ORGANIZATIONAL WELL-BEING MODEL AND WORK-LIFE INTEGRATION: A STUDY OF FEMALE FACULTIES AND STAFF IN WOMEN'S COLLEGES AND UNIVERSITIES IN CHINA

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DECLARATION

I, Wang Peng, hereby certify that the work embodied in this dissertation entitled "Organizational Well-being Model and Work-Life Integration: A Study of Female Faculties and Staff in Women's Colleges and Universities in China" is result of original research and has not been submitted for a higher degree to any other university or institution.

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April 5th, 2025

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ABSTRACT

Title : Organizational Well-being Model and Work-Life Integration: A Study of Female Faculties and Staff in Women's Colleges and Universities in China

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This research investigates the connection between Organizational Well-Being (OWB) and Work-Life Integration (WLI) among female faculty and staff at women's colleges and universities in China. The primary objectives are to determine the critical factors of OWB, assess their influence on WLI, and develop a framework to enhance work-life integration for faculty members. The study adopted a mixed-methods approach and employed structural equation modeling (SEM), in-depth interviews, and focus group discussions. A total of 400 valid survey responses were collected and analyzed using SPSS and AMOS, with reliability assessed through Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE). The findings reveal that OWB significantly impacts WLI through job satisfaction (JS) and employee engagement (EE), with EE recognized as the most significant predictor ($\beta = 0.412$). The equation supports the relationship: $WLI = 0.358 \cdot OWB + 0.334 \cdot JS + 0.412 \cdot EE + \varepsilon$.

Qualitative findings highlight faculty concerns regarding workload imbalance, flexibility in work and time, and both physical and mental support, while underscoring the significance of leadership, autonomy, and recognition. Over 60% of respondents

recognize the role of technology in alleviating work-life conflicts through digital tools and flexible work arrangements.

The study proposes five strategies for improving work-life integration (WLI): flexible work policies, digital solutions, leadership development, mental health support, and employee engagement initiatives. These findings provide policy insights for higher education institutions aiming to enhance female faculty and staff engagement and work-life integration. Further research on the role of technology in fostering WLI is recommended.

Keyword: organizational well-being, work-life integration, job satisfaction, employee engagement, structural equation modeling

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TABLE OF CONTENTS

TABLE OF CONTENTS

Page

TABLE OF CONTENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1
INTRODUCTION

1.1 Background of the Problem

In the environment of global economic integration, technology and AI development, the ways of life and work have considerably changed. Work and personal life have become the two most essential concerns faced by the most of females in today's society. Life is the premise of work, and work guarantees sustainability. This trend is particularly for female faculty in women's colleges and universities in China.

Currently, work-life integration has gained substantial attention, especially in higher educational institutions. Female faculty and staff members, who frequently grapple with numerous roles and responsibilities, encounter distinct challenges in balancing between their professional and personal lives. Many women in academia dedicate significant time and energy to their careers, leaving them with limited resources to attend to their families and children. Moreover, as information technology advances, the line separating work and life has grown increasingly indistinct. Female faculty and staff often manage work-related tasks via smartphones, computers, and other devices, making it challenging to fully apart from work responsibilities even while at home.

The demands of full-time employment conflict with the relational aspects of family life, posing a significant challenge for female faculty and staff in achieving work-life integration. Lacking a comprehensive understanding of the various influences that impact decision-making, they often face difficult decisions that require sacrificing either their career or their family. In recent years, there has been growing attention on the impacts of organizational well-being on the work-life integration for women, emphasizing the urgent need for a harmonious organizational well-being in today's workplace.

There is a lot of research into Work-life Balance. Greenhaus et al. (2003) defined work-life balance as satisfaction and good functioning at work and at home

with a minimum of role conflict. Brough et al. (2020) reviewed multiple definitions of work-life balance, including fairness in spending time focused on work and non-work areas, satisfaction with performance/time in each region, and a definition of prominence for each role.

However, work-life integration (WLI) and work-life balance (WLB) are two distinct approaches to delineating the boundaries between personal and professional lives. Work-life balance emphasizes maintaining a separation between work life and personal life. Work-life integration involves coexisting but thriving separately in both work and personal life. Some researchers explained instead of perceiving work and personal time as discrete entities, individuals juggling demanding careers and family life could identify areas of compromise, such as multitasking household chores during conference calls or accommodating children in office settings during school closures. Work-life integration is also concluded as the practice of allowing employees to coordinate their personal and professional lives in a complementary way and fulfill both responsibilities.

Studying work-life integration specifically for women is necessary because women face unique and complex challenges in both family and workplace settings. The key reasons are as follows:

1. Women's Responsibility in the Family More Complex and Burdensome

Compared to men, women often take on more responsibilities at home, including childcare, eldercare, and household management. Hochschild and Machung (2012) introduced the concept of the "second shift," highlighting that even when women work, they still bear the majority of household duties upon returning home. This additional burden makes it more difficult for women to balance between work and life.

2. Women's Career Development Faces More Limitations

Eagly and Carli (2007) proposed the "labyrinth model," which points out that women face more complex barriers in career advancement, such as limited promotion opportunities, implicit discrimination, and gender stereotypes. In contrast, men generally encounter fewer such challenges in their career progression.

3. Women Experience More Significant Work Pressure

Studies have convinced that women in the workplace not only face the same performance pressures as men but also have to overcome gender biases and societal expectations. For example, research by Cech and Blair-Loy (2019) found that women working in high-intensity environments, such as technology and finance, are more likely to experience burnout and psychological stress because they must constantly prove their abilities to receive the same recognition and promotion opportunities as men.

4. Stricter Social and Cultural Expectations for Women

Traditional cultural norms often assign women the role of "caregivers" while viewing men as "breadwinners." This stereotype places greater social pressure on women when pursuing career development. For example, some researchers demonstrated that in numerous cultural contexts, individuals typically anticipate women to prioritize family obligations over career aspirations, whereas men's career advancement tends to receive greater social endorsement. This situation makes it more difficult for women to balance work and family responsibilities.

5. Greater Need for Workplace Flexibility among Women

Due to heavier family roles, women need flexible work arrangements more than men. However, Studies find that although many firms offer flexible work arrangements, women who use them frequently experience "flexibility stigma" — perceived as less committed — which can harm career progression (Chung, 2020; Chung & van der Horst, 2020).

6. Diversity of Women's Work-life Challenges Requires Special Attention

Women from different backgrounds face varying challenges in work-life integration. For example, single mothers may experience more significant financial and time constraints. Gatrell (2019) argued that working mothers must continuously negotiate the tension between career demands and childcare responsibilities. Similarly, Ryan and Haslam (2005) noted that women in executive tracks often have to overcome

entrenched structural barriers such as the “glass ceiling” before attaining leadership roles.

How can women effectively combine their personal with professional lives, enabling them to dedicate themselves to each domain at the appropriate time fully? This approach aligns with work-life integration, which emphasizes the harmonious blending of work and personal life rather than their segregation, thus offering a potential solution to address the challenges women face in maintaining a well-integrated work-life dynamic. This research can aid in the development of more targeted policies, such as enhancing workplace gender equality and providing improved support systems (e.g., childcare services, flexible work arrangements), thereby helping women in balancing career development with personal life.

Organizational well-being refers to the individual's positive satisfaction with the organizational environment, including the satisfaction with the working environment, the safety and stability of the work, and the satisfaction with the physical and mental health support. Organizational well-being has an essential impact on work-life integration especially for female faculty and staff in Chinese women's universities. Female faculty and staff with high organizational well-being are more likely to find support and resources at work, leading to a better work-life balance. For example, workplace culture, flexible working arrangements, and technologies provided by schools can help female faculty and staff reduce work stress and increase job satisfaction and employee engagement. Conversely, female faculty and staff with low organizational well-being are likely to experience more job stress and burnout, which not only affects their work but further exacerbates work-life conflict.

As the contemporary workplace continues to evolve, organizations increasingly recognize the importance of fostering positive job satisfaction (JS) and employee engagement (EE) to promote organizational well-being. Organizational well-being involves not only fostering employees' happiness and safety at work but also facilitating the integration of their work and personal lives. It pertains to all facets of working life, including fostering engagement and contentment within the organization,

which in turn can enhance job performance and build a supportive workplace well-being.

This study of organizational well-being also considers the evolving demographics and workforce preferences. With the increasing presence of women in the workforce, who prioritize work-life balance, flexible work arrangements, autonomy over their time, and a sense of purpose over traditional compensation and benefits, organizations must adapt their practices to enhance job satisfaction.

Locke (1976) defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. He emphasised that this reflects both affective feelings and cognitive evaluations of the job. Subsequent research then operationalised job satisfaction through multiple facets (e.g., pay, promotion, supervision, working conditions).

Nyamubi (2017) concluded that job satisfaction is an effective orientation of individuals towards the job role they currently hold. He believed that it could be divided into internal satisfaction, external satisfaction and general satisfaction. Some study interpreted job satisfaction as achieving a level of employee motivation, increasing work efficiency, and a form of employee employment driven by meeting employee needs. Common factors included supervisors, current salary, promotion opportunities, and co-worker relationships. Job satisfaction is one of the main factors affecting organizational happiness.

During the survey, 65% of female faculty and staff believed they were facing work-life conflict. Women continue to face significant challenges in work-life integration (WLI). McKinsey and Company (2023) showed that around 50% of women globally experience conflicts between work and family responsibilities, while 42% of professional women feel they have missed career advancement opportunities due to caregiving duties. Additionally, Deloitte (2023) was convinced that nearly 60% of female employees report that remote or flexible work arrangements have improved their job satisfaction, yet about 30% believe their employers are not doing enough to support work-life balance. Notably, organizational efforts in flexible work policies, mental health support, and fair promotion opportunities directly impact women's engagement, job

satisfaction, and long-term career prospects. Edwards and Rothbard (2000) proposed that work-life conflict (WLC) refers to a type of inter-role conflict where the requirements of work and family life are mutually exclusive, making it challenging to fulfill the demands of one without compromising the other.

Women worldwide continue to face significant challenges related to work-life conflict, impacting their mental health, career progression, and overall well-being. Key findings from recent studies include:

Mental Health Impact: A survey by Bloom UK revealed that 93% of women have experienced mental health issues due to poor work-life balance, with 43% reporting symptoms of stress, anxiety, or burnout additionally, 83% encountered physical health problems linked to work-life imbalance.

Career Advancement Barriers: According to a report by Hero Vired, 70% of women identified work-life balance as the major obstacle to career advancement.

Increased Workload and Domestic Responsibilities: The Survey found that Australian women are working significantly more in paid employment but still doing more housework than men, leading to increased resentment and higher divorce rates.

Stress and Burnout: A report by 24 Seven highlighted that 86% of women feel as stressed, if not more, than the previous year, with work-life imbalance being the top stressor. The study also found that 67% of working mothers experience moderate to severe burnout, and 72% have considered leaving a job for more flexible opportunities.

These statistics highlight the urgent need for organizations to adopt supportive measures, such as flexible working arrangements, mentorship programs, and fair workplace policies, to mitigate work-life conflict and promote women's well-being and career advancement.

Universities and academia should prioritize the issue of organizational well-being and implement corresponding measures to effectively enhance the work-life quality of female faculty and staff, thereby enhancing work-life integration. Various branches of companies, including Microsoft, Hewlett-Packard, and Procter, have

implemented the Work-Life Balance Program as a practical solution. As corporate cultures adapt to these emerging challenges, employers and employees are increasingly embrace a novel concept: work-life integration.

The purpose of this study is to investigate the impact of organizational well-being (OWB) on work-life integration (WLI) through job satisfaction (JS) and employee engagement (EE), focusing on women's colleges and universities in China. As a distinct type of non-profit organization, women's colleges and universities, which hold 70% female faculty and staff population, have a long-standing history and play a significant role in educating female talents.

In 2019, the percentage of female full-time faculty and staff in regular higher education institutions reached 50.75%, reflecting an increase of 0.43% compared to 2018, according to data from the Ministry of Education of the People's Republic of China. Observing the trend over recent years, the representation of women among university faculty and staff has been steadily grown annually. These figures demonstrate a significant increase in both the participation and influence of women in higher education institutions, with their representation surpassing 70% in China’s women's colleges and universities.

The evolution of women's colleges and universities in China represents a path of gradual advancement and profound transformation. This journey commenced in the late 19th and early 20th centuries with the establishment of missionary schools and the first women's colleges, such as Hua Nan College and Jinling Women's College, which played a pivotal role by establishing the groundwork for women's higher education. During the Republican era (1912–1949), opportunities for women's education expanded, and coeducational systems emerged. Following the establishment of the People's Republic of China in 1949, numerous women's colleges merged into more prominent universities, with a shift towards vocational training. The 1980s ushered in a new era, characterized by the re-establishment of women's universities like China Women's University and Hunan Women's University, driven by the reform and opening-up policies. Since then, these institutions have diversified their academic offerings and significantly increased student enrollment, achieving gender equality in higher education

by the 2020s. Today, women's colleges and universities continue to play a crucial role in advancing gender equality and empowering women through educational initiatives.

Currently, there are 11 women colleges and universities and seven women high schools throughout China. These women higher education institutions founded "The China Women's Universities Alliance," which includes China Women University, Xi'an Peihua University, Shandong Women University, Hunan Women's University, Guangdong Women Vocational College, Hebei Women's Vocational College, Jinling Women College of Nanjing Normal University, Kede College of Capital Normal University, Fujian Huanan Women's Vocational College, Shude Women's College of Shantou University and Henan Women Vocational College. Together, these institutions have more than 175,766 students and 11, 494 teachers. There are 8,117 female faculty and staff in 10 provinces in northern, eastern, central and southern China, accounting for more than 70 percent of the total faculty.

Women's colleges and universities in China are thriving with significant achievements in gender equality and educational access. Since 2012, China has placed a strong emphasis on women's education, resulting in the eradication of gender disparities in educational attainment. Over half of undergraduate and junior college students are now female, and female students account for 51.5% of postgraduate students. In addition, more than 100 colleges and universities have introduced women's studies courses to enhance gender awareness. Looking ahead, the future trends of women's education in China are promising. With continued policy support and social progress, women expect to increase their participation in higher education.

Table 1.1 Women's Colleges and Universities in China

	Universities Name	**Students Population**	**Location**
North	China Women's University	4,768	Beijing
	Kede College of Capital Normal University	30,000	Beijing
	Hebei Women's Vocational College	22,000	Shi Jiazhang, Hebei
East	Shandong Women's University	17,414	Jinan, Shandong
	Jinling Women's College of Nanjing Normal University	16,392	Nanjing, Jiangsu

	Universities Name	Students Population	Location
Center	Xi'an Peihua University	24,513	Xi'an, Shaanxi
	Henan Women's Vocational College	7,000	Zhengzhou, Henan
	Hunan Women's University	9,040	Changsha, Hunan
South	Shude Women's College of Shantou University	20,708	Shantou, Guangdong
	Guangdong Women's Vocational College	8,108	Guangzhou, Guangdong
	Fujian Huanan Women's Vocational College	62,00	Fuzhou, Fujian
		175,766	

(Source: Chinese Ministry of Education website, 2022)

Women's colleges and universities in China must continuously refine their human resource management (HRM) practices to foster organizational well-being, thereby enhancing job satisfaction and engagement among female faculty and staff. Effective operations and sustainable development in women's colleges and universities are indispensable for ensuring work-life integration.

In conclusion, the rapid advancements in economic development and information technology have progressively blurred the boundaries between work and personal life. Expectations for better organizational well-being and integration of work-life have undergone significant transformations. At the same time, female faculty as well as staff have experienced profound changes in their intrinsic and extrinsic job satisfaction, and overall work-life integration. To address these evolving needs, organizational well-being must adapt and expand its role.

1.2 Significance of the Problem

Studying work-life integration (WLI) among female faculty and staff is of great practical and academic significance. These higher educational institutions have historically played a pivotal role in advancing female education and career development. However, their work environment, organizational leadership, and promotion mechanisms differ significantly from coeducational universities. The majority of faculty and administrative staff in women's colleges and universities in China are female, often

balancing multiple professional roles as educators, mentors, and administrators while simultaneously managing family responsibilities. Compared to other institutions, female faculty and staff in these colleges may face heightened gender role expectations, such as greater responsibility for students' personal development, thereby adding additional pressure to their work-life integration. Although gender equality in higher education is a widely discussed in China, most studies focus on female students' growth and career development rather than the work-life conditions of female faculty and staff. This study aims to fill that gap, providing empirical data and theoretical insights to inform work-life integration policies in higher education institutions.

The issue of WLI is not only an academic topic but also a practical management concern. By investigating the challenges faced by female faculty and staff in women's colleges and universities, this study can provide targeted recommendations for university administration on optimizing work schedules, improving leadership and establishing mental health support systems to enhance their work-life integration.

This study on the influence of organizational well-being on work-life integration is of great significance in many aspects. Both organizational well-being and work-life integration are important research topics organizational behavior. An in-depth exploration of the relationship between the two can add new contents and perspectives to the theoretical system of organizational behavior, further improve the relevant theoretical framework, and promote the development of this discipline. The integration of work and life is the extension and development of the concept of work-life balance. The study of the impact of organizational well-being on it can seek a deeper understanding of the internal motivation and influencing factors in the integration process of work and life, enrich and improve the theory of work-life balance, and provide theoretical support the localization and practical application of relevant theories.

Through comprehensive research on work-life integration (WLI), colleges and universities can develop a deeper understanding of the needs and expectations of female faculty and staff concerning their professional and personal lives. This understanding enables institutions to implement more flexible work schedules, tailored arrangements, equitable compensation, and additional support mechanisms to enhance their overall

well-being. Implementing of organizational well-being is particularly beneficial for female faculty and staff as it provides them with appropriate strategies and resources to improve engagement, performance, and ultimately achieve better work-life integration (WLI). This study highlights the crucial role of job satisfaction in organizational well-being and its impact on work-life integration, contributing to the theoretical development of the organizational well-being model while providing valuable insights for organizations, managers, and employees. This model helps stimulate faculty and staff's work motivation and creativity, alleviate stress levels and enhance their work-life integration.

The research on the interplay between work and personal life in developed Western countries has reached a high level of maturity, encompassing extensive theoretical investigations and empirical analyses. Several countries have implemented national policies that support female faculty in achieving success both professionally and personally, complemented by the allocation of corporate resources to further these efforts. However, there is currently a dearth of relevant studies in China, with limited governmental and academic provisions supporting the integration of work-personal life domains. This study focuses on bridging this empirical gap.

Enhancing organizational well-being can lead employees to experience more positive emotions and satisfaction in their work, which in turn facilitates the achievement of work-life balance. This enables employees to achieve a better equilibrium between their professional and personal lives, thereby improving their overall quality of life and increasing their life satisfaction and happiness. When organizations successfully enhance employee well-being and support work-life integration, they become more attractive to talented individuals while also reducing staff turnover. Additionally, the positive attitudes and high levels of productivity demonstrated by employees contribute to improved organizational performance, strengthen the organization's competitive edge in the market, and ensure its long-term sustainability.

Focusing on how organizational well-being affects work-life integration can assist the organization in cultivating a more humane and caring cultural environment. This kind of culture can encourage employees to participate in work actively, support

them to pursue happiness in life, promote positive interaction between employees and their organizations, enhance employees' sense of identity and belonging to the organization, and promote the positive development of organizational culture. The research results can provide guidance for the organization's human resource management practice, help policymakers better understand how to facilitate the integration of work and life by improving organizational well-being, and then formulate more targeted and effective strategies in leadership training, physical and mental health programs, welfare design, etc., to improve the scientific and practical integration of work and life.

1.3 Research Questions

Given its critical impact on both individual and organizational performance, organizational well-being is recognized as a key area of study within the field of organizational behavior. The concept of work-life integration has become a distinguishing feature of modern organizations and is increasingly valued by female faculty and staff and employees. To remain competitive and improve the capabilities of their faculty and staff, women's colleges and universities in China must adjust to evolving social competencies and efficiency requirements. Therefore, the findings of this study hold significant practical implications for organizational well-being as well as broader social stability and development. Enhancing organizational well-being can enhance work enthusiasm and efficiency, foster a greater sense of participation, and augment the allure of the institution to its female faculty and staff, thereby promoting, facilitating, encouraging their work-life integration.

This study presents the following questions

1. What is the organizational well-being of female faculty and staff in women's colleges and universities in China?

2. What is the relationship between organizational well-being and work-life integration of female faculty and staff?

3. How to propose an organizational well-being model for female faculty and staff affecting work-life integration in women's colleges and universities in China?

1.4 Research Objectives

1. To investigate the organizational well-being of female faculty and staff in women's colleges and universities in China.

2. To examine the relationship between organizational well-being and work-life integration of female faculty and staff in women's colleges and universities in China.

3. To propose an organizational well-being model for female faculty and staff affecting work-life integration in women's colleges and universities in China.

1.5 Scope of the Study

The scope of the study is categorized as follows:

1) Regional Selection

This study was limited to the study of women's colleges and universities in China. This study excludes other types of universities, both domestic and international, from its scope of analysis. Although they are distributed in 10 provinces, covering multiple regions with large population and top GDP rankings, the universality and extensiveness of the research results may have certain limitations.

2) Sample Selection

This study collected data from 11 women's colleges and universities in China. Even though they take a large proportion of female faculty and staff, the sample size was relatively limited, and the specific differences of each university in different provinces and sizes may affect the universality of the data analysis.

3) Content

Variables in this study included organizational well-being, employee engagement, job satisfaction, and work-life integration, scholars have defined them across various periods and validated them using different dimensions and tools.The theoretical scale of this study mainly focuses on only some of them which may have a specific impact on the results.

4) Gender

This study was designed to include only female faculty and staff as participants. Conducting research with a single gender also represents a limitation of the study.

5) Time

This study was planned to take 1.5 years to complete.

1.6 Expected Results

1.6.1 Application of Academic Theory

The study provides an in-depth analysis of the impact of organizational well-being on the integration of work and life. It substantially expands the range of influencing factors related to organizational well-being, presenting a novel and innovative theoretical perspective that enriches the existing literature on work-life integration. Additionally, this study introduces two critical variables, job satisfaction (JS) and employee engagement (EE), as regulatory elements within the framework of the organizational well-being model. By incorporating these regulators, the study offers a more specific understanding of how organizational well-being can effectively manage to foster harmonious integration between professional and personal life.

Here are some of the expected conclusions of this study:

1) The organizational well-being (OWB) directly affects the job satisfaction (JS) and employee engagement (EE) of female faculty and staff in women's colleges and universities in China.

2) The organizational well-being indirectly affects the work-life integration (WI).

3) Job satisfaction (JS) and employee engagement (EE) play regulating roles in the relationship between organizational well-being (OWB) model and work-life integration. The higher the job satisfaction (JS) and employee engagement (EE), the

more substantial the positive effect of organizational well-being model on work-life integration.

1.6.2 Management Application

1. For the colleges and universities

The findings of this study can facilitate sustainable development within specific educational institutions, enabling universities to gain a deeper understanding of the essential components of organizational well-being and work-life integration. Consequently, they can implement more effective human resource management strategies and supportive measures to enhance managerial proficiency.

2. For the enterprises

The findings of this study have significant implications for the advancement of individual human capital, fostering both personal development and enhancing enterprise competitiveness, thereby contributing to societal progress. Moreover, these results offer an empirical foundation and exemplify best practices in the field of educational management, facilitating innovation and transformative changes within the industry.

3. For the government

This study can help the government develop regulations and initiatives that promote a healthier work environment, enhance job satisfaction, and improve employee engagement. By understanding the key factors influencing work-life integration, policymakers can craft labor laws, workplace wellness programs, and family-friendly policies supporting employees and organizations.

1.7 Definitions

Organizational Well-being means the physical, mental and social health of employees in the work environment. It not only involves individual job satisfaction, engagement and performance, but also the health and effectiveness of the entire organization.

Work-life Integration means a comprehensive strategy that aims to merge personal and professional requirements. Rather than treating work and life as separate entities or encouraging conflict between them, the goal of Work-life Integration (WLI) is to identify opportunities for balance and mutual reinforcement.

Job Satisfaction means the level of satisfaction experienced by employees extends beyond their daily responsibilities to encompass contentment with, satisfaction with the working environment, leadership, organizational policies, and the impact of their job on employees' personal lives.

Employee Engagement means the level of an employee's involvement and enthusiasm for their work and the organization they work for. It encompasses a range of factors that influence employees' motivation and loyalty. It is the emotional and psychological connection an employee has with their job, colleagues, and the organization as a whole. It is characterized by a sense of commitment, and willingness to stay and say about the organization.

Women's Colleges and Universities means higher educational institutions with female education as its main educational and research fields. This type of university focuses on developing female students' knowledge and skills in overall areas. women's colleges and universities usually have intense research and educational capabilities in female-related disciplines and provide students with degree programs related to different professions.

Female Faculty and Staff means women who work in an educational institution, including both teaching and non-teaching positions. Faculty: Professors, lecturers, researchers, and other academic professionals involved in teaching and research. Staff: Employees in administrative, technical, and support roles, such as office administrators, librarians, counselors, and lab technicians.

CHAPTER 2
LITERATURE REVIEW

In this chapter, there are 5 sections as follows:

2.1 Organizational Well-being Theories

- 2.1.1 Workplace Culture
- 2.1.2 Job Security and Stability
- 2.1.3 Physical and Mental Health Support

2.2 Job Satisfaction Theories

- 2.2.1 Working Environment
- 2.2.2 Compensations
- 2.2.3 Leadership

2.3 Employee Engagement Theories

- 2.3.1 Work Motivation
- 2.3.2 Intention to Stay
- 2.3.3 Employee Net Promoter Score (eNPS)

2.4 Work-life Integration Theories

- 2.4.1 Time
- 2.4.2 Work Flexibility
- 2.4.3 Income
- 2.4.4 Technology

2.5 Relevant Research

- 2.5.1 The Impact of Organizational Well-being on Work-life Integration
- 2.5.2 The Impact of Organizational Well-being on Job Satisfaction
- 2.5.3 The Impact of Organizational Well-being on Employee Engagement

2.1 Organizational Well-being Theories

What is organizational well-being (OWB)?

The concept of organizational well-being integrates the significance of individual employee wellness into the fabric and advancement of a company, fostering heightened employee engagement and performance.

Warr (2008) stated that “happiness and unhappiness are the main movers of life, the founding of a central organization, and the goal of success.” This perspective provides a profound understanding of the pivotal role that happiness plays in human life and organizational development. Happiness is not merely a personal pursuit but also a crucial element in determining whether an organization can achieve its goals.

Chang et al. (2016) further suggested that contemporary managers also place significant emphasis on employee happiness, sense of career purpose, and level of personal growth. These factors are increasingly recognized as essential components of a successful and sustainable organization. By fostering a positive working environment that supports employee well-being, organizations can enhance productivity, reduce turnover, and ultimately achieve long-term success.

However, it is important to note that these concerns have not always been prioritized by authorities or organizations. Historically, employee well-being has been limited to a small proportion of the workforce. For instance, Zheng et al. (2016) said that, in Australia, 20% of the population faces mental problems each year. Pignata et al.

(2016) believed this alarming statistic is attributed to increasing work stress and decreasing government funding. Employees who struggle with well-being issues often experience a decline in work quality and efficiency, which in turn has a negative impact on the workplace. This situation provides a powerful incentive for employers to address the well-being of their workers. By doing so, they can not only improve individual employee performance but also foster a more productive and harmonious organizational culture.

Organizations may have a particular interest in the facets of organizational well-being (OWB) that are influenced by the working environment. The concept of well-being at work has evolved beyond mere financial compensation, necessitating a consideration of an organization's culture and how it is perceived by workers. This perception, referred to as "psychological workplace climate" by (Shuck & Reio, 2014), encompasses employees' interpretations of their social, physical, and working environment that impact them on a daily lives.

Due to the absence of a comprehensive measure for evaluating organizational well-being, factor analysis has identified two dimensions: work-related and life-related. In the workplace, organizational well-being is influenced by positive job satisfaction, a supportive compensation system, and an optimal working environment. Sonja (2015) emphasized that positive organizational climates must integrate effective stress management strategies, as employees are unable to sustain good health and well-being in the workplace when they are continually exposed to stressful situations.

Organizational climates, as part of the working environment, have an impact on organizational well-being through job satisfaction.

In the face of today's dynamic conditions, education necessitates adaptable skills and efficiencies to thrive and enhance the capabilities and competencies of its educators. Consequently, several studies have endeavored to establish a predictive model for gauging organizational well-being depends on leadership style and its constituent elements. Numerous research endeavors have underscored that job satisfaction encompasses both the working environment and leadership style as pivotal factors in measuring organizational well-being.

Table 2.1 Summary of Researchers' Variables of Organizational Well-being

Factors of Organizational Well-being / Authors (Year)	Workplace Culture	Job Security and Stability	Work-Family Balance	Employee Engagement	Physical Mental Health Support	Leadership	Job Satisfaction	Organizational Fairness	Employee Development
Cooper and Quick (2023)	√		√		√	√		√	
Dollard and Bakker (2010)		√			√		√		√
Medina-Garrido, Biedma-Ferrer (2023)	√	√	√			√	√		
Judijanto (2024)	√			√	√	√			√
E. Anasori (2021)	√		√			√		√	
C.D. Cotti (2024)	√	√		√			√		
Rashid & Al-shami (2024)	√			√		√			√
A. Bhalla (2023)		√	√			√		√	√
Shuixiang et al. (2024)	√	√			√	√			√

In the process of devising proactive or responsive policies and programs, it is essential to take into account the diverse range of factors that shape organizational well-being. As Diener et al. (2013) noted, well-being is a multifaceted concept that extends beyond mere job satisfaction to include broader life variables such as emotional and physical health. This study seeks to examine the ways in which these interrelated yet distinct dimensions collectively impact the notion of organizational well-being, specifically among female faculty members in Chinese women's universities.

2.1.1 Workplace Culture

The meaning of workplace culture is the common values, visons, and actions within an organization that build its environment and influence employees' behavior. It has a significant impact on employees' job satisfaction, and organizational well-being. Recent studies highlight the significance of a positive workplace culture in reducing burnout and psychological distress, especially among female faculty and staff.

Chen (2023) discovered that organizational culture significantly impacts job satisfaction and turnover intentions among young employees in developing economies. Likewise, studies focusing on Generation Z in emerging nations have shown that a

nurturing work environment can reduce employee burnout and enhance mental health. This is consistent with the Job Demands-Resources (JD-R) model, which posits that a favorable workplace culture can serve as a resource to alleviate job-related pressures. Over recent years, the notion of workplace culture has been extensively explored and described by numerous academics. Presented below is an overview of definitions and viewpoints regarding workplace culture derived from contemporary scholarly research.

Table 2.2 Definitions of Workplace Culture

Author (s)	Year	Definition of Workplace Culture
Schein	2024	Workplace culture is defined as a set of shared fundamental assumptions that are developed by a team in response to external challenges and internal solidarity. Over time, these proven valid assumptions are passed on to new members as accepted ways of perceiving, thinking, and feeling.
Wuet al	2021	Workplace culture involves the attitudes, values, and perceptions related to an organization's principles and practices. It influences how employees work together to accomplish the objectives of the organization and encompasses leadership conduct, policies, common practices, and understood expectations.
Leroch	2018	Workplace culture refers to the shared values, beliefs, and practices that define the work environment. It impacts employee actions and organizational results by creating either a nurturing or a challenging atmosphere.
Chen et al.	2023	Workplace culture is considered a key element affecting job satisfaction and turnover intentions within the young workforce. It encompasses a collection of shared values and practices that may either promote or impede employee well-being and overall organizational effectiveness.
Duffield et al.	2024	Workplace culture is considered a crucial factor influencing job enrichment and career advancement opportunities, especially within healthcare environments. It encompasses aspects like leadership encouragement, collaborative teamwork, and organizational guidelines.

The Impact of Artificial Intelligence on the Workplace. Pereira et al. (2023) conducted a whole review of the relationship between artificial intelligence (AI) and the workplace. By analyzing 60 research paper published in 30 different journals over a 25-year period (1995 - 2020), the study found that AI presents both opportunities and challenges for human resource management (HRM). Integrating HRM processes with

AI can bring additional benefits to organizations, such as improved management decisions and faster, more efficient employee recruitment processes. Meanwhile, the study also pointed out that the impact of AI in the workplace is inconsistent, and further research is needed to clarify its effects at different analytical levels.

Bujang et al. (2024) examined that workplace culture is linked to deviant behaviors, with certain cultural traits potentially encouraging or mitigating such actions. Understanding these concepts can help organizations develop strategies to reduce negative behaviors and enhance overall workplace harmony.

A conducive working environment is characterized by several critical factors, including goal setting, work incentives, well-defined processes, job feedback, role consistency, guidance, resource availability, and supervisor support. These factors collectively affect employees' innovation levels, team performance, work commitment, and other aspects. Moreover, the research also indicates that many employees leave their jobs due to negative experiences with their immediate supervisors, further emphasizing the significance of the workplace environment.

2.1.2 Job Security and Stability

Job security and stability are essential factors of the workforce that impact individuals' well-being, performance, and decision-making. Phan and Nguyen (2021) explained the importance of improving working conditions and meeting basic needs to attract quality manpower in Vietnam. Globalization, as studied by Gangopadhyay et al. (2021) has raised questions about job security in developing countries like India. Xiao and Bin Amir (2022) pointed out that the impact of job security and stability on job performance and anxiety sensitivity is explored by in the context of grass-roots employees in high-star hotels in China. Vieira et al. (2021) concluded the COVID-19 has brought attention to the significance of job stability in maintaining financial well-being, as discussed.

Alshammaa et al. (2024) delved into the impact of long-term depression on career trajectories and job stability, emphasizing the need for a thorough examination of this relationship. Additionally, Ghosh (2024) conducted a study that demonstrated a

significant enhancement in the performance of private CBSE school teachers when provided with job security and stability. Occhipinti, Hynes et al. (2024) explained that efforts to enhance job security and stability are essential for societal and mental health, as work provides financial security, identity,respect and social integration.

Job security and stability are about employees knowing their job is safe from layoffs and feeling assured they'll stay in their current position for the foreseeable future. Researchers examining the link between job insecurity and stability and employee engagement found that engagement decreases by 37% when employees worry about their job security and stability. For women in the workplace, <Indeed Canada's report Building on Optimism> The Future of Canadian Women in the Workplace found job security is second only to salary in importance.

In conclusion, job security and stability play a significant role in individuals' lives, affecting their performance, decision-making, and overall well-being. Organizational well-being aligns with higher valuations, greater profits, and better company performance. Perceived job insecurity and stability also have a significant connection with reduced employee engagement—a key predictor of productivity and profitability. It is essential for organizations, policymakers, and researchers to continue exploring ways to improve job security and stability to promote economic stability, social well-being, and mental health.

2.1.3 Physical and Mental Health Support

Minihan et al. (2020) said the pandemic experience has brought to understand the importance of physical and mental health support for individuals, especially those with mental illness. Griffiths et al. (2022) conducted a longitudinal cohort study in Australia, which found that returning to work during the pandemic resulted in poorer physical health but improvements in mental health, highlighting the complex relationship between work and health. Additionally, This is further supported by Bates et al. (2023) found a reduction in substance-related harm scores through street soccer, indicating the potential benefits of physical activity in improving health outcomes. Inequities in physical and mental health outcomes have been observed, particularly

among young children, with disparities related to race and socioeconomic status. Hewitt et al. (2022) investigated the bidirectional connecti ons between time stress and mental, physical health among Australian mothers of early childhood children, thereby illuminating the substantial challenges that caregivers encounter in sustaining their overall well-being.

Furthermore, Steemers et al. (2024) conducted a study on health consultations at a performing arts health center among classical music students, highlighting the significance of addressing both physical and mental health issues in this population. Matias et al. (2024) focused on incentivized physical health checks for individuals with serious mental illness, emphasizing the need for interventions to improve physical health outcomes in this vulnerable group. Overall, the literature underscores the significance of providing comprehensive support for both physical and mental health to promote overall well-being, especially in the special times such as the COVID-19.

In summary, physical and mental health support are crucial in organizational well-being. It not only helps to improve the physical health level and mental toughness of employees, reduce absenteeism and low efficiency caused by health problems, but also enhances the satisfaction and engagement of employees, creates a positive working environment, and thus promotes the improvement of the overall performance of the organization .

2.2 Job Satisfaction Theories

Various researchers adopt distinct methods when it comes to defining job satisfaction. Below are some of the most frequently referenced definitions of job satisfaction:

Kuo and Chen (2004) stated the job satisfaction scale attached to the empirical research questionnaire, and its three dimensions are: 1. General satisfaction: This encompasses the utilization and alignment of personal skills and interests, along with the availability of learning experiences and employment stability. 2. Intrinsic satisfaction: This relates to compensation, perks, advancement prospects, and the prestige derived from one's job. 3. Extrinsic satisfaction: This pertains to an individual's

contentment with their workplace setting and interactions with supervisors and coworkers.

The Multifaceted Nature of Job Satisfaction: A Comprehensive Review

Job satisfaction has long been a focal point in organizational behavior research, with various scholars offering diverse perspectives on its definition, dimensions, and influencing factors. Job satisfaction is defined as the degree to which employees feel a sense of fulfillment based on their perceptions of various job aspects. This indicates that job satisfaction may be shaped by factors such as the social environment, self-actualization, and acknowledgment, among other influences.

Jalagat (2016) described job satisfaction as a composite of physical, physiological, and environmental factors that collectively shape an individual's perception of their job. This view encompasses a wide range of elements, including salary and benefits, organizational climate, autonomy, achievement, recognition, job security, adaptability in the workplace, professional conduct, interaction, employment circumstances, relationships among colleagues, and the significance of the role.

Similarly, Locke (1976) argued that job satisfaction essentially represents a positive emotional condition stemming from work experiences, acknowledging its dual characteristics as both an emotional and evaluative concept. This viewpoint resonates with Huang (2019), job satisfaction can be understood as a positive emotional condition that arises from evaluating one's job or work experiences. This state is influenced by various contextual factors, including salary, opportunities for advancement, management style, coworkers, and the overall work environment.

Hu et al. (2019) highlighted the subjective nature of job satisfaction, viewing it as a conclusion drawn from comparing what employees receive from their work with what they expect or desire. They identified key dimensions for measuring job satisfaction, including the work itself, working environment, compensation and benefits, management style, promotion opportunities, and coworker relationships.

Sapta et al. (2021) explained job satisfaction as a process that drives employee motivation and productivity, influenced by factors such as supervisory support, current

wages, promotion opportunities, and coworker relationships. This view emphasizes the dynamic and interactive nature of job satisfaction within the workplace context.

Pratama et al. (2022) defined job satisfaction as a combination of feelings, and behavioral intentions related to one's job, identifying five core components: the work itself, promotion, compensation, management, and coworker relationships. This definition underscores the multifaceted nature of job satisfaction and its impact on employee behavior.

This view aligns with the classic definition of job satisfaction as a pleasant emotional state resulting from the appraisal of one' s job or job experiences (Locke, 1976). Job satisfaction is a single-dimensional concept, defined by an overall feeling of contentment or discontent with one's employment. According to them, a favorable outlook on work corresponds to job satisfaction, whereas an unfavorable perspective reflects dissatisfaction.

There are various components of job satisfaction have been identified in research, each with differing levels of importance and impact on worker productivity. They emphasized the critical role of a conducive work environment, marked by recognition, career advancement opportunities, and work-life balance, in fostering job satisfaction.

Anggapradja et al. (2024) highlighted that Generation Z employees prioritize flexibility and meaningful work, necessitating tailored human resource strategies to meet their unique expectations. This underscores the evolving nature of job satisfaction in response to generational shifts in the workforce.

Theoretical Foundations

The conceptualization of job satisfaction is further enriched by foundational theories in psychology and organizational behavior. Maslow (1954) proposed a five-level hierarchy of human needs, ranging from physiological needs to self-actualization, suggesting that job satisfaction is influenced by the fulfillment of these needs within the workplace context. Herzberg (1959) introduced the Two-Factor Theory of motivation, distinguishing between intrinsic factors (such as achievement and

recognition) and extrinsic factors (such as pay and working conditions) that impact job satisfaction. These theories provide a theoretical framework for understanding the multifaceted nature of job satisfaction and its determinants.

In conclusion, job satisfaction is a complex and multi-dimensional concept, shaped by many factors, from an individual's perceptions and emotional state to an organization's policies and workplace conditions. Understanding these aspects is critical to developing an effective HR strategy that improves employee well-being and organizational performance.

Table 2.3 Summary of Researchers' Variables of Job Satisfaction

Theory and Academic Conceptual Reference / **Independent Variable: (China & International)**	**Workplace Relationships**	**Working Environment**	**Work-Life Balance**	**Workload**	**Compensation**	**Leadership**	**Professional Development**	**Job Security**	**Job Security, Motivation**
Kapur (2018)	√		√	√		√		√	
Lin, Viscardi, and McHugh (2014)		√	√			√		√	√
Robbins & Judge (2013)	√	√		√	√		√		
Luthans (2011)				√	√		√	√	√
Reyne-Pugh et al. (2020)	√	√		√		√	√		√
Bhatia and Williams (2023)	√		√		√		√		
Shi et al. (2023)			√			√		√	
Bai et al. (2023)	√	√		√		√	√		√
Mohammd Abuhashesh (2019)		√	√		√	√	√	√	√
Mu Guibin (2024)	√			√	√				√

Pasulu (2023) posited that job satisfaction reflects an employee's positive perception or evaluation of their job and the work environment within an organization. Similarly, the elevated levels of job satisfaction are typically correlated with heightened employee motivation, engagement, and overall performance. In contrast, low job satisfaction is often linked to dissatisfaction, absenteeism, and elevated turnover rates. Among various factors influencing job performance, job satisfaction is identified as a significant and relevant determinant.

In summary, job satisfaction includes a comprehensive factors, evaluation, and internal experience pertaining to one's occupation and the organization. It is contingent upon certain aspects of the job rather than all-encompassing factors, while also exhibiting gender disparities. Furthermore, an examination was conducted on female faculty and staff in relation to the dimensions of their working environment, compensation (including salary and benefits), and leadership style for the betterment of organizational well-being.

2.2.1 Working Environment

The working environment encompasses the contextual, social, and physical factors within which an individual carries out their professional duties. It possesses the potential to exert a significant influence on employee morale, interpersonal dynamics in the workplace, performance outcomes, job satisfaction levels, as well as employee well-being. To enhance operational efficiency, effectiveness, productivity levels and foster strong organizational commitment among employees, it is imperative for organizations to meet their employees' needs by providing favorable working conditions.

