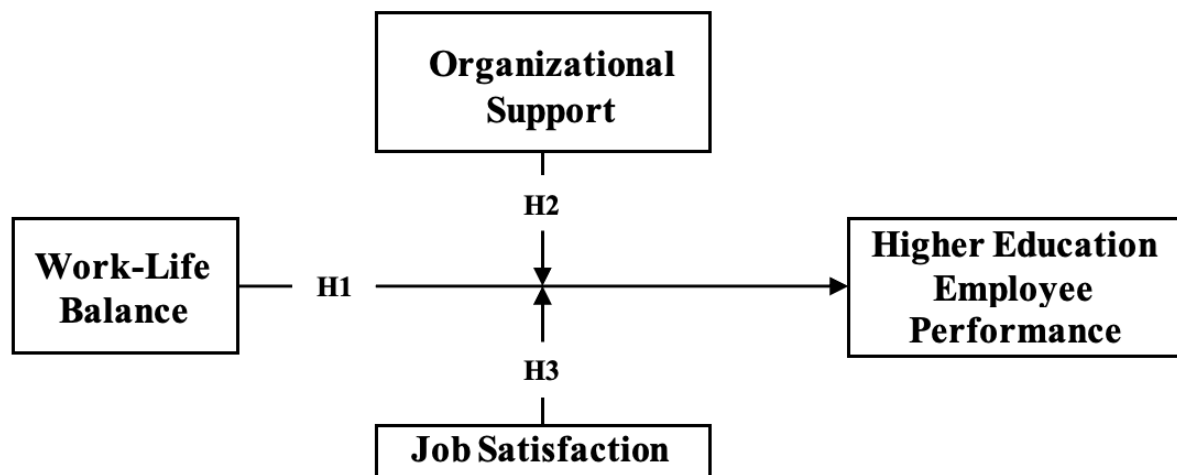


Figure 1. Research Framework before the PCFA Process

METHODS

This study used a quantitative methodology. Quantitative research is a type of research that uses data in the form of numbers, which are processed using mathematical models, to test phenomena and causality relationships through the hypotheses developed (Sugiono, 2017). Data was obtained using survey techniques. The population in this study were all lecturers at Maritime Education and Training Institutions Jakarta, as shown in Table 1. Using information from the academic divisions of each campus, we sent physical questionnaires to 316 lecturers. The survey instrument contains statements that are measured on a five-point Likert scale. 1 for strongly disagree to 6 for strongly agree. There are four variables: the work-life balance variable with ten statements, the organizational support variable with 14 statements, the job satisfaction variable with 17 statements, and the lecturer performance with 15 statements. The total number of statements in the survey is 65. Detailed statements for each variable are provided in Appendix 1. In addition, there are open-ended questions to collect data on respondents' backgrounds and demographics. We received 200 questionnaires back, but three were incomplete, so they had to be removed. The final sample was 197 respondents, resulting in a response rate of 63%.

Table 1. Number of Lecturers of Maritime Higher Education Institutions in DKI Jakarta

Institution	Total
Sekolah Tinggi Ilmu Pelayaran	149
Akademi Maritim Pembangunan	26
Akademi Maritim Amanjaya	61
Akademi Maritim Djadayat	33
Sekolah Tinggi Ilmu Maritim AMI	47
Total	316

Answers from respondents were tested for validity and reliability first. Indicators that did not pass were discarded in this research dataset. Furthermore, the answers from each variable indicator were analyzed using principal component factor analysis (PCFA). This PCFA technique was used to simplify complex high-dimensional data while maintaining trends and patterns by transforming the data into smaller dimensions, which serve as feature summaries (Jolliffe & Morgan, 1992). Many studies using this technique were conducted, believing that PCFA presents more objective results than manual methods by averaging each respondent's answers (Soomro et al., 2018). The data generated by the PCFA technique was then processed using the OLS (Ordinary Least Square) regression technique. OLS is the most frequently used estimation method. OLS has a criterion, namely the Line of Best Fit where the sum of the squares of the deviations between the observation points and the regression line is the minimum (Smith, 2009). The first empirical model examined whether WLB influenced the performance of lecturers at Maritime Higher Education Institutions. Model (1) is:

$$i \quad \text{PFM} = \beta_0 \text{Constant} + \sum_{i=1}^j \beta_i \text{WLB} + \sum_{i=j+1}^k \beta_i \text{POS} + \sum_{i=j+k+1}^l \beta_i \text{STF} + \varepsilon \quad (1)$$

