



Pathways to work engagement in university lecturers: The role of work-life enrichment and life-work enrichment

Hang Tran Thi Bich¹
Bao Ngoc Le²
Nguyet Nguyen Thi My^{3*}

¹Department of Training Administration, Thuongmai University, Hanoi, Vietnam.

²Email: tranbichhang@tmu.edu.vn

³Department of Marketing, Posts and Telecommunications Institute of Technology, Hanoi, Vietnam.

³Email: ngoclb@ptit.edu.vn

³Institute of Business Administration, Thuongmai University, Hanoi, Vietnam.

³Email: mynguyet@tmu.edu.vn



(+ Corresponding author)

ABSTRACT

Article History

Received: 11 August 2025

Revised: 2 March 2026

Accepted: 31 March 2026

Published: 17 April 2026

Keywords

Job satisfaction
Life-work enrichment
Life satisfaction
Work-life enrichment
Work engagement.

Teaching staff are central to universities, critically shaping the effectiveness of educational delivery and outcomes. Their roles extend beyond mere instruction. They play a pivotal role in influencing student engagement, motivation, and overall academic success. The enrichment of teaching staff must focus not only on quantity and quality but also on fostering enthusiasm, passion, and professional engagement. This research examines the concurrent impact of work-life enrichment (WLE) and life-work enrichment (LWE) on job satisfaction (JS), life satisfaction (LS), and work engagement (WE) among university lecturers. Drawn on an integration between role theory, social exchange theory, and conservation of resources theory, a conceptual model was proposed and validated by data obtained from a survey of 308 lecturers working at 20 domestic universities in Vietnam, and partial least squares structural equation modeling (PLS-SEM) was used for empirical analysis. Research results indicate that both WLE and LWE of university lecturers positively affect their JS and LS, which in turn enhance their WE. Additionally, JS has a positive influence on LS. While LWE has a positive effect on work engagement, WLE shows no significant effect. The research results offer important contributions to theory as well as suggest implications for higher education institutions to nurture their employee engagement.

Contribution/Originality: This study contributes to the literature on work-life balance and work engagement within the educational sector. It is among the few studies that have examined the positive emotional and behavioral responses of university lecturers, specifically job satisfaction, life satisfaction, and work engagement, in relation to work-life enrichment and life-work enrichment.

1. INTRODUCTION

Research has shown a critical transformation in the academic profession, with contemporary lecturers facing substantially more complex responsibilities than previously acknowledged (Kinman & Jones, 2008; Saari & Judge, 2004). Prior research by Wang (2022) has emphasized that teacher engagement at work is predictive of student academic achievement, underscoring the importance of understanding the determinants of teacher performance. Success in teaching hinges on genuine enjoyment and a desire to perform the job. When teachers cultivate positive perceptions of their profession, it enhances their ability to perform their roles with greater effectiveness and

enthusiasm (Demirel, 2014). However, being a lecturer is no longer the low-stress profession it was once thought to be. The shift toward greater autonomy and competitiveness in higher education has led to the creation of extensive performance evaluation systems for university faculty (Mai, Do, Mai, & Nguyen, 2022). Modern educators juggle numerous professional responsibilities, including conducting research, teaching, sharing knowledge, mentoring students, and collaborating with diverse groups of people (Husin, Ghazali, Abdullah, & Hadi, 2018; Sari & Seniati, 2020). Their responsibilities encompass academic obligations, personal commitments, and community outreach efforts that necessitate the application of their expertise beyond the campus boundaries. This expanding workload has significantly complicated work-life balance for lecturers, negatively impacting their job satisfaction (JS), commitment to their institutions, intention to remain in their positions, and overall effectiveness (Sari & Seniati, 2020). Higher education institutions are now confronted with a fundamental question: How can faculty members effectively combine their work and personal lives while sustaining engagement and satisfaction in the face of escalating demands?

There has been some research on how work-life balance affects employee performance, but most of the research has focused on how work-life conflicts negatively impact work attitudes and performance (O'Driscoll & Randall, 2007). Studies have primarily examined the determinants of WLE from the perspective of work-life balance enrichment (Kumar, 2019; Maadon, Hassan, Kasa, & Hutasuhut, 2019). There is also a lack of research in higher education (Ratnasari, Widodo, & Zulfa, 2024), which leaves a gap in the literature regarding the positive aspects of work-life balance, such as work-life enrichment (WLE) and life-work enrichment (LWE), on the happiness of university lecturers. Furthermore, there is a paucity of research on the well-being and job satisfaction of higher education lecturers in non-Western settings (Le & Pham, 2025). The professional and family roles of teachers influence one another reciprocally. The teaching profession requires intensive engagement within constrained timeframes. These complementary characteristics of teaching facilitate the integration and harmonization of professional and family responsibilities (Kumar, 2019). Thus, it would be valuable to shed light on how university teachers can effectively utilize resources, opportunities, and support at work to enhance their functioning and activities in life, and vice versa. This emphasis signifies the growing recognition of the benefits of integrating professional and personal spheres. Recent research has investigated the influence of WLE on job performance, JS, health, and overall well-being (Katou, 2022; Lapierre et al., 2018). Previous scholars have explored the connection between WLE and various outcomes. Carlson, Kacmar, Wayne, and Grzywacz (2006) proposed the concepts of work-family affect and family-work affect, illustrating how favorable emotional states in one domain can enhance and strengthen connections in the opposing domains. Their research showed that work-family and family-work enrichment facilitate valuable skill transfer between domains. Their findings indicate that WLE not only boosts work performance but also demonstrates how work achievements positively impact family life, enabling employees to become more effective family members (work-family capital) and increasing both life and work satisfaction. Soomro, Breiteneker, and Shah (2018) further demonstrated that work-life balance significantly enhances performance, suggesting that better work-life balance leads directly to improved work performance among lecturers. While existing literature has identified possible consequences of work/life enrichment, such as job satisfaction (JS), life satisfaction (LS), and organizational commitment (Chan et al., 2015; Yasir, Majid, Yasir, & Khan, 2019) there is a scarcity of research that incorporates these potential and interlinked outcomes in a unified model. Employees hold multiple roles in their lives, which can conflict and negatively impact each other. WLE benefits both people and companies. It makes employees perform their jobs better and enjoy their employment more. This leads to less turnover and absenteeism for businesses, as well as improved employee satisfaction and performance (Chimote & Srivastava, 2013). Consequently, understanding the impact of this enrichment on JS, LS, and work engagement (WE) would assist universities in developing effective strategies to enhance employee satisfaction and organizational commitment. This study aims to address the identified research gaps by investigating the impact of WLE and LWE on JS, LS, and work engagement among university teachers in Vietnam. The research objectives are threefold:

- (i) To clarify the effects of WLE and LWE on JS, LS, and work engagement.
- (ii) To investigate the relationship between JS and LS.
- (iii) To explore how JS and LS impact work engagement.

The research results will offer fresh perspectives for researchers and higher education managers to enhance lecturer satisfaction and engagement within educational institutions.

The remainder of this research is organized as follows. First, Section 2 reviews the foundational literature on core concepts. Section 3 outlines the theoretical underpinning and develops hypothetical relationships between constructs. Section 4 describes the research methodology. Section 5 analyzes the crucial findings. Section 6 provides the concluding discussion, addressing implications for both theory and practice. Finally, Section 7 acknowledges the study's shortcomings and identifies opportunities for further research.