Table 2.4 Definitions of Working Environment

Author	Definition Summary
Lazar et al. (2010)	The work environment encompasses workplace safety, job security, decision-making authority, and relationships with co-workers.
Raziq and Maulabakhsh (2015)	Interrelationship of employees in their workplace, such as elements of social, technical and economic
Salunke (2015)	The tangible dimension of location. This has an impact on job satisfaction, well-being, focus, and efficiency.
Octavia Drexler (2023)	Work environment is defined as the physical and psychological conditions that employees experience in the workplace. It's determined largely by factors such as the layout of office space, work arrangement, interpersonal relationships, leadership style and organizational culture.

This study focuses on the item which is strongly related to employee's work-life integration. Atkinson (1984) highlighted that workplace flexibility is an important aspect of the working environment. The concept of workplace flexibility emerged in the 1980s and has since evolved differently across various fields. For instance, Sanchez (1995) explored it within the context of strategic management, while Chang et al. (2013) examined its role in strategic human resource management.

The working environment significantly influences job satisfaction, which is crucial for employee retention and organizational success. Various studies highlight the interplay between workload, physical conditions, social interactions, and organizational culture in shaping employee satisfaction.

Since the turn of the century, remarkable advancements have been consistently achieved in science and technology. With an increasing number of organizations adopting remote and hybrid work arrangements, female faculty and staff are afforded greater flexibility to maintain a harmonious work-life equilibrium. Working from home seamlessly integrates various aspects of employees' personal and professional lives, facilitating the attainment of genuine balance. Workplace flexibility is acknowledged as a means to enhance both the working environment and organizational well-being (OWB).

Workplace flexibility can be considered as working site flexibility and working time flexibility. Way et al. (2015) defined workplace flexibility embraces the idea that employees can be productive no matter when or where they perform their work. Instead of imposing strict rules and schedules in the workplace, organizations are increasingly recognizing the importance of accommodating individual needs and promoting a healthier work-life balance and overall well-being. Workplace flexibility has become a prominent focus for many organizations in today's economy.

In contemporary organizational research, the concept of workplace flexibility has become a central focus for both theoretical inquiry and practical implementation. As highlighted by Spreitzer et al. (2017) and Way et al. (2015), academic discourse in this field primarily revolves around two key dimensions: the mechanisms through which flexibility can be mutually beneficial for both employees and organizations, and

the pathways by which such arrangements enhance individual performance outcomes while contributing to organizational effectiveness.

Concurrent with these developments, multiple studies have highlighted the growing trend of employees seeking greater flexibility in their work arrangements (Bal & Jansen, 2012), with many negotiating flexible schedules to balance personal and professional duties. Complementing this employee-driven demand, scholars such as Berk and Kaše (2010) and Sanchez (1995) have emphasized that organizations are increasingly adopting flexible operational models as a strategic response to the pressures of hyper-competitive markets, aiming to enhance their adaptive capacity in dynamic business environments.

In related research, the impact of workplace environment on employee job satisfaction has been a topic of particular interest. A study by Raziq and Maulabakhsh (2015) examined the relationship between workplace environment and employee job satisfaction, identifying significant positive correlations between these factors. Building on this, Qasim and Syed (2012) conducted a comprehensive analysis of workplace determinants in a Pakistani multinational corporation, revealing that among four evaluated factors, the physical and social work environment exerted the strongest influence on employee satisfaction levels.

The significance of maintaining a supportive work environment has been underscored by multiple scholars for its multifaceted organizational benefits. It was highlighted that fostering a positive workplace environment serves as a critical strategy to mitigate employee absenteeism, minimize turnover intentions, and enhance both task efficiency and job satisfaction. Their findings suggest that suboptimal working conditions may directly contribute to employee dissatisfaction, thereby undermining organizational performance metrics.

Building on this foundation, Safiah et al. (2018) expanded the conceptualization of work environment impacts by identifying additional outcomes such as stress reduction, conflict resolution, and productivity enhancement. Their longitudinal study emphasized that a well-designed work environment not only reduces health-related absences and turnover rates but also creates a reinforcing cycle where improved

efficiency and job satisfaction mutually reinforce organizational effectiveness. These complementary perspectives suggest that workplace environment interventions represent a strategic lever for achieving both employee well-being and organizational success.

Additionally, the working environment encompasses not only the physical infrastructure and layout of a workplace but also incorporates leadership styles, corporate culture, and organizational values. A conducive working environment can exert a positive impact on employees' mindset, performance, and job satisfaction. When individuals are able to operate in an environment that aligns with their preferences and needs, they are more likely to exhibit higher levels of engagement and motivation, ultimately leading to enhanced outcomes for the organization. Moreover, such individuals are inclined to take fewer sick leaves and achieve a better work-life balance which contributes significantly towards overall well-being and job satisfaction.

The nexus between employee productivity and well-being is fundamentally rooted in supportive workplace environments that enable employees to maintain engagement in both professional and personal domains. As conceptualized by Kossek (2012), such environments foster a state where individuals experience an energetic alignment between work and family life, manifesting in what engagement scholars term "absorption, dedication, and vigor" across both work and non-work roles.

Westover (2024) noted that the physical workspace, including ergonomics and comfort, directly impacts employee morale and productivity. Daryanto (2023) posited that positive interpersonal dynamics and a collaborative organizational climate cultivate organizational identification, which serves as a critical determinant of employee job satisfaction.

In summary, the working environment had a positive influence on facilities' job and life satisfaction, with administration control being identified as the most crucial factor, followed by organizational culture. By adopting an appropriate approach, fostering a healthy working environment can lead to a mutually beneficial outcome for both employees' work-life integration and organizational well-being.

2.2.2 Compensation

The concept of employee compensation encompasses the overall remuneration, including wages, salaries, and additional benefits provided to employees in recognition of their contributions towards production. Compensation serves as a form of appreciation granted by employers, whether directly or indirectly, through financial or non-financial means, to fairly reward employees for their efforts in attaining organizational objectives. Consequently, every company requires compensation systems to enhance employee performance.

Compensation plays a crucial role in influencing job satisfaction, as evidenced by various studies. The relationship between these two variables is significant, with compensation accounting for a substantial portion of job satisfaction levels among employees.

In foundational compensation theory, Rottenberg (1956) conceptualized total compensation as the comprehensive remuneration package employees receive in exchange for labor contributions. This construct encompasses both monetary (base salary, bonuses) and non-monetary components (healthcare benefits, flexible scheduling, paid time off), reflecting a holistic view of workplace rewards. Notably, compensation systems universally demonstrateordinal preference, with individuals generally preferring higher remuneration levels as a reflection of personal value and organizational recognition.

Gerhart and Milkovich (1992) described compensation as "all forms of direct and indirect remuneration provided to employees, including salaries, bonuses, equity, and perks." From an organizational perspective, achieving performance objectives effectively involves providing compensation that not only attracts and retains a qualified workforce but also inspires them to perform at their best. Simultaneously, the organization must efficiently control compensation expenses, which frequently represent the most significant portion of operational costs.

Mondy (2008) stated that financial compensation refers to the monetary or service-based rewards an individual receives from a company. In contrast, non-

financial compensation involves the satisfaction derived from the psychological or physical work environment while performing job duties. Kahneman and Deaton (2010) indicated that once income surpasses a specific threshold, further increases do not significantly enhance overall well-being. Divya (2017) described compensation as any type of payment provided to an individual for services rendered as an employee, representative, or through separation or subsistence allowances under various benefit programs. Compensation, as a tangible return, encompasses both cash payments and additional benefits.

In contemporary organizational theory, compensation has been conceptualized as a multifaceted construct that encompasses both tangible and intangible rewards exchanged for employee contributions. Arif et al. (2019) advanced a comprehensive definition of total compensation, including base salaries, benefits packages, and organizational amenities, which can manifest in monetary (e.g., performance bonuses) or non-monetary forms (e.g., professional development opportunities). Meanwhile, Hutabarat et al. (2023) emphasized its dual role as a financial reciprocation mechanism and motivational tool, designed to reinforce desired workplace behaviors and foster long-term commitment.

Empirical evidence highlights the critical role of compensation in shaping job satisfaction outcomes. Sangaran and Jeetesh (2015) demonstrated a significant negative correlation between compensation dissatisfaction and organizational commitment, identifying salary discrepancies as a primary antecedent of turnover intentions. Complementing this finding, Bayarçelik and Findikli (2016) established a positive relationship between compensation adequacy and employee retention rates, suggesting that fair remuneration practices contribute to prolonged organizational tenure.

The strategic importance of compensation systems extends beyond mere transactional exchanges. Zaeni et al. (2022) articulated a systemic view of compensation as a governance tool that influences cooperation dynamics, operational efficiency, and labor relations. Their framework highlights how well-designed compensation structures can align individual motivations with organizational objectives while balancing competing interests among stakeholders. This integrative

perspective positions compensation as a pivotal organizational lever for achieving both economic efficiency and social equity goals.

Chase (2017) pointed out that in recent years, many organizations have gradually shifted from the traditional compensation system to a new model - personalized compensation. This new model enables organizations of different sizes to create real value for employees by offering more targeted compensation based on their individual needs. In this way, employees have the flexibility to choose how to use benefits according to their own preferences, rather than being forced to accept a uniform standard plan. Chauhan (2017) argued that compensation is a systematic way to provide monetary value to employees based on their work contributions. Compensation not only achieves multiple goals, but also plays an important role in recruitment, performance enhancement, and employee satisfaction.

Oseanita et al. (2017) stated that there are many ways to be done by the organizations to job satisfaction and employee performance, among them are the provision of compensation and career development for its employees. While there are many different factors that go into employee satisfaction, one of the most important issues is compensation. When looking for a new job, 41% of job searchers say they're looking for a substantial salary increase. Salary and wages: The money that each employee receives in return for their time and expertise.

Some researchers have proved that compensation affects job satisfaction positively or negatively, depending on various factors such as the method of assessment and the specific employee demographics involved. Katabalo and Mwita (2024) convinced a study found a strong positive correlation between compensation and job satisfaction (β=.790, P-value=.000), suggesting that effective compensation strategies enhance employee satisfaction.

In conclusion, an effective compensation system is one that fosters a sense of value and recognition for employees' diligent efforts. Compensation serves as a necessary tool to incentivize desired behaviors through positive reinforcement. By tailoring compensations to individual needs, organizations can demonstrate their

appreciation for hard work and appropriately reward it, thereby enhancing employee motivation, engagement, performance, and overall organizational well-being.

2.2.3 Leadership

The definitions of leadership are diverse and multifaceted, reflecting the complexity of the role and its varying applications across different contexts.Leadership has been conceptualized as a dynamic process of social influence that guides collective efforts toward organizational objectives while fostering coherence and synergy. Bass (1997) advanced this perspective by emphasizing leadership as a multifaceted construct involving the deployment of values, ethics, expertise, and cultural acumen to inspire behavioral change and align group actions with strategic goals. This view positions leadership as an inherently complex social phenomenon that transcends mere authority, instead relying on personal attributes to motivate followers and effectuate organizational transformation.

Yukl (1989) further refined this definition by identifying three core influence processes: goal formulation, task motivation, and cultural maintenance. His framework underscores the leader's dual role in both driving task accomplishment and nurturing the social fabric of the organization. Complementing these transactional dimensions, Burns (1978) introduced the concept of transformational leadership, defining it as a reciprocal relationship where leaders elevate follower motivation by aligning individual aspirations with shared organizational values. This integrative approach highlights leadership as a dialectical process that simultaneously addresses instrumental goals and humanistic needs.

The evolution of leadership theory has been shaped by dynamic organizational and environmental changes, as highlighted by (Alonderiene & Majauskaite, 2016). This theoretical progression has spurred empirical investigations into leadership's organizational impact, with studies such as Siddique et al. (2011) examining how different leadership styles influence critical organizational variables—including culture, employee effectiveness, satisfaction, retention, and motivation. These studies collectively demonstrate leadership's role as a mediating factor in shaping

organizational outcomes through its impact on human capital development and workplace dynamics.

From a theoretical perspective, Yukl (1989) established leadership as a central determinant of organizational effectiveness, a conclusion corroborated by meta-analytic evidence. Ilies et al. (2007) highlighted leaders' capacity to influence performance outcomes at multiple levels: individual (e.g., employee engagement), group (e.g., team cohesion), and organizational (e.g., strategic alignment). This multilevel impact underscores leadership's dual role as both a behavioral influence mechanism and a strategic governance tool. According to Pizzolitto (2023) stated "Leadership" has become a crucial factor for businesses to effectively manage change and address the intense competition in the global marketplace.

Leadership can have a positive impact on the employees' job satisfaction and overall success of an organizational well-being. Transformational leaders, for instance, focus on developing their followers, encouraging them to think critically and creatively, and challenging them to achieve their full potential. Transactional leaders always emphasize rewards for efforts and compliance with organizational norms. McPeck (2014) believed that both styles have their advantages and disadvantages, and the most effective approach often depends on the specific needs and goals of the organization.

To investigate the proposition that transformational leadership surpasses transactional approaches in fostering employee well-being, this study examines its mediating effects on work-life balance, life satisfaction, and organizational engagement while mitigating burnout. Empirical evidence from Kara et al. (2013) in the hospitality sector highlights the efficacy of transformational leadership in enhancing employee welfare, suggesting that managerial adoption of this style can serve as a strategic intervention to improve workforce outcomes. Specifically, their findings demonstrate that transformational leaders create environments conducive to psychological safety and personal growth, thereby reducing stressors associated with role conflict and emotional exhaustion.

Previous research has established leadership as a critical determinant of organizational competitiveness through its influence on operational dynamics (Huynh

et al., 2019). Leadership effectiveness is particularly evident in its capacity to continuously align human capital with strategic objectives, fostering adaptive cultures that sustain competitive advantage. This process involves iterative behavioral exchanges where leaders inspire followers to transcend self-interest for collective success, as conceptualized. Such leadership models emphasize reciprocal influence mechanisms that enhance both task performance and relational outcomes, positioning leadership as a dynamic governance system rather than static authority.

In order to create a positive and adaptable work environment, leaders must have a thorough understanding of the various flexible working styles that can be implemented according to specific needs and organizational contexts. In addition, leaders should also recognize that implementing flexibility should not be viewed as simply accommodating, but as a transformative systemic change that empowers individuals and teams.

Based on research into the factors that influence job satisfaction, job satisfaction is crucial as it impacts employee motivation to perform tasks effectively, maintain personal safety and contribute towards company goals. Organizations must recognize that employees who are content with their jobs are more likely to remain in their roles, perform better and make greater contributions towards organizational well-being. For a better work-life balance requires effective organizational leadership and culture. The style of leadership employed has an impact on employee job satisfaction.

In conclusion, leadership plays a crucial role in job satisfaction. Transformational leaders can clearly communicate goals and expectations, providing employees with a sense of inspiration and purpose. They also offer support and resources, helping employees overcome challenges and achieve success. Good leaders recognize and appreciate employees' efforts, which boosts morale and motivation. Additionally, leaders who create a positive working environment and encourage collaboration can improve job satisfaction by making the workplace more enjoyable and fulfilling.

2.3 Employee Engagement Theories

Employee dedication is defined as employee's emotional commitment to work as far as they are eager and works well in literature. There is a general definition of dedication.

Employee Engagement and Organizational Well-being

The relationship between employee engagement and organizational well-being (OWB) has emerged as a critical area of inquiry in contemporary organizational behavior research. Paul (2015) postulated that OWB can be operationalized through subjective constructs such as employee engagement, which reflects employees' positive psychological states and discretionary workplace behaviors. This conceptualization is consistent with (Silvia et al. , 2015), who distinguished employee engagement from traditional OWB metrics but emphasized its role in measuring workplace positivity and behavioral commitment.

Empirical evidence highlights the reciprocal nature of this relationship. Hubbard and Atkins (1995) established a significant correlation between employee affective states and organizational health, while Warr's (2011) conceptualization of workplace happiness. This alignment fosters psychological ownership, which serves as a mediating mechanism between engagement and well-being outcomes.

Dynamic aspects of employee engagement further complicate its relationship with OWB. Shuck and Reio (2014) noted that engaged employees channel cognitive and emotional resources into task performance without succumbing to workaholism or burnout, distinguishing this construct from pathological work behaviors. Robinson, Perryman and Hayday (2004) identified organizational concern for employee health as a key antecedent of engagement, a finding corroborated by (Harrell-Cook, Levitt, and Grimm, 2017) further clarified that while work engagement buffers against burnout, it remains a fluid construct subject to daily fluctuations as observed by (Bakker et al., 2012)

Operational measures of employee engagement often include organizational citizenship behaviors (OCBs). Gilbert (2010) defined OCBs as voluntary actions

exceeding formal job requirements, encompassing behaviors such as peer assistance, problem prevention, and positive affect maintenance. Kumar et al. (2016) demonstrated that these discretionary acts satisfy employees' relatedness needs, thereby enhancing individual well-being through social exchange processes. This suggests a virtuous cycle where OCB frequency both reflects and reinforces organizational engagement levels.

Table 2.5 Summary of Researchers' Variables of Employee Engagement

Theory and Academic Conceptual Reference / **Independent Variables**	**Work Motivation**	**Leadership Quality**	**Intention to Stay**	**Employee Net Promoter Score**	**Work-Life Balance**	**Recognition and Reward**	**Career Development**	**Flexible Schedules**	**Equitable Pay Structure**	**Job Satisfaction Level**
Mu Guibin (2024)	√		√	√		√		√		
Mohammd Abuhashesh, Rand Al-Dmour (2019)		√	√			√		√	√	√
JinHyo Joseph Yun (2024)	√	√		√	√		√			√
Ghosh et al. (2023)				√	√		√	√	√	
Huqian and Kohar (2023)	√	√		√		√	√		√	√
Vijayakumar Gajenderan (2023)	√		√		√		√			
Lynda Gratton (2024)			√			√		√		
Louis Carter (2020	√	√		√		√	√		√	√
Behav Sci Basel (2022)		√	√		√	√	√	√	√	√
Amena Shahid (2018)	√			√	√				√	

2.3.1 Work Motivation

Employee engagement is significantly affected by work motivation, which plays a crucial role in improving performance, job satisfaction and organizational well-being. Work motivation, whether intrinsic or extrinsic, is a catalyst for employees to engage more deeply in their work, resulting in better outcomes for individuals and organizations. The relationship between work motivation and employee engagement is complex and multifaceted, involving many mediating factors such as job satisfaction and job performance. Here are the main insights from research papers on the subject.

Work Motivation plays an great effect on employee engagement (EE), which in turn enhances employee performance. Fatya et al. (2024) examined this relationship is evident in various organizational settings, including the service industry and public sector offices. Research indicates that both intrinsic and extrinsic motivations are essential for fostering a committed workforce. The following sections elaborate on the key aspects of motivation in employee engagement.

Intrinsic Motivation

Hoxha and Ramadani (2024) concluded that intrinsic motivation, which involves engaging in work for its inherent satisfaction, is particularly effective in fostering employee engagement. It leads to sustainable extra-role performance and reduces turnover by increasing organizational commitment. Albrecht (2021) believed that employees who find their tasks meaningful and fulfilling are more likely to contribute positively to organizational goals.

Extrinsic Motivation

Taruna and Nisa (2024) found that work motivation and engagement together accounted for 53.1% of the variance in job satisfaction, highlighting the importance of external incentives. Employee development and teamwork also significantly impact engagement and performance, with motivation acting as a facilitator. Hoxha and Ramadani (2024) pointed out that organizations that invest in employee motivation and foster collaborative environments see improved engagement levels, leading to better performance outcomes.

Conversely, while motivation is vital, some studies suggest that overemphasis on extrinsic rewards may undermine intrinsic motivation, potentially leading to disengagement if not balanced appropriately. Fatya & Rahmawati (2024) believed that motivation is a key driver of employee engagement, it is important to recognize that the relationship is not always straightforward. For instance, motivation alone may not directly enhance performance without the mediating effect of engagement. Additionally, factors such as organizational culture, leadership, and individual

differences can also play significant roles in shaping the motivation-engagement dynamic.

2.3.2 Intention to Stay

The intention to stay (ITS) has garnered much attention in these years due to its critical influence on organizational stability and performance. This literature review shows some findings from research focusing on the multifaceted factors influencing employees' and residents' intentions to stay in various contexts.

Paredes-Saavedra (2024) stated that the study illustrated the influence of person-organization fit, work-life balance, and organizational culture on intention to stay across Generations. Results indicate that all three generations show positive relationships between organizational commitment and intention to stay, highlighting the importance of a supportive organizational culture and work-life balance"

Intention to stay among universities and colleges faculty has been a topic of interest in recent literature. Li (2020) constructed an integrative theoretical framework to investigate the determinants of intention to stay (ITS) among Chinese clinical nurses, drawing on social exchange theory. Similarly, Al Zamel (2020) conducted an integrative review to understand the determinants of universities and colleges faculty intention to leave or stay in the organization, synthesizing findings from thirty-seven studies from various locations. Chen et al. (2021) conducted a cross-sectional study to investigate the relationships among care competence, workplace stress, and intention to stay (ITS) among university faculty during the COVID-19 pandemic.

Tsoy et al. (2022) examined the effects of social media and extended parallel process models (EPPM) on stay-at-home intentions during the COVID-19 pandemic and found that feelings of efficacy and threat both positively affected stay-at-home intentions. Overall, these studies provide valuable insights into the factors that influence employee retention intentions, highlighting the importance of organizational support, job satisfaction, ethical distress, and environmental responsibility in shaping individuals' retention intentions.

The intention to stay in a job is influenced by various factors that encompass individual, organizational, and external elements. Understanding these determinants is crucial for enhancing employee retention, particularly in sectors facing high turnover rates, such as healthcare and aviation. Key factors influencing the intention to stay include work-life balance, employee engagement, and normative commitment, which will be elaborated upon below.

There are some key determinants of Intention to Stay, such as, work-life balance. Jolidon et al. (2024) believed that a significant factor for employees, where a balance between work demands and personal life is essential for retention. Prilian and Situmorang (2024) explained that a supportive and fair workplace culture, including trust in management and clarity of goals, significantly impacts retention intentions. Sinisterra (2024) stated that these factors highlight the positive aspects of employee retention, it is also important to consider that external market conditions and personal circumstances can lead to a shift in intention to stay, emphasizing the complexity of this phenomenon.

2.3.3 Employee Net Promoter Score (eNPS)

The other measure of employee engagement is the Employee Net Promoter Score (eNPS), or Employee Net Promoter Score (NPS), which adapts the Net Promoter Score (NPS) concept from customer feedback to employee feedback. This metric succinctly measures employee satisfaction and loyalty by focusing specifically on employees' likelihood to recommend their workplace to others. This metric has gained traction due to its ease of implementation and ability to provide insights into employee sentiment.

The eNPS survey starts by asking employees the fundamental question: "On a scale of 0 to 10, how likely are you to recommend our company as a place to work?" Responses are categorized into Promoters (9-10), Passives (7-8), and Detractors (0-6). The eNPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters. Promoters are satisfied, engaged employees who boost culture and innovation. Passives, while generally satisfied, lack enthusiasm and engagement, and could become promoters or detractors with changes. Detractors, dissatisfied with their

experience, negatively affect productivity and morale, but addressing their concerns can significantly improve workplace satisfaction and engagement. Reichheld (2003) believed that the single-item measure allows for quick assessments of employee satisfaction. His studies show a strong correlation between eNPS scores and overall employee satisfaction, making it a reliable indicator.

In other words, eNPS helps you assess employee engagement and the likelihood of your employees recommending your company as a place to work. eNPS is usually part of a larger employee engagement survey that allows organizations to identify areas of improvement based on engagement levels. Tracking changes in eNPS score, combined with analyzing the feedback received from employees, will keep the right track to increasing employee engagement and fostering a positive organizational well-being.

eNPS provides a quick way to track the overall well-being of organizations. By measuring eNPS organizations can help understand employee overall satisfaction and engagement levels, you can identify areas of strength and opportunity. High eNPS scores are often associated with a strong, positive company culture and high levels of employee engagement.

Employee engagement has an important relationship with organizational well-being at both the individual and organizational levels. According to the study of BlessingWhite (2013), there is a close relationship between employee engagement and the willingness to stay in the organization. Macey et al. (2009) found that companies with high employee engagement were able to achieve good financial outcomes, including return on assets, profitability, and shareholder value. Gallup (2012) meta-analysis evidenced that employee engagement is a significant predictor of key organizational outcomes, including profitability, turnover, absenteeism, and productivity. Harter et al. (2002) conducted a meta-analysis across multiple business units and found that employee satisfaction and engagement were positively associated with key business outcomes, including customer satisfaction, profitability, and productivity. It is worth noting that employee engagement is inversely correlated with high employee turnover and accident rates.

Interestingly, Bhuvanaiah and Raya (2014) emphasized that sustaining an engaged workforce requires organizations to cultivate a positive and supportive work environment, ensure adequate resources for employees, and continuously monitor workplace conditions to reduce ambiguity.These efforts can create a happier, more productive workforce, which ultimately contributes to the long-term success of the organization. Referring to the positive correlation between engagement and organizational well-being, it can be concluded that engaged employees ensure sustainable growth and competitive advantage. The findings show that high employee engagement indicates higher levels of personal and organizational well-being, while low employee engagement indicates lower levels of job satisfaction and organizational efficiency.

2.4 Work-life Integration Theories

Research on the work‑family interface can be traced back to early conceptual contributions such as Goode’ s (1960) role strain hypothesis and Kahn et al.’ s (1964) role conflict theory. Since the 1980s, however, scholarship in this area has expanded substantially. The work‑life balance (WLB) literature, in particular, has generated critical insights into the tensions of reconciling family aspirations with paid employment, and has informed policy-oriented debates surrounding labor regulation, gender equity, and organizational well-being. Using the ESS II (2004/2005), researchers divided the causes of WLB as work-related and household/family-related causes. Most research on work and family has centered on the individual's experience, with little attention given to what organizations can do to support individuals. Pichler (2009) noted that the measurement of work‑life balance (WLB) remains partly problematic. Existing WLB scales tend to operationalize the “work” component in a more specific and structured manner than the “life” component. As a result, the meaning of “life” is left relatively vague, typically reduced to broad references to home, housework, or family responsibilities, without capturing the broader spectrum of non-work domains.

Maarif and Affandi (2019) argued that work‑life balance refers to the perceived level of satisfaction individuals experience in managing dual roles in their lives. They noted that when work demands, such as full-time schedules or overtime obligations,

dominate employees' time, it often results in insufficient time allocation for family and consequently disrupts balance. Mardiani and Widiyanto (2021) mentioned work-life balance is a condition in which individuals can organize and divide work responsibilities, personal life, family life, and other responsibilities free from conflicts of work life, family life, and career and increase motivation, productivity, and work loyalty. Work-life balance often involves working hours, flexibility, happiness, family, leisure, and more. Khateeb (2021) defined WLB as achieving satisfying experiences in various aspects of life that require various resources, energy, time, and commitment. McDonald and Bradley (2005) indicated the key factors of WLB: 1) Time management, 2) Involvement in various activities, 3) Self-satisfaction, and 4) Expectation fulfillment.

A novel concept in understanding the connection between work and personal life is known as Work–life Integration (WLI). Work–life integration challenges certain assumptions made by the conventional argument of Work-life Balance (WLB), particularly the notion that work and personal life exist as separate domains. It pertains to the practice of enabling employees to harmonize their personal and professional lives in a mutually beneficial manner, allowing them to fulfill both sets of responsibilities. This involves facilitating employees in arranging their work schedules, environments, and tasks so that they can effectively attend to any personal obligations they may have throughout the day.

Morris and Madsen (2007) highlighted that work-life integration represents the midpoint between complete separation and full merging of professional and personal life domains. This concept recognizes the overlap and mutual influence between work and family life. According to the theory of work-life integration, individuals are not restricted to a single role but rather experience interconnectedness across different areas of life. It emphasizes blending these aspects harmoniously rather than maintaining strict boundaries. The Work-life Integration (WLI) Model adopts a holistic approach, treating work and personal life as interdependent components of an individual's overall existence. Instead of striving for a perfect equilibrium, this framework encourages fostering synergy between professional and personal domains through positive attitudes and strategic approaches

The distinction between one's career and personal life establishes a clear boundary between professional pursuits and other elements contributing to an individual's broader existence. Work-life integration (WLI) involves achieving a desirable level of engagement in both work-related activities and other life domains. This balance is dynamic, adapting to changes in commitments and responsibilities over time. Odle-Dusseau et al. (2012) noted that employees interpret work-life integration differently based on their perceptions. Those who perceive harmony between their work and personal lives tend to experience greater well-being.

Past research has built identities around Williams' (2000) ideal worker norm and Blair-Loy's (2003) work commitment schema, combined with gender identities regarding work-life integration. There is now a need for continued attention to the factors that influence today's work-life integration. This study also focuses on the findings of research on work-related aspects to explain the variables in the WLI.

Balancing work and personal life poses a significant challenge for women in today's workforce, as the demands of their full-time jobs often clash with their family responsibilities. Women often find themselves facing tough choices that require them to sacrifice either their career or their family. This study examines various key factors that influence the Work–life Integration (WLI) Model from a comprehensive perspective of female faculty and staff' professional and personal lives, including time management, flexibility at work, and income considerations.

Table 2.6 Summary of Researchers' Variables of Work-life Integration

Theory and Academic / **Independent Variables**	**Time**	**Organizational Support**	**Personal and Professional**	**corganizaional e Policies and**	**Work Flexibility**	**Individual Well-being**	**Income**	**Workload Management**	**Family and Social Support**	**Technology**
Kalliath and Brough (2021)	√	√	√		√		√	√		√
Medina-Garrido et al. (2023)	√			√	√	√		√	√	
Santos et al. (2024)		√	√	√		√	√		√	√

Theory and Academic / Independent Variables	Time	Organizational Support	Personal and Professional	corganizaional e Policies and	Work Flexibility	Individual Well-being	Income	Workload Management	Family and Social Support	Technology
Medina-Garrido et al. (2023)	√				√			√		
Trockel et al. (2021)		√	√		√		√		√	√
Brough et al. (2021)	√		√	√		√	√	√	√	√
Anupama Yadav (2022)		√	√	√	√		√			
Agarwal et al. (2020)	√	√	√		√	√	√	√		√
Jennifer S. Myers (2023)	√			√			√	√	√	√
S. K. Gupta (2023)		√	√		√	√			√	√

In summary, the existing literature indicates that time, work flexibility, and income are significant factors influencing work-life integration. The integration of work and personal life not only has an impact on employees' satisfaction with their jobs but also shapes their overall engagement and performance levels. As the boundaries between work and personal life become increasingly indistinct, employees face difficulties in maintaining a healthy balance which can result in feelings of stress, fatigue, and discontentment with their occupations. However, organizations that prioritize work-life integration ultimately enhance employees' job satisfaction, thereby contributing to improved organizational well-being.

2.4.1 Time

The allocation of time is a critical factor in achieving a harmonious equilibrium between work and personal life, as it can be dedicated to either professional responsibilities or family activities. Work-life integration refers to a comprehensive concept of both working time–working hours and working time autonomy.

Valcour (2007) utilized data from U.S. call center agents to investigate the impact of working hours, job complexity, and control over work time on work-life balance satisfaction. The study revealed a general negative correlation between the amount of working hours and satisfaction with work-family balance. In Great Britain, White (2003) examined the impacts of working hours on work-life balance, indicating

a conflict between practices of high-performance and work-life balance policies. Conversely, Gash et al. (2010) analyzed the change of full-time to part-time job among women in the United Kingdom and Germany, finding that reducing working hours positively influenced life and job satisfaction. More recently, Ya-Yuan et al. (2019) uncovered significant associations between extended working hours, work-life balance, and job contentment. These findings collectively highlight the complex relationship between working hours and overall job satisfaction, underscoring the importance of flexible work and time schedules in improving employees' well-being.

The satisfaction with family time is negatively affected by the actual working hours and the desire of employees to reduce their hours. However, the desire to either decrease or increase working hours has a different and positive impact on satisfaction with work and overall life. It is possible that the wish to reduce hours stems from a longing for more quality time spent with family. On the other hand, it may be difficult to explain why individuals express a desire to extend their working hours; perhaps this indicates a need for additional income to support their families.

Golden's (2006) multivariate analysis of overwork examined which workers in the United States would like to reduce their working hours. Working long hours, being a woman, being married, and having a young child all have significant and independent positive effects on the likelihood of being overworked. Daily work is related to the allocation of time to each duty and responsibility that an individual performs.

Fagan et al. (2012) began by conceptualizing and measuring work-life integration, reviewing the different types of terminology used, and the dimensions of work-time organization. They then examined the impact of the volume (number) of working hours on work-life balance and found that long working hours, the so-called "standard workweek" (i.e., a Monday-Friday or Saturday schedule), was identified as a significant predictor of work-life conflict. Similar to previous studies, Shanafelt et al. (2012) reported that the item "My work schedule allows enough time for my personal/family life" was used to measure satisfaction with work-life balance.

However, some researchers like Mahajan (2018) argued that fulfilling company-mandated work hours is essential for employees to successfully accomplish

their assigned tasks. Engaging in professional duties during designated working periods tends to keep individuals occupied with their occupational commitments.

In addition to the number of working hours, there are various factors that impact the balance between work and personal life. These include full-time or part-time work schedule, commute time to and from work, taking leaves and gender. Studies suggested that while commuting time does not significantly affect job satisfaction, it does have a noticeable negative impact on leisure time and satisfaction with family life.

Women express a stronger desire than men to reduce their working hours; however, this preference varies among different age groups of female workers - older female faculty and staff prefer shorter hours while younger ones prefer longer hours. Furthermore, married women are more inclined towards reducing their working hours and have lower aspirations for increasing them. Analysis using fixed effects regressions reveals that female faculty and staff who work overtime while also having children consistently report higher levels of overall life satisfaction as well as job and family life satisfaction compared to those who work overtime without children.

Work-life integration is also influenced by the impact of time autonomy. Time autonomy refers to granting employees the flexibility to work from a remote location, modify their working hours, or take leave for personal reasons so that they can tailor their work schedules to better fit their personal lives, allowing for a more seamless integration of work and personal activities. People can choose to work during their most productive hours, which can lead to higher efficiency and better quality of work. Fagan et al. (2012) stated the conclusion that employees are free and control of their work schedule or the scope of choosing the working hours, which has a positive effect not only in the balance of life and health of their employees as well.

Moreover, universities often adhere to rigid work schedules that encompass class teaching, examinations, academic papers, and extensive hours before or after regular working hours. These inflexible time arrangements can exert significant pressure on individuals and impede their ability to effectively integrate work and personal life. As a result, these predetermined work structures may obstruct the achievement of work-life balance and diminish employees' satisfaction with their jobs.

Work-life integration can be seen as an improved version of work-life balance. It is most efficient when employees are given reasonable working hours and flexibility to manage their work and personal time, enabling them to select optimal working hours that promote high-quality output and allow for personal goal attainment.

Dilchert et al. (2021) agreed that employers should give their employees a certain level of autonomy to operate while maintaining functional requirements such as shift in short notice time to accommodate minimum operation requirements.

Authentic work-life integration involves not only effective utilization of working time but also the provision of ample opportunities for recreation and leisure activities. This comprehensive approach ensures the long-term effectiveness of the work-life integration while simultaneously fostering increased job satisfaction, employee engagement and performance.

2.4.2 Work Flexibility

One crucial element of the work-life integration is the provision of work flexibility. This pertains to the capacity for employees to exercise control over their work-related tasks in terms of workload, timing, location, and duration. Such flexibility has the potential to significantly alleviate stress and conflicts that commonly arise when attempting to balance professional commitments with personal life, thereby enhancing the mental and emotional well-being of female staff members.

In relation to work flexibility, Buruck and Pfarr (2020) discovered that the availability of unplanned time off or temporary absence from the workplace, along with flexible break arrangements, resulted in a notable decrease in conflicts between work and personal life. Furthermore, their study demonstrated that taking informal breaks also directly reduced emotional exhaustion at work, highlighting its importance in organization work design. Specifically, implementing effective break structures such as allowing informal short breaks during working hours can significantly mitigate negative health consequences for employees. Previous research has consistently shown

that the primary cause of work-family conflict (WFC) is fatigue and individuals' inability to manage their workload flexibly.

Suzanne M. Bianchi (2011) pointed out that an important resource for scholars and supporters is the database of the changing workforce in the study of families and work institutions. This includes telecommunications, flexible working hours, compressed work weeks (less than five days per week) and reduced work time management.

Maertz and Boyar (2011) agreed that some studies require "multiple organizational interventions to avoid or reduce family conflict at work"; Kelly et al. (2014) talked about the organization's excellent intervention research that revealed how it can be designed and implemented to help women balance work and family life.

In the present dynamic and ever-changing work environment, the demand for work flexibility has become crucial, particularly for women who often encounter distinct challenges in balancing their professional and personal lives. For example, different workplaces and home office make the working day more flexible which also eliminates commuting times. Flexible working hours empowers the employees to better adapt their work to personal schedules and individual needs.

Work flexibility such as remote work, team collaboration, part-time schedules, or compressed workweeks, offer female faculty and staff more autonomy and control over their work schedule. This empowers them to better manage their household duties like caring for children or elderly relatives without sacrificing career advancement. Additionally, it reduces the stress and anxiety associated with balancing multiple roles and responsibilities leading to improved mental health and overall well-being.

Kumar et al. (2023) concluded that work flexibility, technology and self-efficacy have important roles in WLI. The result of WLI can be enrichment or strain, depending upon how effectively the work-life domains are integrated. Work flexibility is not a one-size-fits-all solution since different women have varying needs and preferences.

A key area of research documents the business case for work flexibility. For a good recent summary, Kelly et al. (2014) in a booklet written by prominent work-life scholars for the Society for Human Resource Management. It noted that work-family conflict can reduce employee job satisfaction and work commitment, increase absenteeism and turnover intentions, increase employee turnover, and reduce job performance and career success.

Employee work flexibility entails the ability to independently determine their workload, working hours, and work locations based on task requirements and deadlines. For instance, in universities, associate professors have the option to adjust their workload as lecturers with the equivalent salary, allowing them more time for family commitments. Additionally, teachers can leverage the internet and technology tools to conduct student discussions remotely instead of being confined to office spaces solely for grading exams.

In conclusion, the promotion of work-life integration for female faculty and staff relies heavily on the crucial aspect of work flexibility. Part-time female workers were found to be more likely than full-time female workers to report compatibility between their job and family life. Fagan et al. (2012) concurred that when employees have some level of autonomy and control over their work schedules, it not only enhances work-life balance but also positively impacts their health and well-being. By offering flexible work options, organizations can foster a more inclusive and supportive work environment that enhances job satisfaction among female faculty and staff, enabling them to excel in their careers while maintaining a healthy and fulfilling integration of work and personal life.

2.4.3 Income

For the majority of female faculty and staff, their main income comes from work compensation. Diener (2000) demonstrated that the quality of work life may be at least as crucial to subjective well-being as income levels. While higher incomes can enhance subjective well-being by enabling individuals to participate in more fulfilling activities, increased productivity may have the opposite effect if it necessitates long working hours, monotonous tasks, high stress levels, and limited leisure time.

Ueda (2012) revealed that the influence of the Work-life Balance (WLB) model on employee satisfaction is more pronounced when annual income is relatively high compared to when it is relatively low. He further argued that employee income acts as a mediator in the positive relationship between the comprehensiveness of WLB programs and employee satisfaction. This is due to several reasons: first, company-sponsored WLB programs do not always ensure adequate income for employees. For instance, although Chinese law mandates that female faculty and staff receive their regular wages during childcare leave, these amounts may not be sufficient to meet their family's financial needs. Similarly, Fujimoto (2006) noted that Japanese female faculty members often dislike extended vacations because they believe such breaks could compromise their future prospects for promotion and salary increases. Therefore, the effectiveness of WLB support for employees is influenced not only by organizational factors but also by employees' expectations of receiving sufficient income.

Armstrong and Taylor (2020) highlighted that income in organizational contexts encompasses various components, including wages, allowances, incentives, and other benefits. Compensation serves not only as a motivational tool to enhance employee performance but also as a means to attract and retain top talent, particularly in academic institutions such as universities. Drawing on evidence in higher education research, unfair or inadequate compensation structures undermine women academics' capacity to sustain career progression and increase the risk of attrition, whereas equitable reward systems support retention and enable the development of their full potential (O' Connor et al., 2020). Conversely, an unfair or inappropriate compensation system for female faculty and staff in universities can lead to dissatisfaction, lack of motivation, and even unemployment.

Compensation (including pay, salary, and benefits) is a crucial factor influencing work-life integration (WLI). Previous research has established that reward-related HR practices, including appropriate remuneration, are important antecedents of employee engagement (Saks, 2006; Alfes et al., 2013). Moreover, compensation levels have been found to significantly shape employee performance outcomes (Banker et al., 2001; Kessler, 2005). For female employees, having adequate income to cover essential expenses—such as transportation, overtime childcare, eldercare on workdays,

housekeeping services during business trips, and other related costs—can help them better manage work-life conflicts. This, in turn, enhances their overall performance and contributes to improved organizational well-being.

According to Lawler (1971), for most employees, compensation obtained through employment relationships is the primary source of income and a tool to achieve multiple needs and/or goals (e.g. security, quality of work and life, respect, achievement). Leana and Meuris (2015) noted that income plays an important role in maintaining the overall health and well-being of individuals and their families outside of work.

2.4.4 Technology

The current state of research on technology as a factor influencing work-life integration reveals a complex interplay of benefits and challenges. While technology facilitates flexibility and productivity, it also blurs the boundaries between work and personal life, leading to potential stress and burnout. The following sections outline key findings from recent studies. Prior research indicates that technology-enabled flexibility in when and where work is performed fosters a more integrated interface between employees' work and non-work lives (Allen et al., 2015; Kossek & Lautsch, 2018; Messenger, 2019). Studies indicate that effective technological adaptation correlates with improved employee welfare and productivity, particularly in environments that embrace digital tools. Digital tools facilitate work from various locations, enhancing productivity, especially for those adept at using technology.

