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Organizational Commitment as a Mediator of Work-Life Balance and Work-Family Conflict on Lecturer Performance

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Abstract

This study examines the direct and indirect effects of Work-Life Balance (WLB) and Work-Family Conflict (WFC) on the performance of permanent lecturers at private universities in Tual City, Maluku Province, Indonesia, with Organizational Commitment as a mediating variable. A quantitative approach was employed using questionnaires distributed to permanent lecturers, and the data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) via SmartPLS. The results reveal that WLB has a positive and significant effect on lecturer performance ($\beta = 0.304$; $p = 0.012$) and Organizational Commitment ($\beta = 0.655$; $p = 0.000$). WFC significantly influences Organizational Commitment ($\beta = 0.297$; $p = 0.000$) but does not have a direct effect on performance ($\beta = 0.064$; $p = 0.535$). Organizational Commitment fully mediates the relationship between WFC and performance ($\beta = 0.155$; $p = 0.001$) and partially mediates the relationship between WLB and performance ($\beta = 0.343$; $p = 0.001$). These findings suggest that university management should enhance WLB through flexible work arrangements and wellness programs, while reducing WFC through family-supportive initiatives such as counseling. Strengthening organizational commitment via recognition, rewards, and career development opportunities is essential to improving lecturer performance. This study contributes to the literature by highlighting the mediating role of Organizational Commitment in the underexplored context of private higher education in Eastern Indonesia, offering insights into how work-related factors shape academic performance.

Keywords: *Work-Life Balance, Work-Family Conflict, Organizational Commitment, Lecturer Performance, PLS-SEM, Higher Education.*

Introduction

Lecturer performance is a strategic factor in achieving national education goals, particularly in enhancing the quality of human resources in Indonesia (Dikti, 2010). However, the ideal conditions in academic practice have not been fully realized. Private universities in Eastern Indonesia, especially in Tual City, Maluku Province, face significant challenges. Lecturers are often burdened with heavy teaching schedules, limited research facilities, and minimal support for career development. These conditions have the potential to reduce teaching quality, research productivity, and lecturer engagement in community service.

In addressing these challenges, achieving a balance between professional and personal life becomes crucial. Two constructs relevant in this context are Work-Life Balance (WLB) and Work-Family Conflict (WFC). WLB refers to an individual's ability to effectively manage the demands of work and personal life (Greenhaus & Beutell, 1985; Kurniawati et al., 2021; Lušňáková et al., 2021), whereas WFC arises when the demands of work and family roles conflict (Chen et al., 2022; Fitriasari et al., 2022; Gragnano et al., 2020; Priyanka et al., 2024). Previous studies have shown that WLB tends to enhance job satisfaction and performance, while WFC can cause stress and reduce productivity (Cao et al., 2020; Hasan et al., 2021; Obrenovic et al., 2020; Oyewobi et al., 2019). Nevertheless, research on these constructs in the context of private higher education institutions in Eastern Indonesia remains limited.

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This raises the question: what factors can bridge the gap between work-life conditions and lecturer performance? One critical factor is organizational commitment. Allen and Meyer (1990) define organizational commitment as an individual's psychological attachment to their organization, encompassing affective, normative, and continuance dimensions. Lecturers with high organizational commitment tend to be more dedicated, motivated, and willing to sacrifice personal interests for the benefit of the institution. In this context, organizational commitment has the potential to mitigate the negative impact of WFC while reinforcing the positive effects of WLB on performance (Chen et al., 2024; Karya et al., 2021; Sari et al., 2025; Susanti & Arief, 2024; Yanto et al., 2020).

Empirical evidence supports the central role of organizational commitment. Isa and Indrayati (2023) and Udin (2023) found that WLB positively influences performance through organizational commitment. Conversely, other studies show that WFC can weaken commitment, thereby reducing performance (Cao et al., 2020; Lambert et al., 2020; Liu et al., 2020). However, most of these studies were conducted in urban settings, so their relevance to remote contexts such as Tual City requires further investigation. This highlights a research gap regarding the interaction between WLB, WFC, and lecturer performance in Eastern Indonesia.

To address this gap, this study aims to examine the role of organizational commitment as a mediator in the effects of WLB and WFC on the performance of permanent lecturers at private universities in Tual City. This research is not merely a replication; it also offers novelty. First, the geographical and socio-cultural context of Tual City differs from that of major cities, potentially influencing work-family dynamics. Second, studies on lecturer performance in Eastern Indonesia remain relatively scarce compared to the western regions, meaning this research could enrich the literature on human resource management in higher education.

Beyond academic contributions, this study has practical implications. The findings may provide guidance for private university management in designing responsive policies, including work-life balance programs, counseling services, and reward systems that strengthen lecturers' commitment to the institution.

Specifically, this study examines: (1) the direct effect of WLB on lecturer performance; (2) the effect of WFC on performance, both directly and through organizational commitment; and (3) the role of organizational commitment as a psychological mechanism that amplifies or attenuates the relationships between WLB, WFC, and performance.

