
Examining the Impact of Work-Life Balance on Satisfaction, Productivity, and Performance Among Faculty and Staff Members in Higher Education Institutions: The Case of Lebanese Private Sector.

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Abstract:

A major concern faced by many employees in numerous countries in several sectors due to the present dynamic, busy, and demanding business environment is Work-Life Balance. Maintaining an equilibrium between work and life is an issue that is gaining increasing recognition because of its considered importance to organizations and employees. In contrast, the deprivation of work-life balance (WLB) has drawbacks on the way employers estimate success in many matters. The research's main objective is to study how work-life may impact faculty and staff members in Lebanese private higher education institutions (HEIs) and to identify if attaining a high level of satisfaction, performance, and productivity is associated with a better work-life balance. Besides, the moderating effect of perceived organizational support was also studied. To obtain the results, a mono-method quantitative research approach for the collection and analysis of data was employed. A self-directed survey questionnaire was distributed randomly among staff and faculty members working in Lebanese private universities. A total of 130 responses were gathered. For the purpose of revealing the relationships between the variables, SPSS software version 25 and Process SPSS Macro version 3.4 were used. The research's findings showed that a relationship between work-life balance, and employees' satisfaction, productivity, and performance exists. However, there was no evidence to support the idea that organizational support moderates the way WLB affects other variables. The findings encourage private HEIs in Lebanon to implement or reinforce existing practices that focus on WLB to attain better employee job satisfaction, productivity, and performance.

Keywords: *Work-Life Balance, Job Satisfaction, Job Performance, Job Productivity, Higher Education, Private Universities, Perceived Organizational Support..*

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Introduction

In present work environments that are busy and demanding, obtaining work-life balance is becoming a more significant topic. It is especially important for faculty and staff members at private universities in Lebanon since they must manage both their personal and professional lives in a highly challenging way. The intricate nature of academic and administrative tasks, which frequently entail long working hours, high job expectations, and vast duties, can substantially negatively impact employee performance, productivity, and satisfaction at work (Diego-Medrano & Ramos, 2021).

The search for achieving WLB on a global level remains ongoing, yet a universally accepted definition of this concept continues to be difficult to pin down. The achievement of a healthy WLB is influenced by various aspects of a person's life, and its outcome can have far-reaching consequences across society. However, there are some potential disadvantages accompanying WLB that can affect both workers and employers. For employees, these drawbacks may manifest themselves as a decline in job and life satisfaction levels, issues related to mental and physical health, and insufficient performance within the organization (Guest, 2002). Employers who fail to pay attention to WLB may face a decline in work performance, an increase in absenteeism and sick leave instances, as well as high turnover rates,

expenses related to recruitment, and training costs (Russell & Bowman, 2000).

As businesses strive to remain sustainable and competitive in today's world, human resource management (HRM) has become increasingly critical. The active involvement and commitment of employees are key to achieving these goals. Accordingly, many organizations have implemented various high-performance HR practices and strategies to enhance employee job performance. These practices include career development programs, performance evaluations, compensation structures, teamwork, and training initiatives. Among these and given its impact on enhancing employee performance, prioritizing WLB is particularly important (Banu & Sundharavadeivel, 2019). Achieving a professional and personal life balance is crucial to reducing absenteeism and turnover rates of employees. Creating a supportive work environment that supports employees' well-being and allows them to manage both their work and personal commitments effectively is vital. This strategic approach not only strengthens employee loyalty but also boosts overall productivity. Research shows that employees who experience minimal stress in both their personal and professional lives are more likely to sense work satisfaction, show consistent commitment to the organization, and engage in supportive organizational behaviours. Therefore, organizations must prioritize

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WLB to cultivate a satisfied and productive workforce (Fleetwood, 2007).

This study aims to study the influence of Work-life balance on job satisfaction, productivity, and performance as well as the moderating effect of perceived organizational support in Lebanese private higher education institutions. The present study has several important aspects. First, it adds to the body of evidence on the notions of work-life balance, job satisfaction, productivity, and performance. The results can help university administrators, policymakers, and human resource specialists create and put into practice efficient interventions and practices that support WLB and raise performance, productivity, and job satisfaction. Additionally, it can serve as a roadmap for the creation of interventions and programs targeted at enhancing WLB and creating a supportive workplace.