Technology integration in education has been shown to enhance critical and creative thinking, multidimensional 21st-century skills, and academic achievements among prospective teachers. The COVID-19 made the adoption of technology happened among working women, with design recommendations aimed at reducing technology adoption concerns and improving technology usage. Tools like video conferencing and instant messaging improve collaboration, making it easier to balance work and personal commitments.

However, some research thought technology would make role blurring, which impacts individuals' perception of work overload and mental health, has been studied in the context of the Brazilian and Spanish populations during COVID-19.

The integration of technology into the workplace significantly impacts work-life integration, presenting both opportunities and challenges. As technology evolves, it blurs the lines between professional and personal spheres, influencing employee well-being and productivity. The following sections outline key aspects of this relationship.

Scholars have argued that the increasing integration of work and personal life can generate inter-role conflict and make it difficult for individuals to sustain a healthy balance (Greenhaus & Allen, 2011). Moreover, constant expectations of availability facilitated by technology have been found to undermine mental health and job satisfaction by elevating telepressure, stress, and burnout (Barber & Santuzzi, 2015; Derks & Bakker, 2014).

Technology use shapes an individual's perception of flexibility and permeability regarding the balance between work and life spheres. Technology use determines an individual's type of work-life balance. Technology use affects the individual's resulting experience as a consequence of work-life infiltration. Technology offers tools for better integration of work and life, it also poses significant challenges that require proactive management to ensure employee well-being and productivity. Balancing these aspects is crucial for organizations aiming to foster a supportive work environment.

2.5 Relevant Research

2.5.1 The Impact of Organizational Well-being on Work-life Integration

What's the relationship between organizational well-being and work-life integration?

Organizational well-being (OWB) encompasses factors both within the workplace and beyond, extending into employees' personal lives. As Clark (2000) argued that work and personal life are interlinked through negotiated borders and daily role transitions, such that work both influences−and is influenced by−various aspects of

employees' personal lives. This interconnection is particularly evident in faculty development, which, as Keyes & Haidt (2003) described, involves both professional and personal dimensions. For instance, Odle-Dusseau et al. (2012) argued that OWB is significantly influenced by the perceived compatibility between the time employees devote to work and the time they spend with their families. An employee who feels satisfied with their work hours but dissatisfied with the time available for personal pursuits may experience diminished well-being. Zheng et al. (2015) further emphasized the connection between OWB and individual work-life balance, noting that effective management of this balance can notably reduce mental illness and job-related stress. Given its critical role in promoting both individual and organizational health, OWB has emerged as a highly significant area of focus within the field of organizational behavior.

Cvenkel (2020) revealed that work–family conflicts that affect employees' work-life integration include limited resources, stress, poor relationships and other external factors. Initiatives aimed at enhancing health and well-being, as well as promoting work-life balance and satisfaction, encompass corporate group health programs, adaptable work schedules, wellness approaches, and equity in the workplace.

Akintayo (2010) found significant differences in organizational commitment between male and female employees, particularly in relation to work-family role conflict. The study suggested that organizations should implement support programs for all kinds of employees to reduce their burdens of work-life conflicts and enhance their commitment to their jobs.

Burke and Greenglass (1999) and Kossek and Ozeki (1998) further elaborated that employees experiencing high levels of both work-to-life and life-to-work conflicts tend to report lower job satisfaction and organizational commitment.

Lazar et al. (2010) concluded that work-life balance actions are intended and necessary parts of organizational culture planed to deal with work-life conflicts and enhance employees' effectiveness in both professional and personal roles. They highlighted a shift in perspective, from supervising work-life balance actions merely as accommodations for employees with caregiving responsibilities to recognizing their broader contributions to organizational performance and employee engagement.

Organizational well-being model promotes a concordant balance of employee and work-life integration. By recognizing that employees have lives outside of work and acknowledging their need for integration, organizations demonstrate their commitment and support to employees. This fosters a positive organizational culture where employees feel valued and appreciated, leading to higher levels of work-life integration through job satisfaction.

2.5.2 The Impact of Organizational Well-being on Job Satisfaction

The relationship between organizational well-being and job satisfaction is multifaceted, with significant implications for employee work-life integration and organizational success. Employee well-being has various dimensions, including physical, mental and emotional health, which directly influence job satisfaction. When organizations prioritize well-being, they foster a positive work environment and culture, series of support and security and stability that enhances employee engagement and job satisfaction.

Davidescu et al. (2020) concluded that the impact of organizational well-being on job satisfaction is a crucial aspect of sustainable human resource management. As he pointed out , studies have shown that factors such as employee development, worktime flexibility, and workspace flexibility play a significant role in determining job satisfaction and job performance among employees. COVID-19 did bring remarkable changes in the workplace, with many organizations transitioning to telework-driven environments. This sudden shift has highlighted the importance of understanding the mental health impact of teleworking on employees and its implications for job satisfaction and organizational well-being. AlKahtani (2021) concluded employee engagement were identified as a key factor influencing organizational well-being through job satisfaction in industries such as the four and five-star hotel industry.

Sapta et al. (2021) said the role of technology, organizational culture, and job satisfaction has been explored in improving employee work-life integration during the COVID-19 pandemic. Crucke et al. (2021) noted it has been suggested that job security and sustainability can foster work motivation and job satisfaction, with organizational

support and compensations playing mediating roles in this relationship. Almohtaseb et al. (2021) stated that leadership ways, like transformational leadership, have also been found to impact employees' job satisfaction, particularly during times of crisis such as the COVID-19 pandemic.

Organizational well-being is closely tied to the presence of physical and psychological health support mechanisms within the workplace. Institutions that actively implement health initiatives and stress-management programs tend to achieve notable improvements in employee well-being, which in turn translates into higher job satisfaction. Likewise, the adoption of flexible work arrangements enables employees to better coordinate their personal and professional responsibilities, thereby promoting a more sustainable and satisfying work experience.

In addition to structural policies, leadership practices play a pivotal role in shaping employee attitudes. Inspirational and supportive supervisory behaviors have been shown to cultivate a sense of belonging among employees, which substantially enhances job satisfaction. Furthermore, the establishment of a transparent work environment, particularly with regard to communication and compensation policies, promotes organizational trust and strengthens employee engagement, ultimately contributing to elevated levels of job satisfaction.

Conversely, some studies have noted that organizational well-being has an impact on reducing turnover. High job satisfaction linked to organizational well-being initiatives leads to lower employee turnover rates, and higher intention to stay (IS) benefiting organizational stability. Some organizations may struggle to implement well-being initiatives due to resource constraints or resistance to change, potentially hindering job satisfaction and overall effectiveness. Addressing these challenges is essential for fostering a thriving workplace. Overall, these studies highlight the importance of organizational well-being in influencing job satisfaction and employee engagement in various industries and contexts.

2.5.3 The Impact of Organizational Well-being on Employee Engagement

Organizational well-being evidently influences the organizational culture. A culture that prioritizes employee well-being fosters an atmosphere where employees feel respected, secure , and supported, which are fundamental pillars of engagement. Organizational well-being significantly influences employee engagement, which in turn affects job satisfaction. A positive organizational environment fosters employee well-being, leading to higher engagement levels, which are crucial for achieving organizational success. The following sections elaborate on this relationship.

Employee engagement can be defined as the emotional investment an employee has in their organization. Engaged employees are not merely satisfied with their roles; they are deeply invested in the organization's objectives, values, and mission. This emotional connection drives them to exceed expectations, dedicating their time, energy, and discretionary effort to advancing the organization's success. It is important to note that engagement goes beyond job satisfaction. It reflects a sense of purpose and belonging within the workplace.

The importance of employee engagement cannot be overstated. Engaged employees are more productive, innovative, and loyal to their organizations. They exhibit higher levels of job satisfaction, which in turn reduces turnover rates. Engaged employees become brand advocates, promoting the company's image both internally and externally. Moreover, they are less likely to experience burnout or mental health issues, contributing to a healthier work environment.

Sathish and Krishna (2024) concluded that the engaged employees demonstrate increased motivation and commitment, resulting in enhanced productivity. Supportive leadership and stress management programs supports are essential for maintaining high levels of employee engagement, which directly correlates with productivity outcomes. Organizations that prioritize employee well-being report reduced turnover and absenteeism, further boosting the work motivation and Employee Net Promoter Score. Employee well-being is closely linked to job satisfaction, as positive work environments enhance employees' feelings towards their roles.

Dewi and Wardhani (2024) stated resilience, fostered by workplace well-being, mediates the relationship between well-being and engagement, thereby improving job satisfaction. A culture that promotes open communication and professional development contributes to higher job satisfaction levels.

Organizations that prioritize workplace wellness often see reduced absenteeism and employee turnover. When employees feel their well-being is a priority, they are more likely to remain with the organization, leading to cost savings and talent retention. To enhance job satisfaction and engagement, organizations can implement various strategies such as wellness initiatives, flexible work options, mental health resources, recognition programs, and fostering a positive workplace culture.

On the other hand, organizations that neglect well-being initiatives may face disengaged employees and decreased productivity. By making workplace wellness a priority and investing in it, organizations create an environment that encourages engagement. Engaged employees not only boost productivity but also have higher retention rates, which is vital for the organization's long-term success. This underscores the importance of strategically focusing on employee well-being to maintain engagement and satisfaction.

2.5.4 The Impact of Job Satisfaction on Work-life Integration

In recent years, numerous studies have explored the relationship between job satisfaction and work-life integration, highlighting their interconnections and impact on organizational outcomes. Job satisfaction is influenced by various factors that significantly impact work-life integration. Key contributors include working environment, compensation and leadership understanding these elements can help organizations foster a more satisfying work environment, ultimately enhancing employee engagement and job satisfaction.

Nguyen et al. (2022) examined employees in Ho Chi Minh City's service industry, findings showed that effective work-life balance is positively influenced by job satisfaction. Factors such as job autonomy, working environment and

compensations were identified as significant contributors to achieving work-life balance.

Siagian et al. (2024) focused on members of the Tulang Bawang Police. The study concluded that both quality of work-life and work-life balance were significantly impacted by job satisfaction. Additionally, perceived organizational support was found to mediate the relationship between these factors and job satisfaction, suggesting that supportive organizational environments enhance employee satisfaction.

Monata & Yulihasri (2023) colluded that the effects of work-life balance and employee engagement on organizational commitment were investigated. The findings indicated that job satisfaction mediates the relationship between work-life balance and organizational commitment, emphasizing the importance of fostering a balanced work-life environment to enhance employee dedication.

Research in the healthcare sector has demonstrated that employees' perception of a well-balanced work and personal life contributes to higher levels of job satisfaction, which subsequently enhances their organizational commitment. The findings underscore that maintaining a sustainable balance between professional responsibilities and personal life is not merely a welfare concern, but a strategic requirement for retaining a committed and stable healthcare workforce.

However, Handayani and Joeliaty (2023) noted that effective work-life balance policies are essential for job satisfaction, as they help employees manage their professional and personal responsibilities.

In recent years, several studies have explored the relationship between job satisfaction and work-life integration among university staff. A notable study by Abdirahman et al. (2018) examined the influence of work-life balance, job satisfaction, and organizational commitment on employee performance among administrative staff in Northern region universities in Malaysia. The findings indicated that improvements in work-life balance and job satisfaction significantly enhanced employee performance.

Another study by Thanchonnang et al. (2023) focused on Generation Y support staff at a university in Thailand during the COVID-19 pandemic. The research revealed

that both job satisfaction and work-life balance were significant predictors of employee retention, suggesting that enhancing these factors could reduce turnover intentions among younger university staff.

Additionally, a literature review by Haerani et al. (2023) highlighted the critical role of work-life balance in shaping job satisfaction and performance, particularly among female employees. The review emphasized that organizations should prioritize work-life balance initiatives to improve job satisfaction and overall performance.

These studies collectively underscore the critical role of work-life balance in enhancing job satisfaction and organizational commitment. However, few researches focus on the impact of job satisfaction on the work-life integration. Organizations are encouraged to implement policies that promote the employees' job satisfaction and finally create a healthy work-life integration, such as offering flexible working arrangements, providing support for personal commitments, and fostering a supportive work environment. Such initiatives not only improve employee well-being but also contribute to overall organizational success.

Job satisfaction plays a crucial role in enhancing work-life integration and overall well-being. Research indicates that higher job satisfaction correlates with improved mental health outcomes, reduced stress, and a better balance between professional and personal life. This relationship underscores the importance of fostering a supportive work environment that prioritizes employee satisfaction.

2.5.5 The Impact of Employee Engagement on Work-life Integration

Employee engagement has a great influence on work-life integration (WLI) and balance, which are essential for fostering a productive and satisfied workforce. The interplay between these factors not only enhances employee morale but also contributes to organizational effectiveness. Below are the key drivers of employee engagement that facilitate effective work-life integration.

Pathak and Lawande (2021) concluded that implementing work-life balance policies leads to higher employee retention and improved morale, particularly for diverse groups such as millennials and single parents. It was suggested that a highly

engaged workforce can be up to 50% more productive, emphasizing the importance of WLB in enhancing overall performance. Samtharam and Baskaran (2023) noted that flexible work environments support WLI, allowing employees to manage their personal and professional responsibilities effectively. Increased workplace flexibility correlates with higher life satisfaction and organizational commitment, which are crucial for employee engagement.

Atthohiri & Wijayati (2021) investigated the impact of employee engagement on job satisfaction, with work-life balance serving as an intervening variable. Their study revealed that employee engagement positively affects job satisfaction and that work-life balance plays a mediating role in this relationship. This underscores the importance of fostering an engaged workforce to promote both job satisfaction and effective work-life integration.

Yadav (2022) examined that there is a strong connection between job contentment and employee engagement, with WLI policies serving as a catalyst for both. Enhanced employee engagement through effective WLI policies ultimately leads to improved organizational effectiveness.

Bailey et al. (2017) conducted a review of empirical research to understand the relationship between work engagement and work-life balance. Their findings indicated that higher levels of work engagement are associated with better work-life balance, suggesting that engaged employees are more adept at managing work and personal life demands. Some researchers investigated the mediating role of employee engagement in the relationship between human resource policies and work-life balance in higher education institutions. Their study found that life-friendly HR policies positively influence employee engagement, thereby improving work-life balance. This highlights the crucial role of organizational policies in supporting employees' efforts to integrate work and personal life.

Taken together, these studies show that encouraging employee engagement through supportive policies and practices not only increases job satisfaction and organizational efficiency, but also helps to significantly improve work-life integration. While it's critical to value work-life integration, it's also important to recognize that

some employees may prefer a clear boundary between work and their personal lives. This perspective emphasizes the need to develop a personalized approach to employee engagement based on individual preferences and circumstances.

2.6 Conceptual Framework, Operational Definition, Hypothesis and Explanation of Hypothesis

2.6.1 Conceptual Framework and Hypothesis

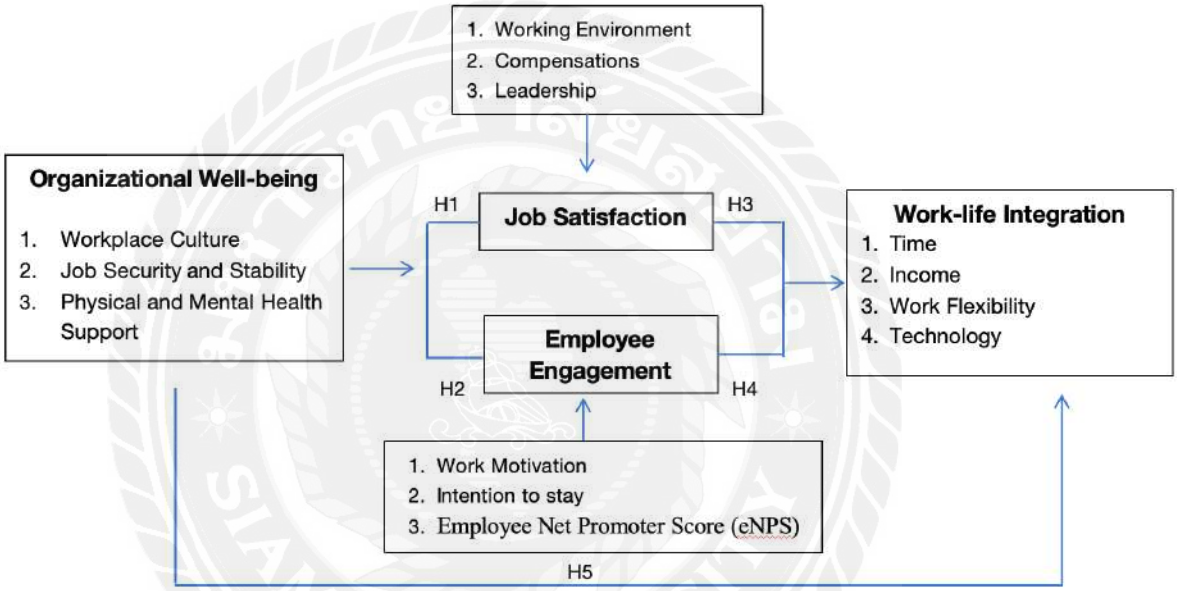


Figure 2.1 Conceptual Framework

From the above framework, five hypotheses are listed as follows:

Hypothesis H1: Organizational Well-being has a direct impact on Job Satisfaction.

Hypothesis H2: Organizational Well-being has a direct impact on Employee Engagement.

Hypothesis H3: Job Satisfaction has a direct impact on Work-life Integration.

Hypothesis H4: Employee Engagement has a direct impact on Work-life Integration.

Hypothesis H5: Organizational Well-being has a direct impact on Work-life Integration.

2.6.2 Operational Definitions

Organizational Well-being: a multi-dimensional concept, including job security and stability, psychological and physical support, and organizational culture. These factors interact with each other and jointly affect the overall health and happiness of female faculty and staff in the women's colleges and universities.

Job Satisfaction: female faculty and staff's comprehensive evaluation of their career value, achievement and quality of life at the university. It includes not only satisfaction with specific conditions such as job content, working environment and salary, but also a comprehensive feeling about organizational support, leadership and work-life balance as an overall evaluation and emotional experience.

Working Environment: not only physical space and working conditions (hardware), but also organizational culture, interpersonal relationships, university supportive policies such as time and workplace flexibility, and work-life balance (software).

Compensations: the comprehensive remuneration package and benefits given to the faculty for their work. Compensations include financial compensation (salary, incentives, research fund) and non-financial compensation (leave time, school vacation, health check, child care center).

Leadership: the ability to motivate people, communicating a vision, encouraging innovation, managing resources, and providing personalized support. Leadership captures the essentials to fulfill others' satisfaction and inspire others for the better well-being of both organization and employees.

Employee Engagement: the level of satisfaction, commitment, and involvement the female faculty and staff have towards their universities and values. Highly engaged employees typically show greater productivity and seamlessly integrate their work and personal lives.

Work Motivation: the set of internal and external driving forces that initiate and sustain the willingness and enthusiasm for work-related behaviors and participation in their roles in university. This motivation may include the love of education, the pursuit of professional achievement, the desire for personal value realization, the need for economic income.

Intention to Stay: the willingness of faculty and staff to continue to work in their current universities after comprehensive consideration of working environment, work-family balance, incomes and other aspects. It reflects the faculty and staff's pursuit of their own career stability and their sense of identity and belonging to the university.

Employee Net Promoter Score (eNPS): a metric used by universities to measure faculty loyalty and satisfaction by asking a simple question: "On a scale of 0-10, how likely are you to recommend your university as a great place to work?" The engaged facility may spread positive comments about the university to show their pride and satisfaction.

Work-life Integration: female faculty and staff can coordinate and promote through reasonable arrangement of work duties and personal life affairs to achieve a state of dynamic balance. Due to the relatively fixed work content, working and vacation time at university, female faculty and staff are more likely to make work a part of life, and life can also provide impetus for work, so as to realize the dual improvement of career value and life quality.

Time: not only fixed working hours and team collaboration periods, commuting duration, holidays but also time autonomy, which refers to the independent scheduling flexibility that faculty has for adjusting their work schedules on a full-time or part-time work plan, taking leave, and engaging in remote work.

Work Flexibility: the implementation of flexible working hours and place arrangements, such as telecommuting, collaborative teamwork, part-time schedules, or compressed workweeks. It empowers faculty with the autonomy to independently

determine their workload, working hours, and work locations based on task requirements and deadlines.

Income: the monetary payback received in exchange for labor or services in university-related work. For university faculty, it may include basic salary, performance pay, scientific research fund, year-end bonuses, and compensation.

Technology: the use of digital tools, communication platforms, and automation systems that help university faculty manage their professional and personal responsibilities more effectively. It may include remote work solutions, time management applications, work tracking software, and AI collaboration tools that enable flexibility and connectivity across workplace, team and time.

2.6.3 Explanation of Hypothesis

2.6.3.1 Hypothesis H1: Organizational Well-being has a direct impact on Job Satisfaction.

2.6.3.1.1 Meaning of Hypothesis

This hypothesis posits that the Organizational Well-being exerts a direct and significant impact on job satisfaction, whereby engendering greater career contentment can enhance work-life integration among female faculty and staff. By fostering a harmonious balance between work responsibilities and personal life, encompassing flexible work schedules and equitable remuneration, organizations are more likely to empower female faculty and staff in effectively managing their work and personal commitments, thereby augmenting their overall job satisfaction.

2.6.3.1.2 Reason of Hypothesis

Organizational Well-being, which places a strong emphasis on fostering a positive workplace culture, ensuring job security and stability, and providing robust organizational support, has the impact on enhancing the levels of contentment and job satisfaction among female faculty and staff. This hypothesis underscores the critical importance of reconciling the good state of all aspects of the organization with the overall job satisfaction of female faculty and staff.

It posits that only when women are able to fully experience and benefit from the comprehensive organizational well-being initiatives can they effectively mitigate and avoid the dissatisfaction that often arises from the management practices and policies within organizations. This alignment is crucial for creating a supportive and fulfilling working environment that meets the unique needs and expectations of female faculty and staff, thereby promoting their long-term work-life integration.

2.6.3.1.3 Hypothesis's Supporting Theory or Research

Theories and research that support the relationship between organizational well-being and job satisfaction are as follows: Wea (2020) concluded that teachers' working conditions significantly and positively affect teachers' job performance in schools of Southern Papua, Indonesia. At the same time, Nigeria et al. (2013); Nakagawa, Takahashi, and Yoshida (2014); Ayub et al. (2017) found a significant interplay between management styles and job performance, emphasizing that conflict management styles can significantly influence work productivity. Sonja et al. (2015) concluded that organizational wellness plans, which incorporate programs tailored to employees' needs, can directly enhance organizational well-being (OWB) and job satisfaction. Arief et al. (2021) demonstrated that job satisfaction positively and significantly impacts employee engagement, while work-life balance also plays a crucial role in improving work engagement by reducing burnout and enhancing job satisfaction. These findings underscore the importance of addressing both job satisfaction and work-life integration to foster employee engagement and overall organizational success.

2.6.3.2 Hypothesis H2: Organizational Well-being has a direct impact on Employee Engagement.

2.6.3.2.1 Meaning of Hypothesis

Organizational well-being has a direct and significant impact on employee engagement. This impact is evident as a positive and nurturing organizational culture fosters higher levels of employee work motivation, intention to stay and recommend his organization to others. When female faculty and staff perceive their organizational

well-being, they are more likely to feel valued and engaged, leading to increased productivity and good balance of work and life. Conversely, a lack of organizational well-being can result in disengagement, reduced morale, and lower intention to stay.

2.6.3.2.2 Reason of Hypothesis

This hypothesis is based on the recognition that positive organizational well-being creates an environment and provides support in which employees feel valued, respected, and cared for. When employees perceive their workplace as healthy and vibrant, they are more likely to be fully engaged in their work. This interaction is reflected in higher motivation, loyalty, and commitment to the organization. In addition, organizational happiness promotes communication, collaboration, and innovation, which contribute to greater employee engagement.

2.6.3.2.3 Hypothesis's Supporting Theory or Research

Theories and research that support the relationship between organizational well-being and employee engagement are as follows: Job Demands-Resources (JD-R) Model, Demerouti et al. (2001) confirmed that this model posits that job resources (e.g., support, autonomy, opportunities for growth) promote employee engagement. Organizations that invest in resources enhancing employee well-being can boost engagement levels. Dubbelt et al. (2019) examined positive emotions and work engagement have a reciprocal relationship, with engagement both driving and resulting from positive emotional states. Sonnentag (2011) noted that work engagement and organizational well-being are closely linked, with engaged employees contributing to a healthier organizational environment.

2.6.3.3 Hypothesis H3: Job Satisfaction has a direct impact on Work-life Integration.

2.6.3.3.1 Meaning of Hypothesis

It suggests that female faculty and staff's perception or assumption about job satisfaction plays a crucial role in how they manage to integrate their work and personal life. A positive hypothesis about job satisfaction might indicate that female faculty and

staff find fulfillment and contentment in their job, which can potentially lead to better work-life integration, as they may experience less stress and more balance between their professional and personal responsibilities. Conversely, a negative hypothesis could imply dissatisfaction or unhappiness with the job, potentially hindering the effective integration of work and life, leading to burnout or imbalance.

2.6.3.3.2 Reason of Hypothesis

When female faculty and staff are satisfied with their jobs, they are more likely to have a positive attitude towards their work, reasonable compensations and supportive leadership which can lead to better work-life integration. A satisfied workforce is more engaged, productive, and less likely to experience burnout. As a result, they can more easily balance their professional and personal lives, leading to improved integration. Understanding this relationship is essential for organizations and individuals seeking to enhance overall well-being and productivity.

2.6.3.3.3 Hypothesis 's Supporting Theory or Research

Theories and research that support the relationship between job satisfaction and work-life integration are as follows: Resource Conservation Theory, Hobfoll (1989) posited that individuals engage in proactive behaviors to accumulate and safeguard critical resources, including temporal, energetic, and emotional assets. These resource acquisition processes are driven by the motivational imperative to enhance adaptive capacity and mitigate potential losses, as resource deficits are hypothesized to precipitate stress and dysfunctional outcomes. Job satisfaction provides resources that can help manage work-life demands. Spillover Theory, Staines (1980) suggested that when employees experience job satisfaction, they are more likely to have positive emotions and behaviors that facilitate better work-life integration. Kalliath and Brough (2021) concluded that job satisfaction played a predictor role of work-life integration, with higher satisfaction levels enabling employees to better balance digital work demands with personal life. Clark (2000) concluded that employees would have higher job satisfaction due to flexible work arrangements showed better work-life integration and lower stress levels. Ford, Matthews, Karatepe & Karadas (2014) found a significant positive correlation between job satisfaction and work-life balance across multiple

industries and job roles, reinforcing the importance of organizational policies that enhance job satisfaction.

2.6.3.4 Hypothesis H4: Employee Engagement has a direct impact on Work-life Integration.

2.6.3.4.1 Meaning of Hypothesis

High levels of engagement can lead to female faculty and staff feeling more connected to their work and more willing to put in the extra effort, which in turn can positively influence their ability to balance their professional and personal lives. Conversely, disengaged employees may struggle to find harmony between their work and personal responsibilities, potentially leading to burnout and decreased productivity.

2.6.3.4.2 Reason of Hypothesis

Engaged employees are more likely to be proactive and take initiative in their work. This can lead to better work outcomes and a more positive work environment, which in turn can support better work-life integration. Highly engaged employees may be more likely to seek out and utilize work-life integration programs offered by their organization. Their engagement can also influence the organization to continue to invest in and improve these programs.

2.6.3.4.3 Hypothesis 's Supporting Theory or Research

Theories and research that support the relationship between employee engagement and work-life integration are as follows: Yadav and Pandita (2021) concluded that higher levels of employee engagement lead to work-life integration policies experience. The authors emphasized the importance of fostering a culture that promotes balance between professional and personal life. Wood et al. (2020) revealed that higher levels of work engagement are associated with better work-life balance, suggesting that engaged employees are more adept at managing work and personal life demands. Atthohiri and Wijayati (2021) investigated employee engagement positively affects work-life balance. This underscores the importance of fostering an engaged workforce to promote both job satisfaction and effective work-life integration. Mensah

(2022) explored the role of employee engagement and work-life balance within higher education institutions. Their research demonstrated that life-friendly HR policies positively influence employee engagement, which in turn enhances work-life balance. This highlights the critical role of organizational policies in supporting employees' efforts to integrate work and personal life.

2.6.3.5 Hypothesis H5: Organizational Well-being has a direct impact on Work-life Integration.

2.6.3.5.1 Meaning of Hypothesis

When organizations prioritize organizational well-being, female faculty and staff are more likely to experience a healthier integration between their work and personal lives. This balance is crucial for maintaining higher productivity, job satisfaction, and overall well-being. By fostering a culture of well-being, organizations can help faculty and staff manage their workloads more effectively, reduce stress, and create more opportunities for leisure and family time.

2.6.3.5.2 Reason of Hypothesis Organizational Well-being has a direct impact on Work-life Integration.

This hypothesis is grounded in the understanding that a healthy organization fosters an environment where employees think they are valued, supported, and able to combine their professional and personal lives effectively. When organizations prioritize their well-being, they often implement policies and practices that encourage work-life integration, such as flexible working hours, remote work options, and mental health resources. These initiatives can help faculty and staff manage their responsibilities more seamlessly, leading to improved job satisfaction, reduced stress, and enhanced work engagement. Conversely, a toxic or unsupportive work environment can exacerbate work-life conflict, negatively affecting faculty and staffwork and life.

2.6.3.5.3 Hypothesis 's Supporting Theory or Research

Theories and research that support the relationship between organizational well-being and work-life integration are as follows: Widyanty et al. (2019) when employees

are able to achieve a work-life balance by effectively managing their time between work and family, adhering to office hours, and having flexibility in choosing their weekly or monthly working hours, it positively impacts their overall performance at the workplace. Triana and Suratman (2022) further supported this notion by concluding that work-life balance has a favorable influence on employee performance. Yadav et al. (2022) argued that work-life integration serves as a crucial component for enhancing employee engagement and improving organizational effectiveness. The creative and approachable WLI model supports employees in becoming more efficient, focused, and loyal, which leads to stronger employee engagement. Ultimately, this contributes to the organization's benefit by promoting overall well-being over time.

CHAPTER 3
RESEARCH METHODOLOGY

The methodology of this research is presented in 7 sections as follows:

3.1 Research Design

- 3.1.1 Documentary Analysis
- 3.1.2 Questionnaire Survey
- 3.1.3 In-depth Interview
- 3.1.4 Focus Group Discussion

3.2 Population and Sample

- 3.2.1 Population
- 3.2.2 Sample for Quantitative Research and Qualitative Research

3.3 Research Tools

- 3.3.1 Questionnaire
- 3.3.2 In-depth Interview
- 3.3.3 Focus Group Discussion

3.4 Data Collection Strategy and Procedure

- 3.4.1 Questionnaire
- 3.4.2 In-depth Interview
- 3.4.3 Focus Group Discussion
- 3.4.4 Data Collection

3.5 Data Analysis

- 3.5.1 Quantitative Data Analysis
- 3.5.2 Qualitative Data Analysis

3.6 Research Ethics

- 3.6.1 Consent, Confidentiality, and Respect
- 3.6.2 Minimization of Harm, Beneficence, and Integrity

3.1 Research Design

This study used quantitative research as a major methodology and used qualitative research to support the results from the quantitative research. To answer the questions of this study, a questionnaire and interview were used as the most appropriate tool. The structural equation modeling analysis method was used to analyze the data. The research steps were as follows:

3.1.1 Documentary Analysis

Documentary analysis was conducted by collecting documents from sources such as textbooks, journals, articles, dissertations, theses, the internet, and databases. All documents were analyzed and synthesized with theories, concepts and related research to generate conceptual framework and hypothesis.

3.1.2 Questionnaire Survey

Questionnaires were prepared and sent to the selected samples. SPSS statistical software was used for reliability, validity test, descriptive statistical analysis and correlation analysis among variables. According to the model parameters, the proposed hypotheses were verified, and the path coefficient and correlation significance between the observed variables and potential variables were obtained, and the influencing factors were determined.

3.1.3 In-depth Interview

20 female faculty and staff from women's colleges and universities were interviewed to solicit their perspectives on the research variables. The insights gained from these interviews informed the enhancement of the Organizational Well-being Model, thereby bolstering job satisfaction among female faculty and staff and ultimately fostering their work-life integration.

3.1.4 Focus Group Discussion

7 female experts from women's colleges and universities were gathered to conduct the focus group. During this session, these experts shared their experiences and expertise and provided valuable insights into the current state of work-life integration among female faculty and staff. The discussions covered various aspects including the

challenges faced by female faculty and staff in balancing their professional and personal lives, effective strategies for enhancing job satisfaction, and potential improvements to the Organizational Well-being Model. The input from these experts was crucial in refining the research and ensuring that it accurately reflected the needs and concerns of the target population.

3.2 Population and Sample

3.2.1 Population

The population of female faculty and staff in women's colleges and universities in China is shown in Table 3.1.

Table 3.1 Female Faculty and Staff in Women's Colleges and Universities in China

	University's Name	Total Employee Number	Percentage	Population Number
North	China Women's University	506	71%	359
	Kede College of Capital Normal University	1,170	69%	807
	Hebei Women's Vocational College	1,054	70%	738
East	Shandong Women's University	967	68%	715
	Jinling Women's College of Nanjing Normal University	1,241	70%	869
Center	Xi'an Peihua University	2,013	70%	1409
	Henan Women's Vocational College	890	72%	640
	Hunan Women's University	1,068	71%	758
South	Shude Women's College of Shantou University	1,294	69%	893
	Guangdong Women's Vocational College	516	72%	371
	Fujian Huanan Women's Vocational College	775	72%	558
Total		**11494**		**8,117**

(Source: The Official University Websites, March, 2024)

3.2.2 Sample for Quantitative Research and Qualitative Research

(1) Quantitative Research

The total population for this study was 8,117. The sample size was calculated from Krejcie and Morgan (1970)

$$S = \frac{X^2 NP(1-p)}{d^2(N-1) + X^2 p(1-p)}$$

S = Required sample size.

X^2 = The table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

d^2 = The degree of accuracy expressed as a proportion (.05).

N = The population size.

P = The population proportion (assumed to be.50 since this would provide the maximum sample size).

In order to obtain 367 valid questionnaires in the recovered questionnaires, the number of questionnaires sent out should be larger than the sample size calculated by the formula, so 400 questionnaires were sent out to ensure that at least 367 questionnaires returned to the researchers.

This study adopted the quota sampling and cluster sampling methods as sampling strategies.

Quota sampling is a type of non-probability sampling technique in which the population is segmented into distinct groups (quotas) according to particular attributes, such as age, gender, or profession. Researchers then choose a set number of individuals from each group to guarantee adequate representation. This approach is especially beneficial when dealing with a diverse population and when the researcher aims to include all pertinent subgroups within the sample. Compared to other non-probability sampling methods, quota sampling offers a more structured selection process, as it enables researchers to determine precisely how many participants should be drawn from each subgroup.

Cluster sampling is a statistical method employed in research when dealing with large, widely spread, or hard-to-reach populations. This approach entails partitioning the population into distinct groups, known as clusters, followed by randomly choosing a number of these clusters for analysis. Each cluster represents a subset of the population, and the individuals within the selected clusters are then either studied in full or a further sample is taken from within those clusters. This method can be more cost-effective and logistically simpler than trying to sample the entire population directly, especially in situations where the population is highly heterogeneous or widely distributed. Additionally, cluster sampling can help reduce sampling error by ensuring that a wide range of the population is represented in the sample.

The quota sampling methods and cluster sampling methods were used to distribute a number of questionnaires based on selected universities as shown in Table 3.2.

Table 3.2 Number of Questionnaires of Each University

No.	University Name	Number of female faculty	Percentage	Number of questionnaires
1	Xi'an Peihua University	2,013	17.2%	69
2	Shude Women's College of Shantou University	1,294	11.1%	45
3	Jinling Women's College of Nanjing Normal University	1,241	10.8%	43
4	Kede College of Capital Normal University	1,170	10.3%	41
5	Hunan Women's University	1,068	9.3%	37
6	Hebei Women's Vocational College	1,054	9.3%	37
7	Shandong Women's University	967	8.5%	34
8	Henan Women's Vocational College	890	7.8%	31
9	Fujian Huanan Women's Vocational College	775	6.8%	27
10	Guangdong Women's Vocational College	516	4.5%	18
11	China Women's University	506	4.4%	18
			100%	**400**

From Table 3.2, a total of 400 questionnaires were issued to ensure that at least 367 questionnaires returned to the researcher.

(2) Qualitative Research

Some studies have explored the issue of sample size in qualitative research and provided some guidance for determining the number of interviews. Guest et al.(2006) conducted an experiment and found that data saturation could be achieved with only 12 interviews, but they also noted that the number of interviews required may vary depending on the research question and the degree of variation in the data. Similarly, Francis et al.(2010) suggested that 12 interviews might be sufficient to achieve data saturation, but they also stressed the importance of considering the complexity of the research question and the diversity of the sample.

Therefore, the sample size of this study was 20 interviewees;

- 15 female faculty and staff from women's colleges and universities in China (different departments);
- 3 female leaders from leadership (HR Director) of women's colleges and universities in China;
- 2 female experts in the field of China Women's University Union (Chair of the Academic Committee)

Morgan (1997) came to the conclusion that focus groups can provide insight into how well people think about and provide a deeper understanding of the phenomena being studied. Focus groups are group interviews that allow researchers to obtain more in-depth information more cost-effectively than individual interviews. Marques (2021) suggested that the number of participants per focus group ranged from 6 to 8 participants with a median of 7 participants.

Therefore, the sample size of this study was 7 participants;

1. Deng Junjun	Professor at the School of Psychology and Cognitive Science, China Women's University	Work psychology and occupational well-being

2. Zhang Kecheng	Deputy Dean of the School of Management at Shandong Women's University	Organizational behavior and human resource management
3. Peng Yunfei	Director of Human Resources at Hunan Women's University	University's staff development and workplace diversity policy
4. He Wenhua	Associate Professor at Guangdong Vocational Women's College	Balancing women's career development with family responsibilities
5. Fu Liwei	Director of the Teacher Development Centre at Xi 'an Peihua University	Remote working and flexible employment models
6. Sun Lin	Professor at the School of Public Health, Jinling Women's College, Nanjing Normal University	Occupational health and employee well-being.
7. Li Wenjing	Professor of Human Resource Management at Hunan Women's University	Human resources, employee performance, organizational efficiency

3.3 Research Tools

3.3.1 Questionnaire

Questionnaire is separated into 5 parts as follows:

Part 1: General information of the respondents.

The basic information of the respondents includes: age, education level, position, working years, marital status and professional qualification.

Part 2: The opinions and attitudes of female faculty and staff towards work-life integration. The answers were rated on a scale of 5 levels as follows:

Level	Score
Strongly Agree	5
Agree	4

Neutral	3
Disagree	2
Strongly Disagree	1

The meaning of each score is

Score 5 means respondents strongly agree with the statement

Score 4 means respondents agree with the statement

Score 3 means respondents are neutral

Score 2 means respondents disagree with the statement

Score 1 means respondents strongly disagree with the statement

The interpretation of the score is Best (1981, p. 182)

Mean	Significance Level
1.00 - 1.80	Strongly Disagree
1.81 - 2.60	Disagree
2.61 - 3.40	Neutral
3.41 - 4.20	Agree
4.21 - 5.00	Strongly Agree

On the basis of extensive empirical research and scale design by predecessors, this section used Likert Five Scale to design a matrix scale, and developed a scale measurement problem that was in line with the actual situation of the research.

Part 3: The opinions and attitudes of female faculty and staff towards job satisfaction. The answers are based on the five-rating scale from Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.

Part 4: The opinions and attitudes of female faculty and staff towards organizational well-being. The answers are based on the five-rating scale from Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.

Part 5: Recommendation.

3.3.2 In-depth Interview

Based on the conceptual framework, an in-depth interview form was created. The answers were recorded with the interviewees' permission. The results from interview were used to support the results from questionnaires.

3.3.3 Focus Group Discussion

Based on the interview questions, pilot test questions and script were created. Answers were recorded with the participants' consent. The discussion results were used to analyse the trends, patterns, and insights related to the research questions. By analyzing the focus group results, a comprehensive view of the study's key themes and issues emerged.

3.4 Data Collection Strategy and Procedure

3.4.1 Questionnaire

The following steps were taken.

1) Review literature to define the conceptual framework.
2) Create a questionnaire in alignment with the research objectives.
3) Use IOC (Item Objective Congruence Index) to check Content Validity and seek comments from the following 5 specialists
   (1) Dr. Liu Yuelian China, Vice President of Xian Peihua University
   (2) Dr. Bian Xia China, President of Jinling Women's College of Nanjing Normal University
   (3) Dr. Xiao Bin China, Chair of the Academic Committee of Guangdong Women's Vocational College
   (4) Dr. Cai Yinghui China, HR Manager of Shude Women's College of

(5)	Dr. Peter Qin	Shantou University Austria, Dean of Finance and Accounting School of Xi'an Peihua University

$$IOC = \frac{\Sigma R}{n} = 0.846$$

where IOC = Index of item-objective congruence value

R = Score from experts

ΣR = Total score from all experts

n = number of experts

Criteria to verify score is

+1 means "the measurement item is congruence with objective of study"

0 means "the measurement item is neutral with objective of study"

-1 means "the measurement item is inconsistent with objective of study"

IOC needs to be between 0.7-1.00 for every question.

4) Find the value of the IOC using the following criteria:

A value between 0.7-1.00 means the measurement item passes the evaluation.

A value below 0.7 means the measurement item needs change or correction.

A value less than 0 means the measurement item fails the evaluation.

Here are the comments of the questionnaire from these 5 experts:

1. Dr. Liu Yuelian (China, Vice President of Xian Peihua University)

The questionnaire is well-structured and covers a comprehensive range of factors related to work-life integration and organizational well-being. The inclusion of personal information, relational factors, and work-life integration aspects is logical and relevant to the research objective. However, some questions in the work flexibility

section could be more specific to better capture the nuances of remote work policies. Overall, it is a solid instrument for gathering valuable insights.

2. Dr. Bian Xia (China, President of Jinling Women's College of Nanjing Normal University)

The questionnaire effectively addresses the key dimensions of organizational well-being and its impact on work-life integration. The Likert scale questions are clear and should yield useful data. However, the section on physical and mental health support could benefit from additional questions about mental health resources and support mechanisms. The questionnaire is generally well-designed and relevant to the study's goals.