Theoretically, this study draws on role conflict theory (Greenhaus & Beutell, 1985) and the three-component model of organizational commitment (Allen & Meyer, 1990). By integrating these perspectives, this research develops a more comprehensive model to explain lecturer performance. WLB is considered a protective factor that enhances commitment and performance, while WFC is a risk factor that undermines both. Organizational commitment functions as a mediator that explains these mechanisms.

Thus, the theoretical contribution of this study lies in enhancing the understanding of psychological and organizational factors influencing lecturer performance in private universities. Its practical contribution involves providing strategic recommendations for university management to optimize human resource management, especially in regions with limited facilities and external support.

In conclusion, this study emphasizes the importance of balancing work and personal life and managing work-family conflict effectively. Moreover, organizational commitment proves to be a key factor linking these variables to lecturer performance. Considering the unique context of Tual City, this research is expected to provide both academic contributions and practical insights to improve the management quality of private universities in Eastern Indonesia.

Literature Review and Hypothesis Development

Work-Life Balance, Work-Family Conflict, and Lecturer Performance

Work-Life Balance (WLB) refers to an individual's ability to effectively manage and fulfill responsibilities in both work and personal life without causing excessive conflict (Greenhaus & Beutell, 1985). This concept is highly relevant for lecturers, given their multidimensional academic roles, which include teaching, research, student supervision, administration, and community service. Lecturers who can balance professional and personal demands tend to allocate their energy optimally, reduce stress levels, and enhance performance quality.

WLB significantly influences lecturers' psychological well-being. Isa and Indrayati (2023) and Malik and Allam (2021) found that individuals with good work-life balance exhibit higher energy levels, better concentration, and increased job satisfaction. These conditions are directly reflected in academic productivity, including teaching quality, innovation in instructional methods, research output, administrative efficiency, and the ability to complete the tridharma (three pillars of higher education) workload more effectively, resulting in more optimal academic outputs.

Furthermore, WLB fosters lecturers' innovation and creativity. By maintaining a balanced allocation of time between work and personal life, lecturers have the opportunity for reflection, self-development, and exploration of new ideas. This supports the development of innovative teaching methods, deeper scientific research, and contributions to the broader academic community. Previous studies have shown that adequate WLB can reduce the risk of burnout, enhance intrinsic motivation, and strengthen emotional attachment to the institution (Cao et al., 2025; Dube & Ndofirepi, 2024; Wei & Ye, 2022). Therefore, WLB not only functions as a stress-reduction factor but also as a driver of lecturers' long-term performance.

Based on these arguments, the first hypothesis is proposed:

H1: Work-Life Balance has a positive and significant effect on Lecturer Performance.

In contrast, Work-Family Conflict (WFC) refers to a situation in which the demands of work and family roles are mutually incompatible, causing stress and psychological pressure (Cao et al., 2025; Garraio et al., 2022; Junça-Silva & Freire, 2022; Li et al., 2024). WFC frequently occurs among lecturers with high responsibilities both at the university and at home. This conflict depletes psychological and physical resources, leading to fatigue, loss of concentration, and an increased risk of burnout.

Lecturers experiencing high levels of WFC tend to have difficulty focusing on teaching activities, limited time and energy for research, and decreased quality of interactions with students. Previous studies have shown that WFC can hinder research productivity and teaching effectiveness because time and effort that should be devoted to professional tasks are consumed by conflicting family or work demands (Kim & Yeo, 2024; Kim et al., 2025; Liu et al., 2020).

In addition to its direct impact on performance, WFC affects lecturers' psychological conditions. Recurrent stress can reduce intrinsic motivation, job satisfaction, and emotional attachment to the institution. In the long term, high WFC increases the risk of burnout, lowers research quality, and reduces participation in professional development activities. Studies by Karya et al. (2021), Kim & Yeo (2024), and Obrenovic et al. (2020) indicate a negative correlation between WFC and performance, job satisfaction, and organizational commitment.

Local context further reinforces the impact of WFC on lecturer performance. At private universities in remote areas such as Tual City, Maluku, limited research facilities, heavy teaching loads, and restricted administrative support exacerbate the effects of WFC. Lecturers facing dual pressures from work and family may have to sacrifice research time or student supervision, leading to a decline in academic output quality.

Based on the literature and context, the second hypothesis is proposed:

H2: Work-Family Conflict has a negative and significant effect on Lecturer Performance.

Thus, WLB and WFC are key factors influencing lecturer performance, both through direct effects on academic productivity and via psychological mechanisms affecting motivation, job satisfaction, and institutional attachment. Understanding the influence of these two variables is crucial for developing human resource management strategies in higher education, including the implementation of wellness programs, flexible work arrangements, and family support initiatives.

Work-Life Balance, Work-Family Conflict, and Organizational Commitment

Organizational commitment is a psychological state reflecting the extent to which individuals are emotionally, normatively, and continuingly attached to the organization in which they work (Allen & Meyer, 1990). The affective dimension indicates emotional attachment and identification with organizational goals; the normative dimension relates to the moral obligation to remain with the organization; and the continuance dimension involves the perceived costs associated with leaving the organization. This commitment is significant for lecturers as it can influence motivation, dedication, and performance across the tridharma of higher education, which includes teaching, research, and community service.

