
Optimizing Human Capital: The Impact of Work-Life Balance on Organizational Outcomes Mediated by Commitment and Citizenship Behavior in Giriwoyo's Education Sector

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Abstract:

This study aims to analyze the effect of work-life balance (WLB) on organizational performance, with organizational commitment and Organizational Citizenship Behavior (OCB) as mediating variables in educators in Giriwoyo District, Wonogiri. This study uses a quantitative approach with data collected through an online questionnaire distributed to 150 respondents who are educators in Giriwoyo District. The results showed that work-life balance (WLB) has a positive and significant effect on organizational performance, both directly and through the mediation of organizational commitment and Organizational Citizenship Behavior (OCB). The findings provide valuable insights for school management and policy makers to improve educators' work-life balance, which in turn can improve overall organizational performance.

Keywords: *Work-Life Balance (WLB), Job Commitment, Organizational Performance, Organizational Citizenship Behavior (OCB)*

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1. Introduction

In the era of globalization and intensified competition, organizational performance is the key to success and sustainability. In the education sector, where the quality of human resources (HR) plays a crucial role, efforts to improve organizational performance are particularly important. One factor that is increasingly recognized as having a significant impact on organizational performance is work-life balance (WLB) (Aruldoss et al., 2022; Irfan et al., 2023). WLB refers to an individual's ability to manage and balance the demands of work and personal life, which in turn can affect employee motivation, commitment and productivity. Various studies have shown that good WLB can reduce job stress, increase job satisfaction, and improve organizational commitment (Talukder et al., 2018; Aloulou et al., 2023).

However, although the benefits of WLB have been widely recognized, its implementation and impact in the field are still not fully understood, especially in the context of educators in Indonesia. Previous research, such as that conducted by Latifah

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et al. (2024) in an Islamic property company, highlighted the importance of organizational commitment in improving employee satisfaction. While Silva et al. (2024) found a positive correlation between WLB and organizational commitment. However, there is still a knowledge gap regarding how WLB concretely affects organizational performance through the mediation of organizational commitment and Organizational Citizenship Behavior (OCB) among educators. OCB, which is a voluntary behavior that contributes to organizational effectiveness (Alhashedi et al., 2020; Basu et al., 2017), is becoming increasingly relevant in the educational context, where cooperation and individual initiative are highly valued. In addition, a recent study by Nguyen and Haar (2024) showed that leader-member relationship quality (LMX) can moderate the effect of WLB on OCB, demonstrating the complexity of the relationship between these variables.

The study aims to fill the knowledge gap by analyzing the effect of WLB on organizational performance, with organizational commitment and OCB as mediating variables, on educators in Giriwoyo District, Wonogiri. This research is expected to provide deeper insight into the mechanism of how WLB can improve organizational performance through increased commitment and OCB behavior of educators. In addition, this research also has the potential to provide practical implications for HR development in the education sector, especially in creating a work environment that supports WLB to improve overall organizational performance.

2. Theoretical Background

Work-life balance (WLB) is defined as an individual's ability to manage and balance the demands of work and personal responsibilities (Aruldoss et al., 2022; Irfan et al., 2023). WLB does not mean dividing time equally between work and personal life, but rather creating harmony and integration that allows individuals to meet needs in both areas without experiencing excessive stress or conflict. The concept of WLB is becoming increasingly important in the modern era, where work demands are increasing and the boundaries between work and personal life are blurring (Aghimien et al., 2024). In the context of educators, WLB includes the ability to manage a heavy workload, meet administrative demands, and still have time and energy for family, hobbies, and social activities. Organizational supports, such as work flexibility and family-friendly policies, play an important role in facilitating WLB (Irfan et al., 2023).

Organizational performance is the cumulative result of various activities and processes that occur in an organization (Na-Nan et al., 2018). Organizational performance can be measured through various dimensions, including efficiency, effectiveness, quality, and innovation (Jamshed & Majeed, 2019). Efficiency refers to the optimal use of resources to achieve goals, effectiveness refers to the extent to which organizational goals are achieved, quality refers to the standard and quality of products or services produced, and innovation refers to the organization's ability to create new things and improve existing processes. In the context of this study, organizational performance refers to the extent to which educators in Giriwoyo sub-district, Wonogiri, are able to achieve set educational goals and make a positive

contribution to the development of the school and community. A valid performance scale developed by Na-Nan et al. (2018) with the dimensions of work time, work quality, and work quantity, will be the reference in this study.