3. Dr. Xiaobin (China, Chair of the Academic Committee of Guangdong Women's Vocational College)

This questionnaire is a thoughtful effort to explore the complex relationship between work-life integration and organizational well-being. The questions are well-framed and should elicit meaningful responses. However, I suggest adding a few open-ended questions to capture qualitative insights that might not be evident through the Likert scale. The balance between personal information and relational factors is appropriate, but the section on job security could be expanded.

4. Dr. Cai Yiinghui (China, HR Manager of Shude Women's College of Shantou University)

The questionnaire is comprehensive and covers essential aspects of work-life integration. The questions on workplace culture and job satisfaction are particularly strong and relevant. However, the section on work flexibility might benefit from more detailed questions about the specific policies and practices that support remote work. Additionally, some questions on income and compensation could be refined for clarity. Overall, it is a useful tool for research.

5. Dr. Peter Qin (Austria, Dean of Finance and Accounting School of Xian Peihua University)

The questionnaire is well-designed and aligns well with the research objectives. The use of a Likert scale ensures that responses can be easily quantified and analyzed. However, I would recommend including more questions about the impact of leadership on work-life integration, as this is a critical factor. Additionally, the section on physical and mental health support could be expanded to include questions about access to counseling services. Overall, it is a strong questionnaire.

The overall average score is 0.846, which indicates a high level of consistency and relevance between the questionnaire items and the research objectives.

5) Do a try-out of the questionnaire on 40 people and check on the reliability. The formula of Cronbach's alpha coefficient is

$$\alpha = \left[\frac{n}{(n-1)}\right]\left[1 - \frac{\sum_{i=0}^{n} / S_i^2}{S_t^2}\right]$$

where α = a coefficient of reliability

n = the number of informants

$\sum_{\square=0}^{\square}$ = the variance of the sum of informants

S_i^2 = the ratio of the variance of each informant

S_t^2 = the ratio of inter-informants' variance

6) Prepare updated questionnaire for distribution. In addition to content changes, the questionnaire's layout was also restructured. This comprehensive feedback incorporation and redesign process culminated in the questionnaire's finalization.

Reliability Statistics		
Cronbach's Alpha	**Cronbach's Alpha Based on Standardized Items**	**N of Items**
0.857	0.857	52

The reliability test of the 40-person questionnaire shows Cronbach's Alpha based on Standardized Items at 0.857, which is more significant than 0.7. Thus, the reliability of the whole questionnaire is accepted.

No.	Variable	Cronbach's Alpha	N of Items
1	Workplace Culture	0.882	4
2	Job Security and Stability	0.877	4
3	Physical and Mental Health Support	0.867	4
4	Working Environment	0.850	4
5	Compensations	0.860	4
6	Leadership	0.873	4
7	Work Motivation	0.870	4
8	Intention to stay	0.872	4
9	Employee Net Promoter Score (eNPS)	0.847	4
10	Time	0.848	4
11	Income	0.859	4
12	Work Flexibility	0.865	4
13	Technology	0.845	4
Total		**0.857**	**52**

3.4.2 In-depth Interview

The in-depth interview process followed a clear sequence of preparation, implementation, and consolidation to ensure methodological rigor. The following steps were taken.

Step 1: Planning and Design

An interview research plan was developed, including clarifying the study objectives and translating them into specific research questions. Based on the refined objectives, the interview questions were structured into thematic categories to ensure that each component of the research purpose was addressed.

Step 2: Determining the Interview Target and Method

The interview target was identified. This included specifying the field, department, and types of work relevant to the study. The sample size was determined based on representativeness and data saturation principles. The interview method and style (e.g., semi-structured interviews) were finalized, along with the interview location and schedule. Prior to data collection, potential interviewees were contacted and briefed regarding the purpose, procedures, and expectations.

Step 3: Preparation of Interview Materials

Essential equipment—including audio recorders, consent forms, interview guides, and note-taking tools—was prepared to ensure smooth data collection. All materials were tested beforehand to prevent disruption during the interviews.

3.4.3 Focus Group Discussion

The focus group discussions followed a structured procedure consisting of preparation, implementation, and analytical consolidation.

1) Planning and Preparation

The research objectives were clearly defined to guide the focus group design. Seven participants who represented the target population and offered diverse perspectives were recruited. A skilled moderator was selected for facilitating the discussion. A discussion guide was developed, incorporating open-ended questions organized from general themes to more specific topics, ensuring a logical progression during the conversation.

2) Conducting the Focus Group Discussion

A comfortable and safe discussion environment—either online or in-person—was set up. Prior to discussion, informed consent was obtained, and confidentiality procedures were explained. The session began with introductory and easy-to-answer questions to help participants feel at ease. The moderator facilitated balanced participation and guided the discussion toward deeper insights. With permission, audi

or video recordings were made, and field notes were taken as supplementary documentation.

3) Analysis and Reporting

After the discussion, the recordings were transcribed and organized. The data were reviewed systematically, and responses were categorized into meaningful themes. Key insights, patterns, and contradictions were identified and interpreted in relation to the research objectives. The findings were summarized and presented in a structured format, leading to conclusions and actionable recommendations.

3.4.4 Data Collection

The following steps were taken.

1) Requested a letter from Siam University Management Department for permission to distribute the questionnaire.

2) Sent the questionnaire to the target group through the Questionnaire Star app and collected the responses.

3) Collected the questionnaires upon a specific timeline, checking and verifying its completeness, ensuring the number of completed issues and the percentage that could be used for further analysis.

4) Through SPSS analysis software, the collected files were directly imported for analysis. SPSS software was used to generate a database, and preliminary data management and basic statistical analysis were carried out to prepare for the structural equation model analysis by SEM.

3.5 Data Analysis

Data analysis included processing the collected data. In order to obtain answers to hypotheses and answer the research questions, the process at this stage involved selecting appropriate statistics and analyzing the results from the collected data with statistical programs SPSS Version 26.0 and statistical programs Amos Version 23.0.

3.5.1 Quantitative Data Analysis

Quantitative data analysis aimed to reveal the patterns, relationships, and associations that quantitative data analysis was capable of revealing between variables and testing the hypotheses developed in the study. The following steps were applied:

1) Analyzed general information of the respondents by Frequency and Percentage.
2) Analyzed the central position of a variable within a set of data by Mean, indicating the quantitative level and quality level of the trait represented by the data. Then judged the representativeness of the mean by Standard Deviation (SD).
3) Analyzed the relationship between independent and dependent variables by Correlation Coefficient or Pearson Correlation (r).
4) Analyzed the factors affecting Organizational Well-being of female faculty and staff by Correlation Analysis.
5) Used Multiple Regression with Enter.
6) Used Structural Equation Modeling (SEM) by Amos Version 23.0 to pass the criteria of the quality of questionnaire.

Data were analyzed by using Structural Equation Modeling (SEM) by path analysis (Path analysis), the technique of using the principle of Maximum Likelihood (ML) to estimate path coefficients to analyze the direct and indirect influence of variables. It was an analysis of the causal relationship path that influences organizational well-being with statistical programs Amos Version 23.0.

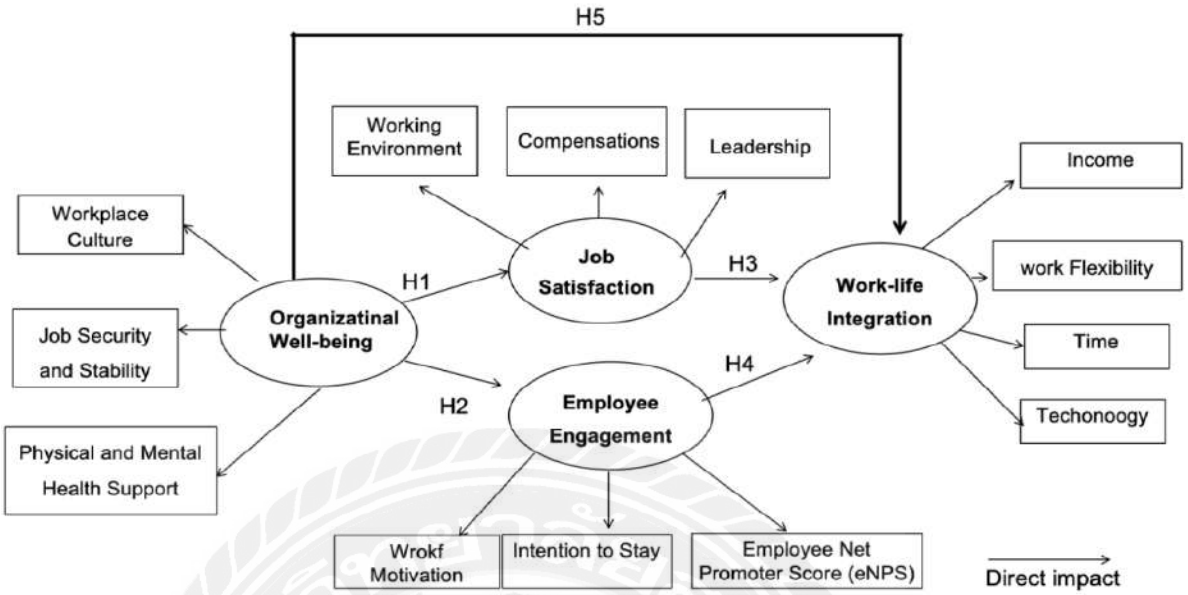


Figure 3.1 Model of Relationship Path Analysis (Path Analysis) of the Research Variables

Equation models were used to measure the causal relationship among latent variables which are Organizational Well-being (OWB), Job Satisfaction (JS), Employee Engagement (EE) and Work-life Integration (WLI). Structural equation modeling (SEM) is a complex statistical analysis method and is used to test complex theoretical models that contain multiple latent and observed variables. This model is able to capture direct and indirect relationships between variables, while taking into account measurement errors and covariance between observed variables.

Structural Equation Modeling, also known as latent variable causality model, mainly represents the relationship between latent variables. It combines measurement model and structural model to study the correlation between latent variables and measurable variables, and also reflects the relationship between latent variables.

$$\eta = B\eta + \Gamma\xi + \zeta$$

1) Internal latent variables (Exogenous; η = eta) The variable serves as the dependent term within a solitary equation.

2) External latent variables (Endogenous; ξ=ksi) Act as the independent variable in each equation.
3) B : Direct influence of variables η on variables η other
4) Γ : Direct influence of variables ξ on variables η
5) ζ = zeta : structural tolerances

In general, the structural equation model has the following advantages:

1) It enables simultaneous analysis of multiple dependent variables through structural equation modeling, as opposed to sequential regression analysis for individual dependent variables.
2) It allows for the incorporation of measurement error in the independent variable, whereas the traditional method requires a complete measurement of the independent variable.
3) It allows for correlated error terms among observed variables, enabling simultaneous estimation of factor structure and relationships as well as assessment of overall model fit.

In this study, Amos Version 23.0 was used to construct structural equation models for confirmatory factor analysis, hypothesis verification, and testing the evaluation index system between work-life integration and organizational well-being. If the initially constructed model did not meet the fit index standard, it would be corrected until it reaches the standard value. When the fit index value met a certain standard, it indicated a good model fitting effect, suggesting that the hypothetical model aligns with the actual model to a great extent.

Confirmatory factor analysis (CFA) is a statistical analysis of the social survey data. It tests whether the relationship between measurements corresponds to the theoretical relationship the researchers have designed.

CFA consists of the following six steps:

Step 1 : Defining factor model: selecting factor number and defining factor load.
Step 2 : Collection of observational values: the observational values are collected according to the research purpose.

Step 3 : Obtaining correlation coefficient matrix: obtain the variance-covariance matrix according to the original data.

Step 4 : Fitting model: select a method such as maximum likelihood estimation to estimate freely varying factor loads.

Step 5 : Evaluation model: when the factor model is capable of fitting the data, the factor loadings should be chosen in a way that reduces the discrepancy between the correlation matrix suggested by the model and the actual observed matrix.

Step 6 : Modify the model: if the fitting effect of the model is not good, the model should be modified.

The commonly used statistical parameters in the model fitting evaluation include the Chisquare fitting index (x2), comparative fitting index (CFI), the goodness of fit index (GFI), and root mean square error of approximation (RMSEA).CFA serves to confirm the dimensionality of the scale or its factor structure, identifying the most efficient factor configuration. It also examines the hierarchical relationships among the factors being validated and assesses the reliability and validity of the scale. Typically, CFA is conducted using structural equation modeling techniques.

The model fit indices and their acceptable thresholds are listed in Table 3.3.

Table 3.3 The Model Fit Indices and Their Acceptable Thresholds

Goodness of Fit Index (Statistic Abbreviation)	Goodness of Fit Index	Objective	Level of Acceptance	Interpretation
CMIN-p	Chi-square Probability Level	To determine the chi square probability value, which must be not statistically significant	p>0.05	Pass
CMIN/df	Relative Chi-square	To verify that the model is consistent with the empirical data	<5	Pass
GFI	Goodness of Fit Index	To measure the level of harmony in comparison with a value between 0-1.00	>0.90	Pass

Goodness of Fit Index (Statistic Abbreviation)	Goodness of Fit Index	Objective	Level of Acceptance	Interpretation
RMSEA	Root Mean Square Error Of Approximation	To indicate the error value of the model, inform of the root mean square's error by approximating the value between 0-1.00	<0.08	Pass
FO	Population Discrepancy Function Value	Harmony function value when the model is consistent with the empirical data	0.00-0.08	Pass

(Source: Sincharu, 2014)

3.5.2 Qualitative Data Analysis

This qualitative research used the interview and focus group discussion to analyze the data. Each interview and focus group discussion were carefully recorded to maintain the quality and accuracy of the process. At the end of each interview and focus group, the recordings were translated into text. Subsequently, an in-depth thematic analysis of the interview and focus group data was conducted to identify the factors affecting the work-life integration of female faculty and staff.

Following the principles of the grounded theory, this research carried out a thematic analysis from the bottom up on the interview and focus group data concerning the factors influencing work-life integration among female faculty and staff. Furthermore, qualitative analysis methods were employed, including word frequency and word cloud analysis software. These tools were instrumental in handling unstructured or qualitative data, assisting in reviewing raw interview transcripts, tallying keyword appearances, and eliminating less pertinent keywords. Ultimately, the findings were presented using word cloud visualization and word frequency analysis.

1) Date Organization:

Interview and focus group materials were collected via email, social media or in person, if any, were collated. The recordings were transcribed word for word into text. Transcription software was used to assist, but manual proofreading was required

to ensure accuracy. Transcribed texts were organized into a uniform format and ready for analysis.

2) Coding and topic analysis (consider using NVivo software)

Open coding: Labeled key concepts such as "income" "flexibility" and " work-life integration"

Axis coding: Categorized coding into categories such as "organizational well-being" "job satisfaction" and "employee engagement"

Core topics: Topic identification was not limited to the concepts with high frequency, but also focused on the implicit important concepts. Identified and summarized the main themes of the interview and focus group; Compared the responses of different respondents to find commonalities and differences; Analyzed the core themes in depth and explored the motivations and reasons behind them. Integrated the analysis results into a theoretical framework to answer the research questions.

3) Data verification:

Checked the results with interviewees to ensure the accuracy and credibility of the analysis. Through these steps, the influencing factors and causality of organizational well-being on work-life integration were presented more comprehensively and deeply.

3.6 Research Ethics

The researcher received a certificate for research ethics, Training Certification Number: 2998582 from Protecting Human Research Participants.

The researcher obtained formal consent from participants, ensuring they were fully informed about the purpose, procedures, risks, and benefits of the study. Participants voluntarily agreed to take part without coercion or undue influence, and their autonomy and rights were respected throughout the research process.

3.6.1 Consent, Confidentiality, and Respect

1) Informed Consent: The researcher must obtain voluntary informed consent from participants, providing comprehensive information about the study's purpose,

procedures, risks, and benefits, ensuring participants can make an informed decision to participate.

2) Confidentiality: The researchers is responsible for safeguarding participants' personal information and research data, ensuring secure storage and anonymization to prevent unauthorized access or disclosure.

3) Respect for Participants' Rights and Dignity: The researcher must respect participants' autonomy, rights, and dignity, treating them with sensitivity and consideration for their cultural, religious, and personal beliefs and values.

3.6.2 Minimization of Harm, Beneficence, and Integrity

1) Reduction of Harm: The researcher must implement measures to reduce the likelihood of physical, psychological, or social damage to participants. This involves performing thorough risk evaluations and offering necessary support systems.

2) Promotion of Benefits: The researcher should aim to enhance the advantages derived from their studies while controlling potential dangers. They must carefully balance the expected benefits with any associated risks to safeguard the well-being of individuals or communities.

3) Transparency and Ethical Conduct: The researcher is required to approach their work with transparency, integrity, and honesty, upholding rigorous standards of scientific ethics. This includes refraining from practices such as plagiarism, data falsification, or fabrication.

CHAPTER 4
RESEARCH RESULTS

This chapter presents an analysis of the data collected by quantitative and qualitative methods, and the research results in three sections as follows:

4.1 Quantitative Data Analysis

4.1.1 Descriptive Statistical Analysis

4.1.2 Percentage Distribution of Factors

4.1.3 Reliability Analysis

4.1.4 Validity Analysis: Explore Factor Analysis (EFA), and Confirmatory Factor Analysis (CFA)

4.1.5 Correlation Analysis

4.1.6 SEM Fitting and Hypothesis Testing

4.1.7 Hypothesis Test Results

4.2 Qualitative Data Analysis

4.2.1 In-Depth Interviews

4.2.2 Content Analysis

4.3 Conclusion

Based on the principles and theories of work-life integration, job satisfaction and organizational well-being, SPSS and AMOS software were used for data analysis. Cronbach's alpha and corrected total correlation (CITC) were used for reliability analysis for quantitative analysis, and path coefficient, combined reliability (CR) and mean variance extraction (AVE) were used for confirmatory factor analysis (CFA) for validity analysis. The validity and reliability testing ensured that the collected data were reliable. The next steps were correlation analysis and structural equation modeling (SEM). For structural equation modeling, it is important to check the model fit using GFI, CFI, AGFI and RMSEA indices. However, the structural equation model to be

tested must meet the criteria specified by the model fit degree. Finally, the hypothesis test is carried out and the research results are obtained.

4.1 Quantitative Data Analysis

4.1.1 Descriptive Statistical Analysis

In this study, demographic information describes the basic characteristics of the female faculty and staff who participated in the questionnaire. Understanding the sample and potentially identifying patterns or relationships between demographic factors and the study's outcomes is essential to analyzing the data effectively and reasonably. The demographic characteristics in this study concentrated on marital status, age, highest level of education, years of work experience, professional qualification level, and work position. A total of 400 respondents answered the questionnaires, and the analysis results are shown in Table 4.1.

Table 4.1 Demographic Characteristics of Respondents

Variables	Items	Frequency	Percent (%)
Marital status	Single	91	22.7
	Married	309	77.3
Age	18-25 years old	21	5.3
	26-35 years old	197	49.2
	36-45 years old	149	37.2
	46-60 years old	33	8.3
Highest level of education	College degree or below	18	4.5
	Bachelor's degree	135	33.7
	Master's degree	189	47.3
	Ph.D.	58	14.5
Years of work experience	Less than 2 years	73	18.3
	2-5 years	135	33.7
	more than 5-7 years	155	38.7
	more than 7 years	37	9.3
Level of professional qualification	None	3	0.8
	Primary	176	44.0
	Intermediate	190	47.5
	Advanced	31	7.7

Variables	Items	Frequency	Percent (%)
Work Position	Administrative Staff	225	56.2
	Lecturer	143	35.8
	Administrator	32	8.0
Total		**400**	**100.0**

Table 4.1 reveals the 400 respondents' demographic characteristics as follows:

Marital status shows that a significant majority, 77.3%, are married, compared to 22.7% single. This suggests that most respondents have family responsibilities, which may influence their work-life balance and stability.

Age distribution highlights that nearly half of the respondents (49.2%) fall within the 26-35 years age bracket, while 37.2% are in the 36-45 years range. This implies a relatively young and middle-aged workforce, with fewer individuals in the 18-25 and 46-60 age groups. The data suggest that recruitment and retention efforts may target professionals in their prime working years.

Education level reveals that 47.3% of the respondents hold a master's degree, followed by 33.7% with a bachelor's degree. Only 14.5% have hold a Ph.D., and a small portion (4.5%) have a college degree or below. This indicates a highly educated workforce, with a strong emphasis on postgraduate qualifications.

Regarding work experience, the largest group (38.7%) has 5-7 years of experience, followed by 33.7% with 2-5 years. Those with less than two years of experience account for 18.3%, while only 9.3% have worked for more than seven years. This shows that the workforce is predominantly in the early to mid-career stages.

Professional qualifications data show that 47.5% of respondents have an intermediate level of qualification, while 44.0% have a primary qualification. Only 7.7% hold advanced qualifications, and a negligible 0.8% have no professional qualification. This indicates that while most employees are trained, there is potential for further skill enhancement.

The majority (56.2%) of work positions are Administrative Staff, while Lecturers make up 35.8%. Administrators form the smallest group, at 8.0%. This

breakdown suggests that administrative roles are dominant, with fewer individuals in higher managerial or leadership positions.

These demographic insights are useful for workforce planning, training programs, and organizational development strategies.

It is important to consider these characteristics when generalizing the findings to a broader population. Moreover, the results of this part can be shown in the charts in Figure 4.1.

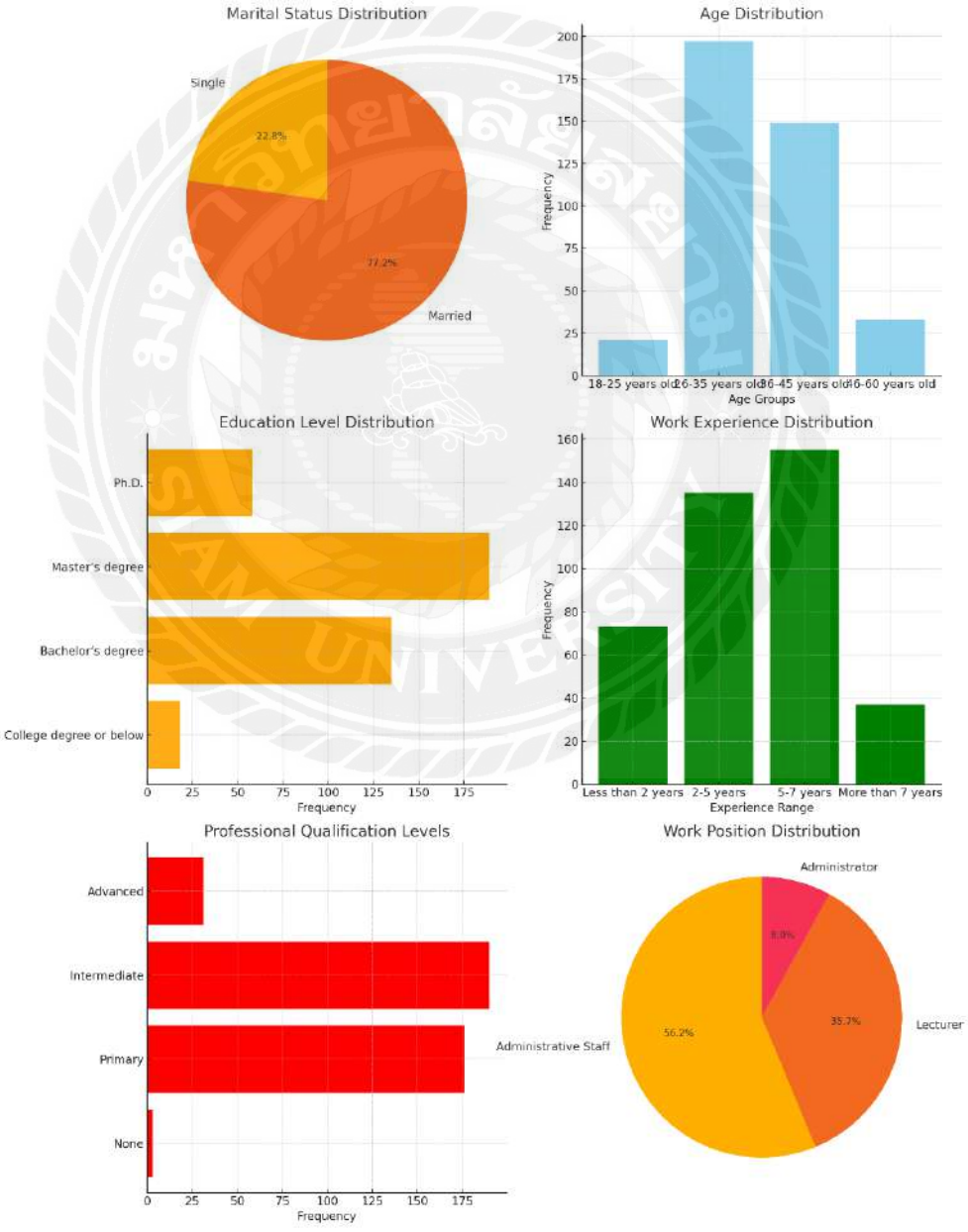


Figure 4.1 Summary of Demographic Characteristics

4.1.2 Percentage Distribution of Constructs

There are four variables: Organizational Well-being (OWB), Job Satisfaction (JS), Employee Engagement (EE), and Work-life Integration (WI), and thirteen sub-variables. Organizational Well-being has sub-variables of workplace culture (WC), job security and stability (JC), and physical and mental health support (PM). Job Satisfaction has sub-variables of the working environment (WE), compensation (CP), and leadership (LS). Employee Engagement has sub-variables of work motivation (WM), intention to stay (IS), and eNPS (eN). Lastly, Work-life integration (WI) has sub-variables of time (TM), work flexibility (WF), income (IC), and technology (TC). According to the questionnaire launched for the study, the responses are divided into 5 categories, i.e., strongly disagree, disagree, neutrality, agree, and strongly disagree, respectively.

The results are analyzed in percentage variable by variable, and sub-variable by sub-variable, respectively. It presents the respondents' level of agreement with the statements related to organizational well-being and work-life integration. The results are shown in Table 4.2.

Table 4.2 Percentage Distribution of Sub-variables

Variables			Strongly Disagree	Disagree	Neutrality	Agree	Strongly Agree	Mean	SD
Organizational Well-being (OWB)	Workplace Culture (WC)	WC1	4.5%	4.0%	31.7%	25.5%	34.3%	3.81	1.092
		WC2	4.3%	5.0%	32.7%	25.5%	32.5%	3.77	1.089
		WC3	4.5%	3.8%	30.7%	27.0%	34.0%	3.82	1.083
		WC4	4.0%	4.5%	32.7%	26.0%	32.8%	3.79	1.074
	Job Security and Stability (JC)	JC1	4.0%	3.8%	32.8%	27.7%	31.7%	3.80	1.056
		JC2	4.3%	4.7%	32.0%	26.3%	32.7%	3.79	1.085
		JC3	4.5%	3.5%	33.5%	25.5%	33.0%	3.79	1.081
		JC4	4.3%	3.7%	32.3%	26.3%	33.4%	3.81	1.076
	Physical and Mental Health Support (PM)	PM1	4.3%	3.0%	33.0%	27.3%	32.4%	3.81	1.060
		PM2	4.3%	4.4%	32.5%	25.5%	33.3%	3.79	1.086
		PM3	4.5%	3.8%	30.7%	27.7%	33.3%	3.82	1.079
		PM4	4.0%	3.5%	32.5%	27.7%	32.3%	3.81	1.055

Variables			Strongly Disagree	Disagree	Neutrality	Agree	Strongly Agree	Mean	SD
Job Satisfaction (JS)	Working Environment (WE)	WE1	4.5%	4.5%	32.7%	25.8%	32.5%	3.77	1.090
		WE2	4.5%	3.3%	32.8%	26.0%	33.4%	3.81	1.079
		WE3	4.5%	3.5%	32.5%	26.5%	33.0%	3.80	1.078
		WE4	4.3%	3.0%	30.7%	29.3%	32.7%	3.83	1.055
	Compensations (CP)	CP1	4.3%	4.0%	33.0%	25.0%	33.7%	3.80	1.083
		CP2	4.0%	3.3%	31.3%	26.4%	35.0%	3.85	1.065
		CP3	4.3%	4.5%	32.2%	26.0%	33.0%	3.79	1.083
		CP4	4.8%	3.2%	30.5%	28.5%	33.0%	3.82	1.078
	Leadership (LS)	LS1	4.3%	4.7%	32.3%	25.0%	33.7%	3.79	1.092
		LS2	4.3%	2.7%	32.3%	26.7%	34.0%	3.84	1.063
		LS3	4.0%	3.0%	33.3%	27.3%	32.4%	3.81	1.051
		LS4	4.0%	3.5%	32.0%	27.5%	33.0%	3.82	1.058
Employee Engagement (EE)	Work Motivation (WM)	WM1	3.8%	2.5%	33.7%	26.7%	33.3%	3.83	1.040
		WM2	4.0%	3.7%	31.0%	28.0%	33.3%	3.83	1.061
		WM3	4.0%	3.5%	30.7%	27.3%	34.5%	3.85	1.064
		WM4	3.7%	3.3%	32.0%	27.5%	33.5%	3.84	1.048
	Intention to Stay (IS)	IS1	3.5%	3.5%	32.0%	27.0%	34.0%	3.85	1.046
		IS2	3.7%	3.7%	32.3%	27.5%	32.8%	3.82	1.052
		IS3	3.5%	3.5%	33.0%	27.3%	32.7%	3.82	1.041
		IS4	3.7%	3.7%	30.6%	28.0%	34.0%	3.85	1.055
	eNPS (eN)	eN1	3.3%	4.3%	31.2%	27.2%	34.0%	3.85	1.046
		eN2	3.5%	4.7%	34.0%	24.8%	33.0%	3.79	1.065
		eN3	3.4%	3.3%	32.5%	26.5%	34.3%	3.85	1.045
		eN4	3.3%	4.7%	32.5%	37.0%	32.5%	3.81	1.048
Work-life Integration (WI)	Time (Tm)	Tm1	3.7%	3.3%	33.7%	25.0%	34.3%	3.83	1.059
		Tm2	3.5%	2.5%	33.0%	26.3%	34.7%	3.86	1.037
		Tm3	3.3%	3.3%	32.0%	26.4%	35.0%	3.87	1.038
		Tm4	3.3%	3.5%	31.2%	28.5%	33.5%	3.86	1.030
	Work Flexibility (WF)	WF1	3.5%	3.7%	30.5%	29.0%	33.3%	3.85	1.040
		WF2	3.3%	4.0%	32.0%	26.0%	34.7%	3.85	1.049
		WF3	3.5%	3.7%	31.3%	26.0%	35.5%	3.86	1.057
		WF4	3.7%	3.0%	32.3%	26.3%	34.7%	3.85	1.053
	Income (Ic)	Ic1	3.3%	4.4%	31.0%	26.3%	35.0%	3.85	1.055
		Ic2	4.0%	2.8%	31.5%	28.0%	33.7%	3.85	1.050
		Ic3	3.4%	3.3%	32.3%	26.0%	35.0%	3.86	1.049
		Ic4	3.3%	3.0%	32.3%	26.0%	35.4%	3.88	1.038
	Technology (Tc)	Tc1	3.3%	3.5%	31.5%	25.5%	36.2%	3.88	1.048
		Tc2	3.5%	2.7%	33.3%	25.0%	35.5%	3.86	1.047
		Tc3	3.5%	4.7%	31.5%	25.0%	35.3%	3.84	1.072
		Tc4	3.5%	2.5%	31.5%	28.0%	34.5%	3.88	1.031

4.1.2.1 Organizational Well-being

The variable of Organizational Well-being (OWB) consists of workplace culture (WC), job security and stability (JC), and physical and mental health support (PM), and the results of each sub-variable are as follows:

The results of workplace culture indicate that 32.5-34.3% strongly agree and 25.5-27.0% agree, respectively. It can be considered that the optimistic attitude of workplace culture positively ranges from 58.0 to 61.3%. Secondly, the results of job security and stability indicate that 31.7-33.4% strongly agree and 25.5-27.7% agree, respectively. It can be considered that the optimistic attitude of job security and stability positively ranges from 57.2 to 61.1%. Lastly, the results of physical and mental health support indicate that 32.3-33.4% strongly agree and 25.5-27.7% agree, respectively. It can be considered that the optimistic attitude of physical and mental health support positively ranges from 55.5 to 61.1%. Therefore, the results of Organizational Well-being are positive in the range of 44.5 – 61.3%.

4.1.2.2 Job Satisfaction

The variable of Job Satisfaction (JS) consists of the working environment (WE), compensation (CP), and leadership (LS), and the results of each sub-variable are as follows:

The results of working environment indicate that 32.5-33.4% strongly agree and 25.8-29.3% agree, respectively. It can be considered that the optimistic attitude of working environment positively ranges from 58.3 to 62.4%. Secondly, the results of compensation indicate that 33.0-35.0% strongly agree and 25.0-28.5% agree, respectively. It can be considered that the optimistic attitude of compensation positively ranges from 58.0 to 63.5%. Lastly, the results of leadership indicate that 32.4-34.0% strongly agree and 25.0-27.5% agree, respectively. It can be considered that the optimistic attitude of leadership positively ranges from 57.4 to 61.5%. Therefore, the results of Job Satisfaction are positive in the range of 57.4 – 63.5%.

4.1.2.3 Employee Engagement

Employee Engagement (EE) consists of work motivation (WM), intention to stay (IS), and eNPS (eN), and the results of each sub-variable are as follows:

The results of work motivation indicate that 33.3-34.5% strongly agree and 26.7-28.0% agree, respectively. It can be considered that the optimistic attitude of work motivation positively ranges from 60.0 to 62.5%. Secondly, the results of intention to stay indicate that 32.7-34.0% strongly agree and 27.0-28.0% agree, respectively. It can be considered that the optimistic attitude of intention to stay ranges positively from 59.7 to 62.0%. Lastly, the results of eNPS indicate that 32.5-34.3% strongly agree and 24.8-37.0% agree, respectively. It can be considered that the optimistic attitude of eNPS positively ranges from 57.3 to 71.3%. Therefore, the results of Employee Engagement are positive in the range of 57.3 – 71.3%.

4.1.2.4 Work-life Integration

Work-life Integration (WI) consists of time (Tm), work flexibility (WF), income (Ic), and technology (Tc), and the results of each sub-variable are as follows:

The results of time indicate that 33.3-35.0% strongly agree and 25.0-28.5% agree, respectively. It can be considered that the optimistic attitude of time positively ranging from 58.3 to 63.5%. Secondly, the results of work flexibility indicate that 33.3-35.5% strongly agree and 26.0-29.0% agree, respectively. It can be considered that the optimistic attitude of work flexibility positively ranges from 59.3 to 64.5%. Thirdly, the results of income indicate that 33.7-35.4% strongly agree and 26.0-28.0% agree, respectively. It can be considered that the optimistic attitude of income positively ranges from 59.7 to 63.4%. Lastly, the results of technology indicate that 34.5-36.2% strongly agree and 25.0-28.0% agree, respectively. It can be considered that the optimistic attitude of technology positively ranges from 59.5 to 64.2%. Therefore, the results of work-life integration are positive in the range of 58.3-64.5%.

In conclusion, the general overview of the results shows a consistent distribution across almost all statements (Question 1 through Question 52), and there is a remarkably consistent distribution of responses. Roughly 3-4% strongly disagree, 4-5%

disagree, 31-32% are neutral, 25-27% agree, and 31-34% strongly agree. To fully understand the results, it's necessary to refer to the questionnaire used in the study and analyze the statements within each subfactor. This provides a more nuanced understanding of the respondents' perspectives on organizational well-being and work-life integration.

4.1.3 Reliability Analysis

Upon understanding the research findings related to variable distribution, the subsequent step involved assessing the reliability and validity of the data. Conducting reliability and validity tests is crucial prior to performing structural equation modeling. For internal consistency and reliability, Cronbach's Alpha should exceed 0.7, while the Corrected Item-Total Correlation (CITC) should be greater than 0.5. Additionally, a key requirement for structural equation modeling is that if an item is removed, Cronbach's Alpha must remain lower than the overall Cronbach's Alpha. Therefore, this section of the analysis evaluates and contrasts the Cronbach's Alpha values when each item is deleted against the total Cronbach's Alpha, conducted on a variable-by-variable basis. The outcomes of the overall reliability assessment are presented in Table 4.3.

Table 4.3 Overall Reliability Test

Cronbach's Alpha based on standardized items	Cronbach's Alpha	N of Items
0.857	0.857	52

Table 4.3 shows that the Cronbach's Alpha score of 0.998 confirms the dataset's robustness and reliability, ensuring that it is suitable for advanced analysis, such as Structural Equation Modeling (SEM) or regression analyses.

Table 4.4 Reliability Test in All Dimensions

Dimension	Cronbach's Alpha	N of Items
WC	0.882	4
JS	0.877	4
PM	0.867	4

Dimension	Cronbach's Alpha	N of Items
WE	0.850	4
CP	0.860	4
LS	0.873	4
WM	0.870	4
IS	0.872	4
eN	0.847	4
Tm	0.848	4
WF	0.859	4
Ic	0.865	4
Tc	0.845	4
Total	**0.857**	**52**

Table 4.4 shows that all dimensions and items in the study show excellent reliability, demonstrating that they effectively measure their respective constructs. The overall high Cronbach's Alpha score (0.857) ensures the data is suitable for advanced analyses, such as factor analysis or Structural Equation Modeling (SEM). The following step is to analyze the dynamic capabilities scale reliability test, and the results are shown in Table 4.5.

Table 4.5 Scale Reliability Test

Variable	Dimension	Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation (CIT)	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Organizational Well-being (OWB)	Workplace Culture (WC)	WC1	11.38	9.926	0.831	0.869	0.882
		WC2	11.42	9.874	0.844	0.865	
		WC3	11.37	9.928	0.840	0.867	
		WC4	11.40	10.016	0.834	0.868	
	Job Security (JC)	JC1	11.39	9.942	0.834	0.872	0.877
		JC2	11.40	9.718	0.844	0.869	
		JC3	11.39	9.777	0.837	0.871	
		JC4	11.37	9.742	0.850	0.867	
	Physical and Mental Health Support (PM)	PM1	11.41	9.757	0.844	0.869	0.867
		PM2	11.43	9.649	0.834	0.871	
		PM3	11.41	9.655	0.841	0.869	
		PM4	11.41	0.9777	0.846	0.868	
Job Satisfaction (JS)	Working Environment (WE)	WE1	11.44	9.741	0.858	0.871	0.850
		WE2	11.41	9.916	0.838	0.876	
		WE3	11.41	9.832	0.855	0.871	
		WE4	11.38	10.041	0.842	0.875	

Variable	Dimension	Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation (CIT)	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
	Compensations (CP)	CP1	11.46	9.793	0.831	0.869	0.860
		CP2	11.41	9.816	0.848	0.864	
		CP3	11.47	9.794	0.830	0.869	
		CP4	11.44	9.791	0.837	0.867	
	Leadership (LS)	LS1	11.47	9.387	0.834	0.864	0.873
		LS2	11.43	9.648	0.820	0.868	
		LS3	11.45	9.646	0.831	0.865	
		LS4	11.44	9.545	0.842	0.861	
Employee Engagement (EE)	Work Motivation (WM)	WM1	11.51	9.514	0.842	0.871	0.870
		WM2	11.52	9.418	0.837	0.872	
		WM3	11.50	9.328	0.851	0.868	
		WM4	11.51	9.464	0.843	0.871	
	Intention to Stay (IS)	IS1	11.49	9.213	0.843	0.862	0.872
		IS2	11.52	9.323	0.812	0.871	
		IS3	11.51	9.268	0.837	0.864	
		IS4	11.49	9.178	0.840	0.863	
	eNPS (eN)	eN1	11.45	9.350	0.828	0.867	0.847
		eN2	11.50	9.350	0.828	0.867	
		eN3	11.44	9.300	0.839	0.864	
		eN4	11.48	9.323	0.831	0.866	
Work-life Integration	Time (Tm)	Tm1	11.59	9.070	0.830	0.868	0.848
		Tm2	11.55	9.155	0.838	0.866	
		Tm3	11.55	9.181	0.832	0.868	
		Tm4	11.56	9.175	0.843	0.865	
	Work Flexibility (WF)	WF1	11.57	9.424	0.831	0.871	0.859
		WF2	11.56	9.344	0.837	0.869	
		WF3	11.55	9.266	0.844	0.867	
		WF4	11.56	9.280	0.846	0.867	
	Income (Ic)	Ic1	11.58	9.247	0.836	0.868	0.865
		Ic2	11.59	9.321	0.827	0.870	
		Ic3	11.58	9.242	0.845	0.866	
		Ic4	11.56	9.315	0.843	0.866	
	Technology (Tc)	Tc1	11.58	9.328	0.838	0.868	0.845
		Tc2	11.59	9.330	0.838	0.868	
		Tc3	11.62	9.219	0.831	0.870	
		Tc4	11.58	9.387	0.847	0.866	

Table 4.5 shows that the scale demonstrates excellent reliability across all dimensions and items, with total Cronbach's Alpha scores above 0.975. Each dimension's internal consistency supports its use for further analysis, such as examining the relationships between organizational well-being, employee engagement, job

satisfaction, and work-life integration. If Cronbach's alpha is more than 0.70 for all items, including CIT which is higher than 0.5 for all items, it indicates that the scales have high degrees of internal consistency, between the various items. Therefore, it shows the specific reliability of each scale. The scale is robust and comprehensive, with no need for item removal or modification, confirming its suitability for advanced statistical analyses of Structural Equation Modeling (SEM).

4.1.4 Validity Analysis: Explore Factor Analysis (EFA), and Confirmatory Factor Analysis (CFA)

After analyzing the reliability of four variables, the next step involved analyzing the study's confirmatory factors. Exploratory Factor Analysis (EFA) is appropriate when researchers aim to identify latent (hidden) factors that explain the relationships between observed variables. This study includes multiple survey items measuring different aspects of OWB and WLI , as these are broad concepts. EFA helps reduce a large number of variables into a smaller set of meaningful factors, making the model more interpretable while retaining essential information. It also uncovers the underlying structures of these variables without imposing predefined categories.