The relationship between Work-Life Balance (WLB) and organizational commitment can be explained through the lens of Social Exchange Theory (Blau, 1964), which posits that individuals tend to reciprocate benefits or support received from the organization with higher loyalty and commitment. In an academic context, when universities provide policies and practices that support WLB (such as flexible working hours, work-from-home options, leave programs, and mental wellness support), lecturers perceive this as an investment by the institution in their well-being. In return, lecturers demonstrate stronger attachment, higher dedication, and greater loyalty to the institution (Ahmad Saufi et al., 2023; Alsulami et al., 2023; Hasan et al., 2021; Jamunarani & Syed, 2024).

Moreover, WLB contributes to lecturers' psychological and emotional well-being. Lecturers who successfully balance work and personal demands experience lower stress levels, higher job satisfaction, and increased energy (Jessica et al., 2023; Wei & Ye, 2022). This condition fosters more substantial affective commitment, wherein lecturers feel proud and satisfied to be part of the institution. In the long term, good WLB not only reinforces commitment but also enhances lecturers' intrinsic motivation to contribute maximally to institutional goals.

Empirical evidence supports this positive relationship. Isa and Indrayati (2023) and Dube and Ndofirepi (2024) found that lecturers who perceive support for WLB tend to have higher emotional attachment to their institutions and show greater dedication to teaching, research, and administrative tasks. Ahmad Saufi et al. (2023) and Kakar et al. (2021) emphasized that WLB practices in universities can increase long-term loyalty and reduce lecturers' intention to leave the institution.

Based on this rationale, the third hypothesis is proposed:

H3: Work-Life Balance has a positive and significant effect on Organizational Commitment.

Conversely, Work-Family Conflict (WFC) is a source of chronic stress that can erode an individual's emotional attachment to work and the organization (Karya et al., 2021; Kim et al., 2025; Lambert et al., 2020). WFC arises when the demands of work and family conflict, creating ongoing psychological pressure. Lecturers experiencing high levels of WFC tend to suffer from fatigue, frustration, and emotional depletion, which negatively affects motivation and attachment to the institution.

Pressure from WFC can also reduce feelings of belonging and organizational attachment. Lecturers continuously facing role conflicts may perceive inadequate organizational support, leading to declines in affective and normative commitment. This impact manifests in reduced participation in research projects, teaching innovation, and community service. Furthermore, WFC increases the risk of burnout, negatively affecting academic performance and lecturers' psychological well-being.

Local context further amplifies the impact of WFC on lecturer performance. In private universities located in remote areas such as Tual City, Maluku, limited institutional support, heavy teaching loads, constrained research facilities, and significant family responsibilities make WFC more pronounced. Lecturers facing these dual pressures may perceive unfair task distribution and insufficient organizational support, resulting in lower commitment to the institution.

Therefore, the fourth hypothesis is proposed:

H4: Work-Family Conflict has a negative and significant effect on Organizational Commitment.

Thus, WLB and WFC not only directly influence performance but also play a role in shaping lecturers' Organizational Commitment. Understanding this mechanism is essential for developing human resource management strategies in higher education, including implementing flexible work policies, wellness support, and stress management programs that can strengthen lecturers' attachment to the institution and enhance their performance across the tridharma of higher education.

Organizational Commitment and Lecturer Performance

Organizational commitment is a psychological state reflecting the extent to which individuals feel attached, loyal, and dedicated to the organization in which they work (Allen & Meyer, 1990). In the academic context, organizational commitment plays a crucial role because it directly influences lecturers' motivation, dedication, and performance in carrying out the tridharma of higher education, namely teaching, research, and community service. Organizational commitment is divided into three main dimensions (Abebe & Assemie, 2023; Chen et al., 2024; Karya et al., 2021).

First, affective commitment, which refers to emotional attachment and identification with the goals and values of the organization. Lecturers with high affective commitment feel proud to be part of the university and enjoy a supportive work environment. Second, normative commitment, which is the moral

obligation to remain with the organization. Lecturers with high normative commitment feel ethically responsible to continue contributing to the university, even when alternative job opportunities exist. Third, continuance commitment, which reflects an individual's awareness of the costs associated with leaving the organization, including loss of status, experience, benefits, or career opportunities. Lecturers with high continuance commitment remain because they perceive the risks of leaving the institution as greater than the benefits (Allen & Meyer, 1990).

Organizational commitment has a direct impact on lecturer performance. Lecturers with high levels of commitment tend to be more motivated, possess strong self-discipline, and are willing to exert extra effort to achieve institutional goals. Affective commitment promotes teaching innovation, attention to students' academic needs, and active participation in professional development. Normative commitment ensures consistent performance even under work pressure or role conflict, while continuance commitment, although pragmatic, still motivates lecturers to carry out the tridharma consistently, especially in areas with limited alternative employment opportunities, such as Tual City, Maluku.

Empirical evidence supports the positive relationship between organizational commitment and performance. Allen and Meyer (1990) demonstrated that high commitment encourages greater contributions toward organizational goals, improving teaching quality, research productivity, and community service engagement. Abebe and Assemie (2023), Isa and Indrayati (2023), and Kato et al. (2023) added that highly committed lecturers can complete the tridharma workload more effectively, reduce absenteeism, and demonstrate greater engagement in additional academic activities.