Description: PFM (performance) = Employee performance; WLB = Work-Life Balance; POS = Perceived Organizational Support; STF (Satisfaction) = Job Satisfaction; ε = error term.

The dependent variable (PFM) is the performance variable, while the main independent variable is WLB. The notation Σ was used because the solution for each variable was based on the results of the PCFA, which we could not fully control. Meanwhile, to see the effect of moderating organizational support and job satisfaction from the work-life balance on lecturer performance, we used model (2), which can be described as follows.

$$i \quad \text{PFM} = \beta_0 \text{Constant} + \sum_{i=1}^j \beta_i \text{WLB} + \sum_{i=j+1}^k \beta_i \text{POS} + \sum_{i=j+k+1}^l \beta_i \text{STF} + \sum_{i=j+k+l+1}^m \beta_i \text{WLB} * \text{POS} + \sum_{i=j+k+l+m+1}^n \beta_i \text{WLB} * \text{STF} + \varepsilon \quad (2)$$

Description: PFM (performance) = Employee performance; WLB = Work-Life Balance; POS = Perceived Organizational Support; STF (Satisfaction) = Job Satisfaction; ε = error term.

Like Model (1), the sum of the variables to be moderated on the WLB variable awaits the PCFA results. The two regression models were processed using Ordinary Least Squares (OLS) regression analysis with the help of STATA 16.

RESULT AND DISCUSSION

Respondent Demographics

Based on open answers about the demographics of the respondents, 135 respondents (68.69%) are female, while the remaining 62 (31.31%) are male. Table 2 also presents the distribution of respondents by age. 48.25% of respondents are between 41-50 years old and at least 21-30 years old, namely 1.75%. Lastly, based on the respondents' years of service, 42.31% have worked for 10-15 years, 28.67% for 5 - 10 years, 27.27% for more than 15 years, and 1.75% for less than five years. The number of observations is 197 respondents.

Table 2. Respondents' Profiles

Characteristics	Percentage (%)
Gender	
Male	31,31
Female	68,69
Age	
21 -30 years old	1,75
31-40 years old	16,08
41-50 years old	48,25
> 51 years old	33,92
Period of employment	
< 5 years	1,75
5 - 10 years	28,67
10-15 years	42,31
> 15 years	27,27
Total of Respondents = 197	

Principal Component Factor Analysis (PCFA)

Before carrying out the PCFA, we tested the validity and reliability of all indicators for each variable. Based on these tests, all indicators were valid and reliable, so they proceeded to further analysis. Table 3 displays the PCFA results of the four variables: WLB, organizational support, job satisfaction, and employee performance. Based on Table 3, the WLB, POS, and PFM variables have one factor where the proportion (variance) is 98%, 85%, and 88%, respectively. At the same time, the variable split into more than one factor is STF. These variables become two factors, supporting the statement of Knoop (1994), who examined the dimensions of job satisfaction in that intrinsic and extrinsic dimensions broadly influence the variance of the dimensions. The intrinsic dimension comes from within a person, while extrinsic is things a person cannot influence. After seeing the results of the PCFA, the research framework can be developed, as shown in Figure 2. The research model can also be explained in equations (3), (4), (5), and (6) below. Where equation (3) tests hypothesis 1, equation (4) tests hypothesis 2, namely the moderating effect of organizational support on the WLB relationship and employee performance, and equations (5) and (6) test the moderating effect of job satisfaction on the WLB relationship and employee performance, each of which represents the dimensions of intrinsic job satisfaction and extrinsic job satisfaction.