Unlike Confirmatory Factor Analysis (CFA), which tests an already hypothesized factor structure, EFA is used when the study does not assume a specific structure. Since the models of OWB and WLI may still be exploratory, EFA helps discover how different survey items cluster together naturally. The results of EFA can serve as a foundation for CFA in future studies. Once the factor structure is identified, CFA can validate it using another dataset, thereby enhancing the robustness of the model. EFA ensures that the constructs measured in the study reflect statistically valid and reliable factors. It helps eliminate weak or redundant items, ensuring that only items that significantly contribute to OWB and WLI remain in the final model.

Confirmatory Factor Analysis (CFA) is a statistical technique used to verify the factor structure of a set of observed variables. CFA tests a pre-specified hypothesis about how the observed variables relate to underlying latent factors. CFA is a special way of structural equation modeling (SEM) that evaluates how much the data "fits" a hypothesized measurement model. This model specifies which observed variables are

indicators of which latent factors. In simpler terms, CFA helps you determine if the items in your survey or measurement instrument measure the constructs you intend to measure.following main measures The verification process includes the : separation variance (AVE) composite reliability (CR) and path coefficient.Depending on the relationship between education level and the standard coefficient, it is necessary to test the validity of the derivative, of with a minimum 0.5 and a minimum of 0.7. Therefore, the final step involves choosing a reasonable model, and the measurements will use independent mean variance (CR) composite reliability (CR) and coefficient paths to test the effectiveness of the converter. The researcher used SPSS 26.0 and AMOS 24.0 to analyze an exploratory factor from 400 questionnaires, including independent variables, Organizational Well-being (OWB) Job Satisfaction (JS), and Employee Engagement (EE), and dependent variable, Work-life Integration (WI) for confirmatory factor analysis, respectively.

The measurement model was developed, incorporating their latent variables and dimensions. This section presents the results of structural and convergence validity analysis as part of the confirmatory analysis. Finally, correlation analysis was utilized to assess discriminant validity.

4.1.4.1 Organizational Well-being (OWB)

4.1.4.1.1 Explorative Factor Analysis (EFA) of Organizational Well-being (OWB)

Exploratory Factor Analysis (EFA) is a statistical method used to identify the underlying structure or factor that lies behind a set of variables. It aims to simplify data by reducing the number of variables while retaining key information between variables. This aids researchers in comprehending intricate relationships within the data. In this study, SPSS 26.0 was used for exploratory factor analysis to explore which dimension of the 28 questions about organizational well-being is preferred. The researcher obtained the index value that was determined using SPSS analysis, which examined how these questionnaire items were structured and aggregated to form their respective factors, and verified whether these factors were consistent with the three dimensions (WC, JC, PM) of organizational well-being the researcher expected. The adequacy of

the survey sample and the sample data are generally determined by the KMO value and Bartlett's spherical test value.

According to the judgment criteria of Kaiser (1974), the larger the KMO value, the more common factors between variables, the more suitable the sample data will be for exploratory factor analysis:

Generally speaking,

KM0 value > 0.9, very suitable,

0.9 ≥KMO value > 0.8, very suitable;

0.8 ≥ KMO value > 0.7, suitable;

0.7 ≥ KMO value >0.6, not suitable,

KMO value <0.5, unsuitable.

The results show that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) in organizational well-being of this study is 0.967. The KMO value is greater than 0.8, and the Bartlett's Test of Sphericity (P-value) is less than 0.05 , meeting the prerequisite requirements for factor analysis, indicating that the data are suitable for factor analysis research. Table 4.6 shows KMO and Bartlett's Test of Organizational Well-being.

Table 4.6 KMO and Bartlett's Test of Organizational Well-being (OWB)

KMO Measure of Sampling Adequacy		.967
Bartlett's Test of Sphericity	**Approx. Chi-Square**	9475.515
	df	66
	Sig.	0.000

The second phase involved analyzing the interpreted total variance table (Table 4.7) from SPSS, with a primary focus on the two data sets enclosed in the red box. Initially, verify if the eigenvalue in the left red box of the table exceeds 1. A component is considered capable of forming a primary component if its eigenvalue exceeds 1. The table reveals three eigenvalues exceeding 1, leading to the conclusion that the researcher can reduce all input questions to these three components. Secondly, the findings reveal that the red box on the right displays the cumulative percentage of these

three components. The cumulative percentage must exceed 60% as per the regulations. The data shows that the total percentage is 73.731%, surpassing the 60% threshold, thereby confirming that the partition into three components satisfies the criteria.

Table 4.7 Total Variance Explained of Organizational Well-being (OWB)

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Square Loadings			Rotation Sums of Square Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	12.347	44.718	44.718	12.347	44.718	44.718	6.149	19.181	19.181
2	3.170	21.863	66.570	3.170	21.853	66.570	5.236	30.339	49.520
3	2.087	11.234	77.804	2.087	11.234	77.804	5.188	24.211	73.731
4	.545	9.235	87.038						
5	.535	4.527	91.565						
6	.425	3.178	94.743						
7	.419	2.386	97.129						
8	.310	1.242	98.371						
9	.306	.826	99.197						
10	.204	.701	99.798						
11	.191	.102	99.990						
12	.181	.004	100.00						

Extraction Method: Principal Component Analysis

Table 4.7 presents the results of Principal Component Analysis (PCA) used as part of Confirmatory Factor Analysis (CFA). This table provides insights into the number of components (factors) extracted and their contribution to the total variance explained. The table lists all components (1 to 12) and their associated eigenvalues. Components with eigenvalues greater than 1.0 are retained, indicating significant factors that contribute to the dataset. In this case, three components are retained, accounting for a total cumulative variance of 77.804%. The first three components explain 77.804% of the variance, confirming their significance in representing the dataset. The rotation redistributes variance for a clearer interpretation of factors. After rotation, the cumulative variance for the first three components is reduced slightly to 73.731%, providing a more balanced contribution among components. Based on eigenvalues >1, three components are retained, capturing the majority of the variance (77.804%). The rotation method optimizes factor loading, with the three retained components explaining 73.731% of the cumulative variance, demonstrating strong explanatory power. These three components represent latent variables that will be

validated in the Confirmatory Factor Analysis. The high variance explained suggests that these components effectively capture the underlying structure of the data.

The analysis in Table 4.7 supports the validity of retaining three components for CFA. These components collectively explain a significant portion of the variance, ensuring that the latent variables are well-represented and suitable for further confirmatory analysis. This robust extraction contributes to verifying the measurement model's reliability and validity.

Table 4.8 Rotated Component Matrix of Organizational Well-being (OWB)

Index	Component		
	1	2	3
WC1	0.834		
WC2	0.812		
WC3	0.766		
WC4	0.784		
JC1		0.891	
JC2		0.875	
JC3		0.783	
JC4		0.771	
PM1			0.918
PM2			0.857
PM3			0.781
PM4			0.788

Table 4.8 presents the Rotated Component Matrix of the latent variable Organizational Well-being (OWB) based on the dimensions of Workplace Culture (WC), Job Security and Stability (JC), and Physical and Mental Health Support (PM). The matrix illustrates how strongly each item (WC1–WC4, JC1–JC4, PM1–PM4) loads onto one of the three extracted components. A loading value indicates the strength of the relationship between an item and a component. High loadings (typically > 0.7) suggest that the item is a good representative of the respective component.

Furthermore, Items WC1–WC4 load strongly on Component 1, with loadings ranging from 0.766 to 0.834. This confirms that these items are highly relevant to measuring workplace culture. Items JC1–JC4 load strongly on Component 2, with

loadings ranging from 0.771 to 0.891. These items adequately represent the concept of job security and stability. Items PM1–PM4 load strongly on Component 3, with loadings ranging from 0.781 to 0.918. This shows a strong relationship between these items and the physical and mental health dimensions.

Each set of items loads strongly on one specific component, confirming that the dimensions (WC, JC, PM) are distinct and well-represented by their respective items. The high loadings across all items indicate that the survey questions effectively capture the essence of organizational well-being dimensions. The results provide evidence that the organizational well-being variable can be reliably divided into three distinct dimensions, each represented by its respective items. Table 4.8 validates the measurement model of Organizational Well-being (OWB) by demonstrating clear and strong associations between items and their respective dimensions. This confirms that Workplace Culture (WC), Job Security and Stability (JC), and Physical and Mental Health Support (PM) are distinct yet integral components of organizational well-being. These results support the use of this model for further confirmatory analyses and practical applications.

4.1.4.1.2 Convergent Validity Analysis

Convergence validity in management research means that when different tools or methods measure the same idea, the results should be strongly related to each other. In assessing the convergence validity of organizational well-being, we primarily concentrate on whether the measuring indicators within each dimension can precisely and consistently represent the fundamental concepts of that dimension. We commonly employ metrics such as average variance extracted (AVE) and composite reliability (CR), setting thresholds of AVE > 0.5 and CR > 0.7 to indicate strong convergent validity of the assessment instrument.

Convergent Validity Analysis of Organizational Well-being (OWB) in Table 4.9 evaluates the convergent validity of the Organizational Well-being (OWB) construct by assessing its three dimensions—Workplace Culture (WC)**, J**ob Security and Stability (JC), and Physical and Mental Health Support (PM). The analysis uses Standard Loading Factors**,** Average Variance Extracted (AVE), and Composite

Reliability (CR) to measure how well the items represent their respective dimensions. The results are shown in Table 4.9.

Table 4.9 Convergent Validity Analysis of Organizational Well-being (OWB)

Dimension	Item	Standard Loading Factor	AVE	CR
WC	WC1	0.765	0.598	0.935
	WC2	0.760		
	WC3	0.780		
	WC4	0.786		
JC	JC1	0.767	0.619	0.938
	JC2	0.780		
	JC3	0.798		
	JC4	0.788		
PM	PM1	0.754	0.622	0.941
	PM2	0.776		
	PM3	0.805		
	PM4	0.781		

The results reveal that, firstly, Workplace Culture (WC) has Standard Loading Factors, WC1 = 0.765, WC2 = 0.760, and WC3 = 0.780, respectively. All items demonstrate strong loadings, indicating they are reliable indicators of workplace culture. The AVE of the Workplace Culture is 0.598, this value exceeds the acceptable threshold of 0.50, confirming that WC items capture sufficient variance. CR is 0.935; the high CR value indicates excellent internal consistency among WC items. Secondly, Job Security and Stability (JC) has Standard Loading Factors: JC1 = 0.767, JC2 = 0.780, JC3 = 0.798, and JC4 = 0.788, respectively. All items exhibit strong correlations with the job security and stability dimension. The AVE of 0.619 exceeds 0.50, confirming good convergent validity for the JC dimension and the CR of 0.938 reflects excellent reliability of JC items. Lastly, Physical and Mental Health Support (PM) has Standard Loading Factors: PM1 = 0.754, PM2 = 0.776, PM3 = 0.805, PM4 = 0.781, respectively. All items show strong loadings, particularly PM3 which is the strongest indicator. The AVE of 0.622 exceeds 0.50, indicating strong convergent validity for the PM dimension and the CR of 0.941 reflects excellent internal consistency.

Table 4.9 confirms the validity and reliability of the Organizational Well-being (OWB) construct. Each dimension—Workplace Culture, Job Security and Stability, and Physical and Mental Health Support—shows strong convergent validity and internal consistency, making them robust measures for evaluating organizational well-being. These results validate the use of the OWB construct in further analyses and applications.

4.1.4.1.3 Structural Validity Analysis

In the validity testing, confirmatory factor analysis also assesses structural validity, which pertains to the model's fit. Structural validity denotes the extent to which a measurement instrument or study methodology accurately represents and quantifies the dimensions or constructs within a theoretical framework. The study of structural validity in research on organizational well-being looks to find out if the proposed model, which includes three main parts—Workplace Culture (WC), Job Security and Stability (JC), and Physical and Mental Health Support (PM)—properly represents the key aspects of balancing work and personal life. To achieve this goal, it is important to set clear requirements for the index. This includes checking that each part of the index is consistent, that each part can clearly distinguish itself from others, and that the theory matches the data collected.

This study primarily examined the fitting impacts of the three dimensions of Workplace Culture (WC), Job Security and Stability (JC), and Physical and Mental Health Support (PM) in the confirmatory factor analysis for the measurement model of "organizational well-being." The results indicate that all models have strong fitting effects, demonstrating that the measurement model possesses a high degree of fit.

Confirmatory Factor Analysis (CFA) Fitting Index of Organizational Well-being (OWB) provides the goodness-of-fit indices for the Confirmatory Factor Analysis (CFA) model of Organizational Well-being (OWB). These indices evaluate how well the measurement model fits the observed data, with specific thresholds determining acceptable fit levels. The results are shown in Table 4.10.

Table 4.10 Confirmatory Factor Analysis Fitting Index of Organizational Well-being (OWB)

Goodness of Fit Index	Level of Good Fit	Test Result	Results
CMIN	-	195.882	-
df	-	65	-
CMIN/df	< 5	3.014	Passed
GFI	≥ 0.95	0.947	Passed
AGFI	≥ 0.90	0.928	Passed
TLI	≥ 0.95	0.992	Passed
CFI	≥ 0.95	0.994	Passed
RMSEA	< 0.08	0.012	Passed
SRMR	< 0.08	0.036	Passed

Table 4.10 reveals that CMIN (Chi-Square Minimum Value), df (Degrees of Freedom), and the ratio that adjusts for model complexity is 3.014 which passes the threshold of < 5, indicating a very good fit. GFI (Goodness-of-Fit Index) is 0.947 indicating an acceptable fit. AGFI (Adjusted Goodness-of-Fit Index) is 0.928 showing a good fit. TLI (Tucker-Lewis Index) is 0.992 indicating an excellent fit. CFI (Comparative Fit Index) is 0.994 demonstrating an excellent fit. RMSEA (Root Mean Square Error of Approximation) is 0.012 signifying a very strong fit. SRMR (Standardized Root Mean Square Residual) is 0.036 confirming a very good fit.

In summary, Table 4.10 demonstrates that the measurement model for Organizational Well-being (OWB) is an excellent fit for the data. The results validate the robustness of the CFA model, providing strong support for the reliability and validity of the OWB construct. These findings indicate the model can be confidently used for further analyses and interpretations.

In the context of Structural Equation Modeling (SEM), the structural model and the measurement model are two interconnected yet functionally distinct components. One may perceive their interaction as two essential phases in formulating and verifying fundamental concepts and their interconnections within a theoretical framework. The results presented in Table 4.10 indicate that the three-dimensional measurement model of Organizational Well-being (OWB) demonstrates a strong fit to

the data, comprising Workplace Culture (WC), Job Security and Stability (JC), and Physical and Mental Health Support (PM), each with four items. Figure 4.2 illustrates the specific confirmatory factor analysis of the model, showcasing the Measurement Model of Organizational Well-being (OWB). All fitting indicators have attained a satisfactory level of fit. The observational data strongly corroborate the proposed model, validating the findings of the exploratory investigation. The measurement model of Organizational Well-being (OWB) is shown in Figure 4.2.

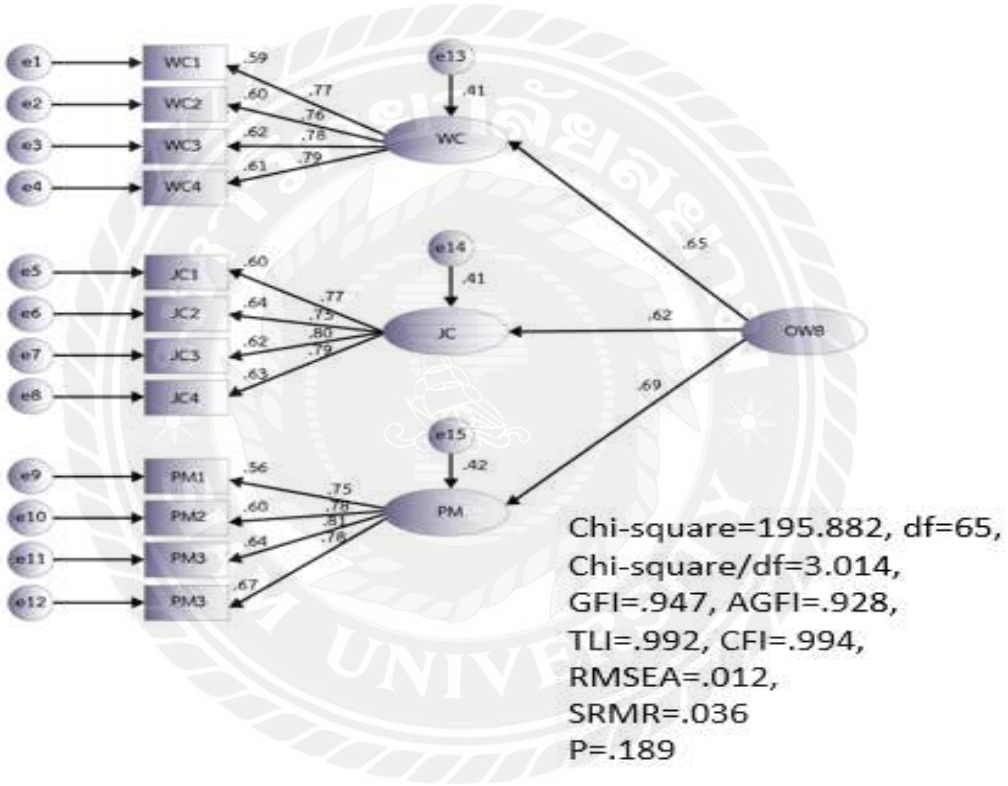


Figure 4.2 Measurement Model of Organizational Well-being (OWB)

Figure 4.2 shows the model for measuring Organizational Well-being (OWB). It shows positive links and weights between OWB and its three parts, indicating they are related positively.

Regression Weights Analysis Results of Organizational Well-being (OWB) presents the results of the regression weights analysis for the construct Organizational Well-being (OWB). The analysis result evaluates the relationships between OWB, its

dimensions (Workplace Culture - WC, Job Security and Stability - JC, Physical and Mental Health - PM), and the observed variables (items within each dimension). Key parameters include Standardized Estimates (Std. Estimate)**,** Unstandardized Estimates (Unstd. Estimate)**,** Standard Error (S.E.)**,** Critical Ratio (C.R.), and P-value. The results are shown in Table 4.11.

Table 4.11 Regression Weights Analysis Results of Organizational Well-being (OWB)

Path	Std. Estimate	Unstd. Estimate	S.E.	C.R.	P-Value
WC← OWB	0.647	1.000			
JC←OWB	0.621	1.040	0.147	7.075	***
PM←OWB	0.688	1.056	0.146	7.233	***
WC1←WC	0.765	0.993	0.062	16.016	***
WC2←WC	0.760	1.000			
WC3←WC	0.780	1.054	0.062	17.000	***
WC4←WC	0.786	1.043	0.064	16.297	***
JC1←JC	0.767	0.997	0.063	15.841	***
JC2←JC	0.780	1.000			
JC3←JC	0.798	1.044	0.060	17.400	***
JC4←JC	0.788	1.003	0.058	17.293	***
PM1←PM	0.754	0.980	0.063	15.556	***
PM2←PM	0.776	1.000			
PM3←PM	0.805	1.085	0.062	17.500	***
PM4←PM	0.781	1.030	0.061	16.885	***

***indicates the level of significance .001.

Table 4.11 confirms the robustness of the Organizational Well-being (OWB) construct. OWB strongly predicts its dimensions (WC, JC, PM), with standardized estimates above 0.60. Each dimension is well-represented by its respective items, as evidenced by high standardized estimates. PM exhibits the strongest relationship with OWB, Std. Estimate = 0.688, suggesting it is the most significant contributor to organizational well-being. All items within WC, JC, and PM show strong and significant loadings, validating their relevance to their respective dimensions. The strong and statistically significant relationships between OWB, its dimensions, and their respective items validate the measurement model. These findings support the

reliability and validity of OWB for further analyses, such as Structural Equation Modeling (SEM), and hypothesis testing.

4.1.4.2 Job Satisfaction (JS)

4.1.4.2.1 Explorative Factor Analysis (EFA) of Job Satisfaction

Explorative Factor Analysis (EFA) of Job Satisfaction was explored from 12 questions with Working Environment (WE), Compensations (CP), and Leadership (LS). KMO and Bartlett's Test of Job Satisfaction presents the results of the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity for the construct Job Satisfaction, which consists of three dimensions: Working Environment (WE)**,** Compensations (CP), and Leadership (LS). The results of the analysis are shown in Table 4.12.

Table 4.12 KMO and Bartlett's Test of Job Satisfaction

KMO Measure of Sampling Adequacy		.958
Bartlett's Test of Sphericity	**Approx. Chi-Square**	9681.744
	df	66
	Sig.	.000

The KMO value is 0.958 which is well above the acceptable threshold of 0.6, indicating that the sample size is adequate for factor analysis. A high KMO value suggests strong correlations among the items, making the dataset suitable for further analysis. Approx. Chi-Square: 9681.744. This large chi-square value indicates significant correlations between items. Degrees of Freedom (df): 66, corresponding to the number of item combinations. Significance (Sig.): 0.000, which is less than 0.05, confirming that the correlation matrix is not an identity matrix and is suitable for factor analysis. KMO Value has a high value (0.958) indicating excellent sampling adequacy for the dimensions of Job Satisfaction. This means the data is appropriate for identifying latent variables (underlying dimensions) through factor analysis. The significant result ($p < 0.001$) confirms that meaningful relationships between the items occur, which is a prerequisite for conducting factor analysis.

The test validates that the three dimensions of Job Satisfaction—Working Environment (WE), Compensations (CP), and Leadership (LS)—are well-represented by their respective items and strongly correlated with one another. This ensures that the items and dimensions can reliably measure the overall construct of Job Satisfaction. Therefore, Table 4.12 demonstrates that the dataset for Job Satisfaction, comprising the dimensions WE, CP, and LS, is highly suitable for factor analysis.

The strong KMO value and the significant outcome of Bartlett's Test of Sphericity validate the suitability of the sample size and indicate substantial correlations among items. This establishes a solid basis for subsequent analyses, such as Confirmatory Factor Analysis (CFA) or Structural Equation Modeling (SEM). The Total Variance Explained section outlines the findings from the Principal Component Analysis (PCA) performed on the dimensions of Job Satisfaction, which encompass Working Environment (WE), Compensation (CP), and Leadership (LS). Table 4.13 illustrates the extent to which each extracted component accounts for the variance within the dataset. Initial Eigenvalues denote the total variance explained by each component prior to rotation. Components with eigenvalues exceeding 1.0 are considered significant and retained for further analysis. In this case, the first three components possess eigenvalues greater than 1, collectively explaining 66.076% of the cumulative variance. The Extraction Sums of Squared Loadings represent the variance accounted for by the selected components following extraction but before rotation, maintaining the cumulative variance at 66.076%. After applying rotation (e.g., Varimax), the Rotation Sums of Squared Loadings redistribute the explained variance to enhance interpretability, resulting in individual contributions of 23.154%, 21.711%, and 20.501% for the respective components. The cumulative variance after rotation decreases slightly to 65.366% due to this redistribution. These results are presented in Table 4.13.

Table 4.13 Total Variance Explained of Job Satisfaction (JS)

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Square Loadings			Rotation Sums of Square Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.548	40.885	40.885	7.548	40.885	40.885	4.166	23.154	23.154
2	2.542	12.621	53.506	2.542	12.621	53.506	4.077	21.711	44.865
3	2.251	12.570	66.076	2.251	12.570	66.076	4.001	20.501	65.366
4	.563	7.035	73.111						
5	.540	6.500	79.611						
6	.510	5.218	84.829						
7	.400	4.495	89.324						
8	.323	4.142	93.466						
9	.301	3.026	94.492						
10	.221	3.002	96.492						
11	.190	2.001	98.493						
12	.184	1.507	100.000						

Extraction Method: Principal Component Analysis

Table 4.13 confirms that the three dimensions of Job Satisfaction—Working Environment (WE), Compensations (CP), and Leadership (LS)—are significant contributors, collectively explaining 65.366% of the variance. The rotation enhances interpretability, validating the use of these dimensions for further analysis and supporting their role in measuring Job Satisfaction.

After deriving the Rotated Component Matrix of Job Satisfaction (JS), which includes the three components: Working Environment (WE), Compensations (CP), and Leadership (LS). The rotated matrix shows the factor loadings of the variables (items) on each component after applying a rotation method. The results revealed that each item has a strong loading (0.8) on one component and low cross-loadings on other components, indicating clear distinctions among the three dimensions of Job Satisfaction.

Working Environment (WE) - Component 1 shows items WE1–WE4 have strong loadings. It is high loadings that confirm that these items are strongly related to the Working Environment dimension. Compensations (CP) - Component 2 shows items CP1–CP4 have strong loadings. These values validate the role of these items in measuring the Compensation dimension. Leadership (LS) - Component 3 shows items LS1–LS4 have strong loadings. These loadings confirm that the items are highly relevant to the Leadership dimension. Each item loads strongly on its respective

component, with minimal cross-loadings on other components, demonstrating clear distinctions among the three dimensions of Job Satisfaction. All items within each dimension exhibit high loadings (0.75 for most), confirming that the items are reliable measures of their respective dimensions. The rotation optimizes the loadings, ensuring that each component distinctly represents its dimension, enhancing the interpretability of the results. The results are shown in Table 4.14.

Table 4.14 Rotated Component Matrix of Job Satisfaction (JS)

Index	Component		
	1	2	3
WE1	0.822		
WE2	0.835		
WE3	0.810		
WE4	0.784		
CP1		0.867	
CP2		0.854	
CP3		0.872	
CP4		0.840	
LS1			0.798
LS2			0.812
LS3			0.821
LS4			0.740

Table 4.14 confirms the validity of the three dimensions of Job Satisfaction—Working Environment (WE), Compensations (CP), and Leadership (LS). The strong and distinct loadings for each dimension demonstrate the robustness of the measurement model and its suitability for further confirmatory analyses. These findings validate the construct of Job Satisfaction and its use in evaluating organizational well-being.

4.1.4.2.2 Convergent Validity Analysis of Job Satisfaction (JS)

The Convergent Validity Analysis of Job Satisfaction (JS) evaluates the Convergent Validity of the construct Job Satisfaction (JS), which is measured by three dimensions: Working Environment (WE), Compensation (CP), and Leadership (LS). The table includes the Standard Loading Factors**,** Average Variance Extracted (AVE),

and Composite Reliability (CR) for each dimension. Working Environment (WE) has Standard Loading Factors, WE1 = 0.789, WE2 = 0.757, WE3 = 0.795, and WE4 = 0.751, respectively. All items have high loadings, confirming their strong relationship with the WE dimension. AVE is 0.596, which exceeds the threshold of 0.50, indicating adequate convergent validity for the WE dimension. CR is 0.886 reflecting high internal consistency, confirming the reliability of the WE dimension. Compensations (CP) have Standard Loading Factors, CP1 = 0.788, CP2 = 0.785, CP3 = 0.767, and CP4 = 0.786, respectively. High loadings demonstrate that these items are strong measures of the CP dimension. AVE is 0.596; high loadings demonstrate that these items are strong measures of the CP dimension. CR is 0.908, which is the highest CR, reflecting excellent internal consistency and reliability for CP. Leadership (LS) has Standard Loading Factors, LS1 = 0.777, LS2 = 0.785, LS3 = 0.786, and LS4 = 0.790, respectively.

All loadings are above the acceptable threshold, validating their strong association with LS. AVE is 0.597, which meets the threshold, confirming adequate convergent validity for LS, and lastly, CR is 0.896, showing high reliability, ensuring internal consistency for the LS dimension. The results are shown in Table 4.15.

Table 4.15 Convergent Validity Analysis of Job Satisfaction (JS)

Dimension	Item	Standard Loading Factor	AVE	CR
WE	WE1	0.789	0.596	0.886
	WE2	0.757		
	WE3	0.795		
	WE4	0.751		
CP	CP1	0.788	0.638	0.908
	CP2	0.785		
	CP3	0.767		
	CP4	0.786		
LS	LS1	0.777	0.597	0.896
	LS2	0.785		
	LS3	0.786		
	LS4	0.790		

Table 4.15 confirms the validity and reliability of the construct **J**ob Satisfaction (JS), with its three dimensions Working Environment (WE), Compensations (CP), and Leadership (LS) exhibiting strong convergent validity and internal consistency. These findings validate the robustness of the JS construct for further confirmatory analyses and practical applications in organizational studies.

4.1.4.2.3 Structural Validity Analysis of Job Satisfaction (JS)

In the validity testing, confirmatory factor analysis also assesses structural validity, which pertains to the model's fit. Structural validity denotes the extent to which a measurement instrument or study methodology accurately represents and quantifies the dimensions or constructs within a theoretical framework. The study of structural validity in research on Job Satisfaction (JS) looks to find out if the proposed model, which includes three main parts, Working Environment (WE), Compensations (CP), and Leadership (LS) properly represents the key aspects of balancing work and personal life. It is important to set clear requirements for the index. This includes checking that each part of the index is consistent, that each part can clearly distinguish itself from others, and that the theory matches the data collected.

This study primarily examined the fitting impacts of the three dimensions of Working Environment (WE), Compensations (CP), and Leadership (LS) in the confirmatory factor analysis for the measurement model of "Job Satisfaction." The results indicate that all models have strong fitting effects, demonstrating that the measurement model possesses a high degree of fit. Goodness-of-fit indices include common metrics such as CMIN/df, GFI, AGFI, TLI, CFI, RMSEA, and SRMR to assess the overall fit of the model.

Confirmatory Factor Analysis (CFA) Fitting Index of Job Satisfaction (JS) provides the goodness-of-fit indices for the Confirmatory Factor Analysis (CFA) model of Job Satisfaction (JS). These indices evaluate how well the measurement model fits the observed data, with specific thresholds determining acceptable fit levels. CMIN (Chi-Square Minimum Value), df (Degrees of Freedom), and its ratio is 3.574 indicating an acceptable model fit. GFI (Goodness-of-Fit Index) is 0.952 indicating a good fit. AGFI (Adjusted Goodness-of-Fit Index) is 0.934 confirming a good fit. TLI (Tucker-Lewis Index) is 0.973 demonstrating an excellent fit. CFI (Comparative Fit

Index) is 0.961 indicating an excellent fit. RMSEA (Root Mean Square Error of Approximation) is 0.032 confirming a very good fit. SRMR (Standardized Root Mean Square Residual) is 0.051 indicating a good fit. All indices meet or exceed their respective thresholds, indicating that the CFA model for Job Satisfaction fits the observed data well. While AGFI (0.934) is slightly below the GFI threshold (≥ 0.95), it still falls within an acceptable range for a good fit.

The results are shown in Table 4.16.

Table 4.16 Confirmatory Factor Analysis Fitting Index of Job Satisfaction (JS)

Goodness of Fit Index	Level of Good Fit	Test Result	Results
CMIN	-	225.150	-
df	-	63	-
CMIN/df	< 5	3.574	Passed
GFI	≥ 0.95	0.952	Passed
AGFI	≥ 0.90	0.934	Passed
TLI	≥ 0.95	0.973	Passed
CFI	≥ 0.95	0.961	Passed
RMSEA	< 0.08	0.032	Passed
SRMR	< 0.08	0.051	Passed

Table 4.16 confirms that the CFA model for Job Satisfaction (JS) demonstrates excellent goodness-of-fit. The indices indicate strong alignment between the model and the observed data, validating the robustness of the measurement model. This provides a solid foundation for further analyses, such as hypothesis testing and Structural Equation Modeling (SEM).

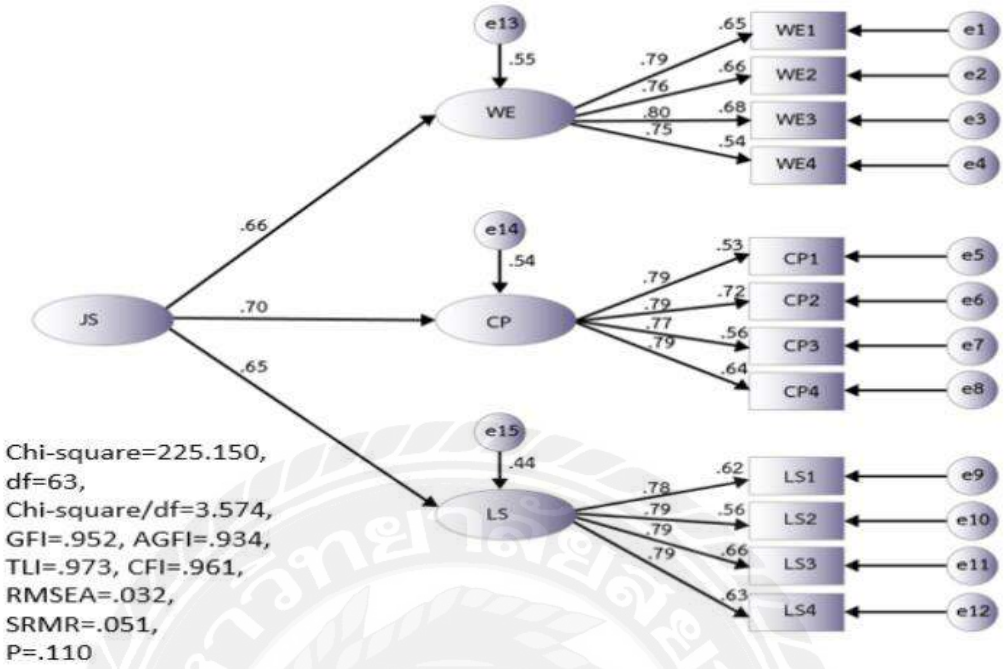


Figure 4.3 Measurement Model of Job Satisfaction (JS)

Regression Weights Analysis Results of Job Satisfaction (JS) presents the regression weights analysis for the construct Job Satisfaction (JS), evaluating the relationships between JS, its dimensions (Working Environment - WE, Compensations - CP, Leadership - LS), and their respective observed variables (items). The table includes key metrics such as Standardized Estimates (Std. Estimate), Unstandardized Estimates (Unstd. Estimate), Standard Error (S.E.), Critical Ratio (C.R.), and P-value. Paths represent the relationships between the latent variables and between dimensions and their respective items, and the P-value indicates the statistical significance of the relationship.

JS strongly predicts all three dimensions (WE, CP, LS) with standardized estimates above 0.60, highlighting their contribution to Job Satisfaction. Each dimension is well-represented by its respective items, as evidenced by standardized estimates above 0.75 for most items. CP has the strongest relationship with JS (Std. Estimate = 0.702), suggesting that compensations play the most critical role in influencing Job Satisfaction. All items within WE, CP, and LS demonstrate strong and significant loadings, validating their contribution to their respective dimensions.

The Regression Weights Analysis Results of Job Satisfaction (JS) are shown in Table 4.17.

Table 4.17 Regression Weights Analysis Results of Job Satisfaction (JS)

Path	Std. Estimate	Unstd. Estimate	S.E.	C.R.	P-Value
WE←JS	0.656	1.000			
CP←JS	0.702	1.104	0.150	7.360	***
LS←JS	0.647	1.016	0.140	7.257	***
WE1←WE	0.789	1.053	0.071	14.830	***
WE2←WE	0.757	1.000			
WE3←WE	0.795	1.045	0.064	16.328	***
WE4←WE	0.751	1.010	0.066	15.303	***
CP1←CP	0.788	1.011	0.051	19.824	***
CP2←CP	0.785	1.000			
CP3←CP	0.767	0.998	0.060	16.633	***
CP4←CP	0.786	1.054	0.054	19.518	***
LS1←LS	0.777	0.994	0.061	16.295	***
LS2←LS	0.785	1.000			
LS3←LS	0.786	1.013	0.057	17.771	***
LS4←LS	0.790	0.990	0.052	19.038	***

***indicates the level of significance.001.

Table 4.17 confirms the robustness of the Job Satisfaction (JS) construct. The strong and statistically significant relationships between JS, its dimensions (WE, CP, LS), and their respective items validate the measurement model. These results provide a solid foundation for using the JS construct in further analyses, such as hypothesis testing and structural modeling, and highlight the importance of Compensations (CP) as a key factor in improving Job Satisfaction.

4.1.4.3 Employee Engagement (EE)

4.1.4.3.1 Explorative Factor Analysis (EFA) of Employee Engagement (EE)

Explorative Factor Analysis (EFA) of Employee Engagement was explored from 12 questions with Work Motivation (WM), Intention to Stay (IS), and eNPS (eN).

KMO and Bartlett's Test of Job Satisfaction presents the results of the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity for the construct Job Satisfaction, which consists of three dimensions: Work Motivation (WM), Intention to Stay (IS), and eNPS (eN). The KMO value is 0.950, which is well above the acceptable threshold of 0.6, indicating excellent sampling adequacy. A high KMO value suggests that the inter-item correlations are strong enough to proceed with factor analysis. Approx. Chi-Square is 4752.146 indicating the presence of significant correlations among the items. Degrees of Freedom (df) is 196, corresponding to the number of item combinations tested. Significance (Sig.) is 0.000, which is less than 0.05, confirming that the correlation matrix is not an identity matrix and is suitable for factor analysis. The results of the analysis are shown in Table 4.19.

Table 4.18 KMO and Bartlett's Test of Employee Engagement (EE)

KMO Measure of Sampling Adequacy		.950
Bartlett's Test of Sphericity	**Approx. Chi-Square**	4752.146
	df	196
	Sig.	.000

Table 4.18 demonstrates that the construct Employee Engagement (EE) and its sub-variables have excellent sampling adequacy and significant correlations. These findings confirm that the dataset is highly suitable for factor analysis, ensuring robust results in further exploration or validation of the EE measurement model. This validation underpins the reliability of EE for subsequent analyses like hypothesis testing or structural modeling.

Total Variance Explained presents the results of Principal Component Analysis (PCA) for the construct Employee Engagement (EE), which includes three components: Work Motivation (WM)**,** Intention to Stay (IS), and eNPS (eN). Table 4.19 shows the variance explained by each component and highlights the cumulative percentage of variance accounted for after extraction and rotation. Initial Eigenvalues reflect the total variance explained by each component before extraction. Components with eigenvalues greater than 1.0 are retained, as they account for a significant amount of variance. In this case, three components are retained, explaining a cumulative variance of 66.465%.

Extraction Sums of Square Loadings represents the variance explained by the retained components after extraction. The cumulative variance remains at 66.465%, confirming the relevance of these three components. After rotation, the variance explained by each component is redistributed for better interpretability are 24.472%, 22.354%, and 20.065% of the variance, respectively. The cumulative variance after rotation is 67.077%, slightly increased due to optimization. The three retained components—WM, IS, and eNPS—are distinct and explain a significant portion of the variance, validating their role in measuring Employee Engagement. The even distribution of variance among the components after rotation suggests that all dimensions contribute meaningfully to the overall construct of Employee Engagement. These components can be used in further analyses, such as Confirmatory Factor Analysis (CFA), to verify the structure or test hypotheses related to Employee Engagement. The results are shown in Table 4.19.

Table 4.19 Total Variance Explained of Employee Engagement (EE)

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Square Loadings			Rotation Sums of Square Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.253	41.712	41.712	8.253	41.712	41.712	4.845	24.381	24.472
2	2.462	12.445	54.157	2.462	12.445	54.157	4.460	22.354	47.012
3	2.290	12.308	66.465	2.290	12.308	66.465	4.024	20.065	67.077
4	.545	7.325	73.790						
5	.483	6.410	80.200						
6	.432	5.211	85.411						
7	.398	4.246	89.657						
8	.375	3.187	92.844						
9	.332	3.323	95.167						
10	.284	2.004	97.171						
11	.262	1.704	98.875						
12	.237	1.125	100.000						

Extraction Method: Principal Component Analysis

Table 4.19 confirms the validity of the Employee Engagement (EE) construct with three dimensions: Work Motivation (WM), Intention to Stay (IS), and eNPS (eN). The three components collectively explain a cumulative variance of 67.077%, demonstrating a strong and balanced representation of the data. These results validate the use of these dimensions in further confirmatory analyses and practical applications for assessing Employee Engagement.

The Rotated Component Matrix of Employee Engagement (EE) presents the Rotated Component Matrix for the construct Employee Engagement (EE), which is measured through three dimensions: Work Motivation (WM), Intention to Stay (IS), and eNPS (eN). The matrix displays the loadings of each item on the three extracted components after rotation (e.g., Varimax rotation). These loadings indicate the strength of the relationship between each item and its corresponding component.

Component 1 (Work Motivation: WM) items WM1–WM4 load strongly ≥0.798, confirming their association with WM. Component 2 (Intention to Stay: IS) items IS1–IS4 load strongly ≥0.791, representing IS effectively. Component 3 (eNPS) items eN1–eN4 load strongly (≥0.798), supporting their contribution to eNPS. This structure confirms the distinctiveness of the three components of Employee Engagement. Each item loads strongly on one specific component, with minimal cross-loadings, indicating that the three dimensions of Employee Engagement are distinct and well-defined. The high factor loadings across all items (≥ 0.791) suggest strong internal consistency within each dimension. The matrix validates that Work Motivation, Intention to Stay, and eNPS are three independent but interrelated dimensions of Employee Engagement, measured effectively by their respective items. The results are shown in Table 4.20.

Table 4.20 Rotated Component Matrix of Employee Engagement (EE)

Index	Component		
	1	2	3
WM1	0.812		
WM2	0.798		
WM3	0.823		
WM4	0.815		
IS1		0.807	
IS2		0.791	
IS3		0.814	
IS4		0.802	
eN1			0.810
eN2			0.798
eN3			0.823
eN4			0.815

Table 4.20 confirms the robustness of the Employee Engagement (EE) construct, with its three dimensions—Work Motivation (WM), Intention to Stay (IS), and eNPS (eN)—being distinct and reliably measured by their respective items. The high factor loadings validate the use of these dimensions in further confirmatory analyses and practical applications for understanding and improving employee engagement in organizational contexts.

4.1.4.3.2 Convergent Validity Analysis of Employee Engagement (EE)

The Convergent Validity Analysis of Employee Engagement (EE) evaluates the Convergent Validity of the construct Employee Engagement (EE), which consists of three dimensions: Work Motivation (WM), Intention to Stay (IS), and eNPS (eN). The table includes the Standard Loading Factors of each item, Average Variance Extracted (AVE), and Composite Reliability (CR), all of which measure how well the items represent their respective dimensions. The Standard Loading Factor is with high loading factors, ≥0.7 demonstrating that the item strongly contributes to the dimension. The Average Variance Extracted (AVE) is more than 0.50 indicating acceptable convergent validity. Composite Reliability (CR) ≥ 0.70 signifies good reliability.