In addition to enhancing academic performance, organizational commitment serves as a psychological buffer against work pressure and role conflict. Lecturers with high commitment are more resilient in coping with stress, academic uncertainty, and family demands, enabling them to remain focused on teaching, research, and community service (Dewangan & Goswami, 2025; Hasan et al., 2024; Wang et al., 2020). Thus, organizational commitment not only enhances performance but also supports lecturers' long-term psychological well-being.

Based on theoretical foundations and empirical evidence, the fifth hypothesis is proposed:

H5: Organizational Commitment has a positive and significant effect on Lecturer Performance.

Overall, organizational commitment is a central variable influencing lecturers' work quality and productivity. Commitment can be enhanced through strengthening emotional attachment, recognition of achievements, career development, and institutional support. By fostering organizational commitment, universities can ensure optimal lecturer performance while maintaining motivation, loyalty, and dedication toward achieving institutional goals.

The Mediating Role of Organizational Commitment

Organizational commitment not only functions as an independent variable influencing lecturer performance but also serves as a crucial mediating mechanism between work-related factors and academic outcomes. This study proposes that Work-Life Balance (WLB) and Work-Family Conflict (WFC) affect lecturer performance both directly and indirectly through Organizational Commitment (Dewangan & Goswami, 2025; Oyewobi et al., 2019; Shabir & Gani, 2020; Udin, 2023). This concept aligns with organizational psychology and Social Exchange Theory (Blau, 1964), which suggests that perceived organizational support (e.g., policies promoting work-life balance) enhances emotional attachment, moral obligation, and cost awareness toward the organization.

In the context of WLB, lecturers who effectively manage work and personal demands not only experience direct benefits such as higher energy, better focus, and increased job satisfaction but also develop a stronger psychological attachment to the university (Sari et al., 2025). This attachment is reflected in affective, normative, and continuance commitment, which subsequently fosters improved academic performance. For instance, lecturers who balance teaching, research, and personal life are more motivated to produce high-quality publications, enhance interactions with students, and actively participate in community service (Boamah et al., 2022; Koster & McHenry, 2023). Therefore, Organizational Commitment functions as a positive mediating channel that strengthens the effect of WLB on performance, as formulated in the hypothesis:

H6: Organizational Commitment mediates the positive effect of Work-Life Balance on Lecturer Performance.

Conversely, WFC generates psychological pressure due to conflicting work and family role demands, reducing lecturers' energy, concentration, and motivation, which can, in turn, decrease academic performance (Kim & Yeo, 2024; Yudiani & Istiningtyas, 2022). However, the effect of WFC on performance is not entirely direct. When lecturers face WFC, one psychological consequence is a decline in emotional attachment and loyalty toward the organization. In this case, Organizational Commitment acts as a negative mediating mechanism, channeling the destructive effects of WFC into reduced performance (Arthi & Sumathi, 2020; Karya et al., 2021). The related hypothesis is formulated as follows:

H7: Organizational Commitment mediates the negative effect of Work-Family Conflict on Lecturer Performance.
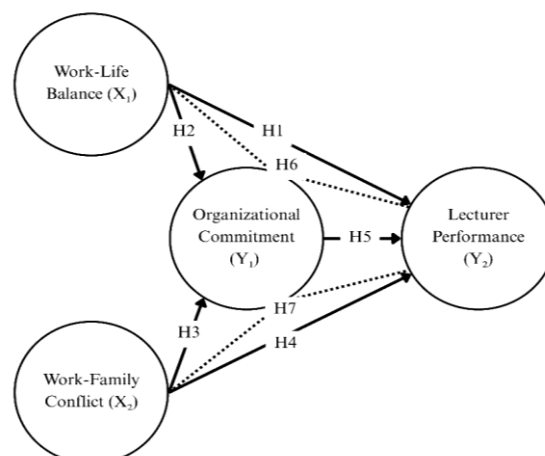
The mediating role of Organizational Commitment is vital in private universities in remote areas such as Tual City, Maluku. In regions with limited employment opportunities, lecturers may remain at the institution despite experiencing WFC. In this context, continuance commitment emerges as an adaptive response to labor market constraints. That is, even when WFC creates pressure, psychological attachment and obligation to the university can help maintain consistent lecturer performance.

Mechanistically, the mediation of Organizational Commitment involves three main pathways. First, WLB enhances affective commitment, strengthening emotional identification with the university's goals and values. Second, WLB and WFC influence normative commitment, which is the moral obligation to contribute consistently. Third, in the context of WFC, continuance commitment helps sustain lecturer performance despite work pressure and role conflict. These pathways demonstrate that the impact of work-related factors on lecturer performance is not entirely direct but operates through the strengthening or weakening of psychological attachment to the organization.

This mediation model provides a comprehensive understanding of how WLB and WFC influence lecturer performance through internal psychological mechanisms. The findings emphasize the importance of managerial interventions that support work-life balance, manage role conflict, and strengthen Organizational Commitment. Such interventions include flexible work arrangements, mental wellness programs, performance recognition, and clear career development paths, enabling lecturers to feel more attached and motivated to achieve optimal performance.