Organizational commitment refers to the level of an individual's psychological attachment to the organization they work for (Latifah et al., 2024; Silva et al., 2024). Employees who have high organizational commitment tend to have strong loyalty, identification with organizational values, and a desire to make a positive contribution to the success of the organization (Haass et al., 2023). Organizational commitment can be manifested in various forms, such as affective commitment (positive emotional feelings towards the organization), continuance commitment (desire to remain working in the organization due to the costs associated with leaving), and normative commitment (feeling of obligation to remain working in the organization). In the context of this study, organizational commitment refers to the extent to which educators feel attached to their school and are motivated to give their best for students and the school. A strong team culture also contributes to increased employee commitment to the organization (Mishra & Kasim, 2023).

Organizational Citizenship Behavior (OCB) is an individual's voluntary behavior that is not included in the formal job description, but contributes to organizational effectiveness (Alhashedi et al., 2020; Basu et al., 2017). OCB includes a variety of positive behaviors, such as helping colleagues, complying with organizational rules and procedures, providing constructive feedback, and maintaining a positive image of the organization. OCB can be divided into individual OCB (OCB-I), which is directed to other individuals in the organization, and organizational OCB (OCB-O), which is directed to the organization as a whole (Nguyen & Haar, 2024). In the context of educators, OCB can take the form of helping students outside of class hours, participating in school activities, or making positive contributions to the work climate. The quality of the relationship between leaders and members (LMX) can also moderate the effect of WLB on OCB (Nguyen & Haar, 2024).

3. Methodology

Research Design

This study uses a quantitative design with a survey method. The quantitative design was chosen because it aims to test the hypothesis regarding the effect of work-life balance (WLB) on organizational performance, with organizational commitment and Organizational Citizenship Behavior (OCB) as mediating variables. Data were collected cross-sectionally, i.e. data were collected at one specific point in time from the entire sample.

Population and sampling

According to Sekaran and Bougie (2017), population is the whole group of individuals, events, or objects to be studied, with specific attributes related to the research subject. In this study, the population is 658 educators in Giriwoyo

Subdistrict, Wonogiri, based on data from the Ministry of Education and Culture as of December 21, 2024.

According to Sekaran and Bougie (2017), the effective sample ranges from 100-200 respondents, adjusted to the number of questionnaire indicators (5-10 indicators). This study uses 19 indicators, so based on Hair's formula (2022), the appropriate sample size is between 100 (5 x 20) to 200 (10 x 20) respondents. This study uses 150 respondents, which is within this range and is considered representative of the population.

Data collection

Primary data was collected using an online questionnaire distributed via Google Forms. Respondents rated their agreement with the statements on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Operational Definitions of Variables

The variables and their definitions are summarized in the table below:

Table 1. Operational Definitions of Variables

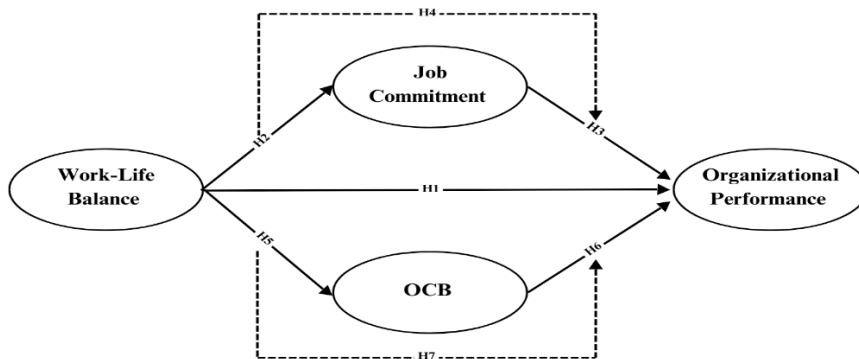
Variables	Reference Source	Definition
Work-life balance (WLB)	Greenhaus et al. (2003)	Educators' perceptions of the extent to which they are able to balance work demands and personal responsibilities. Measured through the dimensions of <i>time-based conflict</i> , <i>strain-based conflict</i> , and <i>behavior-based conflict</i> .
Organizational Performance	Na-Nan et al., (2018)	The level of achievement of organizational goals assessed based on educators' perceptions of efficiency, effectiveness, quality, and innovation in the implementation of their tasks. Measured through the dimensions of work time, work quality, and work quantity.
Organizational Commitment	Meyer and Allen (1991)	The level of educators' psychological attachment to the organization they work for, which is reflected in their loyalty, identification, and involvement. Measured through three dimensions of commitment: <i>affective commitment</i> , <i>continuance commitment</i> , and <i>normative commitment</i> .
Organizational Citizenship Behavior (OCB)	Organ (1988)	Voluntary behavior of educators that is not included in the formal job description, but contributes to organizational effectiveness. Measured through five dimensions of OCB: <i>altruism</i> , <i>conscientiousness</i> , <i>sportsmanship</i> , <i>courtesy</i> , and <i>civic virtue</i> .

Data analysis

The data were analyzed using Partial Least Squares Structural Equation Modelling (PLS-SEM) with SmartPLS 4 software:

1. Measurement Model Evaluation: Assess validity and reliability through outer loading, Average Variance Extracted (AVE), and Composite Reliability (CR).
2. Structural Model Evaluation: Testing hypotheses using path coefficients (β) and p-values.

Research Framework



Source: Oyewobi et al., (2019), and Thevanes & Harikaran (2020)

4. Empirical Findings/Result

Demographic Description of Respondents

Table 2. Gender

Respondents	Total	Percentage
Male	69	46%
Female	81	54%
Total	150	100%

Based on the Source: primary data processed, 2025 analysis of the gender of the respondents, out of a total sample of 150 people, there was a dominance of female questionnaire fillers, namely 81 respondents with a percentage of 54%. Meanwhile, male respondents totaled 69 people, which is equivalent to a percentage of 46%.

Table 3. Age

Age	Number
20-26 Years	39
27-35 Years	35
36-44 Years	32
45-50 Years	29
>50 Years	15
Total	150

Table 3. Source: primary data processed, 2025 shows the age distribution of the 150 respondents. The majority of respondents were aged 20-26 years (39 people), followed by the age groups 27-35 years (35 people), 36-44 years

(32 people), 45-50 years (29 people), and above 50 years (15 people). This distribution shows the dominance of respondents from young age to early adulthood.

Table 4. Length of Service

Period of Employment	Total
<1 Year	17
1-3 Years	22
4-7 Years	35
8-12 Years	32
13-20 Years	29
>20 Years	15
Total	150

Source: primary data processed, 2025

Table 4. shows the distribution of 150 respondents' tenure. The largest group had a tenure of 4-7 years (35 people), followed by 8-12 years (32 people), 13-20 years (29 people), 1-3 years (22 people), less than 1 year (17 people), and more than 20 years (15 people). The majority of respondents have medium work experience.

Validity Test

Table 5. Outer Loading

Variable	Indicators	Outer Loadings	Description
Work-Life Balance (WLB)	WLB1	0.818	Valid
	WLB2	0.828	Valid
	WLB3	0.779	Valid
	WLB4	0.822	Valid
	WLB5	0.773	Valid
	WLB6	0.785	Valid
Organization Performance (OP)	OP1	0.867	Valid
	OP2	0.86	Valid
	OP3	0.834	Valid
	OP4	0.855	Valid
Organizational Commitment (OC)	OC1	0.773	Valid
	OC2	0.791	Valid
	OC3	0.774	Valid
	OC4	0.784	Valid
	OC5	0.749	Valid
OCB	OCB1	0.803	Valid
	OCB2	0.8	Valid
	OCB3	0.772	Valid
	OCB4	0.755	Valid

Source: primary data processed, 2025

Based on the results of convergent validity testing in table 5, it can be seen that all indicators have an outer loading value ≥ 0.70 . Therefore, all indicators in this study can be declared to have met the criterion.