Methodology

The current study adopts a positivist methodology, heavily relying on experimental and manipulative techniques (Cohen, 2006), which involves formulating and testing hypotheses, along with the processes of validation and falsification. A quantitative method for data collection and analysis is adopted in this approach, aiming to generate hypotheses, test them, and contribute to existing knowledge (Arif & Farooqi, 2014). Furthermore, the research perspective involves deductive reasoning and methodologies characterized by high structure and large sample sizes, aiming to strengthen the reliability of findings. This approach entails acquiring theories from existing literature and testing them through data collection, experiments, or surveys, followed by statistical analysis to draw conclusions (Sinval & Marôco, 2020). The chosen methodology for this study is a mono-method quantitative research approach, focusing on investigating the correlation between work-life balance, job satisfaction, productivity, and performance of faculty and staff members in private universities in Lebanon. To ensure representation from various Lebanese private universities, a simple random sampling technique was adopted, providing equal opportunities for participation. Data collection utilized a structured online survey distributed via email and social media platforms, with participants recruited from personal networks and databases of Higher Education Institutions (HEIs). The survey encompassed validated scales and questions related to work-life balance, job satisfaction, productivity, performance, and perceived organizational support. Statistical analysis using SPSS software involved descriptive analysis, Pearson correlation, linear regression analyses, and moderation effects testing, adhering to a significance threshold of $p < 0.05$ (Smeltzer et al., 2016; De Menezes & De Paula Xavier, 2018). Ethical considerations were paramount, with measures in place to ensure participant rights and

confidentiality, including informed consent and secure data storage and transmission protocols.

Research Findings

Table 1 shows the sociodemographic traits of the participants involved in the study. 130 participants were involved, and all are employed in private universities in Lebanon. Most of the participants were aged between 31-40 years old (45=34.6%), female (87=66.9%), and Lebanese (100%). Most of the participants were residing in Mount Lebanon (49=37.7%) and the majority were married with kids (53=40.8%), more than any other marital status. More than half of the participants have obtained a university degree, with 69=53.1% of them holding a master's degree and 45=34.6% of them having a Doctorate. The majority of the participants were employed in the other universities category (72=55.4%) holding the highest percentage, followed by MUBS (38=29.2%), LAU (6.9%), and AUST (6.2%). The Others category concerning the nature of the employment scores (51=39.2%) followed by (48=36.9%) of the participants who were instructors, while other titles take the rest. Furthermore, (81=62.3%) of the participants were full-timers at the universities they work at, and (49=37.7%) were part-timers. It is worth noting that (83=63.8%) were faculty members, the rest were either working in administrative departments or holding positions in both academic and administrative ones. As for the years of experience, more than half of the respondents have less than 5 years of experience (70=53.8%), followed by 5-10 years of experience (33=25.4%), and lastly those who have more than 10 years (27=20.8%). Additionally, most participants have an income between 500\$ and 1000\$ (48=36.9%). Finally, equal percentages were recorded by participants when asked if they are the sole source of income for their families (50% Yes, 50% No).

Table 1: Sociodemographic characteristics of the participants (N=130).

Variable	N (%)
Gender	
Male	43 (33.1%)
Female	87 (66.9%)
Age in years	
18 – 25	15 (11.5%)
26 – 30	25 (19.2%)
31 – 40	45 (34.6%)
41 – 50	38 (29.2%)
51 and above	7 (5.4%)
Nationality	
Lebanese	130 (100%)
Other	2 (1.3%)
Area of residency	
Beirut	27 (20.76%)
Mount Lebanon	49 (37.69%)
South	7 (5.38%)
North	9 (6.92%)
Bekaa	30 (23.07%)
Akkar	0
Baalbeck-Hermel	2 (1.5%)
Nabatiyeh	4 (3.07%)
Ksereen-Jbeil	2 (1.5%)
Marital status	
Married with kids	53 (40.8%)
Married without kids	14 (10.8%)
Single	46 (35.4%)

Widowed	3 (2.3%)
Divorced	8 (6.2%)
In a relationship	6 (4.6%)
Educational level	
Highschool diploma or lower	3 (2.3%)
Vocational/technical license (vocational institute)	2 (1.5%)
Bachelor's degree	11 (8.5%)
Master's degree	69 (53.1%)
Doctorate	45 (34.6%)
Current job title	
Instructor	48 (36.9%)
Assistant/associate professor	31 (23.8%)
Others	51 (39.2%)
Nature of current employment	
Full time	81 (62.3%)
Part-time	49 (37.7%)
University working on	
MUBS	38 (29.2%)
AUST	8 (6.2%)
LAU	9 (6.9%)
LIU	3 (2.3%)
AUB	4 (3.06%)
Others	72 (55.4%)
Role in the organization	
Faculty member (Academic departments)	83 (63.8%)
Staff member (Administrative departments)	32 (24.6%)
Faculty and Staff	15 (11.5%)
Years of experience	
Less than 5 years	70 (53.8%)
5 – 10 years	33 (25.4%)
More than 10 years	27 (20.8%)
Monthly income	
< 500\$	45 (34.6%)
500\$-1000\$	48 (36.9%)
> 1000\$	37 (28.5%)
Family relies on as a source of household income	
Yes	65 (50.0%)
No	65 (50.0%)