Thus, Organizational Commitment serves as a central mediator bridging the relationship between work conditions and performance outcomes. The study's conceptual model illustrating this relationship is presented in Figure 1, visualizing the direct and indirect relationships among WLB, WFC, Organizational Commitment, and lecturer performance, and providing guidance for future empirical research.

Figure 1. Conceptual Research Model Illustrating the Hypothesized Relationships

Methodology

Research Design and Sample

This study employed a quantitative approach with a cross-sectional design. The cross-sectional design was selected because it allows data collection at a specific point in time to assess the

relationships among variables, namely Work-Life Balance (WLB), Work-Family Conflict (WFC), Organizational Commitment, and Lecturer Performance (Creswell & Creswell, 2018). This approach provides a comprehensive overview of the current conditions, including lecturers' perceptions of work-life balance, role conflict, psychological attachment, and academic performance. The advantages of this design include simplicity in data collection, time efficiency, and the ability to analyze variable relationships simultaneously.

The population consisted of all 140 permanent lecturers from three private universities in Tual City, Maluku Province. Permanent lecturers were chosen because they hold comprehensive academic responsibilities, including teaching, research, community service, and other supporting duties, with stable professional attachment (Ministry of Research and Technology, 2017). This population represents the real conditions of private universities in eastern Indonesia, which often face geographical challenges, resource limitations, and lower access to research facilities compared to universities in the western region.

The sampling technique used a census, in which the entire population was included as the research sample (Sugiyono, 2013). Consequently, all 140 lecturers were analyzed, ensuring comprehensive and representative data. This approach enhances data quality and reliability while supporting the validity of the analysis, particularly for variance-based Structural Equation Modeling (SEM).

The combination of a cross-sectional design and census sampling provides a strong methodological foundation for examining relationships among variables. This approach enables the study to present a comprehensive depiction of the effects of WLB, WFC, and the mediating role of Organizational Commitment on lecturer performance in private universities in Tual City. Furthermore, it facilitates a detailed analysis of lecturers' work phenomena in regions with unique challenges, including limited facilities, family demands, and academic workload pressures.

Data Collection and Instruments

Data were collected using self-administered questionnaires, allowing respondents to complete the instrument independently. This method was chosen as it enables lecturers to answer questions based on personal experience and perception, while minimizing interaction bias with the researcher. Self-administration provides respondents with the freedom to express their opinions honestly regarding Work-Life Balance (WLB), Work-Family Conflict (WFC), Organizational Commitment, and Lecturer Performance.

The instrument utilized a five-point Likert scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. This scale was chosen because it is widely used in psychology and human resource management research, is easy to understand, and allows quantification of individual agreement or perception levels for each statement. Each construct was measured reflectively with adaptations from previous studies to ensure validity and reliability.

Before the primary analysis, the instrument was tested for validity and reliability to ensure internal consistency, indicator adequacy, and the ability to measure the intended constructs accurately. This testing is essential to provide a solid empirical foundation and trustworthy results.

Data Analysis

Data were analyzed using variance-based Structural Equation Modeling (SEM) with SmartPLS 4.0. SEM was chosen because it can test both direct and indirect relationships among variables, including the mediating role of Organizational Commitment, while handling reflective constructs with multiple indicators. This method is appropriate for assessing the complex mechanisms connecting WLB, WFC, Organizational Commitment, and lecturer performance.

The analysis process consisted of two stages. The first stage involved evaluating the measurement model (outer model) to ensure that each construct was measured validly and reliably. Evaluation included assessing internal reliability using Composite Reliability (CR) and Cronbach's Alpha, convergent validity via Average Variance Extracted (AVE), and discriminant validity using Fornell-Larcker criteria and indicator cross-loadings. This stage ensures that the instrument accurately and consistently captures theoretical constructs.

The second stage involved evaluating the structural model (inner model), which tested the research hypotheses. This analysis examined path coefficients (β) to assess the strength of relationships, the significance of relationships through bootstrapping with 5,000 subsamples, and R^2

values, indicating the proportion of variance in dependent constructs explained by independent constructs. Through this evaluation, the direct effects of WLB and WFC on lecturer performance, as well as indirect effects via Organizational Commitment mediation, could be empirically identified.

Furthermore, the mediating effects of Organizational Commitment were assessed using bootstrapping procedures to determine whether the influence of WLB and WFC on lecturer performance is wholly or partially channeled through this psychological mechanism. This approach not only provides insights into causal relationships among variables but also strengthens the reliability of findings within the specific academic context.

Thus, variance-based SEM analysis enables the study to present a comprehensive overview of the psychological and structural mechanisms linking work-life balance, role conflict, organizational commitment, and lecturer performance. This approach also ensures that the complex conceptual model can be empirically tested, generating valid evidence and providing practical implications for managing academic human resources in private universities.

Research Results

Measurement Model Evaluation

The reflective measurement model was evaluated to ensure that each construct and its indicators consistently and validly measure the intended concepts. This evaluation included three main aspects: internal consistency, convergent validity, and discriminant validity.

Internal consistency was assessed using Composite Reliability (CR). The analysis results indicated that all constructs had CR values above 0.7, suggesting that the items within each construct were consistent and reliably measured the variables. High reliability is essential to ensure that observed score variations primarily originate from the variability of the measured construct rather than measurement error.