Table 6. Average variance extracted (AVE)

	Work-Life Balance (WLB)	Organizational Performance (OP)	Organizational Commitment (OC)	OCB
Work-Life Balance (WLB)	0.801			
Organizational Performance (OP)	0.777	0.854		
Organizational Commitment (OC)	0.625	0.575	0.774	
OCB	0.549	0.479	-0.072	0.783

Source: primary data processed, 2025

Based on table 6 shows the Average Variance Extracted (AVE) value. According to Hair et al. (2022) when the AVE value is greater than 0.5, the construct is able to explain more than 50% of the indicator variance. The AVE value for each variable shows that the Work-Life Balance (WLB) variable has an AVE value of 0.642, Organizational Performance (OP) of 0.729, Organizational Commitment (OC) of 0.6, and OCB of 0.613. This shows that these constructs have good convergent validity because the AVE value is above 0.5.

Table 7. Fornell-Larcker Criterion

	<i>Average variance extracted (AVE)</i>	Description
Work-Life Balance (WLB)	0.642	Valid
Organization Performance (OP)	0.729	Valid
Organizational Commitment (OC)	0.6	Valid
OCB	0.613	Valid

Source: primary data processed, 2025

Based on the discriminant validity test with the Fornell-Larcker Criterion table 7, the square root of the AVE of each construct must be greater than the highest correlation with other constructs. This indicates a clear separation between constructs, ensuring each construct is more correlated with itself than with other constructs. Meeting this criterion validates the uniqueness and measurement ability of each construct independently.

The square root AVE value for work-life balance (WLB) with the variable itself is 0.801, which is higher than the highest correlation with other constructs. Similarly, other constructs such as organizational performance of 0.854, organizational commitment of 0.774, organizational performance of 0.575, OCB of 0.783 are higher compared to organizational commitment of -0.072. These values indicate that the constructs meet the Fornell-Larcker criterion, confirming convergent validity and clear separation of constructs in the model (Hair et al., 2022).

Tabel 8. Cross Loading

	Work-Life Balance (WLB)	Organizational Performance (OP)	Organizational Commitment (OC)	OCB
OC1	0.442	0.392	0.773	-0.115
OC2	0.47	0.41	0.791	-0.033
OC3	0.512	0.447	0.774	-0.025
OC4	0.481	0.522	0.784	0.012
OC5	0.507	0.443	0.749	-0.126
OCB1	0.465	0.384	-0.009	0.803
OCB2	0.454	0.425	-0.072	0.8
OCB3	0.381	0.336	-0.127	0.772
OCB4	0.41	0.348	-0.025	0.755
OP1	0.659	0.867	0.489	0.398
OP2	0.688	0.86	0.515	0.424
OP3	0.663	0.834	0.464	0.387
OP4	0.646	0.855	0.496	0.427
WLB1	0.818	0.649	0.498	0.479
WLB2	0.828	0.638	0.545	0.458
WLB3	0.779	0.606	0.493	0.39
WLB4	0.822	0.643	0.474	0.45
WLB5	0.773	0.595	0.449	0.44
WLB6	0.785	0.604	0.54	0.417

Source: primary data processed, 2025

Based on table 8, it can be stated that the value of each outer loading is higher than the cross loading on other constructs. Therefore, this indicates that all indicators of all variables used in this study are valid. Discrimination validity can also be seen from the AVE value, which stands for Average Variance Extracted, which is a good AVE value criterion that exceeds 0.5.

Table 9. HTMT

	Work-Life Balance (WLB)	Organizational Performance (OP)	Organizational Commitment (OC)	OCB
Work-Life Balance (WLB)				
Organizational Performance (OP)	0.881			
Organizational Commitment (OC)	0.723	0.669		
OCB	0.651	0.572	0.135	

Source: primary data processed, 2025

Table 9 shows that all HTMT values between pairs of constructs are lower than 0.9. The HTMT value between Work-Life Balance (WLB) and Organizational Performance (OP) is 0.881, between WLB and Organizational Commitment (OC) is

0.669, as well as OCB and Organizational Performance (OP) is 0.135. Since all HTMT values are below 0.9, it can be concluded that discriminant validity has been met for all constructs in this research model.