The description of the mean, minimum, maximum, median, and Cronbach alpha are displayed in the below table (table 3). The work-life balance assessment scale's mean score was 3.52 ± 0.95 , this score means that respondents have moderate work-life balance. The Cronbach's alpha of 0.850 proposes good internal consistency for the items in this scale. Moreover, the mean of the Short Index of Job Satisfaction (SIJS) was 18.11 ± 3.92 denoting that the participants have a high level of job satisfaction. The Cronbach's alpha of 0.772 suggests acceptable internal consistency. The Short Version of Self-Assessment Scale of Job Performance (SJOP) scored 4.10 ± 0.72 meaning that those who participated also experienced high levels of job performance. The Cronbach's alpha of 0.950 signifies a high internal consistency. Similarly, Employee productivity (IAPT) (26.20 ± 6.47) confirmed a high level of job productivity as well. The 0.806 Cronbach's alpha score means acceptable internal consistency. Contrary, moderate organizational support was proven as the mean score was 4.66 ± 1.60 . The Cronbach's alpha of 0.928 reveals excellent internal consistency in this case.

Table 2: Description of the scales used in the study.

	Mean \pm SD	Minimum	Maximum	Median	Cronbach alpha
Work-Life Balance	3.52 ± 0.95	1.20	6.46	3.46	0.850
The Short Index of Job Satisfaction (SIJS)	18.11 ± 3.92	7.00	25.00	18.00	0.772
The Short Version of the Self-Assessment Scale of Job Performance (SJOP)	4.10 ± 0.72	1.80	5.00	4.05	0.950
The Survey of Perceived Organizational Support	4.66 ± 1.60	1.00	7.00	5.00	0.928
Employee productivity (IAPT)	26.20 ± 6.47	13.00	40.00	25.00	0.806

Table 3 represents the correlation between work-life balance and the dependent variables of job satisfaction, productivity, and performance. The analysis shows a negative correlation, $r = -0.28$ (Figure 2) indicating that the work-life balance scale was negatively correlated with the satisfaction scale (SIJS). Also, $r = -0.317$ (Figure 3) shows another negative correlation with the performance scale (SJOP). Likewise, $r = -0.429$ (Figure 4) represents a negative correlation with the productivity scale (IAPT).

Table 3: The Correlation between Work-Life Balance, Satisfaction, Performance, and Productivity.

Variable	Satisfaction (SIJS)	p-value	Performance (SJOP)	p-value	Productivity (IAPT)	p-value
	Correlation coefficient		Correlation coefficient		Correlation coefficient	
Work-Life Balance	-0.282	0.001	-0.317	<0.001	-0.429	<0.001

SJIS: The Short Index of Job Satisfaction; SJOP: The Short Version of Self-Assessment Scale of Job Performance; IAPT: Productivity during a Working Day.

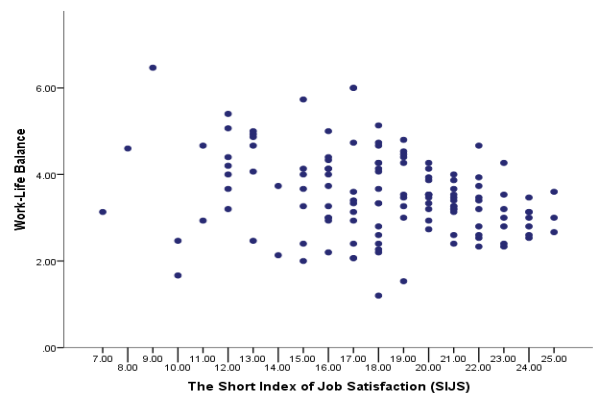


Figure 1: Pearson correlation analysis between The Work-Life Balance and the Short Index of Job Satisfaction (SIJS).