2. LITERATURE REVIEW

2.1. *WLE and LWE*

Work-life balance refers to the ability of a professional to fulfill their work duties while also prioritizing their own health and happiness (Fisher, Bulger, & Smith, 2009). This balance has four main parts: (i) work interfering with personal life (work-life conflict), (ii) personal life interfering with work (life-work conflict), (iii) personal life improving work (LWE), and (iv) work improving personal life (WLE). The latter two describe how a better personal life can enhance professional performance and vice versa. These positions in work and personal life intersect in terms of time, energy, and mental health. As one area improves in mood, energy, practical skills, and self-confidence, it can have a beneficial impact on the others. According to Greenhaus and Powell (2006), WLE and LWE occur when experiences in one role enhance the quality of the other role. Specifically, WLE describes how workplace achievements, experiences, positive emotions, and developmental resources (i.e., opportunities, knowledge, skills) improve life quality. Conversely, LWE shows how personal successes, experiences, good feelings, and developmental resources boost work performance (Carlson et al., 2006).

2.2. *Job Satisfaction*

Job satisfaction (JS) refers to an individual's emotional response to their work environment and experiences. Locke (1976) describes it as a "pleasurable or positive emotional state" that emerges from evaluating one's job. Research by De Simone et al. (2014) and Saari and Judge (2004) further elaborates this concept as the degree of contentment employees feel about their work. Job satisfaction gauges the extent to which an organization fulfills its employees' expectations, with this congruence profoundly influencing organizational success. When employees receive the right benefits and praise, they tend to put in more effort, knowledge, and new ideas into their work (Wright & Davis, 2003).

2.3. *Life Satisfaction*

Life satisfaction (LS) is the cognitive aspect of subjective well-being, specifically an individual's assessment of their happiness, health, relationships, partnerships, and self-satisfaction (Yasir et al., 2019). However, later studies have shown that LS is a broader concept that encompasses a range of feelings and attitudes about life at a given time, from negative to positive experiences (Kashyap, Joseph, & Deshmukh, 2016; Nguyen, Nguyen, & Nguyen, 2023). Happiness in daily activities, physical well-being, economic stability, and social relationships are all important factors that affect life satisfaction (Selim, 2008).

2.4. *Work Engagement*

Employee engagement has emerged as a widely discussed concept in both academic and business spheres (Leiter & Bakker, 2010). Although the term is commonly employed in academic journals, it has predominantly relied on

practical applications rather than theoretical frameworks and empirical studies. Knight, Patterson, and Dawson (2017) identified two main theoretical approaches that have shaped their systematic review of work engagement (WE). Kahn (1990) initially established the concept of WE by characterizing engaged employees as those who wholly immerse themselves physically, cognitively, and emotionally in their professional responsibilities, thereby enjoying a sense of purpose, psychological safety, and access to essential resources. Second, scholars exploring engagement via the perspective of burnout first regarded it as the antithesis of burnout. Schaufeli, Salanova, González-Romá, and Bakker (2002) argue that engagement is distinct from burnout and comprises three components: vigor (energy), dedication (sense of purpose), and absorption (sustained attention). They pointed out that just because a person is not burned out does not mean they are interested in their profession. Leiter and Bakker (2010) observed that both Kahn's and Schaufeli's approaches share a three-dimensional conceptualization of engagement. Although subsequent academic research (Crawford, LePine, & Rich, 2010; May, Gilson, & Harter, 2004) has introduced various definitions and measurements, researchers have worked to differentiate work engagement from related concepts, such as organizational commitment or organizational citizenship behavior (Saks, 2006). Nevertheless, Schaufeli et al. (2002) paradigm continues to be the most commonly accepted approach (Knight et al., 2017).

3. THEORIES AND HYPOTHESIS DEVELOPMENT

3.1. Role Theory

Role theory posits that individuals assume various roles in their daily existence, each associated with distinct behavioral expectations and social ramifications (Biddle, 1986). These roles affect not only how people see themselves but also how others perceive their actions. The theory provides a framework for predicting and analyzing behavior concerning an individual's roles and the expectations associated with them. According to Zulkiflee, Wan Rashid, and Abd Razak (2024), role theory effectively explains how individuals experience role overload and conflict when juggling multiple responsibilities. This is especially important for university lecturers, who must balance their professional obligations as teachers, researchers, and community advocates with their personal roles as family members and citizens. These different functions can either cause stress by making conflicting demands or produce positive synergies that improve overall performance (Anglin, Kincaid, Short, & Allen, 2022).

3.2. Social Exchange Theory

Social exchange theory (SET) provides a robust framework for analyzing the impact of WLE on happiness and work engagement via reciprocal connections. According to SET, the relationship between people changes over time through exchanges that benefit both parties and create obligations and commitments (Blau, 2017). When companies provide employees with the necessary tools and support to balance work and life, they tend to respond by being more engaged and maintaining a positive attitude (Cropanzano & Mitchell, 2005). This give-and-take relationship is apparent in businesses where both formal and informal exchanges are common. Research has shown that this idea explains how having support at work makes people happier and helps them balance their work and personal lives (Chan et al., 2015).

3.3. Conservation of Resources Theory

The study of work-life and LWE is based on the conservation of resources (COR) theory, which examines how people use their resources (Zulkiflee et al., 2024). According to this view, people actively want to acquire and retain both physical and mental resources (Hobfoll, 1989). When people maintain a good balance between work and life, it benefits their mental health at work. Individuals with more resources tend to be healthier because they can better manage stress at work. These resources include areas such as work-life balance, meaningful family engagement, vitality, physical well-being, and financial security (Halbesleben, Neveu, Paustian-Underdahl, & Westman, 2014). Haar and Brougham (2022) assert that the concept of work-life balance corresponds with COR theory, as an elevated

work-life balance fosters a reservoir of psychological resources that improve work performance. Therefore, managing and improving both work and life areas effectively builds and maintains one’s resource pool, which directly supports the main ideas of COR theory.

3.4. Work-Life Balance and Satisfaction

Research has supported clear links between WLE and satisfaction in both professional and personal domains. McNall, Nicklin, and Masuda (2010) found that work-life and LWE can enhance JS, affective commitment, and family satisfaction. Role theory asserts that individuals possess many roles that can mutually reinforce one another (Anglin et al., 2022). When work experiences improve family roles or family experiences mitigate job-related role conflicts, people achieve a better work-life balance and increased satisfaction in both areas (Greenhaus & Powell, 2006). Research regularly demonstrates that work-life balance cultivates favorable work attitudes, including job satisfaction (Chan et al., 2015; Irawanto, Novianti, & Roz, 2021). Koekemoer, Olckers, and Nel (2020) found that WLE benefits employees personally and enhances organizational outcomes by increasing employee engagement. Tanoto, Liko, and Gunawan (2023) validated the direct connection between WLE and satisfaction in both professional and familial domains. Employees who receive stronger assistance from their managers generally exhibit greater job satisfaction. They also feel safer, more confident, and more accomplished, which makes them feel better overall (Tanoto et al., 2023). In the same way, support from family members makes people happier with their family life and helps them perform better at work by making them feel better and more focused (Tanoto et al., 2023). Based on the preceding discussions, the hypotheses below are proposed.

H_{1a,b}: There is a positive association between WLE and JS (H1a) and between WLE and LS (H1b).

H_{2a,b}: There is a positive association between LWE and JS and between LWE and LS.