Reliability test

Table 10. Composite Realibility, Cronbach Alpha, Dan AVE

Variable	Composite Reliability	Cronbach's alpha	AVE
Work-Life Balance (WLB)	0.915	0.888	0.642
Organization Performance (OP)	0.915	0.876	0.729
Organizational Commitment (OC)	0.882	0.833	0.6
OCB	0.864	0.79	0.613

Source: primary data processed, 2025

The test results in table 10 present the results of testing the reliability and convergent validity of the constructs. All constructs show good reliability, with Composite Reliability (CR) and Cronbach's Alpha values above 0.70 (Hair et al., 2022). Convergent validity is also met, with Average Variance Extracted (AVE) values above 0.50 for all constructs (Hair et al., 2022). These results indicate that the indicators used in this study are consistent in measuring the intended constructs and have a strong relationship with each other.

Model test

Table 11. Path coefficient

	Original sample (O)	Standard deviation (STDEV)	T statistics (O/STDEV)	P-values	Results
Work-life Balance (WLB) -> Organizational Performance (OP)	0.42	0.093	4.522	0,000	Supported
Work-life Balance (WLB) -> Organizational Commitment (OC)	0.625	0.073	8.611	0,000	Supported
Work-Life Balance (WLB) -> OCB	0.549	0.081	6.751	0,000	Supported
Organizational Commitment (OC) -> Organizational Performance (OP)	0.333	0.094	3.549	0,000	Supported
OCB -> Organization Performance (OP)	0.273	0.084	3.234	0.001	Supported

Source: primary data processed, 2025

Based on the results of the path analysis presented in table 11, it is found that Work-Life Balance (WLB) has a significant influence on Organizational Performance (OP) with a value of ($p = 0.000 < 0.05$). This indicates that WLB plays an important role in improving organizational performance. Work-Life Balance (WLB) has a significant influence on Organizational Commitment (OC) with a value of ($p = 0.000 < 0.05$). This indicates that WLB plays an important role in increasing organizational commitment. Furthermore, Work-Life Balance (WLB) has a significant influence on OCB with a value of ($p = 0.000 < 0.05$). This indicates that WLB plays an important role in increasing OCB. Organizational Commitment (OC) has a significant influence on Organizational Performance (OP), with a value of ($p = 0.000 < 0.05$) which indicates that organizational commitment plays an important role in improving organizational performance. Meanwhile, OCB has a significant effect on organizational performance (OP), with a value of ($p = 0.001 < 0.05$) which means that OCB has an important effect in improving organizational performance. It can be concluded that from the overall p-value results all indicators have a significant effect because < 0.05 .

Table 12. Indirect Effect

	Original sample (O)	Standard deviation (STDEV)	T statistics (O/STDEV)	P- values	Results
Work-life Balance (WLB) -> Organizational Commitment (OC) -> Organizational Performance (OP)	0.208	0.068	3.07	0.002	Supported
Work-Life Balance (WLB) -> OCB -> Organizational Performance (OP)	0.15	0.055	2.743	0.006	Supported

Source: primary data processed, 2025

Based on the analysis of indirect relationships, it shows that Work-Life Balance (WLB) also has a significant effect on Organizational Performance (OP) through Organizational Commitment (OC) with a value (p-value $0.002 < 0.05$). Work-Life Balance (WLB) has a significant effect on Organizational Performance (OP) through OCB with a value (p-value $0.006 < 0.05$).

R- Square

Table 13. R-Square

	<i>R-square</i>	<i>R-square adjusted</i>
Organization Performance (OP)	0.648	0.641
Organizational Commitment (OC)	0.39	0.386
OCB	0.301	0.296

Source: primary data processed, 2025

The R-square value shows how much the independent variable can explain the dependent variable in this research model. Based on the analysis results, the R-square

for Organizational Performance (OP) is 0.648 with a percentage of 64.8% variation in Organizational Performance can be explained by the independent variables used in the model, while the remaining 35.2% is explained by other factors outside the model. For Organizational Commitment (OC), the R-square value is 0.39 with a percentage of 39% variation in Organizational Commitment can be explained by the independent variables in the model, while the remaining 61% comes from other variables not included in the model. As for OCB, the R-square value is 0.301, with a percentage of 30.1% of the variation in OCB can be explained by the variables in the model, while 69.9% of the variation is influenced by other factors outside the model.