Work Motivation (WM) has Standard Loading Factors, WM1 = 0.796, WM2 = 0.804, WM3 = 0.765, and WM4 = 0.773, respectively. All items load strongly on the WM dimension, confirming their reliability. AVE is 0.661 , exceeding the threshold of 0.50, indicating strong convergent validity, and CR is 0.933 reflecting excellent internal consistency. Intention to Stay (IS) has Standard Loading Factors, IS1 = 0.768, IS2 = 0.714, IS3 = 0.801, and IS4 = 0.782, respectively. All items load strongly on the WM dimension, confirming their reliability. AVE is 0.585, above the threshold, demonstrating good convergent validity, and CR is 0.906 indicating strong internal consistency for the IS dimension. eNPS (eN) has Standard Loading Factors, eN1 = 0.776, eN2 = 0.773, eN3 = 0.741, and eN4 = 0.689, respectively. All items load strongly on the WM dimension, confirming their reliability. AVE is 0.589, above the threshold, demonstrating good convergent validity. Even eN4 has a lower loading but is still within acceptable limits, and CR is 0.886 indicating strong internal consistency.

All dimensions (WM, IS, eNPS) meet the AVE threshold (≥0.50), confirming that the items adequately represent their respective dimensions. High CR values for all dimensions (≥0.88) confirm the reliability of the items in measuring their respective dimensions. The items within each dimension demonstrate strong loadings (≥0.7 for most), with minor exceptions (e.g., eN4 = 0.689), which is still acceptable. Work Motivation (WM) has the highest AVE (0.661) and CR (0.933), indicating it is the most robustly measured dimension. The results of Convergent Validity Analysis of Employee Engagement (EE) are shown in Table 4.21.

Table 4.21 Convergent Validity Analysis of Employee Engagement (EE)

Dimension	Item	Standard Loading Factor	AVE	CR
WM	WM1	0.796	0.661	0.933
	WM2	0.804		
	WM3	0.765		
	WM4	0.773		
IS	IS1	0.768	0.585	0.906
	IS2	0.714		
	IS3	0.801		
	IS4	0.782		
eN	eN1	0.776	0.589	0.886
	eN2	0.773		
	eN3	0.741		
	eN4	0.689		

Table 4.21 validates the construct Employee Engagement (EE) and its dimensions—Work Motivation (WM), Intention to Stay (IS), and eNPS (eN). The high AVE and CR values confirm the convergent validity and reliability of these dimensions, ensuring that the construct is robust and suitable for further confirmatory analyses and practical applications in organizational studies.

4.1.4.3.3 Structural Validity Analysis of Employee Engagement (EE)

The Confirmatory Factor Analysis (CFA) Fit Indices for Employee Engagement (EE) provide a set of metrics that evaluate how well the theoretical model aligns with

the observed data. These indices play a crucial role in assessing the quality and validity of the CFA model for Employee Engagement.

CMIN/df: This represents a normalized version of the Chi-Square statistic, adjusted for degrees of freedom (df). A ratio below 5 is generally regarded as acceptable.

GFI (Goodness-of-Fit Index): This index reflects the proportion of variance accounted for by the model.

AGFI (Adjusted Goodness-of-Fit Index): It adjusts the GFI to account for the complexity of the model.

TLI (Tucker-Lewis Index) and CFI (Comparative Fit Index): Both compare the hypothesized model to a baseline null model. Higher values signify a better fit.

RMSEA (Root Mean Square Error of Approximation): This estimates the amount of error per degree of freedom in the model. Lower values indicate a superior fit.

SRMR (Standardized Root Mean Square Residual): It measures the average difference between observed and predicted correlations. Values under 0.08 are indicative of a good fit.

The result is 3.491 of CMIN/df, which is below the threshold of 5, indicating acceptable model fit, 0.948 of GFI, slightly below the threshold (≥0.95) but still acceptable, and 0.902 of AGFI, exceeding the minimum threshold (≥0.90), confirming a good fit. TLI and CFI are 0.902, exceeding the minimum threshold (≥0.90), confirming a good fit. 0.041 (RMSEA) and 0.032 (SRMR) are both below their thresholds (0.08), reflecting minimal error in model approximation. Most indices indicate a strong overall fit, particularly TLI, RMSEA, and SRMR. GFI slightly misses the ideal threshold (0.95), but its value of 0.948 is acceptable and does not significantly impact the validity of the model.

The CFA model for Employee Engagement (EE) demonstrates excellent fit to the data across most indices, confirming that the model represents the data well. The

results validate the hypothesized structure of Employee Engagement, including its dimensions (Work Motivation, Intention to Stay, and eNPS). The strong model fit suggests that the measurement model is suitable for further analyses, such as Structural Equation Modeling (SEM), and supports the construct validity of the dimensions. The results of Confirmatory Factor Analysis Fitting Index of Employee Engagement (EE) are shown in Table 4.22.

Table 4.22 Confirmatory Factor Analysis Fitting Index of Employee Engagement (EE)

Goodness of Fit Index	Level of Good Fit	Test Result	Results
CMIN	-	307.208	-
df	-	88	-
CMIN/df	< 5	3.491	Passed
GFI	≥ 0.95	0.948	Passed
AGFI	≥ 0.90	0.902	Passed
TLI	≥ 0.95	0.951	Passed
CFI	≥ 0.95	0.949	Passed
RMSEA	< 0.08	0.041	Passed
SRMR	< 0.08	0.032	Passed
P-Value	> 0.05	0.167	Passed

Table 4.22 confirms the robustness of the Employee Engagement (EE) CFA model. The high fit indices, e.g., TLI = 0.951, RMSEA = 0.041, and passing results for all thresholds validate the model's alignment with the observed data. These results support the reliability and validity of the EE construct for further exploration and practical applications.

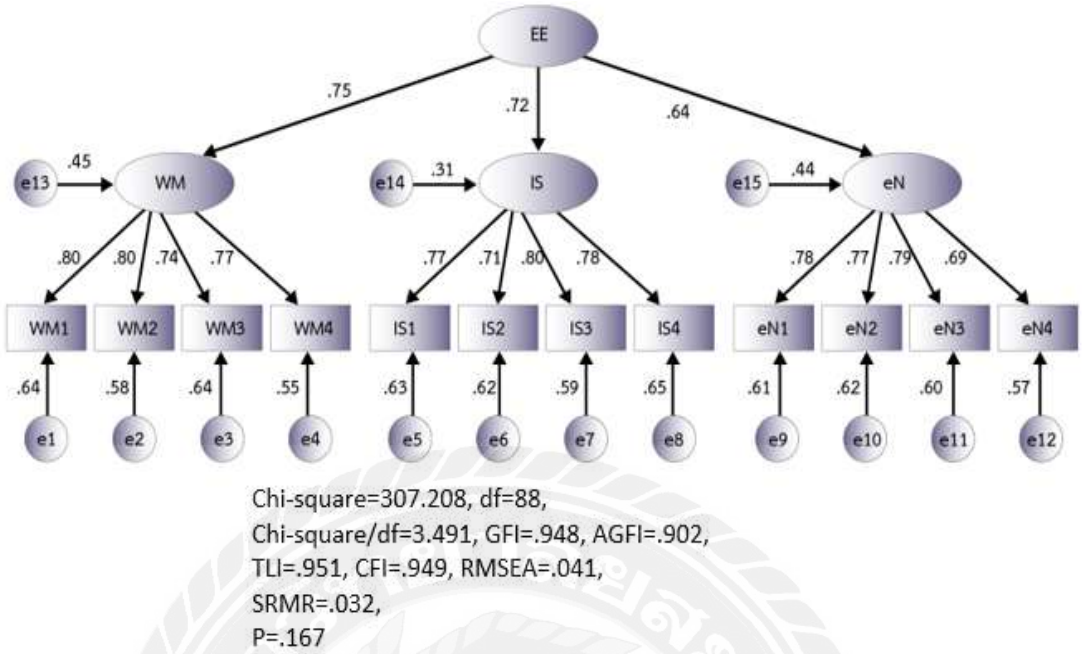


Figure 4.4 Measurement Model of Employee Engagement (EE)

Regression Weights Analysis Results of Employee Engagement (EE) presents the regression weights analysis for the construct Employee Engagement (EE), examining the relationships between EE, its dimensions (Work Motivation - WM, Intention to Stay - IS, eNPS - eN), and the corresponding observed items. The table includes metrics such as Standardized Estimates, Unstandardized Estimates, Standard Error (S.E.), Critical Ratio (C.R.), and P-value. Work Motivation (WM) has relationships between EE and dimensions with 0.749 of Std. Estimate indicating a strong relationship, and 7.582 of C.R., confirming statistical significance ($P < 0.001$), Intention to Stay (IS) has 0.716 of Std. Estimate indicating a strong relationship, and 7.951 of C.R., confirming statistical significance, and eNPS (eN) has 0.635 of Std. Estimate indicating a strong relationship, and 7.551 of C.R., confirming a statistical significance. EE strongly predicts its dimensions (WM, IS, eN) with standardized estimates above 0.63, indicating robust relationships. Each dimension is effectively represented by its observed items, as shown by the strong loadings (≥0.69 for all items). WM exhibits the strongest relationship with EE (Std. Estimate = 0.749), suggesting it is the most influential dimension of Employee Engagement. All paths have P-values < 0.001, confirming the relationships are statistically significant. All items demonstrate

high reliability and contribute meaningfully to their respective dimensions, with C.R. values far exceeding the threshold of 1.96.

Table 4.23 Regression Weights Analysis Results of Employee Engagement (EE)

Path	Std. Estimate	Unstd. Estimate	S.E.	C.R.	P-Value
WM←EE	0.749	1.251	0.165	7.582	***
IS←EE	0.716	1.145	0.144	7.951	***
eN←EE	0.635	1.042	0.138	7.551	***
WM1←WM	0.796	1.000			
WM2←WM	0.804	1.043	0.057	18.298	***
WM3←WM	0.765	1.050	0.054	19.444	***
WM4←WM	0.773	0.964	0.049	19.673	***
IS1←IS	0.768	1.000			
IS2←IS	0.714	0.937	0.058	16.155	***
IS3←IS	0.801	0.876	0.056	15.643	***
IS4←IS	0.782	0.910	0.055	16.545	***
eN1←eN	0.776	1.000			
eN2←eN	0.773	0.996	0.060	16.600	***
eN3←eN	0.741	0.916	0.060	15.267	***
eN4←eN	0.689	0.928	0.059	15.729	***

***indicates the level of significance .001

Table 4.23 validates the construct Employee Engagement (EE) and its dimensions (WM, IS, eN). The strong and statistically significant relationships confirm the robustness of the measurement model. The results underscore the importance of Work Motivation (WM) as the most critical factor influencing Employee Engagement, followed by Intention to Stay (IS) and eNPS (eN). These findings provide a solid foundation for further confirmatory analyses and practical applications in organizational research.

4.1.4.4 Work-life Integration (WI)

4.1.4.4.1 Explorative Factor Analysis (EFA) of Work-life Integration (WI)

The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity were conducted to assess the appropriateness of the dataset for factor

analysis in the context of Work-life Integration (WI). The KMO value was found to be 0.947, which substantially exceeds the recommended threshold of 0.6. This high value suggests that the dataset is well-suited for factor analysis due to excellent sampling adequacy. Additionally, Bartlett's Test of Sphericity yielded an approximate Chi-Square value of 762.480, with 95 degrees of freedom (df), indicating the overall significance of correlations among variables. The associated significance level (p = 0.000) confirms that the correlation matrix is not an identity matrix, implying meaningful relationships between variables.

The KMO value of 0.947 highlights sufficient shared variance among the variables, making them appropriate for factor analysis. This indicates that the dataset is structured effectively for identifying meaningful components. Furthermore, the statistically significant Chi-Square value (762.480) and p-value (0.000) demonstrate strong correlations among the variables. These results ensure that the factor analysis will produce valid and reliable outcomes. Collectively, the high KMO value and significant Bartlett's Test results suggest that the dataset is optimal for factor analysis, allowing for the effective extraction of factors that represent the underlying structure of Work-life Integration (WI). The results are presented in Table 4.24.

Table 4.24 KMO and Bartlett's Test of Work-life Integration (WI)

KMO Measure of Sampling Adequacy		0.947
Bartlett's Test of Sphericity	**Approx. Chi-Square**	762.480
	df	95
	Sig.	.000

Table 4.24 demonstrates that the dataset for Work-life Integration (WI) is suitable for factor analysis, with a high KMO value (0.947) indicating excellent sampling adequacy and significant Bartlett's Test confirming meaningful relationships among the items. These results provide a strong basis for extracting and validating the factors underlying the WI construct in further analyses.

Total Variance Explained for Work-life Integration (WI) presents the results of a Principal Component Analysis (PCA) conducted on the construct Work-life Integration (WI), which includes the sub-variables Time (Tm), Work Flexibility (WF), Income (Ic), and Technology (Tc). The table details the variance explained by each component before and after rotation, highlighting their contribution to the overall construct. These components correspond to Time (Tm), Work Flexibility (WF), Income (Ic), and Technology (Tc). The Initial Eigenvalues are 40.617%, 13.407%, 12.281%, and 7.205% of the variance, respectively. The cumulative variance for these four components is 74.044%. After rotation, the variance explained is redistributed more evenly , being 23.245%, 22.048%, 21.701%, and 18.213% of the variance, respectively. The cumulative variance increases slightly to 85.207%, indicating a more balanced contribution from all components. Rotation ensures that variance is more evenly distributed across components, improving their interpretability.

The rotated solution confirms that each sub-variable (Tm, WF, Ic, Tc) contributes meaningfully to the overall construct of Work-life Integration. The retained components explain a substantial portion of the variance (85.207%), validating the robustness of the construct. Each sub-variable contributes nearly equally after rotation, ensuring a well-balanced representation. The four components likely correspond to the dimensions Time (Tm), Work Flexibility (WF), Income (Ic), and Technology (Tc), confirming their distinct but complementary roles in Work-life Integration. The strong cumulative variance and well-distributed loadings support the validity of the data for further analyses, such as Confirmatory Factor Analysis (CFA). The results of Total Variance Explained of Work-life Integration (WI) are shown in Table 4.25.

Table 4.25 Total Variance Explained of Work-life Integration (WI)

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Square Loadings			Rotation Sums of Square Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.653	40.617	40.617	8.653	40.617	40.617	5.024	23.245	23.245
2	2.572	13.407	50.024	2.572	13.407	54.024	4.460	22.048	45.293
3	2.429	12.815	62.839	2.429	12.815	62.839	4.328	21.701	66.994
4	1.565	7.205	70.044	1.565	7.205	70.044	4.001	18.213	85.207
5	.472	5.111	75.155						
6	.411	4.011	79.166						
7	.363	4.000	83.166						
8	.313	3.517	86.683						
9	.302	3.425	90.128						
10	.271	2.774	92.882						
11	.230	2.244	96.126						
12	.211	1.344	96.470						
13	.191	1.180	97.650						
14	.172	1.163	98.813						
15	.153	1.021	99.854						
16	.144	0.146	100.000						

Extraction Method: Principal Component Analysis

Table 4.25 confirms that Work-life Integration (WI) is a multidimensional construct comprising four components: Time (Tm), Work Flexibility (WF), Income (Ic), and Technology (Tc). These components collectively explain 85.207% of the variance, demonstrating their strong contribution to the overall construct. The rotated solution validates the robustness of the dimensions, ensuring their suitability for further research and practical applications.

The Rotated Component Matrix of Work-life Integration (WI) presents the Rotated Component Matrix for the construct Work-life Integration (WI), which comprises four dimensions: Time (Tm), Work Flexibility (WF), Income (Ic), and Technology (Tc). The matrix displays factor loadings for each item on the four extracted components after rotation. Factor loadings indicate the strength of the relationship between the items and their respective components. Component 1 (Time – Tm) are items Tm1–Tm4 load strongly, Tm1 = 0.823, Tm2 = 0.814, Tm3 = 0.801, and Tm4 = 0.788, respectively. These high factor loadings confirm that the items under the Time dimension effectively represent this construct. Component 1 explains the variance in managing time effectively between work and life responsibilities. Component 2 (Work Flexibility - WF) items WF1–WF4 load strongly, WF1 = 0.814, WF2 = 0.805,

WF3 = 0.792, and WF4 = 0.767, respectively. The strong loadings validate these items as reliable measures of Work Flexibility, reflecting the ability to adjust schedules or tasks for better work-life balance. Component 3 (Income – Ic) items Ic1–Ic4 load strongly, Ic1 = 0.823, Ic2 = 0.814, Ic3 = 0.786, and Ic4 = 0.755, respectively. This dimension captures the significance of financial resources in achieving work-life balance, with consistently high loadings confirming the reliability of these items. Component 4 (Technology - Tc) items Tc1–Tc4 load strongly, Tc1 = 0.798, Tc2 = 0.780, Tc3 = 0.811, and Tc4 = 0.795, respectively. These high factor loadings validate the Technology (TC) dimension, emphasizing the role of technological tools and resources in facilitating work-life integration.

The rotated matrix clearly shows that each item loads strongly on its respective component, confirming that the dimensions of Work-life Integration (Tm, WF, Ic, Tc) are distinct and well-defined. High factor loadings (≥0.75) across all items indicate that the items are reliable measures of their corresponding dimensions. Time (Tm) emerges as a key factor, with the highest loadings, indicating its significant role in Work-life Integration. Work Flexibility (WF), Income (Ic), and Technology (Tc) also show strong contributions, underlining their importance in the overall construct.

Table 4.26 Rotated Component Matrix of Work-life Integration (WI)

Index	Component			
	1	2	3	4
Tm1	0.823			
Tm2	0.814			
Tm3	0.801			
Tm4	0.788			
WF1		0.814		
WF2		0.805		
WF3		0.792		
WF4		0.767		
Ic1			0.823	
Ic2			0.814	
Ic3			0.786	
Ic4			0.755	
Tc1				0.798
Tc2				0.780
Tc3				0.811
Tc4				0.795

Table 4.26 confirms the multidimensional nature of Work-life Integration (WI), with distinct contributions from Time (Tm), Work Flexibility (WF), Income (Ic), and Technology (Tc). The high and consistent factor loadings validate the robustness of these dimensions, ensuring the reliability of the measurement model for further analysis, such as Confirmatory Factor Analysis (CFA) or Structural Equation Modeling (SEM). This analysis highlights the balanced representation of all dimensions in contributing to the overarching concept of work-life integration.

4.1.4.4.2 Convergent Validity Analysis of Work-life Integration (WI)

Convergent Validity Analysis Results of Work-life Integration (WI) provides insights into the regression weights for the construct Work-life Integration (WI) and its sub-dimensions: Time (Tm), Work Flexibility (WF), Income (Ic), and Technology (Tc). The table outlines the standardized and unstandardized regression weights, standard errors (S.E.), critical ratios (C.R.), and significance levels (P-values) for the relationships between the constructs and their respective observed variables. Relationships Between Work-life Integration (WI) and Dimensions shows that Time (Tm) is 0.710, indicating a strong and positive influence of WI on Tm, 7.763 of C.R., which exceeds the threshold of 1.96, confirming statistical significance. Work Flexibility (WF) has 0.820 of Standardized Estimate, the highest among the dimensions, showing that WF contributes significantly to WI 7.674 of C.R., statistically significant at $P < 0.001$, Income (Ic) has 0.845 of Standardized Estimate, indicating the strong influence of IC on WI, showing that Ic contributes significantly to WI 8.058 of C.R., statistically significant, and Technology (Tc) has 0.811 of Standardized Estimate, indicating the strong influence of Tc on WI, showing that Tc contributes significantly to WI 17.614 of C.R., the highest among all relationships, further validating its significance. Furthermore, items Tm1–Tm4 have standardized estimates ranging from 0.693 to 0.800, with all C.R. values exceeding 15.741, confirming their strong and significant representation of Tm, items WF1–WF4 have standardized estimates ranging from 0.695 to 0.811, indicating reliable contributions to the WF construct. All C.R. values are above 15.250, ensuring statistical significance, items Ic1–Ic4 show strong standardized estimates between 0.792 and 0.832, with C.R. values ranging from 15.417

to 22.323, confirming their robust representation of IC, and items Tc1–Tc4 exhibit standardized estimates between 0.711 and 0.780, with significant C.R. values (12.077 to 21.591), validating their relevance to Tc. WF shows the highest standardized estimate (0.820), followed closely by Ic (0.845), highlighting their critical contributions to work-life integration. These findings suggest that organizational policies promoting flexibility and adequate income are key enablers of work-life balance.

Each observed item under the four dimensions demonstrates significant and strong factor loadings, affirming their reliability in representing their respective constructs. The high C.R. value for Tc (17.614) underscores the increasing role of technology in facilitating work-life integration. The consistently high standardized estimates and significant C.R. values confirm the robustness of the measurement model for work-life integration. The results of Convergent Validity Analysis of Work-life Integration (WI) are shown in Table 4.27.

Table 4.27 Convergent Validity Analysis of Work-life Integration (WI)

Dimension	Item	Standard Loading Factor	AVE	CR
Tm	Tm1	0.761	0.681	0.910
	Tm2	0.773		
	Tm3	0.800		
	Tm4	0.693		
WF	WF1	0.811	0.664	0.878
	WF2	0.721		
	WF3	0.760		
	WF4	0.695		
Ic	Ic1	0.824	0.683	0.902
	Ic2	0.808		
	Ic3	0.832		
	Ic4	0.792		
Tc	Tc1	0.773	0.585	0.894
	Tc2	0.711		
	Tc3	0.756		
	Tc4	0.780		

Table 4.27 confirms the multidimensional nature of Work-life Integration (WI), emphasizing the significant roles of Time, Work Flexibility, Income, and Technology.

Among these dimensions, Work Flexibility (WF) and Income (IC) emerge as the most influential factors, followed closely by Technology (TC). The strong relationships and statistical significance of all paths validate the construct and its dimensions, ensuring reliability for further analyses and practical applications.

4.1.4.4.3 Structural Validity Analysis of Work-life Integration (WI)

Confirmatory Factor Analysis Fitting Index of Work-life Integration (WI) evaluates the goodness of fit for the measurement model of Work-life Integration (WI) using several statistical indices. The results demonstrate whether the model fits the data adequately, providing a foundation for the reliability and validity of the Work-life Integration construct. It revealed that CMIN/df is 3.889, the value is less than the threshold of 5, indicating an acceptable model fit. This suggests the model effectively captures the structure of the data. GFI (Goodness of Fit Index) is 0.952 indicating a good fit, and the test result passes the threshold, confirming the model's adequacy. AGFI (Adjusted Goodness of Fit Index) is 0.901, which is acceptable, and the result meets the standard, supporting the validity of the model. TLI (Tucker-Lewis Index) is 0.953 , which is considered excellent, and this test result confirms a strong fit for the model. CFI (Comparative Fit Index) is 0.955 indicating excellent model fit, and the result meets this criterion. RMSEA (Root Mean Square Error of Approximation) is 0.052 , which is acceptable, and the result indicates a good fit with a low error of approximation. Lastly, SRMR (Standardized Root Mean Square Residual) is 0.024, indicating a well-fitting model, and the result satisfies this condition.

All indices, including CMIN/df, GFI, AGFI, TLI, CFI, RMSEA, and SRMR, meet or exceed their respective thresholds, confirming the model's goodness of fit. The results suggest that the measurement model for Work-life Integration (WI) accurately represents the data. The strong fit indices indicate that the relationships between Work-life Integration dimensions (Time, Work Flexibility, Income, Technology) and their observed items are well-specified and valid. The excellent model fit provides confidence for further analyses, such as structural equation modeling (SEM) or hypothesis testing, ensuring reliable insights into Work-life Integration. The results of

Confirmatory Factor Analysis Fitting Index of Work-life Integration (WI) are shown in Table 4.28.

Table 4.28 Confirmatory Factor Analysis Fitting Index of Work-life Integration (WI)

Goodness of Fit Index	Level of Good Fit	Test Result	Results
CMIN	-	357.811	-
df	-	92	-
CMIN/df	< 5	3.889	Passed
GFI	≥ 0.95	0.952	Passed
AGFI	≥ 0.90	0.901	Passed
TLI	≥ 0.95	0.953	Passed
CFI	≥ 0.95	0.955	Passed
RMSEA	< 0.08	0.052	Passed
SRMR	< 0.08	0.024	Passed
P-Value	> 0.05	0.650	Passed

Table 4.28 demonstrates that the measurement model for Work-life Integration (WI) achieves a robust fit across all major indices. The results validate the model's structure and its capacity to accurately capture the relationships among the dimensions and their respective items. This solidifies the construct's reliability and suitability for further exploration in research or practical applications.

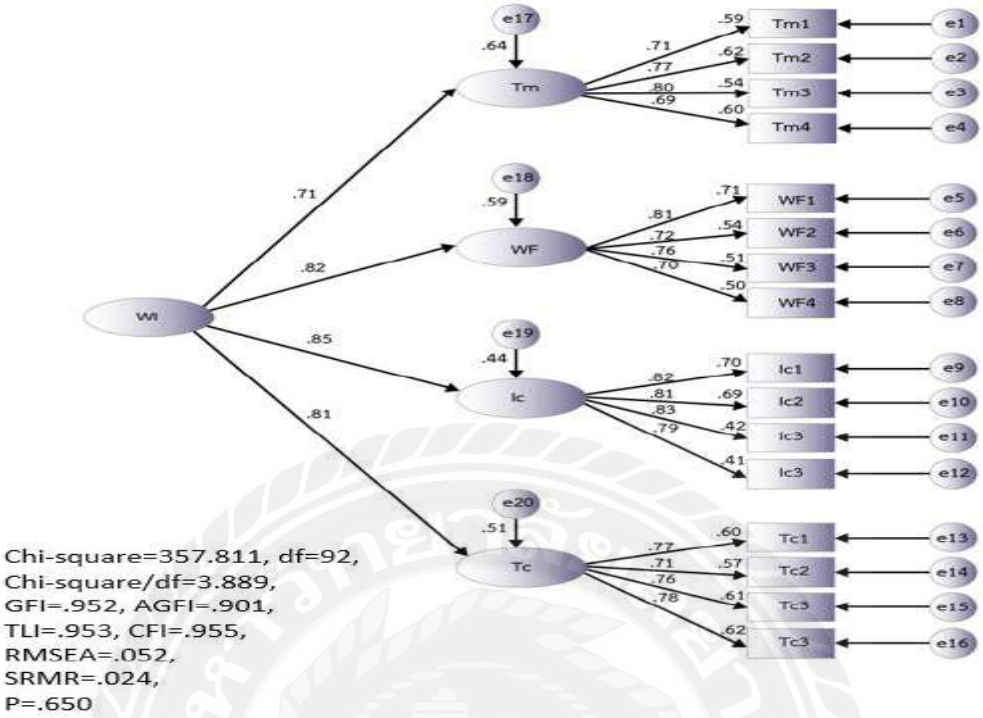


Figure 4.5 Measurement Model of Work-life Integration (WI)

Regression Weights Analysis Results of Work-life Integration (WI) provides regression weights for the construct Work-life Integration (WI) and its dimensions: Time (Tm), Work Flexibility (WF), Income (Ic), and Technology (Tc). The table includes Standardized Estimates (Std. Estimate), Unstandardized Estimates (Unstd. Estimate), Standard Errors (S.E.), Critical Ratios (C.R.), and P-values. These metrics are used to assess the strength, significance, and reliability of the relationships between constructs and their observed items.

Relationships between Work-life Integration (WI) and Dimensions show that Time (Tm) has 0.710 of Std. Estimate indicates a strong relationship between WI and Tm, 7.763 of C.R., also statistically significant, Work Flexibility (WF) has 0.820 of Std. Estimate indicating the highest among the dimensions, 7.674 of C.R., also statistically significant, Income (Ic) has 0.845 of Std. Estimate indicating the strong influence of Ic on WI, 8.058 of C.R confirming significance, and Technology (Tc) has 0.811 of Std. Estimate indicating a strong relationship, 17.614 of C.R confirming statistical significance ($P < 0.001$).

Relationships between Dimensions and their Items show that Items Tm1–Tm4 have standardized estimates ranging from 0.693 to 0.800, with C.R. values all exceeding the threshold of 1.96, confirming their strong and statistically significant representation of Tm. Items WF1–WF4 show strong standardized estimates (0.695–0.811) and significant C.R. values, validating their contributions to WF. Items Ic1–Ic4 load strongly on the Ic dimension, with standardized estimates ranging from 0.792 to 0.832. Ic4 shows the highest C.R. (22.323), reflecting its critical role. Items Tc1–Tc4 demonstrate significant contributions, with standardized estimates between 0.711 and 0.780 and high C.R. values, confirming their relevance to Tc.

Among the dimensions, WF shows the strongest standardized estimate (0.820), indicating its importance in explaining Work-life Integration (WI). Each item within the dimensions demonstrates strong factor loadings, validating their reliability and contribution to their respective dimensions. The highest C.R. value (17.614) for Tc to WI underscores the critical role of technology in supporting work-life integration. The strong standardized estimates and significant C.R. values across all paths confirm the robustness of the measurement model for WI and its dimensions.

The Regression Weights Analysis Results of Work-life Integration (WI) are shown in Table 4.29.

Table 4.29 Regression Weights Analysis Results of Work-life Integration (WI)

Path	Std. Estimate	Unstd. Estimate	S.E.	C.R.	P-Value
Tm←WI	0.710	1.211	0.156	7.763	***
WF←WI	0.820	1.105	0.144	7.674	***
Ic←WI	0.845	1.112	0.138	8.058	***
Tc←WI	0.811	1.004	0.057	17.614	***
Tm1←Tm	0.761	1.000			
Tm2←Tm	0.773	0.850	0.054	15.741	***
Tm3←Tm	0.800	0.946	0.049	19.306	***
Tm4←Tm	0.693	0.970	0.058	16.724	***
WF1←WF	0.811	1.000			
WF2←WF	0.721	0.854	0.056	15.250	***
WF3←WF	0.760	0.912	0.055	16.582	***

Path	Std. Estimate	Unstd. Estimate	S.E.	C.R.	P-Value
WF4←WF	0.695	0.938	0.060	15.633	***
Ic1←Ic	0.824	1.000			
Ic2←Ic	0.808	0.925	0.060	15.417	***
Ic3←Ic	0.832	0.945	0.059	16.017	***
Ic4←Ic	0.792	1.451	0.065	22.323	***
Tc1←Tc	0.773	1.000			
Tc2←Tc	0.711	0.942	0.078	12.077	***
Tc3←Tc	0.756	0.950	0.044	21.591	***
Tc4←Tc	0.780	0.943	0.055	17.145	***

***indicates the level of significance.001

Table 4.29 validates the construct Work-life Integration (WI) and its dimensions (Time, Work Flexibility, Income, and Technology). The strong standardized estimates and highly significant C.R. values emphasize the reliability of the model. Among the dimensions, Work Flexibility (WF) and Technology (TC) emerge as the most influential factors, highlighting their critical roles in achieving a balanced integration of work and life. This analysis confirms the construct's suitability for further confirmatory or structural modeling analyses.

4.1.5 Correlation Analysis

This study employed correlation analysis to examine the dimensions of each variable, quantifying the strength and direction of their relationships through the calculation of correlation coefficients. Pearson's correlation coefficient is the most frequently utilized Correlation coefficient, assessing the strength and direction of the linear link between two variables. The correlation coefficients vary from -1 to 1, with 1 signifying a perfect positive correlation, -1 signifying a perfect negative correlation, and 0 indicating the absence of linear association. Table 4.30 below illustrates the correlation degree.

Table 4.30 Results of Correlation Degree

Value	Observed Results	Indicate
-1 < r < 0	Negative relationships	Inverse relationship
R = 0	No correlation	No relationship
0 < r < 1	Positive correlations across all dimensions	Positive and strong relationships observed

All correlation coefficients in Table 4.31 are positive and fall between 0 and 1, indicating positive relationships among the variables. No negative or zero correlations were observed, signifying that all dimensions of organizational well-being, job satisfaction, employee engagement, and work-life integration are positively associated.

Results of Pearson's Correlation Analysis for each dimension presents the Pearson Product Moment Correlation Coefficients (r) for the relationships among the dimensions of Organizational Well-being (OWB), Job Satisfaction (JS), Employee Engagement (EE), and Work-life Integration (WI). The table illustrates the strength and direction of relationships between these constructs. The correlation values indicate the strength and direction of the relationships between these dimensions, with significant correlations denoted by $p < 0.05$.

Pearson's Correlation Analysis for each dimension shows that the correlations within dimensions, all OWB sub-dimensions show strong, positive correlations with each other: WC and JC: r = 0.750, r = 0.750, strong positive correlation, and JC and PM: r = 0.766, indicating a strong relationship between job security and stability and physical/mental health. and WC and PM: r = 0.641, indicating a strong relationship between workplace culture and physical/mental health. These results confirm that the sub-dimensions of OWB are highly interrelated and collectively contribute to organizational well-being.

Correlation among JS Dimensions (CP, LS, WM) show that CP and LS: r = 0.669, r = 0.669 indicating compensation impacts perceptions of leadership, and WE and LS: r = 0.742, r = 0.742 suggesting working environment aligns closely with leadership quality. WE and CP: r = 0.757, r = 0.757 indicating a strong relationship between working environment and compensation.

Correlations between Constructs show that WC and CP: r = 0.628, r = 0.628, indicating workplace culture enhances perceptions of compensation, PM and IS: r = 0.599, r = 0.599, indicating that physical/mental health support enhances the intention to stay, and WE and eN: r = 0.672, r = 0.672, highlighting the role of a supportive work environment in boosting employee engagement. Employee Engagement (EE) strongly correlates with WI that IS and TM: r = 0.551, r = 0.551, showing that the intention to stay improves time management in work-life integration, and eN and WF: r = 0.584, r = 0.584, emphasizing the impact of employee engagement on flexibility in managing work and life.

Correlations among WI Dimensions show that WI Dimensions (Tm, WF, Ic, Tc) have strong interrelationships existing among WI sub-dimensions. Tm and WF: r = 0.587, r = 0.587, indicating that time management positively affects work flexibility, WF and Ic: r =0.677, r = 0.677, reflecting that flexible work arrangements contribute to income satisfaction, and Ic and Tc: r = 0.680, r = 0.680, suggesting that technological resources improve income-related satisfaction, respectively.

Therefore, Organizational Well-being (OWB) is a foundational factor influencing both Job Satisfaction (JS) and Employee Engagement (EE). Employee Engagement (EE) plays a mediating role in the relationship between organizational factors (OWB and JS) and Work-life Integration (WI). Lastly, Work-life Integration (WI) dimensions are interconnected, with time management, flexibility, income, and technology collectively improving balance between work and personal life.

Table 4.31 Results of Pearson's Correlation Analysis for Each Dimension

Pearson Product Moment Correlation Coefficient(r)														
Variables		OWB			JS			EE			WI			
		WC	JC	PM	WE	CP	LS	WM	IS	eN	Tm	WF	Ic	Tc
OWB	WC	1.000												
	JC	750*	1.000											
	PM	641*	766*	1.000										
JS	WE	543*	766*	.676*	1.000									
	CP	628*	544*	656*	757*	1.000								
	LS	612*	733*	746*	742*	669*	1.000							
EE	WM	695*	599*	529*	730*	553*	673*	1.000						
	IS	690*	513*	599*	702*	743*	665*	572*	1.000					
	eN	674*	599*	514*	672*	522*	454*	559*	471*	1.000				
WI	Tm	568*	487*	697*	497*	608*	533*	651*	551*	466*	1.000			
	WF	460*	582*	495*	491*	509*	630*	640*	650*	584*	587*	1.000		
	Ic	468*	589*	402*	498*	512*	532*	.444*	552*	462*	477*	677*	1.000	
	Tc	572*	590*	404*	497*	517*	536*	444*	453*	559*	660*	757*	680*	1.000

*p<.05

Table 4.31 underscores the strong interdependencies among the dimensions of OWB, JS, EE, and WI. These findings highlight the holistic nature of workplace dynamics, where improvements in one domain can positively influence others. The results provide a clear foundation for further structural modeling or intervention strategies to enhance employee satisfaction, engagement, and work-life integration.

4.1.6 SEM Fitting and Hypothesis Testing

4.1.6.1 SEM Introduction

Multivariate statistical techniques like Structural Equation Modeling (SEM) examine intricate interactions among several variables, especially when these relationships are not clearly observable. Structural Equation Modeling (SEM) integrates the advantages of Factor Analysis and Path Analysis to address measurement errors and latent variables while estimating both direct and indirect effects within the model.

4.1.6.2 Basic Composition of SEM

The Structural Equation Model (SEM) typically consists of a measurement model and a structural model. The measurement model primarily delineates the link between observable and latent variables. Monitored variables are latent variables

requiring indirect inference through the performance of observable variables, while measured variables are directly quantifiable. The measurement model employs many statistical techniques, including factor analysis, to assess the degree to which the observed variable influences the latent variable, typically represented by factor loading. In SEM, the measurement model establishes an empirical foundation for the existence and specification of latent variables, which is a crucial prerequisite for model fitting and interpretation. The researcher employs the structural model to delineate the causal relationships among latent variables. The discussion centers on the latent variables defined by the measurement model and examines the interactions and influences among these latent variables. In structural models, the links among latent variables are typically depicted by path coefficients that indicate the amount and direction of direct effects between these variables. Structural models are fundamental to SEM, enabling researchers to comprehend and forecast intricate correlations among variables, particularly when several latent variables and complicated interactions are involved.

4.1.6.3 Modeling

The modeling of a structural equation model can be categorized into the subsequent steps:

Step 1: Initiate the model and formulate the hypothesis. The initial step in structural equation modeling involves delineating the research problem and formulating the theoretical framework. At this juncture, researchers must thoroughly examine the research context and elucidate the focus, objective, and hypothesis of the study. Subsequently, drawing upon a profound theoretical foundation and comprehensive literature assessment, the researchers commenced the development of the model's theoretical framework. During the initialization of the model, the researcher must identify the variables designated as latent variables and those classified as observable variables and thereafter establish the first association paths between these variables. This method relies not just on intuitive conjecture but also necessitates robust theoretical backing and sound logical reasoning. After completing the theoretical framework, the researchers set up the measurement model and the structural model in the statistical software. This will help them identify, evaluate, estimate, and improve the model later on. Initializing the model is the foremost and pivotal phase in structural

equation modeling, since it establishes the trajectory and framework for the entire modeling process.

Step 2: The subsequent phase involves model identification and data preparation. Subsequent to initializing the model, researchers must ascertain its identity. Model identification refers to the evaluation of a model's recognizability, specifically determining if the number of parameters within the model is less than or equal to the amount of observable information (degrees of freedom). If the model is unidentifiable, subsequent parameter estimations will be impossible due to the parameters outnumbering the information available in the data. Consequently, model recognition is essential for proper model analysis. Simultaneously, researchers must conduct data preparation, encompassing data collection, cleaning, conversion, and related tasks. The quality of the data is essential for the accuracy and reliability of model fitting; therefore, researchers must assure the integrity, precision, and representativeness of the data. During data preparation, researchers must perform descriptive statistical analysis to gain an initial understanding of the distribution characteristics and correlations within the data, thus informing further analyses. Subsequent to model selection and data preparation, researchers may proceed to the stage of model evaluation and estimation.

Step 3: The third step involves the evaluation of the model, estimation of its performance, and interpretation of the results. Model evaluation and estimation constitute the essence of structural equation modeling. At this juncture, the researcher will employ statistical software to calibrate the model and estimate its parameters. During the fitting procedure, researchers must focus on a set of fit indications. Examples encompass CMIN (chi-square value), DF (degrees of freedom), CMIN/DF (chi-square to degrees of freedom ratio), GFI (goodness of fit index), AGFI (adjusted goodness of fit index), TLI (Tucker-Lewis index), CFI (comparative fit index), RMSEA (root mean square error of approximation), and SRMR (standardized root mean square residual), among others. These indicators evaluate the model's alignment with the data from several viewpoints. Following the parameter estimate, researchers must interpret the data. They will assess the importance of path coefficients to ascertain the relevance of the causal relationship between latent variables. Assess the magnitude of factor loadings and comprehend the extent of contribution of observable variables to latent variables; evaluate the model for internal consistency (including AVE, CR, etc.) and

external validity. Furthermore, the researchers must validate the hypothesis testing of the model to ascertain its alignment with theoretical expectations. Through this sequence of analyses and interpretations, researchers can conduct a preliminary assessment of the model's merits and shortcomings, establishing a foundation for later revisions.

Step 4: The fourth step is the vision of the model. Based on model evaluation and estimation, researchers may determine that the model inadequately fits the data. A model correction is required here. Model updating is a cyclical process, necessitating researchers to modify and enhance the model based on evaluation outcomes. Corrections may involve eliminating trivial pathways, incorporating new ones, and modifying the definitions of latent or observable variables, among other adjustments. Researchers can progressively enhance the model by several adjustments and refinements, aligning it more closely with theoretical expectations and empirical facts. After revising the model, researchers must comprehensively elucidate and document the final model results. They will examine the causality among latent variables, the degree to which observable variables contribute, and the model's limits.

Simultaneously, researchers will implement the model for actual problem-solving and decision assistance to evaluate its efficacy in real-world applications. In real applications, researchers can further evaluate and tune the model based on unique circumstances to ensure its stability and reliability. By following these modeling steps, researchers can create structural equation models that match both theory and real data. This gives them strong tools to analyze complex relationships between different variables. Simultaneously, these research findings will offer significant insights for the theoretical advancement and practical implementation within the relevant domain.

The results of the structural equation model analysis in Figure 4.4 reveal factors affecting Working-life Integration (WI), the overall model fit measure after modifying the model that χ^2 = 402.752, df = 182, P-value=.000, χ^2/df = 2.213, CFI = 0.924, GFI = 0.995, AGFI = 0.928, and RMSEA = 0.026 that can be interpreted using the standard criteria., which has passed the requirements. The model and its values can be interpreted as follows:

Chi-square (χ^2), df, and P-value: A Chi-square measure of the discrepancy between the observed data and the model-implied data. A smaller chi-square indicates

a better fit, df represents the number of independent pieces of information available to estimate the model parameters, and the P-value shows the probability of obtaining a chi-square statistic as large as or larger than the observed one, assuming the model is correct. Traditionally, a non-significant p-value ($p > .05$) is desired, suggesting that the model is a good fit.