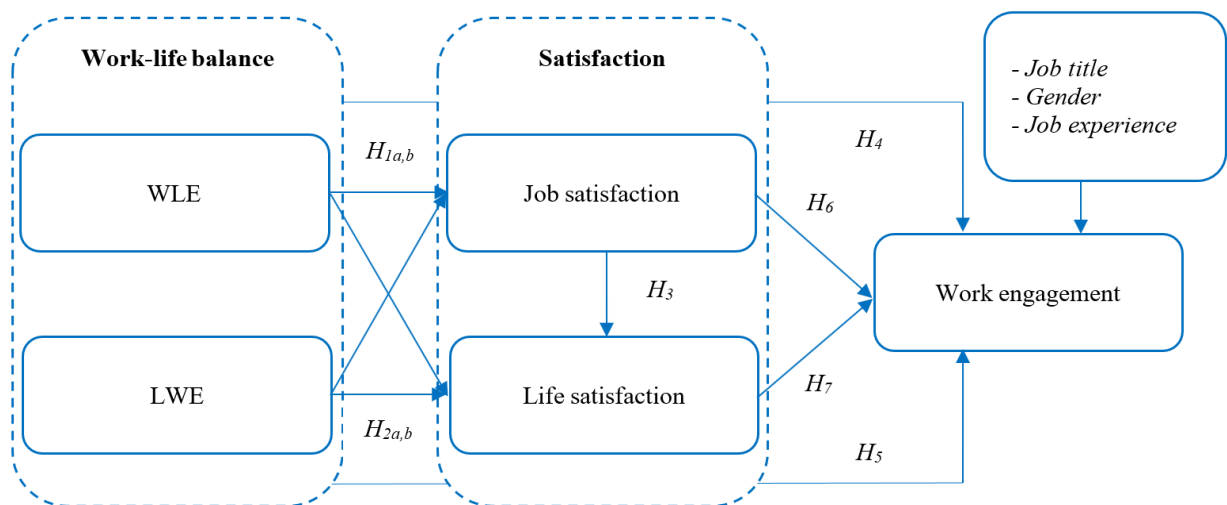


Figure 1. The conceptual model.

Figure 1 illustrates the proposed research model to test the hypothesized relationships between work-life balance (WLE and LWE), satisfaction (job satisfaction and life satisfaction), and work engagement.

3.5. Job Satisfaction and Life Satisfaction

Prior literature consistently shows that job satisfaction and life satisfaction are closely interconnected (Luque-Reca, García-Martínez, Pulido-Martos, Burguera, & Augusto-Landa, 2022). Multiple studies have documented strong links between these two variables (Haar, Russo, Suñe, & Ollier-Malaterre, 2014; Karabati, Ensari, & Fiorentino, 2019). The scholarly discourse continues to debate the directional causality between JS and LS (Shirom, Toker, Melamed, Berliner, & Shapira, 2012), yet meta-analytic evidence establishes that job satisfaction remains predictive of life

satisfaction independent of personality traits (Heller, Watson, & Ilies, 2004). Studies specifically examining faculty members have reinforced these findings, showing that both general and intrinsic JS (Lee & Shin, 2017; Olčar, Rijavec, & Ljubin Golub, 2019) are reliable predictors of overall life satisfaction (Luque-Reca et al., 2022). Following these discussions, the following hypotheses are formulated.

H₁: There is a positive association between JS and LS.

3.6. Work-Life Balance and Work Engagement

Previous research has underscored the importance of work-life balance in education, especially in relation to teacher efficacy and institutional commitment (Punia & Kamboj, 2013). Teachers often struggle to delineate the line between their work responsibilities and personal lives, which significantly affects their job satisfaction and professional commitment (Punia & Kamboj, 2013). Numerous research studies show that role conflict between professional and personal duties can result in heightened turnover intentions (Hatam, Jalali, Askarian, & Kharazmi, 2016), whereas firms that promote work-life balance cultivate more satisfied and dedicated employees (Noor, 2011). Arif and Farooqi (2014) provide empirical evidence that supports this relationship, demonstrating that university teachers with an improved work-life balance display greater organizational commitment. Work engagement, a favorable psychological indicator, flourishes when employees encounter work-life and LWE through consistent positive feelings (Baral & Bhargava, 2010). A central tenet of COR theory is that people actively work to protect and grow their resources to support overarching ambitions (Bickerton & Miner, 2023). Individuals who possess greater resources are better positioned to invest them effectively, resulting in the accumulation of advantages. This self-reinforcing process is often called “gain spirals” (Koekemoer et al., 2020). Individuals can accumulate valuable resources, including skills and social ties, that improve employment success by encouraging work-life balance and lifelong learning (Awan et al., 2021). With these insights, the following hypotheses are formulated.

H₂: There is a positive association between WLE and work engagement.

H₃: There is a positive association between LWE and work engagement.

3.7. Job Satisfaction, Life Satisfaction, and Work Engagement

SET and COR theory allow us to understand how JS, LS, and work engagement are all connected. SET suggests that job satisfaction and life satisfaction form a positive feedback loop, wherein content persons are more inclined to invest in their work, resulting in increased engagement (Baral & Bhargava, 2010). The perceived exchange of rewards strengthens the motivation to excel in both domains. The relationship among JS, LS, and work engagement is based on the notion of “gain spirals” within COR theory (Rowley, Simonovic, & Vione, 2025). Job and life satisfaction are important for general health, which in turn helps people gather more resources. People who are happy with their jobs are more inclined to perform their work effectively, which adds to their resources. Empirical research indicates that individuals who have a positive perception of their occupations, especially regarding income, supervisory and peer support, and working conditions, are likely to exhibit greater work engagement (Brough, Hassan, & O’Driscoll, 2014). Moreover, life satisfaction serves as a stimulant for organizational success (Erdogan & Bauer, 2005). Supervisors say that workers who are happy with their lives perform better at work and in their personal lives (Chughtai, 2021; Talukder, 2019). These arguments provide a rationale for the following hypotheses.

H₄: There is a positive association between JS and WE.

H₅: There is a positive association between LS and WE.

4. RESEARCH RESULTS

4.1. Measures

All measurement scales were adapted from established instruments in previous literature to maintain reliability while ensuring contextual appropriateness. Table 1 presents all measurement items used in this study. The scales for

WLE and LWE were modified from Fisher et al. (2009). This study borrowed scales from Brayfield and Rothe (1951) and Carlson et al. (2006) to measure job satisfaction. Life satisfaction and work engagement were referenced from Talukder (2019) and Saks (2006), respectively. A 7-point Likert scale was employed to rank all of the items, with 1 indicating “strongly disagree” and 7 indicating “strongly agree”.

Table 1. Measurement item.

Variables and items	Sources
<i>Work-life enrichment</i>	
WLE1. “The problem-solving skills I have acquired at work help me solve problems at home.”	Adapted from Fisher et al. (2009) and Carlson et al. (2006)
WLE2. My lecturer job helps me improve my personal relationships.	
WLE3. My lecturer job helps me improve my overall personality.	
WLE4. My lecturer job helps me improve my self-esteem.	
<i>LWE</i>	
LWE1. The problem-solving skills I have acquired from my family help me solve problems at work.	Adapted from Fisher et al. (2009) and Carlson et al. (2006)
LWE2. My family makes me an active member at my workplace.	
LWE3. My family motivates me to improve my work performance continuously.	
LWE4. I learn how to organize my work thanks to having a family.	
<i>Job satisfaction</i>	
JS1. I am satisfied with my lecturer job.	Adapted from Brayfield and Rothe (1951)
JS2. I enjoy my lecturer job.	
JS3. I am enthusiastic about my lecturer job.	
JS4. I feel that my lecturer job is meaningful.	
<i>Life satisfaction</i>	
LS1. In most ways, my life is close to my ideal.	Adapted from Talukder (2019)
LS2. The conditions of my life are excellent.	
LS3. I am satisfied with my life.	
LS4. So far I have gotten the important things I want in life.	
<i>Work engagement</i>	
WE1. I really “throw” myself into my job.	Adapted from Saks (2006)
WE2. Sometimes I am so into my job that I lose track of time.	
WE3. This job is all-consuming; I am totally into it.	
WE4. I am highly engaged in my job.	