Convergent validity was evaluated using the Average Variance Extracted (AVE). All constructs had AVE values above 0.5, indicating that the intended constructs explained more than 50% of the indicator variance. In other words, the indicators were relevant and adequately represented the constructs. These findings confirm that the research instrument is sensitive and capable of detecting differences in respondents' perceptions regarding Work-Life Balance (WLB), Work-Family Conflict (WFC), Organizational Commitment, and Lecturer Performance.

Additionally, discriminant validity was examined to ensure that each construct was significantly distinct from the others. This assessment was conducted using the Fornell-Larcker criterion, comparing the square root of the AVE for each construct with its correlations with other constructs. Results showed that the square root of AVE for each construct was greater than its correlations with other constructs, indicating no significant overlap among constructs. Furthermore, all indicator loadings were higher than their cross-loadings, confirming that each indicator was more strongly associated with its intended construct than with others.

Overall, the measurement model evaluation demonstrates that the research instrument meets the standards of reliability and validity. Consequently, subsequent research findings are based on a robust measurement foundation, allowing empirical testing of relationships among variables with adequate validity.

Structural Model and Hypothesis Testing

After validating the measurement model, the next step was to evaluate the structural model. The structural model aims to test the relationships among constructs and assess the proposed hypotheses. Analysis was conducted using variance-based Structural Equation Modeling (SEM) with SmartPLS 4.0. Structural model evaluation involved several key indicators, including path coefficients, path significance through bootstrapping with 5,000 subsamples, and the coefficient of determination (R^2), which indicates the proportion of variance in the dependent construct explained by independent constructs in the model.
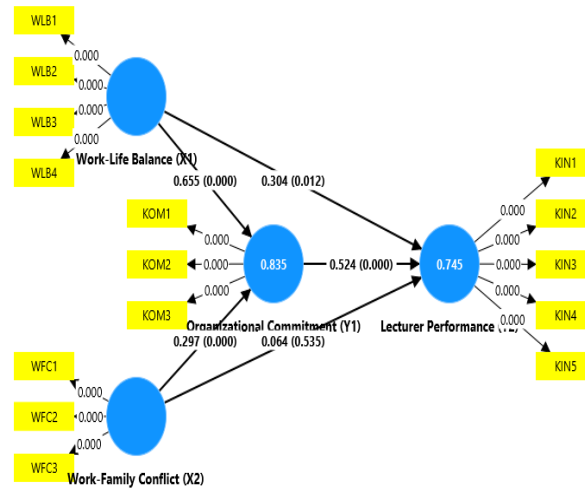
The analysis results revealed that the model explained a substantial proportion of variance in two key constructs: Organizational Commitment ($R^2 = 0.835$) and Lecturer Performance ($R^2 = 0.745$). According to Chin (1998), these R^2 values are categorized as substantial, indicating that the structural model effectively explains most of the variance in the dependent constructs. These findings highlight

the model's strength in capturing the complex relationships among Work-Life Balance (WLB), Work-Family Conflict (WFC), Organizational Commitment, and Lecturer Performance.

The SEM structural model obtained in this study is illustrated in the following figure:

Figure 2. SEM Structural Model with Path Coefficients (β), R² Values, and p-values

Based on Figure 2, which presents the SEM structural model with path coefficients (β) and R² values, the relationships among variables have been simultaneously tested. To provide a more detailed overview of the strength and significance of these effects, Table 1 summarizes the hypothesis testing results.

Table 1. Hypothesis Testing Results:

Hypothesis	Path	Coef. β	p-value	Supported
H1	WLB → Lecturer Performance	0,304	0,012	Yes
H2	WFC → Lecturer Performance	0,064	0,535	No
H3	WLB → Organizational Commitment	0,655	0,000	Yes
H4	WFC → Organizational Commitment	0,297	0,000	Yes
H5	Organizational Commitment → Lecturer Performance	0,524	0,000	Yes
H6	WLB → Commitment → Lecturer Performance	0,343	0,001	Yes
H7	WFC → Commitment → Lecturer Performance	0,155	0,001	Yes

Hypothesis Interpretation:

1. H1: Work-Life Balance has a significant positive effect on Lecturer Performance (β = 0.304; p = 0.012). This indicates that lecturers who can effectively balance work and personal life tend to demonstrate higher performance in teaching, research, and community service.

2. H2: Work-Family Conflict does not have a significant effect on Lecturer Performance (β = 0.064; p = 0.535). Although theory suggests that WFC can reduce performance, the results show that role conflicts between family and work do not have a direct impact on lecturer performance in this study.

3. H3: Work-Life Balance has a significant positive effect on Organizational Commitment (β = 0.655; p < 0.001). This implies that lecturers who feel supported in balancing work and personal life tend to have stronger emotional attachment and loyalty to the university.

4. H4: Work-Family Conflict has a significant effect on Organizational Commitment (β = 0.297; p < 0.001), but the positive coefficient contradicts the initial negative prediction. This suggests that despite role conflict, some lecturers maintain their commitment to the institution, possibly due to compensatory factors or other job satisfactions.

5. H5: Organizational Commitment has a significant positive effect on Lecturer Performance (β = 0.524; p < 0.001), confirming that emotional attachment and loyalty to the university enhance effort and the quality of performance.