Chi-square/df: 2.213 is within the acceptable range, indicating a reasonable fit. Comparative Fit Index (CFI): It can compare the fit of the proposed model to a null model (a model with no relationships between variables). Values closer to 1 indicate a better fit. CFI values above.95 are generally considered good. CFI values from.90 to .95 can be considered marginal, and below .90 suggest a poor fit. 0.924 is fit, the fit would be considered marginal to acceptable.

Goodness of Fit Index (GFI): It measures the proportion of variance in the sample covariance matrix that is explained by the model. Values closer to 1 indicate a better fit. GFI values above .95 are considered good. 0.995 suggests a very good fit.

Adjusted Goodness of Fit Index (AGFI): It is similar to GFI but adjusts for the degrees of freedom. Values above .90 are generally considered good. 0.928 indicates a good fit.

Root Mean Square Error of Approximation (RMSEA): An index of the discrepancy per degree of freedom. Values less than .06 indicate a good fit, values between .06 and .08 indicate an acceptable fit, and values above .10 suggest a poor fit. 0.026 indicates a very good fit.

A p-value greater than 0.05 suggests that the model is not significantly different from the data.

Table 4.32 Results of SEM Model Fitness Judgement

Goodness of Fit Index	Level of Good Fit	Test Result	Results
CMIN	-	402.752	-
df	-	182	-
CMIN/df	< 5	2.213	Passed
GFI	≥ 0.95	0.995	Passed
AGFI	≥ 0.90	0.928	Passed
TLI	≥ 0.95	0.955	Passed
CFI	≥ 0.95	0.924	Passed
RMSEA	< 0.08	0.026	Passed
SRMR	< 0.08	0.021	Passed
P-Value	> 0.05	0.100	Passed

Table 4.32 shows that the model demonstrates a good fit to the data. All the fit indices meet or exceed the generally accepted thresholds for a good fit, indicating that the model adequately represents the relationships among the variables in the study.

A structural equation model (SEM) visualizes the relationships among several latent variables and observed indicators) exploring the relationships between four main variables—Organizational Well-being (OWB), Job Satisfaction (JS), Employee Engagement (EE), and Work-life Integration (WI)—and their associated sub-variables. OWB strongly influences all three variables (JS, EE, WI), showcasing its role as a primary predictor of employee outcomes. JS impacts WI significantly, showing the importance of job satisfaction in promoting work-life balance. EE contributes to WI but has slightly less influence than JS. Sub-variable loadings indicate varying levels of influence, with some dimensions, e.g., physical and mental health support in OWB or leadership in JS, being more influential than others, as shown in Figure 4.6.

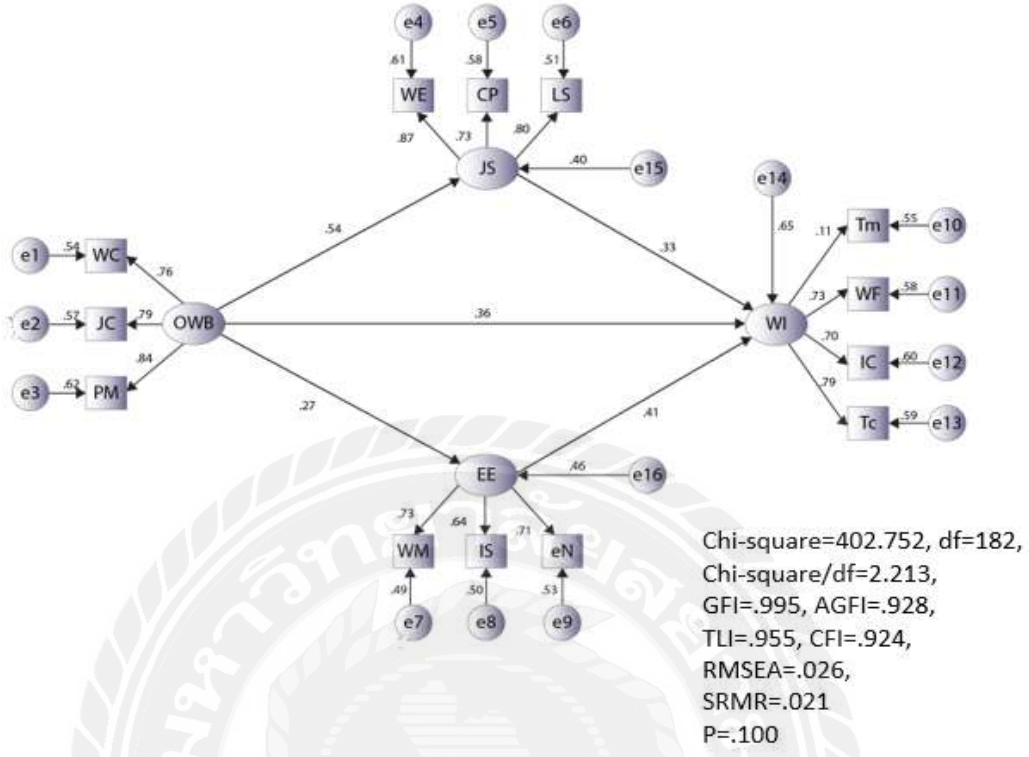


Figure 4.6 The Final Structural Equation Model of Non-standardized Coefficient

In summary, the chi-square test was significant, and the overall pattern of fit indices suggests that the model does a good job of showing how organizational well-being, employee engagement, job satisfaction, and balancing work and life are related. All indices strongly support the model's adequacy. This excellent fit allows us to interpret the path coefficients and derive significant conclusions about the connections between these crucial constructs. This model emphasizes the interconnectedness of organizational well-being, job satisfaction, employee engagement, and work-life integration. Organizational well-being serves as the foundation, influencing both intermediate outcomes, JS and EE, and the ultimate goal of Work-life Integration. The strong model fit indices support the robustness of these relationships.

It provides the path coefficients and statistical significance for the relationships between variables in the Structural Equation Model (SEM). Each path represents a causal relationship between the dependent and independent variables, measured using standardized and unstandardized estimates, standard errors (S.E.), critical ratios (C.R.),

and p-values. The path represents the causal relationship between two variables. Organizational Well-being (OWB) shows the critical driver, positively influencing Job Satisfaction (JS), Employee Engagement (EE), and Work-life Integration (WI). Work-life Integration (WI) shows the outcome variable is significantly affected by OWB, JS, and EE. Among these, Employee Engagement (EE) has the strongest impact, and all paths are significant at the $p < 0.001$ level, indicating strong confidence in these relationships, respectively.

The key predictor of Work-life Integration (WI) is Employee Engagement (EE) which has the strongest influence (Standardized Estimate = 0.412), followed by Organizational Well-being (OWB) and Job Satisfaction (JS). Organizational Well-being is primarily driven by health support and job security and stability. Job Satisfaction is strongly associated with leadership and the work environment. Employee Engagement is heavily influenced by motivation and intention to stay. work-life integration is most enhanced by work flexibility and technological support. All paths are significant at $p < 0.001$, demonstrating a robust model with meaningful relationships.

Table 4.33 Path Coefficient Analysis of SEM Model

Path	Std. Estimate	Unstd. Estimate	S.E.	C.R.	P-Value
JS ← OWB	0.543	1.000			
EE← OWB	0.271	0.854	0.156	5.474	***
WI ← OWB	0.358	0.912	0.144	6.333	***
WI← JS	0.334	0.938	0.138	6.797	***
WI ← EE	0.412	0.941	0.057	16.509	***
WC← OWB	0.762	1.000			
JC← OWB	0.790	0.724	0.114	6.351	***
PM← OWB	0.843	0.737	0.074	9.959	***
WE← JS	0.874	0.768	0.101	7.604	***
CP← JS	0.746	0.710	0.094	7.553	***
LS← JS	0.803	1.000			
WM← EE	0.733	0.641	0.100	8.065	***
IS← EE	0.644	0.784	0.118	6.410	***
eN← EE	0.707	0.840	0.104	6.644	***
Tm ← WI	0.114	0.671	0.070	8.077	***

Path	Std. Estimate	Unstd. Estimate	S.E.	C.R.	P-Value
WF← WI	0.732	1.000			
Ic← WI	0.700	0.814	0.106	7.679	***
Tc← WI	0.792	0.653	0.080	8.162	***

***indicates the level of significance .001

Table 4.33 shows the interconnectedness of organizational well-being, job satisfaction, employee engagement, and work-life integration, with organizational well-being playing a foundational role.

4.1.7 Hypothesis Test Results

Validation of the research hypotheses is derived from the structural equation model and data analysis. The hypotheses are:

Hypothesis 1: Organizational Well-being has a direct impact on Job Satisfaction.

Hypothesis 2: Organizational Well-being has a direct impact on Employee Engagement.

Hypothesis 3: Job Satisfaction has a direct impact on Work-life Integration.

Hypothesis 4: Employee Engagement has a direct impact on Work-life Integration

Hypothesis 5: Organizational Well-being has a direct impact on Work-life Integration.

The results of the hypothesis test are:

Hypothesis 1: Organizational Well-being has a direct impact on Job Satisfaction.

The path JS ← OWB has 0.543 of Standardized Estimate which is a moderately strong positive relationship. The hypothesis is supported as OWB significantly impacts JS.

Hypothesis 2: Organizational Well-being has a direct impact on Employee Engagement.

The path EE ← OWB has 0.271 of Standardized Estimate which is a moderate positive relationship. The hypothesis is supported as OWB significantly impacts EE.

Hypothesis 3: Job Satisfaction has a direct impact on Work-life Integration.

The path WI ← JS has 0.334 of Standardized Estimate which is a moderate positive relationship. The hypothesis is supported as JS significantly impacts WI.

Hypothesis 4: Employee Engagement has a direct impact on Work-life Integration.

The path WI ← EE has 0.412 of Standardized Estimate which is a moderate positive relationship. The hypothesis is supported as EE significantly impacts WI.

Hypothesis 5: Organizational Well-being has a direct impact on Work-life Integration.

The path WI ← OWB has 0.358 of Standardized Estimate which is a moderate positive relationship. The hypothesis is supported as OWB significantly impacts WI.

The results of hypothesis testing are summarized in Table 4.34.

Table 4.34 Hypothesis Test Results

Hypotheses	**Results**	
	Coefficient Influence	**Accepted / Rejected**
Hypothesis 1: Organizational Well-being has a direct impact on Job Satisfaction.	0.54	Accepted
Hypothesis 2: Organizational Well-being has a direct impact on Employee Engagement.	0.27	Accepted
Hypothesis 3: Job Satisfaction has a direct impact on Work-life Integration.	0.33	Accepted
Hypothesis 4: Employee Engagement has a direct impact on Work-life Integration	0.41	Accepted
Hypothesis 5: Organizational Well-being has a direct impact on Work-life Integration.	0.36	Accepted

All hypotheses are supported by the results. Organizational Well-being (OWB) reveals a foundational role in influencing Job Satisfaction (JS), Employee Engagement (EE), and Work-life Integration (WI). Both JS and EE significantly enhance Work-life Integration, confirming the interconnectedness of these constructs.

4.2 Qualitative Data Analysis

4.2.1 In-Depth Interviews

The Interview involved 20 female respondents, focusing on their professional positions, departments, and affiliated universities. The respondents represent a variety of roles and academic institutions across China, reflecting the diversity of female professionals in women's colleges and universities. Their profile is divided into four elements as follows:

4.2.1.1 Position and Department

The profile captures a wide spectrum of roles, including officer, technician, instructor, manager, expert, and others. These roles span across various departments such as Public Relations, Finance, IT, Academic Counseling, Career Services, and Gender Studies. This diversity highlights the multidimensional contributions of women in different organizational capacities within the universities.

4.2.1.2 Universities Representation

The respondents belong to prestigious women's colleges and universities across China, including Xi'an Peihua University, Hunan Women's University, Kede College of Capital Normal University, and others. These institutions are part of the China Women's Universities Alliance, which consists of 11 women's colleges and universities with a collective focus on female education and organizational development.

4.2.1.3 Regional Representation

The universities span in different geographic regions in China, representing institutions in the North, e.g., Beijing, East, e.g., Shandong, Center, e.g., Henan, and

South, e.g., Guangdong. This distribution ensures a comprehensive understanding of the diverse challenges and experiences faced by female faculty and staff across regions.

4.2.1.4 Role Relevance

Respondents in the interview play critical roles in their organizations, from public relations officers to gender studies experts. These roles are vital for promoting organizational well-being and addressing the work-life integration challenges discussed in Chapters 1-3.

Moreover, it is crucial to connect this qualitative part with the research context by using questions in the interview form as follows:

Organizational Well-being and Work-life Integration: The focus on female specialists aligns with the research objective of enhancing organizational well-being and addressing the work-life integration needs of female faculty and staff. The diversity in roles and institutions ensures the findings are representative of a broad range of experiences. It emphasizes that organizational well-being encompasses employee happiness, engagement, and support systems. The inclusion of diverse roles ensures that multiple perspectives on organizational culture and support mechanisms are captured.

Impact of Job Satisfaction and Leadership: The roles and departments listed, such as Human Resources, Career Services, and Academic Counseling, are closely tied to job satisfaction and leadership—two variables explored in Chapter 2. These roles are crucial in shaping organizational policies and fostering a supportive environment for female faculty and staff.

Significance of Women's Colleges and Universities: women’s colleges and universities have a long-standing history and play a significant role in promoting female education and well-being. Table 4.35 exemplifies this by showcasing respondents from these specialized institutions, reinforcing their role in advancing the study's goals.

Eventually, the profile of the female specialists is shown in Table 4.35.

Table 4.35 List of Respondents for Interview

No	Respondent		
	Position	**Department**	**University**
1	Officer	Public Relations	Xi'an Peihua University
2	Assistant Manager	Finance Department	Xi'an Peihua University
3	Technician	IT Supports	Xi'an Peihua University
4	Instructor	Student Affairs	Shude Women's College of Shantou University
5	Instructor	Research Center	Shude Women's College of Shantou University
6	Officer	Administrative Support	Jinling Women's College of Nanjing Normal University
7	Officer	Administrative Support	Kede College of Capital Normal University
8	Assistant Professor	School of Humanities	Hunan Women's University
9	Assistant Professor	School of Management	Hebei Women's Vocational College
10	Instructor	Academic Counseling	Shandong Women's University
11	Officer	Career Services	Henan Women's Vocational College
12	Assistant Manager	Research Center	Guangdong Women's Vocational College
13	Instructor	Student Affairs	Jinling Women's College of Nanjing Normal University
14	Assistant Professor	School of Medicine	Xi'an Peihua University
15	Technician	IT Supports	Fujian Huanan Women's Vocational College
16	Manager	Human Resources	Xi'an Peihua University
17	Manager	Human Resources	Hunan Women's University
18	Manager	Human Resources	Kede College of Capital Normal University
19	Professor	Gender Studies	China Women's University Union
20	Professor	Organizational Behavior	China Women's University Union

Table 4.35 effectively documents the diverse roles and institutional affiliations of the respondents, providing a solid foundation for analyzing the relationships between organizational well-being**,** job satisfaction, and **w**ork-life integration. The broad representation of roles and universities strengthens the study's validity and ensures that the findings can offer actionable insights for improving policies and practices across women's educational institutions in China.

4.2.2 Content Analysis

Content analysis serves as a prevalent technique in qualitative research, enabling the systematic examination and interpretation of textual or visual information. This method focuses on pinpointing recurring patterns, underlying themes, and distinct categories within the dataset to extract significant conclusions. It can be utilized for analyzing interview records, open-ended survey answers, written materials, or various forms of media content.This research mainly used systematic process, data deduction, thematic identification, and objective interpretation. That goes to the summative content analysis to focus on content to understand the context used and combine the data. The content analysis of this research was applied to interview data from female faculty and staff, HR managers, and experts. The responses were systematically categorized into themes such as work-life integration challenges, organizational well-being, and employee engagement, ensuring a clear understanding of their perspectives and experiences.

To extract high-frequency and key terms from interview responses by using NVivo software, the following approach was used: First, conduct open coding by labeling key concepts such as "income," "flexibility," and "Technology". Next, use axis coding to categorize these concepts into broader themes like "organizational well-being," "job satisfaction," "work engagement," and "work-life integration." Finally, refine the core topics by identifying not only high-frequency concepts but also implicit yet important ones. Summarize the main themes of the interviews, compare responses across different participants to find commonalities and differences, and analyze the core themes in depth to explore underlying motivations and reasons. The analysis results are integrated into a theoretical framework to explain the research question.

Table 4.36 Content Analysis Results of In-depth Interview

No	Respondent			Interview Result	Validation of Hypotheses and Qualitative Research Conclusion
	Position	Department	University		
1	Officer	Public Relations	Xi'an Peihua University	Challenges include lack of flexibility and overwork. Suggested solutions: flexible hours.	Supports Hypotheses 1, 3, and 5 (OWB, JS, and WLI interrelation)
2	Assistant Manager	Finance Department	Xi'an Peihua University	High stress during peak periods, proposes stress management workshops.	Validates Hypotheses 1 and 5 (OWB's role in managing work-life balance).
3	Technician	IT Supports	Xi'an Peihua University	Issues with unpredictable workloads and leave access. Flexible policies proposed	Confirms Hypotheses 1, 4, and 5 (OWB and EE influence on WLI)
4	Instructor	Student Affairs	Shude Women's College of Shantou University	Heavy workload. Proposed: reducing administrative burden.	Supports Hypotheses 1 and 3.
5	Instructor	Research Center	Shude Women's College of Shantou University	Lack of mental health support. Proposes counseling and deadline adjustments.	Validates Hypotheses 1 and 5.
6	Officer	Administrative Support	Jinling Women's College of Nanjing Normal University	Workflow inefficiencies, suggests task prioritization training.	Supports Hypothesis 1.
7	Officer	Administrative Support	Kede College of Capital Normal University	High workload due to turnover. Suggests hiring more staff and team-building.	Confirms Hypotheses 1 and 4.

No	Respondent			Interview Result	Validation of Hypotheses and Qualitative Research Conclusion
	Position	Department	University		
8	Assistant Professor	School of Humanities	Hunan Women's University	Limited resources during demand peaks. Proposes hiring temporary staff.	Validates Hypothesis 1.
9	Assistant Professor	School of Management	Hebei Women's Vocational College	Frequent overtime, suggests structured schedules.	Confirms Hypotheses 3 and 5.
10	Instructor	Academic Counseling	Shandong Women's University	Emotional exhaustion from student interactions, and mental health support suggested.	Supports Hypotheses 1 and 4.
11	Officer	Career Services	Henan Women's Vocational College	High workload during recruitment. Proposes temporary staffing.	Confirms Hypotheses 1, 4, and 5.
12	Assistant Manager	Research Center	Guangdong Women's Vocational College	Long shifts and inconsistent breaks, rotational shifts recommended.	Supports Hypotheses 1, 3, and 5.
13	Instructor	Student Affairs	Jinling Women's College of Nanjing Normal University	Overlapping deadlines proposes centralizing event planning.	Validates Hypotheses 1, 3, and 5.
14	Assistant Professor	School of Medicine	Xi'an Peihua University	Insufficient staffing suggests expanding teams and adjusting shifts.	Confirms Hypotheses 1 and 5.
15	Technician	IT Supports	Fujian Huanan Women's Vocational College	High demand, proposes hiring and workload training.	Validates Hypotheses 1, 4, and 5.
16	Manager	Human Resources	Xi'an Peihua University	Resistance to policy changes, recommends leadership training.	Supports Hypotheses 1, 2, and 5.

No	Respondent			Interview Result	Validation of Hypotheses and Qualitative Research Conclusion
	Position	Department	University		
17	Manager	Human Resources	Hunan Women's University	Resource constraints advocate family-friendly leave policies.	Confirms Hypotheses 1, 2, and 5.
18	Manager	Human Resources	Kede College of Capital Normal University	Lack of monitoring for WLI initiatives, suggests feedback mechanisms.	Supports Hypotheses 1, 3, and 5.
19	Professor	Gender Studies	China Women's University Union	Gender biases and caregiving burdens propose anti-discrimination policies.	Validates Hypotheses 1, 4, and 5.
20	Professor	Organizational Behavior	China Women's University Union	Limited well-being programs for women, suggest mental health initiatives.	Supports Hypotheses 1, 2, and 5.

4.2.2.1 Interview Question 1: Do you think you are experiencing work-life integration? What is your understanding of work-life integration?

Table 4.37 Content Analysis Results of Interview Question 1

Respondent	Are You Experiencing Work-life Integration?	Job Stability and Stress	Work and Time Flexibility	Leadership and Culture	Income and Workload	University Support
1	No	√	√	√	√	√
2	Yes					√
3	NO	√	√	√	√	
4	NO	√	√	√	√	√
5	NO	√	√	√		√
6	NO	√	√	√	√	√
7	Not at all	√	√	√	√	√
8	NO	√	√	√	√	√
9	Ok	√	√		√	
10	Ok		√	√		√
11	NO	√	√	√	√	

Respondent	Are You Experiencing Work-life Integration?	Job Stability and Stress	Work and Time Flexibility	Leadership and Culture	Income and Workload	University Support
12	Ok				√	
13	NO	√	√	√	√	√
14	NO	√	√	√		√
15	NO	√	√	√	√	√
16	NO	√	√	√		√
17	Not at all	√	√	√	√	√
18	Ok		√	√		
19	Yes				√	
20	Yes		√		√	

Based on the provided interview results, it appears that the qualitative research gathered valuable insights from various respondents across different positions and departments in several women's colleges and universities. Among the 20 respondents, 13 indicated that they had not achieved work-life integration, 4 reported basically achieved in this area, and 3 confirmed achieved work-life integration.

4.2.2.2 Interview Question 2: What are the current problems and challenges of work-life integration?

Table 4.38 Content Analysis Results of Interview Question 2

Respondent	Leadership	Work Motivation	Stress and Emotional Exhaustion	Work and Time Flexibility	Working Environment	Resource Constraints
1		√		√		√
2			√		√	
3	√		√	√		√
4	√	√		√	√	√
5	√		√	√		√
6	√	√	√	√	√	
7	√	√		√	√	√
8	√		√	√	√	√
9	√	√		√		

Respondent	Leadership	Work Motivation	Stress and Emotional Exhaustion	Work and Time Flexibility	Working Environment	Resource Constraints
10			√	√	√	√
11	√	√	√	√		
12			√	√		√
13	√	√	√	√	√	
14	√		√	√	√	√
15	√	√	√	√	√	
16	√	√	√	√		√
17	√		√	√	√	
18	√	√	√	√		√
19	√			√	√	√
20		√		√	√	

1. Current problems and challenges of work-life integration:

• Leadership: Leadership in universities is very critical. (e.g., Respondents,3, 4, 5,6, 7, 8, 9, 11,13,14,15,16,1718, 19).

• Work Motivation: Multiple respondents (e.g., Respondents 1, 4, 6, 7,11,13,15, 16,18, 20) mentioned work motivation as a significant issue, often exacerbated by factors like turnover, intention to stay, or engagement.

• Stress and Emotional Exhaustion: High stress levels and emotional exhaustion were highlighted by several respondents, such as worries about work security and stability, relationships with leaders/coworkers or KPI assessment (e.g., Respondents 2, 5, 8, 10, 11,12,13,14,15,16,17,18,20) particularly during peak periods or due to student interactions.

• Work and Time Flexibility: Issues related to inflexible work hours, unpredictable workloads, and limited access to leave were common concerns (e.g., Respondents 1, 3, 4, 5, 6, 7, 8, 9, 10, 11,12,13,14,15,16,17,18,19,20).

• Working Environment: Some respondents noted the working atmosphere, interpersonal relationships and working conditions. (e.g., Respondents 2, 4, 6, 7, 8,10,13, 14,15,17,19,20).

• Resource Constraints: Limited staffing, insufficient resources, and lack of mental health support were frequently mentioned (e.g., Respondents 1,3, 4, 5, 8, 10,12,14, 16,18,19).

4.2.2.3 Interview Question 3: What do you think are the solutions to the problems and challenges? Please list.

Table 4.39 Content Analysis of Interview Question 3

Respondent	Use of Technology	Flexible Work Policies (time, place,schedule)	Stress Management and Mental Support	Work Motivation and Engagement	Salary Raise or more incomes	Leadership and Policy Changes
1	√	√			√	
2	√	√	√			√
3		√		√	√	√
4	√	√	√	√	√	√
5	√	√	√	√		√
6		√	√	√	√	
7	√	√	√		√	√
8		√	√			√
9		√				√
10	√	√	√	√	√	√
11	√	√		√	√	
12		√			√	√
13		√	√	√	√	√
14	√	√		√		√
15	√	√	√		√	√
16	√	√	√		√	√
17		√	√	√		√
18	√	√	√	√	√	√
19	√	√		√		√
20	√	√	√		√	√

2. Proposed Solutions:

• Use of Technology: The use of technology provides tools and platforms that allow for greater flexibility and efficiency, such as video conferencing software, time - management apps and task - tracking tools. (e.g., Respondents 1,2, 4, 5, 7, 10,11, 14,15, 16, 18,19, 20).

• Flexible Work Policies: Suggestions included flexible hours, workplace, schedules, more temporary staffing, and rotational shifts to manage unpredictable workloads (all Respondents).

• Stress Management and Mental Health Support: Proposals for stress management workshops, counseling services, and mental health initiatives were commonly mentioned (e.g., Respondents 2, 4, 5, 6,7, 8,10, 13, 15,16, 17,18, 20).

• Work Motivation and Engagement: Training and programs on professional development opportunities, initiatives of recognition programs were proposed to increase employee loyalty and commitment to the universities. (e.g., Respondents 3, 4, 5, 6, 10, 11, 13, 14, 17,18,19).

• Salary and Income Raise: Income can solve life issues and ensure the energy and time for keeping work and life balanced. (e.g., Respondents 1, 3, 4, 6, 7, 10, 11,12,13, 15, 16,18, 20).

• Leadership and Policy Changes: Recommendations for leadership training, anti-discrimination policies, and feedback mechanisms to monitor work-life initiatives were also made (e.g., Respondents 2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, 15,16, 17, 18, 19, 20).

4.2.2.4 Interview Question 4: Do you think this model is valid? If not, why not? What do you suggest?

Table 4.40 Content Analysis Results of Interview Question 4

Do you think this model is valid? If not, why not? What do you suggest?	Alternative Answers				
	1	2	3	4	5
Respondent 1				√	
Respondent 2					√
Respondent 3				√	
Respondent 4			√		
Respondent 5				√	
Respondent 6					√
Respondent 7				√	
Respondent 8					√
Respondent 9				√	
Respondent 10					√
Respondent 11			√		
Respondent 12				√	
Respondent 13				√	
Respondent 14					√
Respondent 15					√
Respondent 16					√
Respondent 17				√	
Respondent 18				√	
Respondent 19				√	
Respondent 20					√

Of the 20 respondents, 8 respondents totally agreed, 10 respondents agreed, 2 respondents indicated neutral that the model is effective and valid for achieving work-life integration. The 2 neutral respondents indicated that family relations are important to work-life integration as well.

In conclusion, the interviews provided detailed insights into the organizational well-being model and work-life integration. Most respondents

acknowledged time and work flexibility as crucial factors. Some respondents cited income, while some respondents gave a slightly lower recognition to the work environment. The responses to different factors show how different people rate the importance of each practice. Some areas, like leadership, technology, and flexibility, were almost universally agreed upon, while others, like eNPS and stay intention, were not as strongly felt. This suggests a strong focus on factors directly impacting job satisfaction and work-life integration, while aspects related to motivation and net promoter scores might need further exploration or enhancement within the colleges and universities.

4.2.2.5 Focus Group Analysis

The focus group consisted of six participants from diverse professional backgrounds within the women's colleges and universities, ensuring a balanced representation of experiences. The discussion was structured around key themes derived from the quantitative and qualitative findings, including Leadership, Work and Time Flexibility, Working Environment, Stress Management and Mental Support, Technology Use. Participants engaged in open-ended discussions, sharing personal experiences, challenges, and recommendations related to their work-life integration conditions. The results of the focus group revealed both confirmations and extensions of the interview findings. While many participants reinforced the importance of a supportive workplace culture and job satisfaction, new concerns emerged regarding inconsistencies in policy application, income imbalances, and the effectiveness of employee well-being programs. Additionally, the discussion shed light on practical strategies that employees believe would enhance engagement, motivation, and work-life balance.

The following section presents the key findings from the focus group, categorized according to the main variables of the study. These insights provide a more comprehensive understanding of female faculty and staff perceptions and serve as valuable input for refining organizational well-being. Below are the step-by-step results from focus group discussion involving six participants with different workplace experiences.

1. Workplace Culture (OWB): Participants expressed that a positive workplace culture fosters organizational well-being, but some noted inconsistencies in how university values are applied across departments. Key Quote: "In my department, teamwork and support are strong, but in other areas, employees feel disconnected from leadership." Therefore, the recommendation is that leadership should standardize cultural practices across all teams to ensure consistent organizational values.

2. Job Security and Stability (OWB): Female faculty and staff were generally confident about job stability and stability, but newer employees (less than two years) expressed uncertainty regarding career progression. Key Quote: "Long-term faculty feel safe, but new hires worry about layoffs due to recent restructuring which causes a lot of stress." Therefore, the recommendation is that universities should enhance communication on career paths and establish mentorship programs for new employees.

3. Physical & Mental Health Support (OWB): While the universities provide some wellness initiatives and gym facilities, stress management programs are underutilized due to workload constraints and worries about job stability. Key Quote: "We have mental health resources, but nobody has the time to use them!" Therefore, the recommendation is that universities should incorporate stress-relief activities into the workday rather than expecting faculty to engage in them outside work hours.

4. Working Environment (JS): Female faculty and staff generally feel that they have the necessary tools and resources, but humanities conditions (e.g., colleagues' relationships, working atmosphere) vary. Key Quote: "I love collaborative team work, but open-office noise sometimes makes it hard for me to focus." Therefore, the recommendation is to introduce quiet zones or flexible workspace options to balance collaboration and concentration.

5. Compensations (JS): Female faculty and staff generally agreed that compensations were important to work-life integration, especially in solving family life issues. The participants thought salaries were perceived as fair, but participants felt that bonus structures and incentives lacked transparency. Key Quote: "We know bonuses exist, but how they're decided is unclear, especially the standards for different

departments." Therefore, the recommendation is that universities should provide clearer explanations of bonus criteria and ensure equal access to incentive programs.

6. Leadership Quality (JS): Most participants agreed that leadership plays a critical role in job satisfaction, but some university leaders lack communication skills. Key Quote: "A leader makes or breaks your experience at work. Some leaders support us, but others don't respect work-life integration." Therefore, the recommendation is that leadership training should be emphasized, particularly in understanding work-life integration concept, effective communication and emotional intelligence.

7. Work Motivation (EE): Female faculty and staff feel motivated when given autonomy, but routine tasks with a strict time schedule reduce engagement and cause stress. Key Quote: "When I can take charge of a project, I feel energized and engaged with full responsibilities. But repetitive tasks drain my enthusiasm." Therefore, the recommendation is that the universities should provide incentive systems and more self-control projects and focus on the outcomes but not the everyday process.

8. Intention to Stay (EE): Female faculty and staff stated they would stay with the universities if growth opportunities and work-life balance remained strong. Key Quote: "If I see a future here, I'll stay. But if my career stagnates and influences my family life, I'll look elsewhere." Therefore, the recommendation is that universities should invest in career development programs and provide clear promotion pathways to enhance work-life integration.

9. Employee Net Promoter Score (EE): Female faculty and staff are likely to recommend their universities if improvements in workload balance and leadership quality occur. Key Quote: "It's a good place to work, I would recommend it to a friend if they're looking for work-life balance." Therefore, the recommendation is to address workload concerns by delegating tasks effectively and ensuring reasonable expectations.

10. Time & Work Flexibility (WI): Female faculty and staff appreciated flexible scheduling, but expectations around after-hours availability are unclear. Key Quote: "We can work remotely, but sometimes it feels like we're expected to be available 24/7."

Therefore, the recommendation is that implement clear after-hours boundaries and reinforce work-life balance policies.

11. Income & Compensations (WI): While salaries are competitive, some employees feel financial support for family-related expenses could be improved. Key Quote: "A little help with childcare or family medical costs would go a long way." Therefore, the recommendation is to consider offering childcare stipends or family support benefits to improve financial well-being.

12. Technology Use (WI): Female faculty and staff valued technology but felt that IT support and training should be enhanced. Key Quote: "The tools are great, but we don't always know how to use them efficiently." Therefore, the recommendation is to provide regular technology training sessions to maximize productivity and work-life integration.

Table 4.41 provides a clear comparison of key themes identified in both focus group discussions and individual interviews, helping to verify the consistency and reliability of the findings below.

Table 4.41 Focus Group Findings and Interview Findings

Theme	Focus Group Findings	Interview Findings	Verification of Model
Leadership	Participants highlighted the importance of leaders' understanding of work-life integration.	Interviewees mentioned similar issues, emphasizing that leadership style can influence the work-life balance.	Consistent: Both methods identified leadership as a significant problem.
Work and Time Flexibility	Focus group participants expressed a need for flexibility and autonomy in time and work schedule	Interviewees also stressed the importance of more flexible working hours and places.	Consistent: Both groups agree on the necessity for improving work flexibility.
Working Environment	Concerns about the work environment, such as facilities and good atmosphere, were raised.	Interviewees echoed these concerns, particularly about the impact on job satisfaction.	Consistent: Both methods highlighted work environment issues affecting job satisfaction.

Theme	Focus Group Findings	Interview Findings	Verification of Model
Stress Management and Mental Support	Participants felt that health management support was lacking in addressing their concerns.	Interviewees similarly noted insufficient support from physical and mental health care programs.	Consistent: Both groups reported a lack of health management support.
Technology Use	Mixed feelings about the current technology; some found it helpful, others found it lacking.	Interviewees provided varied feedback, with some suggesting improvements.	Partially Consistent: Both methods revealed mixed opinions on technology use.
Income and Compensations	Participants agreed that incomes were big concerns to help with work and life balance.	Interviewees also stated enough income could inspire motivation and solve life problems.	Consistent: Both groups agree on the necessity for improving work flexibility.

In conclusion, the focus group results reinforce key areas for improvement, such as leadership training, workload balance, career development, and transparency in compensation and incentives. While female faculty and staff generally value workplace culture, job security, and engagement opportunities, there are concerns regarding unequal access to benefits, unclear promotion paths, and high workload expectations. Practical recommendations include enhancing leadership communication, implementing work-life balance policies, and increasing transparency in performance-based rewards. Integrating these insights into organizational policies would create a more balanced, supportive, and engaged workforce.

4.2.2.6 The validation of hypotheses

The interview results provide support for several hypotheses related to the interplay between organizational well-being (OWB), job satisfaction (JS), work-life integration (WLI), emotional exhaustion (EE), and other factors:

Hypothesis1 : This hypothesis appears to be widely supported across multiple respondents, as many mentioned the importance of organizational well-being programs in managing stress, workload, and overall job satisfaction (e.g., Respondents 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20).

Hypothesis 2 : This hypothesis is supported by respondents who highlighted the need for family-friendly policies, leadership training, and resource allocation to improve work-life integration and overall well-being (e.g., Respondents 16, 17, 18, 19, 20).

Hypothesis 3 : This hypothesis is confirmed by respondents who noted that job satisfaction is closely tied to the ability to balance work and personal life, and that flexible policies and reduced administrative burdens can improve both (e.g., Respondents 1, 3, 9, 12, 13).

Hypothesis 4 : This hypothesis is validated by respondents who experienced emotional exhaustion due to high workloads, lack of support, or gender biases, and suggested that better work-life integration and mental health support could mitigate these issues (e.g., Respondents 3, 5, 10, 11, 15, 19).

Hypothesis 5 : This hypothesis is consistently supported across the interviews, as respondents emphasized the role of organizational well-being in managing work-life balance, reducing stress, and improving overall job satisfaction (e.g., Respondents 1, 2, 3, 4, 5, 6, 7, 8, 9, 10/, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20).

The model of organizational well-being Affecting work-life integration is summarized in Figure 4.7.

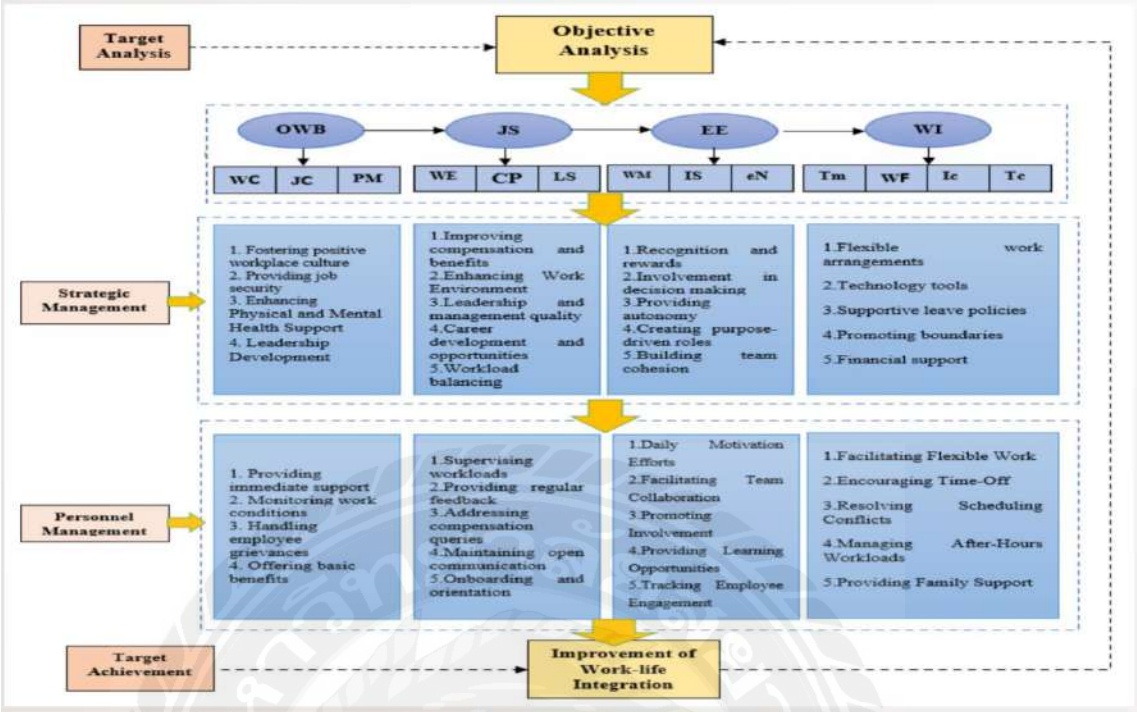


Figure 4.7 The Model of Organizational Well-being Affecting Work-life Integration

However, personnel management deals with operational and immediate actions, like resolving conflicts, adjusting schedules, or providing feedback, but strategic management focuses on long-term planning, such as designing wellness programs, setting engagement policies, or aligning work-life integration with organizational goals. Personnel management ensures the daily implementation of policies and processes that directly affect employees' OWB, JS, EE, and WI, creating a smooth, supportive workplace environment.

4.3 Conclusion

This study used Cronbach's Alpha, Composite Reliability, and AVE to show that the study's constructs—Organizational Well-being (OWB), Job Satisfaction (JS), Employee Engagement (EE), and Work-life Integration (WI)—were strong. This meant that the results were reliable and consistent. Structural Equation Modeling (SEM) confirmed the interrelationships among these variables, supporting hypotheses about their mutual impacts.

Qualitative analysis complemented these findings, highlighting how workplace culture, leadership quality, and flexibility influence work-life integration outcomes. Respondents expressed challenges, such as workload imbalance, insufficient support and lack of transparent compensation policies, but suggested actionable improvements, like flexible work arrangements and enhanced leadership and implementing work-life balance policies.

For research objective 1: The study delved into the multifaceted aspects of organizational well-being among female faculty and staff within the unique context of women's colleges and universities in China. The study also examined key indicators to explore the overall sense of organizational well-being that female faculty and staff experience within their institutional settings.

For research objective 2: This study revealed how organizational well-being impacts the work-life integration of female faculty members specifically in women's colleges and universities within China. The interview and focus group also investigated the unique challenges and opportunities faced by female faculty and staff in these institutions, and how these factors influence their abilities to integrate their work and personal lives harmoniously. By examining this relationship, the findings proved the factors of Organizational Well-being (OWB), Job Satisfaction (JS), Employee Engagement (EE) contribute to the overall Work-life Integration (WI).

For research objective 3: This study proposed an Organizational Well-being Model for Work-life Integration of female faculty and staff in women's colleges and universities in China. The model is grounded in the understanding that Workplace Culture, Job Security and Stability, Physical and Mental Health Support significantly enhances job satisfaction (JS) and Employee Engagement (EE) among female faculty and staff. This model provides a comprehensive framework for institutions to develop policies and practices that enhance the work-life integration of their faculty members.

CHAPTER 5
RESEARCH CONCLUSION, DISCUSSIONS AND RECOMMENDATIONS

The conclusion of this research synthesizes the key findings and presents strategic recommendations based on the data analysis research insights from Chapter 4. The results elucidate the interrelationships among the study variables, outline the practical application of these findings, and suggest measures for enhancing the work-life integration of female faculty in women's colleges and universities in China. This chapter is organized into four distinct sections, each addressing specific aspects as follows:

5.1 Research Conclusion

5.2 Discussions

5.3 Recommendations

5.1 Research Conclusion

The conclusion aims to address the three research questions initially outlined in Chapter 1. The study successfully tackled these core research questions, providing in-depth perspectives on the interplay between organizational well-being, job satisfaction, employee engagement, and work-life integration among female faculty and staff at women's colleges and universities in China.

This investigation adopted a mixed-methods approach, integrating both quantitative and qualitative techniques. In the quantitative phase, data were gathered from 400 completed questionnaires, representing participants from Eastern, Southern, Western, Northern, and Central China. To ensure robustness, reliability and validity assessments were performed. These included descriptive statistical analysis scale reliability evaluation, and validity checks, which incorporated exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The latter encompassed

structural validity, convergent validity, and correlation analyses. All analyses were conducted using SPSS 26.0 and Amos 24.0 software.

Secondly, qualitative research through in-depth interviews and focus group discussions were conducted to validate the research hypotheses and conclusions. The qualitative research captured insights from faculty, HR professionals and experts. The insights inform the enhancement of the Organizational Well-being Model, thereby bolstering job satisfaction and employee engagement among female faculty and staff and ultimately fostering their work-life integration.