Table 3. The PCFA Results

	Work-Life Balance (WLB)	Organizational Support (POS)	Job Satisfaction (STF)		Employee Performance (PFM)
Code of indicator	Factor	Factor	Factor 1 (Intrinsic)	Factor 2 (Extrinsic)	Factor
1.	0.7314	0.6661	0.4117	-	0.6422
2.	0.7519	0.6331	-	0.3537	0.6768
3.	0.7573	0.4549	0.6169	-	0.7547
4.	0.6994	0.6368	0.8314	-	0.7751
5.	0.6729	0.5934	0.4046	-	0.6831
6.	0.7612	0.5902	0.6322	-	0.6240
7.	0.5689	0.6388	0.6144	-	0.6977
8.	0.5662	0.6575	0.3804	-	0.6911
9.	0.7416	0.4814	0.8075	-	0.7100
10.	0.7026	0.5829	0.8381	-	0.7403
11.		0.5315	0.6549	-	0.7388
12.		0.6687	-	0.8345	0.7175
13.		0.5926	-	0.7954	0.7175
14.		0.5223	-	0.4531	0.7022
15.			-	0.3373	0.6578
16.			-	0.6391	
17.			-	0.7260	
<i>Eigenvalue</i>	4.88311	4.92269	7.18830	1.05571	7.41489
<i>Proportion</i>	0.9809	0.8468	0.8160	0.1198	0.8814
KMO	0.9081	0.8786	0.9085		0.9247
<i>k²</i>	967.59	984.32	1698.58		1729.31
<i>p-value</i>	0.0000	0.0000	0.0000		0.0000

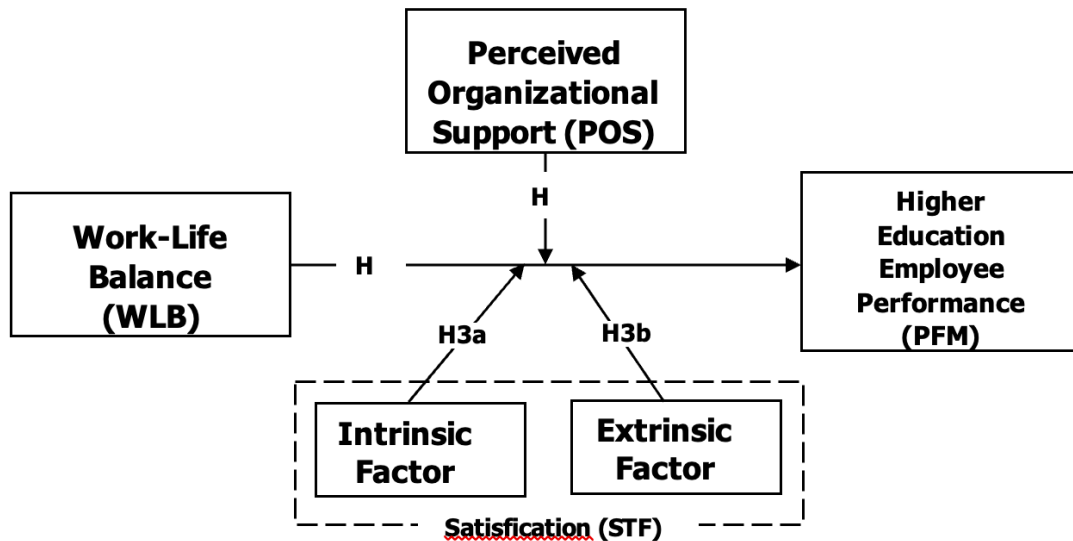


Figure 2. Research Framework after the PCFA Process

$$\text{PFMi} = \beta_0 \text{Constant} + \beta_1 \text{WLB} + \beta_2 \text{POS} + \beta_3 \text{STF_Int} + \beta_4 \text{STF_Eks} + \varepsilon \quad (3)$$