Predictive Relevance (Q²)

Table 14. Predictive Relevance (Q²)

	SSO	SSE	Q ² (=1-SSE/SSO)
Organizational Performance (OP)	600	322.045	0.463
Organizational Commitment (OC)	750	580.4	0.226
OCB	600	494.74	0.175

Source: primary data processed, 2025

The Q² value shows that Organizational Performance (OP) has a Q² of 0.463, Organizational Commitment (OC) of 0.226, and OCB of 0.175, which indicates the model has good predictive ability. The Q-Square predication value > 0 means that there is no predictive relevance. Meanwhile, a positive Q-Square predication value indicates that the PLS path model error is smaller. Based on the table above, the structural model can predict endogenous variables, with little error relevance.

Hypothesis testing

Table 15. Hypothesis Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P-values	Results
Work-life Balance (WLB) -> Organizational Performance (OP)	0.42	0.423	0.093	4.522	0,000	Supported
Work-life Balance (WLB) -> Organizational Commitment (OC)	0.625	0.626	0.073	8.611	0,000	Supported
Work-Life Balance (WLB) -> OCB	0.549	0.55	0.081	6.751	0,000	Supported
Organizational Commitment (OC) -> Organizational Performance (OP)	0.333	0.329	0.094	3.549	0,000	Supported
OCB -> Organization Performance (OP)	0.273	0.271	0.084	3.234	0.001	Supported

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P- values	Results
Work-Life Balance (WLB) -> Organizational Commitment (OC) -> Organizational Performance (OP)	0.208	0.207	0.068	3.07	0.002	Supported
Work-Life Balance (WLB) -> OCB -> Organizational Performance (OP)	0.15	0.15	0.055	2.743	0.006	Supported
Work-life Balance (WLB) -> Organizational Performance (OP)	0.42	0.423	0.093	4.522	0,000	Supported

Source: primary data processed, 2025

From table 4.14, it can be seen that:

1. **H1: Work-Life Balance (WLB) has a positive effect on Organizational Performance (OP).** The p-value for the path from WLB to OP is 0.000, which is less than 0.05. Therefore, H0 is rejected. This means that Work-Life Balance (WLB) has a significant effect on Organizational Performance (OP).
2. **H2: Work-Life Balance (WLB) has a positive effect on Organizational Commitment (OC).** The p-value for the path from WLB to OC is 0.000, which is less than 0.05, so H0 is rejected. This indicates that Work-Life Balance (WLB) has a significant effect on Organizational Commitment (OC).
3. **H3: Work-Life Balance (WLB) has a positive effect on OCB.** The p-value for the path from WLB to OCB is 0.000, which is less than 0.05, so H0 is rejected. This indicates that Work-Life Balance (WLB) has a significant effect on OCB.
4. **H4: Organizational Commitment (OC) has a positive effect on Organizational Performance (OP).** The p-value for the path from OC to OP is 0.000, which is less than 0.05, so H0 is rejected. This means that Organizational Commitment (OC) has a significant effect on Organizational Performance (OP).
5. **H5: OCB has a positive effect on Organizational Performance (OP).** The p-value for the path from OCB to OP is 0.001, which is less than 0.05, so H0 is rejected. This means that OCB has a significant effect on Organizational Performance (OP).
6. **H6: Work-Life Balance (WLB) has a positive effect on Organizational Performance (OP) through Organizational Commitment (OC) as a mediating variable.** The p-value for the indirect path from WLB to OC to OP is 0.002, which is less than 0.05, so H0 is rejected. This means that Organizational Commitment (OC) mediates the effect of Work-Life Balance (WLB) on Organizational Performance (OP).
7. **H7: Work-Life Balance (WLB) has a positive effect on Organizational Performance (OP) through OCB as a mediating variable.** The p-value for the indirect path from WLB to OCB to OP is 0.006, which is less than 0.05,

so H_0 is rejected. This means that OCB mediates the effect of work-life balance (WLB) on organizational performance (OP).