Figure 2: Pearson correlation analysis between The Work-Life Balance and the Short Version of the Self-Assessment Scale of Job Performance (SJOP).

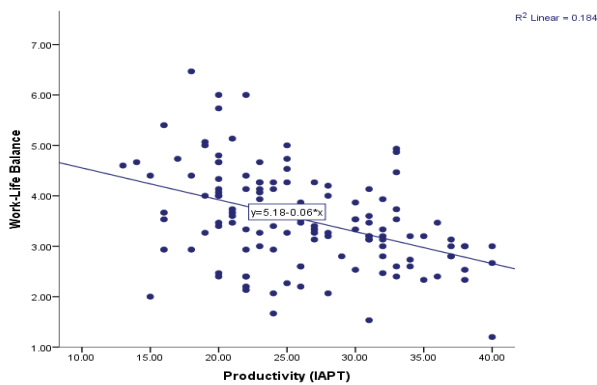


Figure 3: Pearson correlation analysis between The Work-Life Balance and Job Productivity (IAPT).

The relationship between work-life balance and three key dependent variables: job satisfaction (Model 1), job performance (Model 2), and employee productivity (Model 3) was investigated and presented in Table 4. The three models were adjusted over age, marital status, monthly income, Nature of current employment, Family relies on as a source of household income, and current job title. For Model 1 (Satisfaction - SIJS) was investigated, UB = -0.922, with a 95% confidence interval (CI) that ranges from -1.575 to -0.270. The associated p-value is 0.006, indicating a statistically significant negative relationship between work-life balance and job satisfaction. Similarly, for Model 2 (Performance - SJOP), UB = -0.248 (95% CI: -0.372 to -0.123), and the p-value is <0.001, suggesting a significant negative association between work-life balance and job performance. In Model 3 (Productivity - IAPT), UB = -2.615 (95% CI: -3.622 to -1.608), and the p-value is <0.001, indicating a significant negative impact of work-life balance on employee productivity. Overall, for each increase in the work-life balance unit,

there exists an equivalent decrease of 0.922 units in SIJS, 0.248 units in SJOP, and 2.615 units in IAPT.

Table 4: First Multivariable Linear Regression.

Taking employee productivity, performance, and job satisfaction as the dependent variable and the work-life balance as the independent variable						
	Model 1: Satisfaction (SIJS)		Model 2: Performance (SJOP)		Model 3: Productivity (IAPT)	
	UB (95% CI)	p-value	UB (95% CI)	p-value	UB (95% CI)	p-value
Work-Life Balance	-0.922 (-1.575; -0.270)	0.006	-0.248 (-0.372; -0.123)	<0.001	-2.615 (-3.622; -1.608)	<0.001

The three models were adjusted over age, marital status, monthly income, Nature of current employment, Family relies on as a source of household income, and current job title.
 UB: Unstandardized Beta, CI: Confidence interval; SIJS: The Short Index of Job Satisfaction; SJOP: The Short Version of Self-Assessment Scale of Job Performance; IAPT: Productivity during a Working Day.

The regression analysis taking the employee outcome variables as the dependent variables moderated by the Support provided by the institution is shown in Table 5. The results indicated that no moderation effect was found in all three models, the interaction effect between the Support provided by the institution and the Work-Life Balance was not significant (p-value>0.05 for all).

Table 5: Second Multivariable Linear Regression.

Taking employee productivity, performance, and job satisfaction as the dependent variable and the work-life balance as the independent variable moderated by the support provided by the institution						
	Model 1: Satisfaction (SIJS)		Model 2: Performance (SJOP)		Model 3: Productivity (IAPT)	
	UB (95% CI)	p-value	UB (95% CI)	p-value	UB (95% CI)	p-value
Work-Life Balance	-0.735 (-1.378; -0.091)	0.025	-0.200 (-0.330; -0.070)	0.003	-2.392 (-3.421; -1.363)	<0.001
Support provided by the institution	1.160 (0.790; 1.530)	<0.001	0.107 (0.033; 0.182)	0.005	1.618 (1.027; 2.210)	<0.001
Work-Life Balance * Support provided by the institution	0.076 (-0.280; 0.433)	0.671	0.008 (-0.063; 0.080)	0.812	-0.037 (-0.608; 0.533)	0.877

UB: Unstandardized Beta, CI: Confidence interval; SIJS: The Short Index of Job Satisfaction; SJOP: The Short Version of Self-Assessment Scale of Job Performance; IAPT: Productivity during a Working Day.