4.2. Participants and Procedure

An online survey questionnaire was administered to collect data for hypothesis testing. The questionnaire was distributed via email and social media to university lecturers with experience in teaching, scientific research, and community service, as required by their respective faculties. Due to the lack of a suitable sampling frame, convenience sampling was employed while ensuring participants’ voluntary participation and anonymity. In accordance with Hair, Risher, Sarstedt, and Ringle (2019) suggestions, G*Power 3 (version 3.1) was used to determine the minimum sample size needed. The research indicated that at least 223 responses are required when the estimated effect size was set at 0.3, the statistical power at 0.8, and the significance level at 0.05. Out of the 500 surveys distributed, 351 were completed and returned. After excluding 41 invalid responses due to incompleteness or uniform responses across all questions, the final sample comprised 308 responses. This sample size exceeded the requirements for statistical power and significance.

The demographic analysis presented in Table 2 indicates that females comprise 80.6% of the respondents, while males account for 16.7%. The majority of respondents (51.9%) were between 40 and 50 years old, followed by those between 30 and 40 years old (22.84%), under 30 years old (10.1%), and over 50 years old (7.8%). In terms of monthly income in VND, 40.3% earned 10-20 million, 27.8% earned 20-30 million, 23.6% earned above 30 million, and 8.3% earned less than 10 million. The majority of respondents (79.2%) had worked for more than 10 years, while 9.7% had worked for 6-10 years, 6.9% for 3-5 years, and 4.2% for less than 3 years. Most respondents (63.9%) were lecturers,

while the remaining 36.1% were senior lecturers or associate professors. Additionally, 62.3% of respondents held master's degrees, and 37.7% held doctoral degrees. Most respondents (80.3%) worked at public universities, while 19.7% worked at private institutions. In 2022, the ratio of public to private universities was 72.3% to 27.7% (Nguyen, 2025). Therefore, the university type in our sample breakdown is fairly representative of the university distribution in Vietnam.

Table 2. Demographic characteristics of the respondents (n=308).

Variables	Categories	Frequency	Percentage (%)
Job title	Lecturers	197	63.9
	Senior lecturers	77	25.0
	Associate professors	34	11.1
Education	Master's degree	192	62.3
	Doctoral degree	116	37.7
Types of universities	Private universities	61	19.7
	Public universities	247	80.3
Job experiences	Under 3 years	13	4.2
	From 3 to 5 years	21	6.9
	From 6 to 10 years	30	9.7
	Over 10 years	244	79.2
Gender	Male	51	16.7
	Female	248	80.6
	Prefer not to say	8	2.7
Age	Below 30	31	10.1
	30 - 40	93	30.2
	40 - 50	160	51.9
	Above 50	24	7.8
Monthly income	Under 10,000,000 VND	26	8.3
	10,000,000 - 20,000,000 VND	124	40.3
	20,000,000 - 30,000,000 VND	86	27.8
	> 30,000,000 VND	73	23.6

4.3. Data Analysis Methods

Structural Equation Modeling (SEM) was used to test the research model. This methodology is highly appropriate for investigations involving multiple variables, as it facilitates extensive correlation estimation (Hair et al., 2019). This research employed "partial least squares SEM (PLS-SEM)" instead of "covariance-based SEM (CB-SEM)" for three main reasons. First, this research enhances theoretical frameworks, including role theory, SET, and COR theory, by formulating a conceptual model that investigates the impact of WLE and LWE on diverse emotional and behavioral data, rendering it particularly suitable for this study, where the data distribution pattern remains undetermined prior to collection. This study benefits from PLS-SEM's specific applicability for smaller sample sizes, as highlighted by Reinartz, Haenlein, and Henseler (2009). Since demographic factors, including gender, job title, and work experience, can influence lecturers' behavioral outcomes (Aydin, Uysal, & Sarier, 2012; Chan et al., 2015), this study incorporated these demographic factors as control variables in the structural model to evaluate the hypotheses.

5. RESULTS

5.1. Measurement Model

The measurement model was assessed to verify internal consistency reliability, convergent validity, and discriminant validity of constructs. Table 3 summarizes the results of the measurement model assessment. 3 shows that all of the items had outer loading values that were higher than 0.70 (Hair et al., 2019). All constructs had average variance extracted (AVE) values greater than 0.50, confirming good convergent validity (Hair et al., 2019).

Table 3. Reliability and validity of the measurement scales.

Constructs	Items	Cronbach's alpha	CR	AVE	Outer loading
Work-life enrichment	WLE1	0.860	0.905	0.706	0.865
	WLE2				0.855
	WLE3				0.842
	WLE4				0.797
Life-work enrichment	LWE1	0.845	0.896	0.683	0.831
	LWE2				0.855
	LWE3				0.830
	LWE4				0.789
Work satisfaction	WS1	0.862	0.907	0.708	0.884
	WS2				0.837
	WS3				0.833
	WS4				0.811
Life satisfaction	LS1	0.873	0.913	0.724	0.835
	LS2				0.857
	LS3				0.863
	LS4				0.849
Work engagement	WE1	0.855	0.902	0.697	0.845
	WE2				0.854
	WE3				0.810
	WE4				0.832

For discriminant validity, Table 4 shows that intercorrelation values between variables were smaller than the square root of AVE for each variable (Fornell, Johnson, Anderson, Cha, & Bryant, 1996). The heterotrait-monotrait (HTMT) ratios were added as a supplement to evaluate discriminant validity. Table 5 presents that all HTMT ratios are less than the 0.85 threshold, confirming satisfactory discriminant validity between concepts (Henseler, Ringle, & Sarstedt, 2015). Thus, all constructs in this study fulfill the requirements for discriminant validity.

Table 4. Discriminant validity (Fornell-Larcker criterion).

Constructs	LS	LWE	WE	WLE	WS
LS	0.851				
LWE	0.626	0.827			
WE	0.638	0.664	0.835		
WLE	0.608	0.518	0.570	0.840	
WS	0.707	0.620	0.690	0.695	0.842

Table 5. Discriminant validity (HTMT).

Constructs	LS	LWE	WE	WLE	WS
LS					
LWE	0.729				
WE	0.738	0.779			
WLE	0.701	0.607	0.663		
WS	0.814	0.725	0.803	0.806	

5.2. Structural Model

The hypothesis testing results are presented in Table 6 and Figure 2. WLE had a significant and positive effect on lecturers' JS ($\beta = 0.511, t = 10.505$) and LS ($\beta = 0.178, t = 2.754$). Thus, H1a and H1b were supported. LWE also significantly and positively influenced lecturers' JS ($0.355, t = 6.939$) and LS ($\beta = 0.280, t = 4.663$), supporting H2a and H2b. The impact of JS on LS was verified, supporting H3 ($\beta = 0.410, t = 6.093$). In contrast, WLE did not significantly affect WE ($\beta = 0.079, t = 1.256$), rejecting H4. LWE was a significant predictor of WE ($\beta = 0.306, t = 4.920$), supporting H5. Furthermore, lecturers' JS ($\beta = 0.293, p < 0.001$) and LS ($\beta = 0.189, p < 0.01$) were shown to lead to their WE, supporting H6 and H7. Additionally, among control variables, lecturers' WE was significantly and

positively associated with gender ($\beta = 0.331, t = 2.529$) and job experience ($0.145, t = 3.862$), but not with job title ($\beta = 0.005, t = 0.114$).