$$\text{PFMi} = \beta_0 \text{Constant} + \beta_1 \text{WLB} + \beta_2 \text{POS} + \beta_3 \text{STF_Int} + \beta_4 \text{STF_Eks} + \beta_5 \text{WLB} * \text{POS} + \varepsilon \quad (4)$$

$$\text{PFMi} = \beta_0 \text{Constant} + \beta_1 \text{WLB} + \beta_2 \text{POS} + \beta_3 \text{STF_Int} + \beta_4 \text{STF_Eks} + \beta_5 \text{WLB} * \text{STF_Int} + \varepsilon \quad (5)$$

$$\text{PFMi} = \beta_0 \text{Constant} + \beta_1 \text{WLB} + \beta_2 \text{POS} + \beta_3 \text{STF_Int} + \beta_4 \text{STF_Eks} + \beta_5 \text{WLB} * \text{STF_Eks} + \varepsilon \quad (6)$$

Description: PFM (performance) = Employee performance; WLB = Work-Life Balance; POS = Perceived Organizational Support; STF (Satisfaction) = Job Satisfaction; ε = error term

Hypothesis Test

We used OLS analysis to test all hypotheses in this study. Table 4 presents the regression results of the four models developed in the previous section. First, Model 1 included all independent variables without any moderating effect. Furthermore, Models 2, 3, and 4 each added a new variable of POS moderation, STF_Int, and STF_Ext to WLB to interpret the moderating effect correctly. The table also displays the Adjusted R Square value and the F-Statistic value to evaluate the model goodness of fit. In addition, we also included statistics on the results of multicollinearity tests. Based on the table, all models were declared fit because their significance level ($\text{prob} > f$) is below 0.05 (<0.05). Adjusted R Square also showed a number above 73%, which means that the independent variables in the model represent more than 73% of all factors that can affect employee performance. The variance inflation factor test results showed no numbers above ten, so the model is free from multicollinearity problems.

Table 4 also displays the results of hypothesis testing. In Panel I, the WLB variable has a positive effect on the PFM variable. The WLB variable coefficient is 0.1933 with a significance level below 0.01 (<0.01). That is, empirically, it shows that the work-life balance of higher education employees positively influences their performance. Thus, the first hypothesis (H1) of this study is accepted. These results are consistent with previous studies, such as research from Soomro et al. (2018), Borgia et al. (2022), and Abdulaziz et al. (2022). An employee who can balance his personal and work life is better positioned to carry out the tasks assigned to him more effectively and efficiently (Soomro et al., 2018). Work-life balance is an important factor for educators to contribute to their respective institutions because there are no clear boundaries between work and personal life (Abdulaziz et al., 2022).

Table 4. Hypothesis Testing Results

Variable	(I) PFM	(II) PFM	(III) PFM	(IV) PFM	VIF
<i>WLB</i>	0.1933*** (3.81)	0.1861*** (3.65)	0.1590*** (3.07)	0.1592*** (3.05)	3.55
<i>POS</i>	0.2962*** (4.85)	0.3004*** (4.93)	0.3321*** (5.37)	0.3387*** (5.38)	2.60
<i>STF_Int</i>	0.3710*** (5.26)	0.3617*** (5.12)	0.3377*** (4.77)	0.3535*** (5.04)	2.39
<i>STF_Eks</i>	0.1405** (2.38)	0.1485** (2.51)	0.1406** (2.42)	0.125** (2.13)	1.83
<i>WLB*POS</i>		-0.0292 (-1.36)			
<i>WLB*STF_Int</i>			0.0495** (2.54)		
<i>WLB*STF_Eks</i>				0.0487** (2.35)	
Constant	-0.0001	0.0142	0.0301	0.0252	
Obs	197	197	197	197	
Adj. R^2	0.7336	0.7347	0.7409	0.7397	
<i>F value</i>	135.91	109.57	113.11	112.41	
<i>Prob > F</i>	0.0000	0.0000	0.0000	0.0000	

Description: PFM (performance) = Employee performance; WLB = Work-Life Balance; POS = Perceived Organizational Support; STF (Satisfaction) = Job Satisfaction; ε = error term.