6. H6 & H7 (Mediation): Organizational Commitment mediates the effects of WLB and WFC on Lecturer Performance. The mediation results indicate that part of the influence of WLB and WFC on performance is channeled through strengthening or weakening lecturers' psychological attachment to the institution:

   a) H6: WLB → Commitment → Lecturer Performance (β = 0.343; p = 0.001)

   b) H7: WFC → Commitment → Lecturer Performance (β = 0.155; p = 0.001)

Overall, these findings indicate that Work-Life Balance has both direct and indirect positive effects on lecturer performance, In contrast, Work-Family Conflict affects performance primarily through the mediating role of Organizational Commitment. The results underscore the importance of institutional attention to lecturer well-being and human resource management practices that support work-life balance.

Discussion

This study provides empirical evidence on the complex relationships among work-related factors, Organizational Commitment, and lecturer performance in Eastern Indonesia. The findings reveal unique dynamics in the local context, where the interplay between Work-Life Balance (WLB), Work-Family Conflict (WFC), and Organizational Commitment plays a crucial role in determining lecturer performance.

Interpretation of Key Findings

The results indicate that Work-Life Balance (WLB) has a significant direct positive effect on lecturer performance (H1). This finding aligns with previous studies, such as Badrianto and Ekhsan (2021), Isa and Indrayati (2023) and Oyewobi et al. (2019), which suggest that individuals who can balance work and personal life tend to be more effective, productive, and engaged in their work. In the academic context, WLB enables lecturers to allocate their time and energy optimally across teaching, research, and community service. These findings also support the Job Demands-Resources Theory (Bakker & Demerouti, 2007), which emphasizes that psychological resources, including the ability to manage work and personal life, drive individual performance improvement.

In contrast, the effect of Work-Family Conflict (WFC) on lecturer performance (H2) was not significant, producing an interesting result that differs from conventional theory. Literature generally suggests that WFC reduces performance through stress, burnout, and decreased focus (Liu et al., 2020). However, in the context of Tual City, where alternative employment opportunities for lecturers are relatively limited, individuals experiencing WFC tend to maintain their organizational attachment through continuance commitment. The Side-Bet Theory (Becker, 1960) supports this interpretation, stating that individuals remain committed when they perceive significant potential losses, such as job stability, benefits, and social status, if they leave the organization.

These findings indicate that WFC potentially has an indirect effect on performance, operating through the psychological mechanism of Organizational Commitment (H7). In other words, despite conflicts between work and family, lecturers remain motivated to maintain performance due to psychological attachment and moral obligation to the institution, especially in areas with limited alternative employment opportunities.

Furthermore, the significant positive effect of WLB on Organizational Commitment (H3) confirms the relevance of Social Exchange Theory (Blau, 1964). Lecturers who perceive support from the university for work-life balance reciprocate with higher loyalty and dedication. This aligns with findings from Chigeda et al. (2022), Fan et al. (2023), and Hasan et al. (2021), showing that organizational practices attentive to employee well-being, such as flexible schedules and family-supportive policies, significantly enhance employees' emotional and psychological attachment to the institution.

Moreover, Organizational Commitment has a positive effect on lecturer performance (H5). Lecturers with high psychological attachment to the university demonstrate greater motivation, willingness to contribute, and consistency in performing the tridharma of higher education. These results are consistent with Allen and Meyer (1990), Galanaki et al. (2024), Hosen et al. (2024), Pahos and Galanaki (2022),and Wang et al. (2022), emphasizing that organizational commitment is not only affective but also influential in actual work behavior and measurable outcomes.

Mediating Role of Organizational Commitment

Mediation analysis shows that Organizational Commitment plays a significant role as a psychological mechanism bridging the relationship between Work-Life Balance (WLB), Work-Family Conflict (WFC), and lecturer performance (H6 and H7). Specifically, Organizational Commitment fully mediates the relationship between WFC and performance, whereas the effect of WLB on performance is partially mediated. These findings indicate that the impact of work-related factors on lecturer performance is not only direct but also highly dependent on the strength of their psychological attachment to the university.

Furthermore, these results align with Social Exchange Theory (Blau, 1964), which emphasizes that reciprocal interactions between individuals and organizations shape internal motivation to contribute more. In the context of lecturers in Tual City, the mediating role of Organizational Commitment highlights that effective work-family balance practices not only directly influence performance but also build a psychological foundation that strengthens sustainable academic performance. In other words, strengthening emotional, normative, and continuance attachment to the institution serves as a key driver for lecturers to remain motivated, even when facing work pressure or role conflicts.

These findings suggest that enhancing lecturer performance is not sufficient by merely improving external factors, such as workload or flexible hours. Instead, strategies that strengthen Organizational Commitment, through recognition, rewards, and emotional support, act as a crucial catalyst for creating sustainable academic performance.

Comparison with Previous Studies

The findings of this study reveal both consistencies and divergences with prior research. Consistency is observed in the positive influence of Work-Life Balance (WLB) on Organizational Commitment and lecturer performance, which aligns with earlier studies (Badrianto & Ekhsan, 2021; Hasan et al., 2021; Isa & Indrayati, 2023). WLB has been shown to enhance motivation, dedication, and effectiveness in fulfilling the tridharma of higher education, thereby strengthening psychological foundations and academic performance.