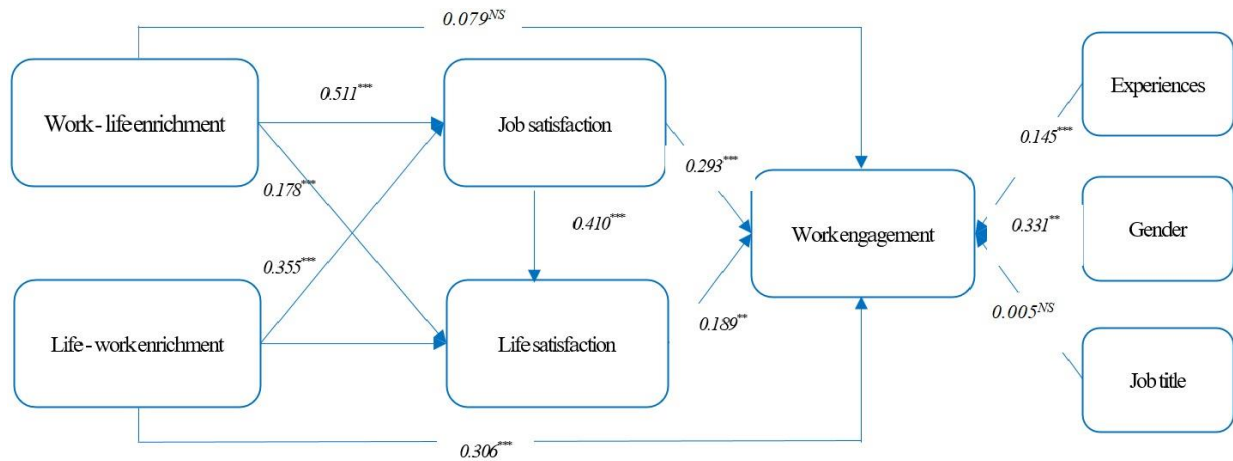


Figure 2. Structural model.

Note: ***, $p \leq 0.001$; **, $p \leq 0.01$; NS, non-significant.

Table 6. Results of hypothesis testing.

Hypotheses	Relationship	β	t	p-value	Supported
H1a	WLE \rightarrow JS	0.511	10.505	0.000	Yes
H1b	WLE \rightarrow LS	0.178	2.754	0.006	Yes
H2a	LWE \rightarrow JS	0.355	6.939	0.000	Yes
H2b	LWE \rightarrow LS	0.280	4.663	0.000	Yes
H3	JS \rightarrow LS	0.410	6.093	0.000	Yes
H4	WLE \rightarrow WE	0.079	1.256	0.209	No
H5	LWE \rightarrow WE	0.306	4.920	0.000	Yes
H6	JS \rightarrow WE	0.293	3.854	0.000	Yes
H7	LS \rightarrow WE	0.189	2.908	0.004	Yes
	GE \rightarrow WE	0.331	2.529	0.011	
	JE \rightarrow WE	0.145	3.862	0.000	
	JT \rightarrow WE	0.005	0.114	0.909	

Table 7 presents the model performance metrics. The R^2 values for work engagement, job satisfaction, and life satisfaction were 0.609, 0.575, and 0.572 respectively, indicating a medium level of variance in these variables was explained by the modeled constructs (Hair et al., 2019). The Q^2 values ranged from 0.468 to 0.591, demonstrating a significant predictive relevance of the PLS path model (Hair et al., 2019). Regarding effect size (f^2), values ranged from 0.037 to 0.451, indicating that exogenous variables had a substantial effect on endogenous variables (Cohen, 1988).

Table 7. Predictive accuracy and predictive relevance.

Variables	Adjusted R^2	Predictive accuracy	Q^2	Predictive relevance
WE	0.609	Medium	0.468	Large
JS	0.575	Medium	0.569	Large
LS	0.572	Medium	0.492	Large

6. DISCUSSION AND IMPLICATIONS

6.1. Summary of Key Findings

Our study proposes and validates a research model that investigates the relationships between WLE, LWE, JS, LS, and WE. First, this research highlights the link between WLE, LWE, and lecturers' JS and LS. As expected, the

empirical evidence affirms that both WLE and LWE are crucial determinants of JS and LS. These results are in line with earlier studies by Mas-Machuca, Berbegal-Mirabent, and Alegre (2016); Rothbard and Dumas (2013) and Žnidaršič and Marič (2021). According to Greenhaus and Powell (2006) when work positively influences family life and vice versa, or when involvement in both domains helps mitigate stress from either role, employees typically experience heightened satisfaction across both work and personal spheres. Furthermore, the findings indicate that LWE positively affects work engagement. This study builds on the work of Carlson et al. (2006) and Johari, Yean Tan, and Tjik Zulkarnain (2018) to show how resources gained from family life help employees deal with stress, weariness, and burnout at work, which in turn improves their work performance.

Although a teaching profession can offer valuable resources such as emotional intelligence and adaptability, and skills relevant to familial activities including time management and problem-solving, this study found no evidence that these benefits result in heightened work engagement. This lack of a connection between WLE and work engagement is different from earlier research by Awan et al. (2021) which found a favorable link between WLE and work engagement among bankers. One possibility is that the banking industry frequently has clear goals and performance measures, which can make employees feel more accomplished and motivated. On the one hand, this finding enriches the WLE literature in the teaching field. On the other hand, it provides empirical evidence that the relationship between WLE and WE has a dynamic nature and varies between industries. Importantly, our findings also suggest that allocating time to work does not inherently result in work-life conflict. When supported by work-family flexibility, which enables individuals to integrate roles effectively, lecturers can achieve a healthier work-life balance (Nair, Jayabalan, Perumal, & Subramaniam, 2021). This stability, along with the potential for role reinforcement without conflict, might positively influence overall career and life satisfaction.

This research confirms that job satisfaction significantly predicts both LS and WE among university lecturers. This expands on the findings of Yasir et al. (2019), which indicate that a supportive environment at home and in the office improves lecturers' job satisfaction. When lecturers experience higher job satisfaction, they become more motivated to pursue life satisfaction. These results corroborate the findings of Shila and Sevilla (2015), which state that teachers' job satisfaction is a major contributor to job retention and commitment to work. When teachers are highly productive and align their actions with the school's purpose, vision, and goals, they need to be appreciated and highly motivated.

6.2. Theoretical Implications

While most previous studies have examined work-life interaction primarily through a negative lens (role conflict), this study offers a broader understanding of the work-life relationship. The focus of this study differs from that in the current literature as it investigates the positive effect of work-life balance on employees' emotional and behavioral responses, which has been underexplored in prior studies. The research affirms that when lecturers engage in both professional and personal roles, they can access and leverage resources, experiences, and knowledge from both spheres, thus enhancing our understanding of role dynamics. Moreover, previous studies have predominantly concentrated on the predictive relationship between work-life balance and job satisfaction (Chan et al., 2015; Yasir et al., 2019). This research diverges from the current literature by analyzing JS and LS through the dual lenses of WLE and LWE. This study enhances the existing body of knowledge by offering preliminary evidence that WLE and LWE both elevate lecturers' job satisfaction and life satisfaction, thereby confirming their role in overall work engagement. The results clarify the emotional and behavioral effects of work-life balance. This study also shows how WLE and LWE affect teacher work engagement in different ways. Specifically, the former has no direct translation, while the latter can directly strengthen lecturers' engagement with work. Another key contribution of this study is its focus on higher education, a sector where lecturers face intensifying dual pressures as work demands increasingly encroach on personal time and energy (Kinman & Jones, 2008).