* $p < 0,10$; ** $p < 0,05$; *** $p < 0,01$ (two-tailed)

Furthermore, in Panel II, the WLB*POS moderating variable shows a coefficient value of -0.0292 and is insignificant at any level. So, the second hypothesis (H2) is rejected. Based on the hypothesis developed in this study, organizational support perceived by employees is expected to strengthen the relationship of the positive influence of WLB on employee performance. However, this is not proven statistically. A possible reason to justify this finding is that although organizational support can directly affect employee performance (variable POS to PFM), this organizational support cannot fully meet employee expectations for their work-life balance. Organizations or companies can provide facilities in the form of leave, family benefits, and other support (Rashmi & Kataria, 2022) but cannot cover the complexities of the employee's personal life that is being lived. Leadership in an organization is also believed to influence support form for employees in the agency (Torlak & Kuzey, 2019). These findings support research from Abdulaziz et al. (2022). The moderation of organizational support on the effects of WLB on employee performance has not been extensively studied. Abdulaziz et al. (2022) even state in their conclusion that they cannot explain the results because there are no specific studies on the moderating role of perceived organizational support on their work-life balance and commitment to the organization. This research is also the only one that examines the effect of moderating perceived organizational support, which explicitly makes the employee performance variable the dependent variable.

Finally, in the same table, Panel III and Panel IV both show the effect of moderating job satisfaction (STF) on the relationship between WLB and employee performance (PFM). Both models show that STF variables have a positive effect on employee performance. The significance level of both is below 0.05. The coefficient of the STF_Int variable is 0.0495, and that of STF_Ex is 0.0487, showing that employees' intrinsic and extrinsic job satisfaction affect their performance positively. Thus, the third hypothesis (H3), which states that job satisfaction moderates the WLB relationship and employee performance, is accepted. These findings support research by Soomro et al. (2018). Job satisfaction is an emotional state that appears as an employee's internal satisfaction with the profession and work environment. Thus, it can strengthen or weaken several employee behavior variables related to performance, one of which is work-life balance (Soomro et al., 2018; Torlak & Kuzey, 2019). These results also support previous research by Loan (2020), which reported that job satisfaction is a significant moderator variable on employee performance.

CONCLUSION

This study examines the effect of work-life balance (WLB) on the performance of employees at maritime education and training institutions in Jakarta. In addition to examining the direct effect of WLB on performance,

this study attempts to examine the moderating effect of organizational support and employee job satisfaction on the effect of WLB and performance. The results show that our two hypotheses are accepted, and the other one is rejected. H1 and H3 are accepted, meaning that WLB has a positive effect on employee performance, and job satisfaction moderates the relationship. Work-life balance enables employees to carry out personal and work obligations effectively and efficiently. Employees who can do this will be able to fulfill their commitment to providing the best for the agency where they work. Furthermore, organizational support is not a moderating factor that strengthens the WLB effect on performance because the organization cannot completely understand the complexities of the personal lives of each employee. Organizational support can directly affect employee performance because most of these facilities are intended by agencies to improve employee performance in their work environment, such as in the office and its surroundings. The findings in this study can be a reference for further studies that wish to use the PCFA method in mapping their questionnaire dimension factors. In addition, moderating effects can be used to deepen the empirical findings of the factors that affect employee performance. The practical implications of these findings include that organizations (in this context, higher education institutions) should pay attention to how their employees can balance personal and work-life matters. Because this significantly affects their job performance. In addition, institutions need to pay attention to how to increase their level of satisfaction both intrinsically (feelings, emotions, perspectives) and extrinsically (salary, bonuses, and other related facilities).

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