5. Discussion

This study underscores the critical role of Work-Life Balance (WLB) in shaping organizational performance within the education sector, particularly in the Giriwoyo sub-district. The findings affirm that WLB not only improves employee well-being but also acts as a strategic driver for enhancing organizational effectiveness, echoing the broader economic implications of human capital optimization.

The significant and positive impact of WLB on organizational performance aligns with the work of Oyewobi et al. (2019), who found that WLB fosters a conducive work environment and enhances productivity among female professionals. Similarly, Talukder et al. (2018) showed that supervisor support in facilitating WLB directly contributes to improved job performance in high-stress industries, suggesting the universal importance of WLB regardless of sector.

Furthermore, the mediation effect of Organizational Commitment (OC) between WLB and performance in this study validates earlier findings. When educators perceive a healthy balance between their professional and personal lives, their loyalty and emotional attachment to the organization deepen. This enhances performance outcomes, as supported by Tiwari et al. (2024) and Riffay (2019), who linked work-life harmony to increased engagement and long-term institutional alignment. Additionally, Mishra and Kasim (2023) emphasized that strong organizational culture and commitment are foundational to high job performance, reinforcing the present study's findings in the educational context.

This study also reveals that Organizational Citizenship Behavior (OCB) significantly mediates the relationship between WLB and performance. Educators with good WLB are more inclined to exhibit discretionary behaviors—such as assisting colleagues and voluntarily contributing to school initiatives—which are not formally rewarded but crucial for overall performance. These findings are consistent with those of Rosyidi et al. (2024) and Rohmatiah et al. (2023), who found that OCB is a key output of WLB in educational and organizational contexts.

Moreover, the interplay between WLB, OCB, and performance has been explored in broader sectors. Thevanes and Harikaran (2020) demonstrated that WLB positively influences OCB, which then enhances organizational performance—a framework confirmed in this study within a localized educational environment. Nguyen and Haar (2024) provide an interesting nuance by noting that the effect of WLB on OCB can be moderated by the quality of leader-member relationships, suggesting that leadership style may enhance or hinder these positive effects.

Additionally, the findings of this research align with Latifah et al. (2024), who emphasized the role of job satisfaction and its antecedents—such as WLB and

organizational support—in enhancing employee performance in the Indonesian context. In terms of measurement reliability, the employee performance indicators used are supported by the validated scale developed by Na-Nan et al. (2018), reinforcing the robustness of this study's analytical model.

On a broader economic level, this research provides compelling evidence for the value of investing in employee well-being and engagement mechanisms as a pathway to enhancing organizational output. As Pio (2022) asserts, factors like quality of work life and intrinsic motivation significantly mediate the path from leadership to performance. Similarly, Silva et al. (2024) highlight the generational differences in employees' intention to stay, further emphasizing that WLB is a pivotal factor in workforce retention and productivity.

Ultimately, the findings demonstrate that promoting WLB, strengthening organizational commitment, and cultivating OCB are not only beneficial for individual educators but also instrumental for the economic and operational performance of educational institutions. These insights provide actionable guidance for policymakers and school leaders to design work environments that holistically support their teaching staff, thus enhancing institutional performance and contributing to regional human capital development.

6. Conclusions

This study, which focused on educators in Giriwoyo sub-district, Wonogiri, indicates that work-life balance (WLB) has a positive and significant influence on organizational performance. This influence is strengthened by the role of organizational commitment and Organizational Citizenship Behavior (OCB) as mediating variables. This suggests that when educators are able to achieve a good balance between personal and work life, their commitment to the organization increases, and they are more motivated to show OCB behavior. Furthermore, this high level of commitment and OCB behavior contributes to an increase in overall organizational performance. Therefore, it can be concluded that the implementation of policies and practices that support WLB is an important strategy for educational organizations to improve performance through increasing educators' commitment and OCB. Overall organizational support and leadership quality are also important factors to consider to maximize the positive impact of WLB on organizational commitment and OCB.

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