6.3. Managerial Implications

Our research has real-world implications for higher education institutions that want to get their employees more involved in their work. Lecturers are crucial parts of the academic ecosystem. They play several important roles in helping universities reach their educational goals, advance their research aims, and carry out their social service missions. Our thorough investigation shows that lecturer satisfaction, which comes from both their work and their personal life, has a significant effect on how engaged they are at work and how committed they are to the goals of the institution as a whole (Guterres, Goncalves, & Pereira, 2025).

Furthermore, the bidirectional enrichment between work and life domains gives colleges and universities many opportunities to make their lecturers happier and improve their work experience. To help academics handle the many demands of their multiple duties and responsibilities, universities should actively create an organizational culture that truly recognizes and supports both work-related goals and non-work activities. The introduction of family-friendly policies, such as flexible schedules, telecommuting options, and balanced teaching duties, makes it easier to combine work and family life.

Moreover, universities should actively promote and fund programs that generate real reciprocal support between work and life, so that teachers can approach both their professional and personal roles with more confidence, excitement, and initiative. To reach this important goal, we need to create an institutional culture that is open and supportive, not only allowing for a lot of flexibility at work but also encouraging a five-day workweek and career breaks. Chou and Cheung (2013) found that such family-friendly practices reduce work-life conflicts, leading to better health and work outcomes for employees. These family-friendly policies would enhance lecturers' knowledge, interpersonal and professional competencies, and emotional well-being, ultimately boosting their creativity and engagement in both academic and personal responsibilities.

In addition, formally acknowledging and suitably rewarding lecturers who effectively attain and sustain a healthy work-life balance fosters positive workplace sentiments and professional fulfillment, which subsequently enhances overall life satisfaction beyond the workplace. This, in turn, encourages deeper organizational commitment and enduring loyalty to the institution. This reciprocal benefit loop serves both individual and organizational objectives at the same time, making it possible for both academic excellence and personal fulfillment to last.

7. LIMITATIONS AND SCOPE FOR FUTURE STUDIES

This study possesses certain shortcomings that open opportunities for future research. First, the research data were collected from university lecturers. Consequently, the results of this study may have restricted generalizability beyond the examined industry due to sector-specific attributes and contextual influences. Future researchers may undertake a cross-country analysis to examine the differential impacts of WLE and LWE on employees across various sectors. Second, the methodology's reliance on self-reported, cross-sectional data may be biased because of social desirability, which makes it difficult to establish clear causality between the variables under investigation. To ascertain causal relationships between JS, LS, and WE, future research should consider experimental designs or longitudinal studies. Third, this study conveniently invited university lecturers to join the survey, which may introduce potential bias and compromise the representativeness of findings. Although prior investigations of work-life balance, including Chan et al. (2015), have frequently utilized this approach, avoiding convenience sampling would strengthen future research outcomes. Therefore, future studies should employ more rigorous random sampling techniques. Fourth, the potential moderating effects of organizational characteristics or demographic factors, such as marital status, age, or employment rank, have not yet been considered in this study. Consequently, another promising avenue for future research is to further examine the model by exploring how organizational factors, such as leadership support and organizational culture, might moderate the connections between WLE, LWE, and work engagement.

Funding: This research was supported by the Thuongmai University (Grant number: 2367/QĐ-ĐHTM).

Institutional Review Board Statement: The Ethical Committee of the Institute of Business Administration, Thuongmai University, Vietnam has granted approval for this study on 18 December 2024 (Ref.No. 05/IBA.TMU).

Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

REFERENCES

- Anglin, A. H., Kincaid, P. A., Short, J. C., & Allen, D. G. (2022). Role theory perspectives: Past, present, and future applications of role theories in management research. *Journal of Management*, 48(6), 1469-1502. <https://doi.org/10.1177/01492063221081442>
- Arif, B., & Farooqi, Y. A. (2014). Impact of work life balance on job satisfaction and organizational commitment among university teachers: A case study of University of Gujrat, Pakistan. *International Journal of Multidisciplinary Sciences and Engineering*, 5(9), 24-29.
- Awan, K., Ahmad, N., Naveed, R. T., Scholz, M., Adnan, M., & Han, H. (2021). The impact of work-family enrichment on subjective career success through job engagement: A case of banking sector. *Sustainability*, 13(16), 8872. <https://doi.org/10.3390/su13168872>
- Aydin, A., Uysal, S., & Sarier, Y. (2012). The effect of gender on job satisfaction of teachers: A meta-analysis study. *Procedia-Social and Behavioral Sciences*, 46, 356-362. <https://doi.org/10.1016/j.sbspro.2012.05.122>
- Baral, R., & Bhargava, S. (2010). Work-family enrichment as a mediator between organizational interventions for work-life balance and job outcomes. *Journal of Managerial Psychology*, 25(3), 274-300. <https://doi.org/10.1108/02683941011023749>
- Bickerton, G. R., & Miner, M. (2023). Conservation of resources theory and spirituality at work: When a resource is not always a resource. *Psychology of Religion and Spirituality*, 15(2), 241-250. <https://doi.org/10.1037/rel0000416>
- Biddle, B. J. (1986). Recent developments in role theory. *Annual Review of Sociology*, 12(1), 67-92. <https://doi.org/10.1146/annurev.so.12.080186.000435>
- Blau, P. (2017). *Exchange and power in social life*. London, United Kingdom: Routledge.
- Brayfield, A. H., & Rothe, H. F. (1951). An index of job satisfaction. *Journal of Applied Psychology*, 35(5), 307-311. <https://doi.org/10.1037/h0055617>
- Brough, P., Hassan, Z., & O'Driscoll, M. (2014). WLE. In *Psychosocial factors at work in the Asia Pacific*. In (pp. 323-336). New York, USA: Springer.
- Carlson, D. S., Kacmar, K. M., Wayne, J. H., & Grzywacz, J. G. (2006). Measuring the positive side of the work-family interface: Development and validation of a work-family enrichment scale. *Journal of Vocational Behavior*, 68(1), 131-164. <https://doi.org/10.1016/j.jvb.2005.02.002>
- Chan, X. W., Kalliath, T., Brough, P., Siu, O.-L., O'Driscoll, M. P., & Timms, C. (2015). Work-family enrichment and satisfaction: The mediating role of self-efficacy and work-life balance. *The International Journal of Human Resource Management*, 27(15), 1755-1776. <https://doi.org/10.1080/09585192.2015.1075574>
- Chimote, N. K., & Srivastava, V. N. (2013). Work-life balance benefits: From the perspective of organizations and employees. *IUP Journal of Management Research*, 12(1), 62-73.
- Chou, K. L., & Cheung, K. C. K. (2013). Family-friendly policies in the workplace and their effect on work-life conflicts in Hong Kong. *The International Journal of Human Resource Management*, 24(20), 3872-3885. <https://doi.org/10.1080/09585192.2013.781529>
- Chughtai, A. A. (2021). A closer look at the relationship between life satisfaction and job performance. *Applied Research in Quality of Life*, 16(2), 805-825. <https://doi.org/10.1007/s11482-019-09793-2>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. In (2nd ed., pp. 567). New York: Routledge. <https://doi.org/10.4324/9780203771587>