Discussion

The first hypothesis (H1) that declares a correlation exists between achieving a healthy equilibrium between work and personal life and the overall satisfaction of faculty and staff members within privately owned Lebanese universities was confirmed in Chapter 4, especially in the Multivariable Analysis as it was approved that both work-life balance and job satisfaction are negatively correlated. This relation has also been confirmed in several previous studies, researchers agreed that through skillful management of their work and personal lives, employees experience higher and improved job satisfaction (Rani et al., 2011; Kamran et al., 2014). Likewise, others concluded that an increase in work-life balance positively relates to work satisfaction (Aziz-Ur-Rehman & Siddiqui, 2020; Znidaršič & Marič, 2021). This correlation might be attributed to various

factors, for instance, the mitigation of stress and burnout. Lebanon has been facing economic challenges and geopolitical instability, which has led to a high-stress work environment. Skillful management of work-life balance aids employees in mitigating stress and preventing burnout, contributing to higher job satisfaction (Tavassoli & Sunyer, 2020).

The results showed that work-life balance and productivity are negatively correlated, meaning that the lower the work-life balance is, the lower the productivity associated with it. Thus, the second hypothesis (H2) is also confirmed, which states that a correlation exists between the equilibrium of work and personal life and the overall productivity displayed by employees. It is confirmed by diverse studies that whenever employees maintain a healthy work-life balance, they are more likely they be productive (Karman et al., 2014). This relationship might be linked to enhanced focus and concentration. In other means, the socio-political doubts in Lebanon may result in distractions and impact employees' focus. Thus, a balanced work-life equilibrium allows employees to concentrate on their tasks in a better manner, leading to an increase in productivity levels (Bloom et al., 2006).

A strong correlation exists between the equilibrium of work and personal life and the overall performance of employees. This is the third hypothesis in this study (H3) and like the previous hypotheses, it is also has been confirmed. This correlation was displayed in Chapter 4 as work-life balance and job performance are proven to be negatively correlated in this study. Previous research has also approved this hypothesis, their results implied that employee performance is positively and significantly affected by work-life balance, meaning that increasing the work-life balance is associated with higher employee performance (Banu & Sundharavadivel, 2019; Beauregard & Henry, 2009; Mendis & Weerakkody, 2018;). This relation can be understood through numerous factors, mainly employees' adaptability and resilience. Despite the unpredictable nature of the Lebanese environment, those who can navigate both work and personal life demands, establish adaptability and resilience. In the face of challenges, these qualities positively influence performance (Susanto et al., 2023).

On the other hand, the final hypothesis (H4): the role of the institution plays a significant part in influencing how work-life balance impacts job satisfaction, productivity, and performance for faculty and staff members working in private universities in Lebanon is not confirmed in this study. The results have shown that no moderation effect was found in all three models (SIJS; SJOP; IAPT) the interaction effect between the Support provided by the institution and the Work-Life Balance was not significant. However, perceived organizational support has been shown to have a role in moderating the influence of work-life balance

and job satisfaction, performance, and productivity (Medina-Garrido et al., 2023). This can be linked to the variation of institutional practices as Lebanese private universities may vary regarding their work-life balance-related organizational practices, policies, and support mechanisms. As employees' experiences differ significantly, the diverse approaches among institutions could lead to inconsistencies in the moderating effect.

This discussion dove into the relationship between work-life balance, employee outcomes, and organizational support. The confirmed hypotheses highlight negative correlations between work-life balance and job satisfaction, productivity, and performance. It's noteworthy that despite demographics and employment adjustment, the correlations remained the same. However, the impact of institutional support as a moderator wasn't proven. This underscores the importance of recognizing diverse organizational approaches in shaping these dynamics.

Conclusion

In conclusion, this study aimed to understand the relationship between work-life equilibrium, employee outcomes (Satisfaction, Productivity, and Performance), and organizational support in private HEIs in Lebanon, employing a mono-method quantitative approach. Hypotheses H1, H2, and H3 were confirmed, showing a correlation between work-life balance, satisfaction, performance, and productivity, while organizational support had no moderating influence. However, limitations such as the mono-method approach, sample size, and cross-sectional design may impact generalization. Recommendations include prioritizing work-life balance initiatives, implementing training programs, and stress management. Further studies could explore cultural factors, leadership styles, and employee demographics. Practical implications highlight the importance of work-life balance initiatives for employee satisfaction and productivity in private universities, while theoretical implications suggest integrating various theories to address work-life dynamics effectively.

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