In contrast, the findings on Work-Family Conflict (WFC) differ from conventional literature, which generally reports a direct negative impact on performance (Cao et al., 2020). This phenomenon underscores the importance of contextual factors, including labor market conditions, organizational culture, and individuals' perceptions of career mobility risks. Lecturers in regions with limited alternative employment opportunities, such as Tual City, tend to adopt retention strategies that prioritize job preservation. This adaptation may strengthen Organizational Commitment, which in turn sustains or even enhances performance despite conflicting work and family demands.

These findings open new perspectives for WFC research, particularly in contexts with constrained and less flexible labor markets, which contrasts with most previous studies conducted in high-mobility settings. Thus, this study emphasizes that contextual factors may shape the relationship between role conflict and performance, while reaffirming the mediating role of Organizational Commitment as a critical psychological mechanism in sustaining lecturer performance.

Theoretical Implications

This study provides several theoretical contributions:

1. Strengthening Social Exchange Theory (SET): The results of H3 and H6 confirm that institutionally supported WLB enhances commitment and performance through reciprocal psychological mechanisms.

2. Extending Side-Bet Theory and Continuance Commitment: The positive mediating effect of WFC on performance suggests that commitment is not always affective; economic considerations and limited alternatives may foster a form of "enforced" yet productive commitment.

3. Contribution to local literature: This study demonstrates how geographical and economic contexts can modify the relationships among work-related factors, commitment, and performance, an area rarely examined in Eastern Indonesia.

Practical Implications

The findings also provide several managerial implications for human resource management in higher education institutions:

1. Developing Work-Life Balance policies: Universities should design policies that support work flexibility, leave arrangements, and stress management programs to enhance lecturer commitment and performance.

2. Managing role conflict: Although WFC does not necessarily reduce performance, institutions must monitor role conflict and provide psychological support to prevent long-term burnout.

3. Enhancing emotional attachment: Strategies such as recognition, rewards, and career development opportunities can strengthen lecturers' emotional bonds, thereby amplifying the positive effects of WLB and maximizing tridharma performance.

Limitations and Directions for Future Research

Despite offering valuable insights, this study has several limitations. First, the cross-sectional design limits the ability to draw strong causal inferences. Second, the sample was restricted to lecturers from three private universities in Tual City, which calls for caution in generalizing the findings to other regions or institutions. Third, the reliance on self-reported questionnaires may introduce subjective bias.

Future research could address these limitations in several ways. Longitudinal designs may capture dynamic changes in WLB, WFC, Organizational Commitment, and performance over time. Multilevel analyses could explore relationships at both the individual (lecturer) and organizational (university) levels, allowing for a more comprehensive understanding of how organizational culture and HR policies influence these dynamics.

Further studies could also examine potential moderating variables, such as social support from family and colleagues, resilience, or job autonomy, which may shape the relationships among WLB, WFC, commitment, and performance. Qualitative approaches, such as in-depth interviews or focus groups, could provide richer insights into lecturers' lived experiences that are difficult to capture through quantitative methods.

Expanding the research context to public universities or other geographical regions would test the generalizability of the findings and identify contextual factors influencing these relationships. Experimental or intervention-based studies, for instance, on time management training, family counseling, or flexible work programs, are also recommended to evaluate policy effectiveness in enhancing WLB and reducing WFC

Additionally, future studies could explore multiple mediation models involving variables such as job satisfaction, work stress, or perceived organizational support, to clarify the complex mechanisms linking WLB, WFC, and performance. More comprehensive measures of performance, both quantitative (e.g., publications, research grants, teaching outcomes) and qualitative (e.g., student and peer feedback), are also strongly recommended.

Finally, although this study found that WFC does not directly reduce performance, future research should pay greater attention to its impact on mental health, life satisfaction, and emotional balance. Such perspectives broaden understanding of the implications of role conflict in academia and provide a stronger basis for designing effective intervention strategies.

6. Conclusion

This study highlights the central role of Organizational Commitment as a key mediator linking Work-Life Balance (WLB), Work-Family Conflict (WFC), and lecturer performance in private universities in Eastern Indonesia. The main findings indicate that WLB consistently enhances performance, both directly and indirectly through Organizational Commitment. Interestingly, WFC, while not directly influencing performance, was found to strengthen Organizational Commitment, reflecting a unique context in which lecturers maintain continuance commitment due to limited employment alternatives. This counterintuitive phenomenon ensures sustained performance despite role conflicts.

Theoretically, this study extends Social Exchange Theory and organizational commitment frameworks by incorporating contextual dimensions often overlooked in prior research. Practically, the findings emphasize the importance of institutional policies that promote work-life balance and strengthen lecturer commitment through recognition, career development, and organizational support, particularly in resource-constrained regions.

The limitations related to the cross-sectional design and restricted sample scope point to the need for future studies employing longitudinal designs and broader geographic coverage. Overall, this study enriches the literature on higher education management and offers new perspectives on how contextual factors can shape the relationship between role conflict and performance in challenging academic environments.

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