- Crawford, E. R., LePine, J. A., & Rich, B. L. (2010). Linking job demands and resources to employee engagement and burnout: A theoretical extension and meta-analytic test. *Journal of Applied Psychology, 95*(5), 834-848. <https://doi.org/10.1037/a0019364>
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management, 31*(6), 874-900. <https://doi.org/10.1177/0149206305279602>
- De Simone, S., Lampis, J., Lasio, D., Serri, F., Cicotto, G., & Putzu, D. (2014). Influences of work-family interface on job and life satisfaction. *Applied Research in Quality of Life, 9*(4), 831-861. <https://doi.org/10.1007/s11482-013-9272-4>
- Demirel, H. (2014). An investigation of the relationship between job and life satisfaction among teachers. *Procedia-Social and Behavioral Sciences, 116*, 4925-4931. <https://doi.org/10.1016/j.sbspro.2014.01.1051>
- Erdogan, B., & Bauer, T. N. (2005). Enhancing career benefits of employee proactive personality: The role of fit with jobs and organizations. *Personnel Psychology, 58*(4), 859-891. <https://doi.org/10.1111/j.1744-6570.2005.00772.x>
- Fisher, G. G., Bulger, C. A., & Smith, C. S. (2009). Beyond work and family: A measure of work/nonwork interference and enhancement. *Journal of Occupational Health Psychology, 14*(4), 441-456. <https://doi.org/10.1037/a0016737>
- Fornell, C., Johnson, M. D., Anderson, E. W., Cha, J., & Bryant, B. E. (1996). The American customer satisfaction index: Nature, purpose, and findings. *Journal of Marketing, 60*(4), 7-18. <https://doi.org/10.1177/002224299606000403>
- Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of Management Review, 31*(1), 72-92. <https://doi.org/10.5465/amr.2006.19379625>
- Guterres, A., Goncalves, A. D. S., & Pereira, S. (2025). The role of lecturer in improving college quality learning. *International Journal of Innovative Research and Scientific Studies, 8*(2), 1949-1955. <https://doi.org/10.53894/ijirss.v8i2.5586>
- Haar, J., & Brougham, D. (2022). Work antecedents and consequences of work-life balance: A two sample study within New Zealand. *The International Journal of Human Resource Management, 33*(4), 784-807. <https://doi.org/10.1080/09585192.2020.1751238>
- Haar, J. M., Russo, M., Suñe, A., & Ollier-Malaterre, A. (2014). Outcomes of work-life balance on job satisfaction, life satisfaction and mental health: A study across seven cultures. *Journal of Vocational Behavior, 85*(3), 361-373. <https://doi.org/10.1016/j.jvb.2014.08.010>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review, 31*(1), 2-24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Halbesleben, J. R. B., Neveu, J.-P., Paustian-Underdahl, S. C., & Westman, M. (2014). Getting to the "COR": Understanding the role of resources in conservation of resources theory. *Journal of Management, 40*(5), 1334-1364. <https://doi.org/10.1177/0149206314527130>
- Hatam, N., Jalali, M. T., Askarian, M., & Kharazmi, E. (2016). Relationship between family-work and work-family conflict with organizational commitment and desertion intention among nurses and paramedical staff at hospitals. *International Journal of Community Based Nursing and Midwifery, 4*(2), 107-118.
- Heller, D., Watson, D., & Ilies, R. (2004). The role of person versus situation in life satisfaction: A critical examination. *Psychological Bulletin, 130*(4), 574-600. <https://doi.org/10.1037/0033-2909.130.4.574>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science, 43*(1), 115-135. <https://doi.org/10.1007/s11747-014-0403-8>
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist, 44*(3), 513-524. <https://doi.org/10.1037/0003-066X.44.3.513>
- Husin, N. A., Ghazali, A. S. M., Abdullah, N., & Hadi, M. (2018). Work-life balance of Malaysian lecturers. *Australian Academy of Business and Economics Review, 4*(1), 43-49.
- Irawanto, D. W., Novianti, K. R., & Roz, K. (2021). Work from home: Measuring satisfaction between work-life balance and work stress during the COVID-19 pandemic in Indonesia. *Economies, 9*(3), 96. <https://doi.org/10.3390/economies9030096>

- Johari, J., Yean Tan, F., & Tjik Zulkarnain, Z. I. (2018). Autonomy, workload, work-life balance and job performance among teachers. *International Journal of Educational Management*, 32(1), 107-120. <https://doi.org/10.1108/IJEM-10-2016-0226>
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724. <https://doi.org/10.5465/256287>
- Karabati, S., Ensari, N., & Fiorentino, D. (2019). Job satisfaction, rumination, and subjective well-being: A moderated mediational model. *Journal of Happiness Studies*, 20(1), 251-268. <https://doi.org/10.1007/s10902-017-9947-x>
- Kashyap, S., Joseph, S., & Deshmukh, G. (2016). Employee well-being, life satisfaction and the need for work-life balance. *Journal of Ravishankar University, Part-A*, 22, 11-23.
- Katou, A. (2022). Examining the mediating role of work-family balance in the core self-evaluations-organizational performance relationship: A multilevel study. *Employee Relations: The International Journal*, 44(1), 136-155. <https://doi.org/10.1108/ER-06-2020-0265>
- Kinman, G., & Jones, F. (2008). A life beyond work? Job demands, work-life balance, and wellbeing in UK academics. *Journal of Human Behavior in the Social Environment*, 17(1-2), 41-60. <https://doi.org/10.1080/10911350802165478>
- Knight, C., Patterson, M., & Dawson, J. (2017). Building work engagement: A systematic review and meta-analysis investigating the effectiveness of work engagement interventions. *Journal of Organizational Behavior*, 38(6), 792-812. <https://doi.org/10.1002/job.2167>
- Koekemoer, E., Olckers, C., & Nel, C. (2020). Work-family enrichment, job satisfaction, and work engagement: The mediating role of subjective career success. *Australian Journal of Psychology*, 72(4), 347-358. <https://doi.org/10.1111/ajpy.12290>
- Kumar, S. (2019). Work-family interface and enrichment: A study of university teachers. *Journal of Organisation and Human Behaviour*, 8(2&3), 1-6.
- Lapierre, L. M., Li, Y., Kwan, H. K., Greenhaus, J. H., DiRenzo, M. S., & Shao, P. (2018). A meta-analysis of the antecedents of work-family enrichment. *Journal of Organizational Behavior*, 39(4), 385-401. <https://doi.org/10.1002/job.2234>
- Le, T. T., & Pham, T. T. (2025). Balancing the scale: Examining the impact of publication quotas on academic well-being in Vietnamese higher education. *Higher Education Research & Development*, 44(7), 1790-1804. <https://doi.org/10.1080/07294360.2025.2486188>
- Lee, E. S., & Shin, Y.-J. (2017). Social cognitive predictors of Korean secondary school teachers' job and life satisfaction. *Journal of Vocational Behavior*, 102, 139-150. <https://doi.org/10.1016/j.jvb.2017.07.008>
- Leiter, M. P., & Bakker, A. B. (2010). Work engagement: Introduction. In A. B. Bakker & M. P. Leiter (Eds.), *Work engagement: A handbook of essential theory and research*. In (pp. 1-9). New York: Psychology Press.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology*. In (pp. 1297-1349). Chicago, IL: Rand McNally.
- Luque-Reca, O., García-Martínez, I., Pulido-Martos, M., Burguera, J. L., & Augusto-Landa, J. M. (2022). Teachers' life satisfaction: A structural equation model analyzing the role of trait emotion regulation, intrinsic job satisfaction and affect. *Teaching and Teacher Education*, 113, 103668. <https://doi.org/10.1016/j.tate.2022.103668>
- Maadon, S., Hassan, Z., Kasa, M., & Hutasuhut, I. J. (2019). Study domain and its influences on family-work enrichment among teachers. *Journal of Cognitive Sciences and Human Development*, 5(1), 19-28.
- Mai, A. N., Do, H. T. H., Mai, C. N., & Nguyen, N. D. (2022). Models of university autonomy and their relevance to Vietnam. *Journal of Asian Public Policy*, 15(3), 394-410. <https://doi.org/10.1080/17516234.2020.1742412>
- Mas-Machuca, M., Berbegal-Mirabent, J., & Alegre, I. (2016). Work-life balance and its relationship with organizational pride and job satisfaction. *Journal of Managerial Psychology*, 31(2), 586-602. <https://doi.org/10.1108/JMP-09-2014-0272>
- May, D. R., Gilson, R. L., & Harter, L. M. (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology*, 77(1), 11-37. <https://doi.org/10.1348/096317904322915892>
- McNall, L. A., Nicklin, J. M., & Masuda, A. D. (2010). A meta-analytic review of the consequences associated with work-family enrichment. *Journal of Business and Psychology*, 25(3), 381-396. <https://doi.org/10.1007/s10869-009-9141-1>

- Nair, S., Jayabalan, N., Perumal, I., & Subramaniam, M. (2021). Work-life balance and its impact on turnover intention of married female academics in Malaysia: The mediating role of job satisfaction. *Journal of Hunan University (Natural Sciences)*, 48(12), 430-441.
- Nguyen, M.-N. (2025). *Number of universities in Vietnam from 2013 to 2022*. Statista. Retrieved from <https://www.statista.com/statistics/814940/number-of-universities-in-vietnam/#:~:text=In%202022%2C%20there%20were%2042,private%20universities%20in%20the%20country>
- Nguyen, T. D., Nguyen, T. T., & Nguyen, P. C. (2023). Job embeddedness and turnover intention in the public sector: The role of life satisfaction and ethical leadership. *International Journal of Public Sector Management*, 36(4-5), 463-479. <https://doi.org/10.1108/IJPSM-03-2023-0070>
- Noor, K. M. (2011). Work-life balance and intention to leave among academics in Malaysian public higher education institutions. *International Journal of Business and Social Science*, 2(11), 240-248.
- O'Driscoll, M. P., & Randall, D. M. (2007). Perceived organisational support, satisfaction with rewards, and employee job involvement and organisational commitment. *Applied Psychology: An International Review*, 48(2), 197-209.
- Olčar, D., Rijavec, M., & Ljubić Golub, T. (2019). Primary school teachers' life satisfaction: The role of life goals, basic psychological needs and flow at work. *Current Psychology*, 38(2), 320-329. <https://doi.org/10.1007/s12144-017-9611-y>
- Punia, V., & Kamboj, M. (2013). Quality of work-life balance among teachers in higher education institutions. *Learning Community- An International Journal of Educational and Social Development*, 4(3), 197-208.
- Ratnasari, S. W., Widodo, W., & Zulfa, M. (2024). Ma'iyah work-life enhancement: Islamic values approach to strengthen work engagement. In *Islamic finance: New trends in law and regulation*. In (pp. 795-805). London: Springer.
- Reinartz, W., Haenlein, M., & Henseler, J. (2009). An empirical comparison of the efficacy of covariance-based and variance-based SEM. *International Journal of Research in Marketing*, 26(4), 332-344. <https://doi.org/10.1016/j.ijresmar.2009.08.001>
- Rothbard, N. P., & Dumas, T. L. (2013). Research perspectives: Managing the work—home interface, Work-Life Balance. In (1st ed., pp. 19). London: Psychology Press.
- Rowley, C., Simonovic, B., & Vione, K. C. (2025). The relationship between life satisfaction, proactivity, perceived stress and work engagement in educationalists working in alternative settings in England. *BMC Psychology*, 13(1), 1421. <https://doi.org/10.1186/s40359-025-03734-5>
- Saari, L. M., & Judge, T. A. (2004). Employee attitudes and job satisfaction. *Human Resource Management*, 43(4), 395-407. <https://doi.org/10.1002/hrm.20032>
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600-619. <https://doi.org/10.1108/02683940610690169>
- Sari, R. L., & Seniati, A. N. L. (2020). The role of job satisfaction as mediator between work-life balance and organizational commitment among lecturers. *Psychology and Education*, 57(2), 106-110.
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71-92. <https://doi.org/10.1023/A:1015630930326>
- Selim, S. (2008). Life satisfaction and happiness in Turkey. *Social Indicators Research*, 88(3), 531-562. <https://doi.org/10.1007/s11205-007-9218-z>
- Shila, J. M., & Sevilla, A. V. (2015). The influence of teachers' job satisfaction on their organizational commitment: An Indian context. *International Journal of Education and Management Studies*, 5(1), 53-57.
- Shirom, A., Toker, S., Melamed, S., Berliner, S., & Shapira, I. (2012). Life and job satisfaction as predictors of the incidence of diabetes. *Applied Psychology: Health and Well-Being*, 4(1), 31-48. <https://doi.org/10.1111/j.1758-0854.2011.01054.x>
- Soomro, A. A., Breiteneker, R. J., & Shah, S. A. M. (2018). Relation of work-life balance, work-family conflict, and family-work conflict with the employee performance-moderating role of job satisfaction. *South Asian Journal of Business Studies*, 7(1), 129-146. <https://doi.org/10.1108/SAJBS-02-2017-0018>

- Talukder, A. K. M. M. H. (2019). Supervisor support and organizational commitment: The role of work–family conflict, job satisfaction, and work–life balance. *Journal of Employment Counseling*, 56(3), 98-116. <https://doi.org/10.1002/joec.12125>
- Tanoto, S. R., Liko, R., & Gunawan, K. L. (2023). The effect of harmonious passion on work satisfaction and life satisfaction through work-life enrichment among entrepreneurs. *Jurnal Manajemen Dan Kewirausahaan*, 11(2), 104-114.
- Wang, L. (2022). Exploring the relationship among teacher emotional intelligence, work engagement, teacher self-efficacy, and student academic achievement: A moderated mediation model. *Frontiers in Psychology*, 12, 810559. <https://doi.org/10.3389/fpsyg.2021.810559>
- Wright, B. E., & Davis, B. S. (2003). Job satisfaction in the public sector: The role of the work environment. *The American Review of Public Administration*, 33(1), 70-90. <https://doi.org/10.1177/0275074002250254>
- Yasir, M., Majid, A., Yasir, M., & Khan, N. (2019). Boundary integration, work/family enrichment and life satisfaction among female nursing staff. *Management Research Review*, 42(6), 740-759. <https://doi.org/10.1108/MRR-01-2018-0041>
- Žnidaršič, J., & Marič, M. (2021). Relationships between work-family balance, job satisfaction, life satisfaction and work engagement among higher education lecturers. *Organizacija*, 54(3), 227-237. <https://doi.org/10.2478/orga-2021-0015>
- Zulkiflee, H., Wan Rashid, W. E., & Abd Razak, N. (2024). Literature review on theories of work-life balance. *Journal of Emerging Economies & Islamic Research*, 12(2), 1678. <https://doi.org/10.24191/jeeir.v12i2.1678>

Views and opinions expressed in this article are the views and opinions of the author(s), Humanities and Social Sciences Letters shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.