Finally, combining both qualitative and quantitative analysis results, this study gains these final findings:

1) A Robust, Multi-Dimensional Model of Organizational Well-being (OWB):

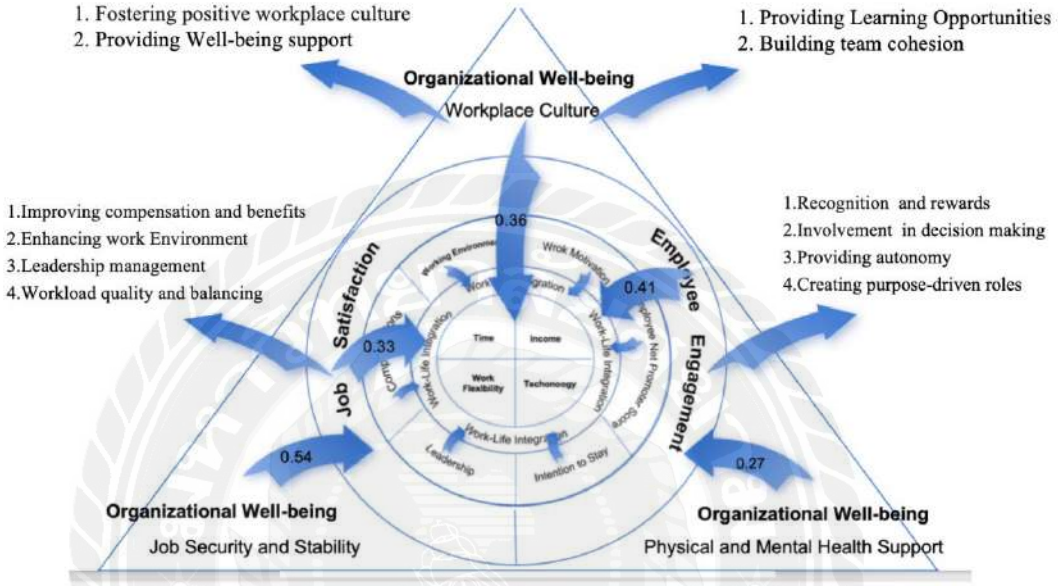
The study successfully validated a comprehensive model of OWB comprising three distinct dimensions—Workplace Culture, Job Security and Stability, and Physical and Mental Health Support. Quantitatively, the high Cronbach's Alpha scores, strong factor loadings, and excellent fit indices from Confirmatory Factor Analysis (CFA) confirmed the reliability and validity of these dimensions. Qualitative in-depth interviews further enriched this finding by revealing that employees perceive these dimensions as critical to fostering a supportive and resilient organizational environment. This dual-method confirmation provides a nuanced understanding of OWB that can drive targeted interventions.

2) An Integrated Framework Linking Organizational Factors to Work-life Integration:

The research combines the constructs of Organizational Well-being, Job Satisfaction, and Employee Engagement into a comprehensive Structural Equation Model (SEM) that directly influences work-life integration outcomes. Quantitative findings, such as high convergent validity and significant regression weights, underpin this integrated model, while qualitative insights from interviews provide context about how these organizational factors translate into employees' lived experiences of Work-life balance. This holistic framework offers a new perspective by elucidating the

dynamic interplay among these constructs, thereby guiding both managerial practices and future research in developing more effective work-life integration strategies.

Figure 5.1 Framework of Organizational Well-being and Work-life Integration



In Figure 5.1, the framework illustrates how organizational well-being, job satisfaction, employee engagement, and work-life integration are interlinked, using both quantitative metrics and qualitative insights. It shows that supportive organizational practices—such as fair compensation, effective leadership, and recognition—can boost these key elements and foster a healthier, more balanced work environment. By focusing on physical and mental health support, team cohesion, and opportunities for growth, the model underlines the importance of enhancing the organizatinoal well-being through job satisfaction and employee engagement to improve work-life integration.

The research findings collectively illustrate some insights to answer the research questions:

Research Question 1: What is the Organizational Well-being of female faculty and staff in women's colleges and universities in China?

Results from the structural equation model (SEM) indicate that several key factors substantially enhance work-life integration by cultivating a good organizational well-being. The study investigated the latent variable of Organizational Well-being (OWB) through three key dimensions: Workplace Culture (WC), Job Security and Stability (JS), and Physical and Mental Health Support (PM). A rotated component matrix was utilized to assess the strength of the relationship between each survey item (WC1–WC4, JS1–JS4, PM1–PM4) and its respective dimension.

The findings reveal that:

- Workplace Culture (WC) is robustly represented by items WC1–WC4, with factor loadings ranging from 0.766 to 0.834. This indicates that these items effectively capture the workplace environment and organizational values.

- Job Security and Stability (JS) is accurately captured by JS1–JS4, with loadings ranging from 0.771 to 0.891, confirming its significance in employees' perceptions of stability and career assurance.

- Physical and Mental Health Support (PM) is distinctly measured by PM1–PM4, with high loadings from 0.781 to 0.918, demonstrating the organization's commitment to employee well-being through comprehensive health support.

The consistently high factor loadings confirm that these three dimensions are distinct yet collectively define Organizational Well-being. These dimensions can be understood as integral components that comprehensively capture the essence of OWB—workplace culture reflects the social and ethical environment, job security and stability ensures economic and career stability, and physical and mental health support addresses faculty' physical and psychological needs. Collectively, they provide a holistic measure of an organization's overall well-being.

Research Question 2: What is the relationship between Organizational Well-being and Work-life Integration of female faculty and staff in women's colleges and universities in China?

The research findings indicate that organizational well-being significantly enhances work-life integration both directly and, more prominently, indirectly through job satisfaction and employee engagement.

The influence of organizational well-being on work-life integration through job satisfaction is substantial. The path JS ← OWB has 0.543 of Standardized Estimate which is a moderate positive relationship. The path WI ← JS has 0.334 of Standardized Estimate which is a moderate positive relationship. However, the combined effect reaches a considerable 0.877 ($p = 0.001$), underscoring the powerful potential of organizational well-being to drive work-life integration when coupled with job satisfaction.

Similarly, organizational well-being impacts work-life integration through employee engagement, with a direct effect estimated at 0.358 ($p = 0.001$). The direct effect in this pathway mirrors that observed in the employee engagement pathway, the path shows EE ← OWB, has 0.271 of Standardized Estimate. The path WI ← EE has 0.412 of Standardized Estimate, resulting in a combined effect of 0.683 ($p = 0.001$).

These findings highlight the essential role of job satisfaction and employee engagement as mediating factors, amplifying the impact of organizational well-being on work-life integration of female faculty in women's colleges and universities in China.

Research Question 3: How to propose an Organizational Well-being Model for female faculty and staff affecting Work-life Integration in women's colleges and universities in China?

Research findings indicate that an integrated Organizational Well-being Model can effectively enhance work-life integration for female faculty in women's colleges and universities in China. Specifically, the proposed model suggests that:

1. Organizational Well-being as a Foundation: Improving organizational well-being is essential, achieved by fostering a modern and inclusive workplace culture, ensuring job security and stability, and providing robust physical and mental health support. These dimensions not only reduce stress and burnout but also create an environment that is conducive to better work-life integration.

2. Enhancement of Job Satisfaction and Employee Engagement: The model emphasizes that job satisfaction and employee engagement are critical mediators between organizational well-being and work-life integration. This can be accomplished by optimizing the working environment, adjusting compensation and leadership practices, promoting work motivation, and regularly assessing engagement through metrics such as intention to stay and Employee Net Promoter Score (eNPS).

3. Integrated Technological and Process Innovations: The findings advocate for a strategic approach that incorporates technological and process innovations to drive sustainable improvements. Regular data analysis and eNPS evaluations help align innovation initiatives with the overall well-being objectives, thereby directly influencing the dimensions of work-life integration.

In summary, the research demonstrates that organizational well-being substantially contributes to work-life integration both directly and indirectly through enhanced job satisfaction and employee engagement. This causal dynamic model underscores the strategic value of adopting an integrated approach to organizational well-being in order to promote sustainable work-life integration among female faculty in the Chinese higher education context.

5.2 Discussions

5.2.1 Findings

This section concludes the research outcomes, focusing on the research questions and objectives tied to the main themes of the study.

1. Organizational Well-being and Job Satisfaction:

The organizational well-being (OWB) significantly influences job satisfaction (JS) by establishing an atmosphere where employees feel appreciated, secure, and

supported in both their professional and personal lives. This conclusion aligns with the work of Judge and Kammeyer-Mueller (2012), who highlighted that a positive and supportive workplace environment enhances both intrinsic and extrinsic job satisfaction. Intrinsic satisfaction stems from internal drivers such as meaningful tasks, opportunities for professional development, and a feeling of achievement, whereas extrinsic satisfaction is shaped by external elements like compensation, benefits, and working conditions.

Some researchers argued that organizations prioritizing employee well-being through measures like job security, mental health assistance, and initiatives promoting work-life balance tend to cultivate a more content workforce. Their findings indicate that employees perceiving their workplace as caring and responsive to their needs are likely to exhibit higher motivation and dedication. Additionally, fostering a culture centered on support and well-being can improve job satisfaction by alleviating work-related stress, boosting engagement, and nurturing a sense of belonging. This underscores the notion that OWB serves as a critical factor in determining job satisfaction, as it directly affects employees' attitudes, productivity, and overall workplace experience.

2. Job Satisfaction and Work-life Integration:

Job satisfaction plays a crucial role in enhancing work-life integration by creating a positive psychological state that permeates both the professional and personal realms of an employee’s life. According to Greenhaus and Powell (2006), when employees derive positive experiences and satisfaction from work, such benefits can produce positive spillover effects that enhance their ability to manage and transition between professional and personal roles more smoothly.

This positive state not only minimizes stress but also equips employees with better emotional and cognitive resources to manage competing demands effectively. In line with this perspective, Kossek et al. (2011) further emphasized that organizations that foster supportive work environments—through fair policies, recognition, and alignment of organizational and personal values—empower employees to navigate the complexities of work and family life. Essentially, when employees are content with their work conditions, they exhibit greater flexibility and resilience, enabling them to

balance work demands with personal goals more seamlessly. This integrative approach not only contributes to improved overall well-being but also enhances productivity and commitment, thereby creating a virtuous cycle where work satisfaction and work-life integration reinforce one another.

3. Employee Engagement as a Mediator:

The findings of this study reveal that employee engagement (EE) functions as a critical mediator that links organizational well-being with the capacity of its faculty and staff to effectively integrate professional and personal domains. Specifically, when faculty and staff exhibit high levels of engagement—characterized by vigor, dedication, and absorption. They not only demonstrate enhanced resilience in fulfilling their work roles but also become more adept at managing the often competing demands of their professional responsibilities and personal lives. Ultimately, when organizations invest in initiatives that enhance employee engagement, they create a virtuous cycle where improved well-being fuels engagement, which in turn supports a more sustainable work–life balance.

4. Organizational Well-being and Work-life Integration:

This study findings demonstrate that work-life integration (WLI) is positively influenced by organizational well-being (OWB). In-depth empirical investigations, such as those by Kumar et al. (2023) elucidated that the implementation of balanced work-life practices is instrumental in fostering overall organizational effectiveness. These studies argue that when employees are afforded the flexibility to integrate their professional responsibilities with personal needs, it results in reduced stress levels, enhanced job satisfaction, and increased engagement.

5.2.2 New Knowledge

New Insights from Structural Equation Modeling (SEM)

The SEM analysis provides novel insights into the intricate relationships among organizational well-being (OWB), job satisfaction (JS), employee engagement (EE), and work-life integration (WLI). The validated model confirms that WI is significantly influenced by OWB, JS, and EE, as represented by the following equation:

$$WI = 0.358 \cdot OWB + 0.334 \cdot JS + 0.412 \cdot EE + \varepsilon$$

These findings highlight the substantial impact of OWB, JS, and EE on WI, with EE emerging as the most influential predictor. This underscores the critical role of fostering an engaged workforce to enhance work-life integration. Furthermore, the study identifies key mediating effects: EE not only strengthens the impact of OWB on WI but also serves as a catalyst for improving WI through its interplay with JS. Additionally, JS partially mediates the relationship between OWB and WI, further demonstrating the dynamic interdependencies among these constructs.

New Insights from In-depth Interview and Focus Group Discussion

Compensation as a key predictor of Job Satisfaction: Within the Job Satisfaction construct—which includes Working Environment, Compensation, and Leadership—the quantitative analysis highlighted that the Compensation dimension exhibits the strongest standardized relationship (Std. Estimate ≈ 0.702) with overall job satisfaction. This result is reinforced by qualitative content analysis where respondents frequently emphasized the importance of fair and adequate compensation in influencing their overall satisfaction. This integrated finding not only confirms the critical role of financial rewards but also suggests that strategic improvements in compensation can substantially enhance job satisfaction and subsequent work-life integration.

5.2.3 Contributions

1. Theoretical Contribution: This study synthesizes organizational well-being theory, job satisfaction theory, and employee engagement theory to develop a robust model. By offering a novel conceptual framework, it delineates the direct and mediated effects of organizational well-being on work-life integration of female faculty in women's colleges and universities in China. Building on existing literature, this research highlights the mediating roles of job satisfaction and employee engagement, providing insights into their influence on work-life integration in the women higher educational institutions.

2. Empirical Contribution: This study examines women's colleges and universities in China to investigate the impact of organizational well-being dimensions

on workplace culture, job security and stability and physical and mental health support, with job satisfaction and employee engagement serving as mediators. Structural equation modeling (SEM) enhances the rigor of the analysis, validating the impact pathways and relationship strengths between variables.

3. Practical Implications: The findings deliver actionable recommendations for women's colleges and universities in China, underscoring the value of cultivating organizational well-being to achieve faculty work-life integration. The study advises organizations to enhance long-term competitiveness and sustainability by implementing robust organizational well-being management and strengthening innovation capabilities. Decision makers can leverage these insights to refine human resource strategies, fostering continuous well-being.

4. Addressing Research Gaps: This research addresses a critical gap in the literature by focusing on female faculty members in women's colleges and universities in China, an area of work and life integration of female workers frequently overlooked in global discussions. The study highlights the specific challenges and opportunities faced by these female faculty in terms of work-life integration and provides significant value to scholars and practitioners working on similar gender-related issues.

5.3 Recommendations

Based on the research findings that demonstrate the significant impact of organizational well-being on work-life integration, the following recommendations are proposed to guide the policy strategy, management practices and future research grounded in the key components of organizational well-being, job satisfaction, employee engagement, all of which can drive work-life integration

5.3.1 Recommendations for Policy Strategy

Building on the empirical evidence that underscores the profound influence of organizational well-being on work-life integration, it is imperative that policy strategies be reoriented towards fostering a supportive and flexible work environment.

1. Recommendations for government

Develop a supportive policy framework: The government should introduce policies that encourage enterprises to implement work-life integration measures, such as tax incentives and financial subsidies, to motivate companies to offer flexible work arrangements, mental health support, and family-friendly policies to their employees. At the same time, the government can enhance the enforcement of labor laws and regulations to ensure that employees' rights to rest and leave are protected and to prevent unreasonable work arrangements such as excessive overtime.

Establish a monitoring and evaluation mechanism: To ensure the effective implementation of policies, the government needs to establish a corresponding monitoring and evaluation mechanism to track the implementation and effectiveness of work-life integration policies.

2. Recommendations for universities

Establish a supportive work environment and culture: Universities should foster an organizational culture that supports the integration of work and life. For instance, they should encourage department heads to understand and support the personal life needs of their staff and avoid unreasonable work arrangements such as excessive overtime. At the same time, practical support measures can be provided, such as setting up childcare facilities and gyms, to facilitate faculty and staff in taking care of their families and maintaining a healthy lifestyle outside of work.

Conduct education and research on work-life integration As important venues for knowledge dissemination and innovation, universities have unique advantages and responsibilities in the research and education of work-life integration. They can carry out interdisciplinary research to explore theoretical and practical issues related to work-life integration, providing scientific decision-making bases for governments and enterprises.

3. Recommendations for enterprises

Adopt adaptable work setups: Companies can provide alternatives like telecommuting, adjustable work schedules, and variable work locations, empowering employees to organize their tasks according to individual preferences and productivity. For example, certain organizations might introduce "Meeting-Free Fridays" or "Flex

Fridays," granting staff additional leisure time. Such initiatives can contribute to boosting employee satisfaction and well-being while minimizing the tension between professional and personal life.

Cultivate leaders' support and understanding: The attitude and behavior of leaders have a significant impact on employees' work-life integration. Enterprises can conduct training for management to help them understand the importance of work-life integration and master the methods and skills to support employees in achieving it. For example, leaders can break the stigma around mental health by openly sharing their personal experiences and challenges.

5.3.2 Recommendations for Management Practice

1. Promote Employee Engagement Programs:

Recognition and Reward Systems: Recognizing individual and team achievements can significantly bolster employee motivation and morale. Structured reward systems—ranging from monetary incentives to non-monetary acknowledgments such as awards or public recognition—can reinforce positive behaviors and enhance overall job satisfaction. Professional Development

Opportunities: Providing avenues for continuous learning and career advancement is pivotal in maintaining employee engagement. Offering targeted training, mentorship programs, and clear pathways for professional growth ensures that employees feel valued and are equipped to meet evolving organizational demands.

2. Create a psychologically safe environment :

Management practices should focus on fostering a psychologically safe work atmosphere. Research shows that 90% of global employees consider psychological safety crucial for enhancing job satisfaction and employee engagement. Organizations need to adopt inclusive policies and positive communication methods, for instance, mental health programs and career development training to let employees feel safe and stay.

3. Offer Flexible Work Arrangements:

Management practices should offer flexible work arrangements, including Telecommuting/Remote Work: Employees perform their duties outside the conventional office setting, often from home or alternative locations. Flextime: Employees have the flexibility to choose their start and finish times within certain deadline, allowing them to tailor their workday around personal commitments. Flexible Work Schedules: In a compressed workweek, employees may work longer hours but over fewer days, such as four 10-hour days rather than five 8-hour days, allowing for extended periods of personal time. Shared Roles: This arrangement involves two or more employees dividing the duties of a single full-time role, providing a better balance between professional and personal commitments. Reduced-Hour Plans: These schedules offer fewer hours compared to traditional full-time positions, meeting the needs of employees who prefer a lighter workload. By implementing these options, organizations can address the varied requirements of their workforce, fostering a more flexible and accommodating workplace. This adaptability is crucial for maintaining both the long-term health and effectiveness of the organization.

5.3.3 Recommendations for Further Research

1. **Expanding the Scope:** Replicate the study in different types of universities and cultural settings to assess the generalizability of the findings and identify potential variations across contexts.
2. **Intervention-Based Research:** Design and evaluate specific interventions or programs aimed at improving work-life integration among female faculty, assessing their effectiveness in promoting well-being and organizational outcomes.
3. **Comparative Studies:** Compare the organizational well-being and work-life integration experiences of female faculty members across different disciplines and academic ranks to identify potential disparities and areas for targeted support.

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APPENDIX

Questionnaire

Dear Participant,

You are cordially invited to contribute to a research study aimed at exploring the impact of Organizational Well-being Model of female faculty and staff on work-life integration. Your insights are invaluable in deepening our understanding of this subject.

Study Overview:

This study centers on examining the influence of organizational well-being model on various facets of work-life integration. The questionnaire is structured into three distinct sections:

1. Collection of respondent's personal information (confidential).
2. Inquiry into various factors that might influence work-life integration.
3. Solicitation of recommendations for further research or practice.

Participant Instructions:

Your participation involves completing the questionnaire, and ensuring that your responses are as accurate and truthful as possible. This will significantly aid the precision and applicability of our research findings.

Please note that all questions are designed to contribute meaningfully to the study, hence the importance of a complete response.

Confidentiality and Contact Information:

Be assured that the information you provide will be treated with the utmost confidentiality. Results derived from this study will be reported only in aggregated form, maintaining the anonymity of individual responses. Should you have any queries or concerns regarding this research, or if you wish to express any grievances, please do not hesitate to reach out to Wang Peng (Grace).

Email: sakurawp@163.com, Phone: +(86) 180-9119-9930.

Your willingness to dedicate time to this questionnaire is profoundly appreciated, and we extend our deepest gratitude for your contribution to this academic endeavor.

Sincerely,

Wang Peng

Grace (Wang Peng)

<u>Part 1</u>: General information of the respondents

Instructions: Please tick ✓ in the box that matches your criteria

Gender: Female <u>Only</u>

1. Marital status:

☐ Single ☐ Married

2. Your age:

☐ 18-25 ☐ 26-35 ☐ 36-46 ☐ 46-60

3. Your highest level of education

☐ College degree or below ☐ Bachelor

☐ Master's ☐ Ph.D.

4. How many years have you worked here?

☐ Less than 2 years ☐ ≥ 2 years - ≤ 5 years

☐ >5 years - < 7 years ☐ 7 years or more

5. Your professional qualification level

☐ None ☐ Primary ☐ Intermediate ☐ Advanced

6. Position: _____

Part 2: Relational factors

The questionnaire used a Likert scale. Please tick ✓ for the one option you think is most true, referring to the opinion rating given below:

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral;

4 = Agree; 5 = Strongly Agree about the influence factor and reference

1. Organizational Well-being		Alternative Answers				
		1	2	3	4	5
1.1	**Workplace Culture**					
1	I feel respected at my university.					
2	I enjoy the diversity and equity of my university.					
3	I feel recognized and appreciated for my contributions.					
4	At my university, the values and culture align with my personal values.					
1.2	**Job Security and Stability**					
5	I'm not worried about potential job loss in the near future.					
6	My job has good prospects for career advancement.					
7	I recently observed layoffs or downsizing at my university.					
8	My university has clear communication about job security.					
1.3	**Physical and Mental Health Support**					
9	The workload allows me to achieve a healthy work-life balance.					
10	My manager would be understanding if I took a sick day for mental health reasons.					
11	My university offers gyms to the employees.					
12	I have someone to talk to at work when I feel stressed.					

2. Job Satisfaction		Alternative Answers				
		1	2	3	4	5
2.1	**Working Environment**					
13	My university provides me with the tools and materials I need to do my job effectively.					
14	I enjoy working in a team at my university.					
15	When I speak up at work, my opinion is valued.					
16	I feel a family-supported atmosphere at my university.					
2.2	**Compensations**					
17	I feel that my compensation is fair, relative to similar roles at my university.					
18	I am satisfied with the structure of compensations.					
19	I understand the process of salary increases.					
20	I am provided adequate bonuses or incentives.					
2.3	**Leadership**					

2. Job Satisfaction		Alternative Answers				
		1	2	3	4	5
21	My leader is a great role model for employees.					
22	My leader promotes an open and constructive way to deal with problems and challenging issues.					
23	My leader communicates a clear sense of work-life integration.					
24	My leader plays an important role in organizational well-being.					

3. Employee Engagement		Alternative Answers				
		1	2	3	4	5
3.1	**Work Motivation**					
25	I feel excited about my job duties.					
26	At my university, I'm willing to take on new tasks.					
27	I believe there are good career opportunities for me at my university.					
28	I feel like I am contributing to the overall success of my university.					
3.2	**Intention to Stay**					
29	I can see a long-term future with my university.					
30	I see myself still working at my university in two years' time.					
31	I'm inspired by the purpose and mission of my university.					
32	I rarely think about looking for a job at another university.					
3.3	**Employee Net Promoter Score (eNPS)**					
33	I feel that my university values my contribution.					
34	I'm satisfied with the overall experience of working at my university.					
35	I would comment my university as a great place to work.					
36	I will recommend my university to others.					

4. Work-life Integration		Alternative Answers				
		1	2	3	4	5
4.1	**Time**					
37	I often work overtime at my university.					
38	I spend too much time commuting from home to work.					
39	I have flexibility to manage working time, like on the weekend.					
40	My working time influences my family life negatively.					
4.2	**Work Flexibility**					
41	I can determine workload based on my needs.					
42	I have the flexibility to work from home.					
43	I am encouraged to collaborative teamwork.					
44	I can manage my own flexible work schedules based on task					

4. Work-life Integration		Alternative Answers				
		1	2	3	4	5
	requirements and deadlines.					
4.3	**Income**					
45	Salary takes the largest portion of my income.					
46	I agree that I get fair payment based on my workload.					
47	I can be rewarded for good performance.					
48	At my university, faculty can get some financial support for their family life.					
4.4	**Technology**					
49	I feel comfortable with using technology in my work.					
50	At my university, I'm provided with facilities for remote work and telecommuting.					
51	Using technology helps me to be more productive and efficient.					
52	I agree that technology can greatly support my work-life integration.					

In-depth Interview

Dear Respected Interviewee,

Greetings, I am presently engaged in doctoral research in the field of management and find myself in need of your valuable insights. I apologize for encroaching upon your time but your assistance would be invaluable.

The purpose of this interview is to delve into nine carefully crafted questions that explore the interplay between the organizational well-being model and work-life integration.

Your participation and responses are crucial for the data analysis phase of this research. I kindly request that you answer each question with frankness and precision, as this will greatly enhance the accuracy and utility of the study.

Please be assured that all information provided during this interview will be held in strict confidence. The outcomes of the research will be disseminated only in a summarized format. I extend my sincere gratitude to you for devoting your time to participating in this interview. Your contribution is immensely appreciated and will significantly enrich the depth of this academic investigation.

Thank you for considering this request.

Warm regards

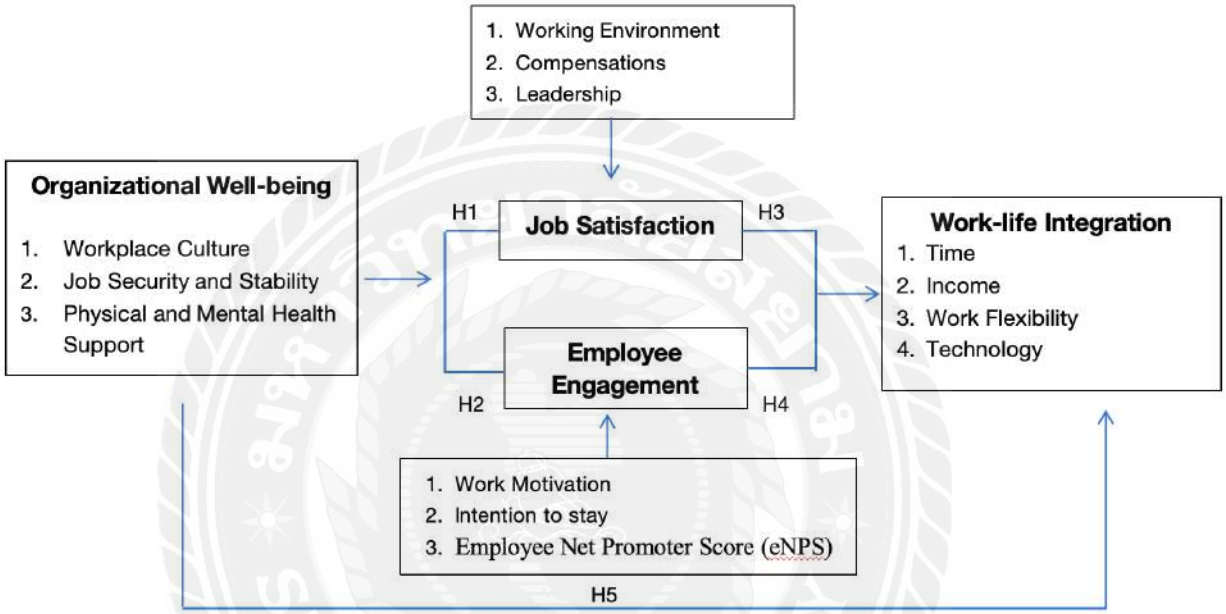
Wang Peng

Grace (Wang Peng)

Siam University

The enterprise interview includes 4 questions:

1. Do you think you are experiencing work-life integration? What is your understanding of work-life integration?
2. What are the current problems and challenges of work-life integration?
3. What do you think are the solutions to the problems and challenges? Please list.
4. Do you think this model is valid? If not, why not? What do you suggest?



Questionnaire Content validity Item-objective Congruence of Index (IOC)

Dissertation Topic: The Effects of Organizational Well-being on Work-life Integration: A Study of Female Faculty and Staff in Women's Colleges and Universities in China

This research aims to understand the relationship among organizational well-being, job satisfaction, employee engagement, and work-life integration. This study summarizes the number of items in each section of the questionnaire as follows:

1. Organizational Well-being = 12 items
2. Job Satisfaction = 12 items
3. Employee Engagement = 12 items
4. Work-life Integration = 16 items
5. Total number of questions = 52 items

Explanation: In the investigation process, the researcher took the survey to have 5 academic specialists examine it. The following name list appears below:

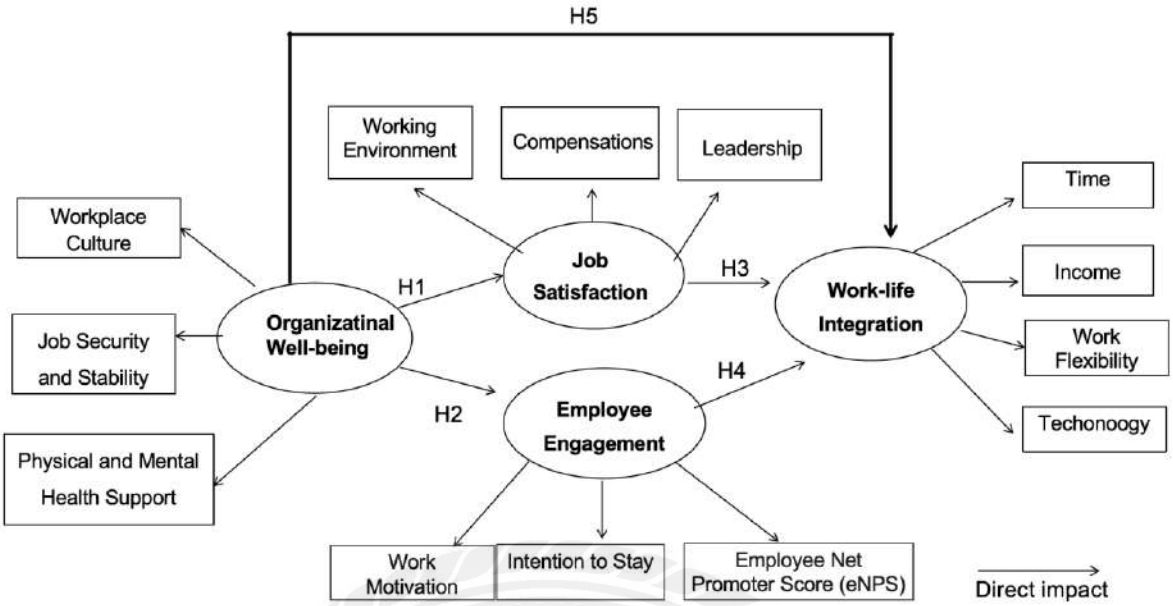
IOC No. 1 Dr. Liu Yuelian
China,Vice President of Xian Peihua University

IOC No. 2 Dr. Bian Xia
China, President of Jinling Women's College of Nanjing Normal University

IOC No. 3 Dr. Xiao Bin
China, Chair of the Academic Committee of Guangdong Women's Vocational College

IOC No. 4 Dr. Cai Yinghui
China, HR Manager of Shude Women's College of Shantou University

IOC No. 5 Dr. Peter Qin
Australia, Dean of Finance and Accounting School of Xi'an Peihua University



Content-based Item-objective Congruence of Index (IOC)

1. Organizational Well-being		Expert/Professor Score					IOC Score
		Dr. Liu Yuelian	Dr. Bian Xia	Dr. Xiao Bin	Dr. Cai Yinghui	Dr. Peter Qin	
1.1	**Workplace Culture**						
1	I feel respected at my university.	+1	+1	0	+1	+1	0.8
2	I enjoy the diversity and equity of my university.	+1	+1	+1	+1	0	0.8
3	I feel recognized and appreciated for my contributions.	+1	0	+1	+1	+1	0.8
4	At my university, the values and culture align with my personal values.	+1	+1	+1	0	+1	0.8
1.2	**Job Security and Stability**						
5	I'm not worried about potential job loss in the near future.	0	+1	+1	+1	+1	0.8
6	My job has good prospects for career advancement.	+1	+1	+1	0	+1	0.8
7	I recently observed layoffs or downsizing at my university.	+1	+1	0	+1	+1	0.8
8	My university has clear communication about job security.	+1	+1	+1	+1	+1	1

1. Organizational Well-being		Expert/Professor Score					IOC Score
		Dr. Liu Yuelian	Dr. Bian Xia	Dr. Xiao Bin	Dr. Cai Yinghui	Dr. Peter Qin	
1.3	**Physical and Mental Health Support**						
9	The workload allows me to achieve a healthy work-life balance.	+1	+1	+1	0	+1	0.8
10	My manager would be understanding if I took a sick day for mental health reasons.	+1	+1	0	+1	+1	0.8
11	My university offers gyms to the employees.	+1	+1	+1	+1	+1	1
12	I have someone to talk to at work when I feel stressed.	+1	0	+1	+1	+1	0.8

2. Job Satisfaction		Expert/Professor Score					IOC Score
		Dr. Liu Yuelian	Dr. Bian Xia	Dr. Xiao Bin	Dr. Cai Yinghui	Dr. Peter Qin	
2.1	**Working Environment**						
13	My university provides me with the tools and materials I need to do my job effectively.	+1	+1	+1	+1	+1	1
14	I enjoy working in a team at my university.	+1	+1	0	+1	+1	0.8
15	When I speak up at work, my opinion is valued.	+1	+1	+1	+1	0	0.8
16	I feel a family-supported atmosphere at my university.	+1	0	+1	+1	+1	0.8
2.2	**Compensations**						
17	I feel that my compensation is fair, relative to similar roles at my university.	+1	+1	+1	+1	+1	1
18	I am satisfied with the structure of compensations.	+1	+1	+1	+1	0	0.8
19	I understand the process of salary increases.	+1	+1	+1	0	+1	0.8
20	I am provided adequate bonuses or incentives.	+1	+1	0	+1	+1	0.8
2.3	**Leadership**						
21	My leader is a great role model for faculty.	+1	0	+1	+1	+1	0.8
22	My leader promotes an open and constructive way to deal with problems and challenging issues.	+1	+1	+1	+1	0	0.8

2. Job Satisfaction		Expert/Professor Score					IOC Score
		Dr. Liu Yuelian	Dr. Bian Xia	Dr. Xiao Bin	Dr. Cai Yinghui	Dr. Peter Qin	
23	My leader communicates a clear sense of work-life integration.	+1	+1	+1	+1	+1	1
24	My leader plays an important role in organizational well-being.	+1	+1	+1	+1	+1	0.8

3. Employee Engagement		Expert/Professor Score					IOC Score
		Dr. Liu Yuelian	Dr. Bian Xia	Dr. Xiao Bin	Dr. Cai Yinghui	Dr. Peter Qin	
3.1	**Work Motivation**						
25	I feel excited about my job duties.	+1	0	+1	+1	+1	0.8
26	At my university, I'm willing to take on new tasks.	+1	+1	+1	+1	0	0.8
27	I believe there are good career opportunities for me at my university.	+1	+1	+1	0	+1	0.8
28	I feel like I am contributing to the overall success of my university.	+1	0	+1	+1	+1	0.8
3.2	**Intention to Stay**						
29	I can see a long-term future with my university.	+1	+1	+1	+1	0	0.8
30	I see myself still working at my university in two years' time.	+1	+1	+1	+1	+1	1
31	I'm inspired by the purpose and mission of my university.	+1	0	+1	+1	+1	0.8
32	I rarely think about looking for a job at another university.	+1	+1	+1	0	+1	0.8
3.3	**Employee Net Promoter Score eNPS**						
33	I feel that my university values my contribution.	+1	0	+1	+1	+1	0.8
34	I'm satisfied with the overall experience of working at my university.	0	+1	+1	+1	+1	0.8

3. Employee Engagement		Expert/Professor Score					IOC Score
		Dr. Liu Yuelian	Dr. Bian Xia	Dr. Xiao Bin	Dr. Cai Yinghui	Dr. Peter Qin	
35	I would comment my university as a great place to work.	+1	+1	+1	+1	0	0.8
36	I would recommend my university	+1	+1	+1	+1	+1	1

4. Work-life Integration		Expert/Professor Score					IOC Score
		Dr. Liu Yuelian	Dr. Bian Xia	Dr. Xiao Bin	Dr. Cai Yinghui	Dr. Peter Qin	
4.1	**Time**						
37	I often work overtime at my university.	+1	+1	+1	+1	+1	1
38	I spend too much time commuting from home to work.	+1	+1	+1	0	+1	0.8
39	I have flexibility to manage working time like on the weekend.	+1	+1	+1	+1	+1	1
40	My working time influences my family life negatively.	+1	+1	+1	+1	0	0.8
4.2	**Work Flexibility**						
41	I can determine workload based on my needs.	+1	+1	+1	+1	+1	1
42	I have the flexibility to work from home.	+1	+1	+1	+1	+1	1
43	I am encouraged to collaborative teamwork.	0	+1	+1	+1	+1	0.8
44	I can manage my own flexible work schedules based on task requirements and deadlines.	+1	+1	+1	0	+1	0.8
4.3	**Income**						
45	Salary takes the largest portion of my income.	+1	+1	+1	+1	+1	1
46	I agree that I get fair payment based on my workload.	+1	+1	+1	+1	0	0.8
47	I can be rewarded for good performance.	0	+1	+1	0	+1	0.8

4. Work-life Integration		Expert/Professor Score					IOC Score
		Dr. Liu Yuelian	Dr. Bian Xia	Dr. Xiao Bin	Dr. Cai Yinghui	Dr. Peter Qin	
48	At my university, faculty can get some financial support for their family life.	+1	+1	0	+1	+1	0.8
4.4	**Technology**						
49	I feel comfortable with using technology in my work.	+1	+1	+1	0	+1	0.8
50	At my university, I'm provided with facilities for remote work and telecommuting.	+1	+1	+1	+1	+1	1
51	Using technology helps me to be more productive and efficient.	+1	+1	+1	0	+1	0.8
52	I agree that technology can greatly support my work-life integration.	0	+1	+1	+1	+1	0.8

(Dr. Liu Yuelian) **(Dr. Bian Xia)** **(Dr. Xiao Bin)**

(Dr. Cai Yinghui) **(Dr. Peter Qin)**

Focus Group

Consent Letter

Title of Study: The Model of Organizational Well-being and Work-life Integration: A Study of Female Faculty and Staff in Women's Colleges and Universities in China

Principal Investigator: Wang Peng
Institution: The Graduate School, Siam University, Thailand
Contact Information: sakurawp@163.com

Dear Participant,

You are invited to participate in a focus group discussion as part of a research study on work-life integration among female faculty members. The purpose of this study is to explore the challenges and potential solutions related to work-life integration in academia, with a focus on organizational well-being, job satisfaction, and employee engagement.

Participation and Procedures:

- You will be asked to participate in a group discussion with six other experts in the field.
- The discussion will last approximately 90 minutes and will be conducted by Tent Meeting link online.
- The session will be audio-recorded for research purposes, and all responses will be kept confidential.
- Your participation is completely voluntary, and you may choose to withdraw at any time without any consequences.

Confidentiality:

- Your identity and responses will remain confidential. No personally identifiable information will be disclosed in the final research report.
- Data collected will be securely stored and used solely for academic purposes.

Potential Benefits and Risks:

- There are no direct risks associated with participation. However, discussions may involve personal experiences, and you are free to share only what you feel comfortable discussing.
- The study aims to contribute to improved institutional policies and a better understanding of work-life integration challenges and solutions.

Informed Consent Statement:

By signing below, you acknowledge that you have read and understood the information provided above. You voluntarily agree to participate in this study and consent to the recording of the focus group discussion. You understand that you may withdraw at any time without any consequences.

Participant's Name: _____

Participant's Signature: _____

Date: _____

If you have any questions or concerns, please feel free to contact Wang Peng at +86 180-9119-9930.

Thank you for your valuable contribution to this research.

Sincerely,

Wang Peng (Grace)

Siam University, Xi'an Peihua University

Participants Introduction:

Name	Title and Position	Research
Deng Junjun	Professor at the School of Psychology and Cognitive Science, China Women's University	work psychology and occupational well-being
Zhang Kecheng	Deputy Dean of the School of Management at Shandong Women's University	organizational behavior and human resource management
Peng Yunfei	Director of Human Resources at Hunan Women's University	university's staff development and workplace diversity policy
He Wenhua	Associate professor at Guangdong Vocational Women's College	Balancing women's career development with family responsibilities
Fu Liwei	Director of the Teacher Development Centre at Xi 'an Peihua University	remote working and flexible employment models
Sun Lin	Professor at the School of Public Health, Jinling Women's College, Nanjing Normal University	occupational health and employee well-being.
Li Wenjing	Professor of Human Resource Management at Hunan Women's University	Human resources, employee performance, organizational efficiency

Focus Group Transcript

Moderator (Grace):

Welcome, everyone. Thank you for taking the time to join this discussion about work-life integration. Our goal today is to understand your experiences, the challenges you face, and potential solutions. Please feel free to share your honest thoughts.With your permission, we are recording the entire session for post-research purposes only. Thanks for the support. Let's begin with the first question.

<u>Question 1</u>: Do you think you are experiencing work-life integration? What is your understanding of work-life integration?

Participant 1:
I think work-life integration is about balancing professional responsibilities with personal and family life in a way that feels sustainable. As a mother and a faculty member, I find it difficult to separate work and personal life completely, so integration means having the flexibility to manage both effectively.

Participant 2:
I agree. Unlike work-life balance, which suggests a clear separation, work-life integration allows for overlap. For example, I often prepare lectures at home while taking care of my child. However, this also means that work seeps into my personal life, making it hard to disconnect, which can be exhausting.

Participant 3:
For me, work-life integration is about control over my time and workload. If I have the autonomy to choose when to work and when to take care of personal matters, I feel more in control. However, in academia, deadlines and teaching schedules often limit this flexibility.

Participant 4:
It's also about workplace culture. Some institutions foster an environment where faculty well-being is prioritized, while others have unrealistic expectations. If the workplace doesn't support integration, it becomes much harder to achieve.

Participant 5:
Leadership is a huge factor. Supportive leadership that understands faculty challenges and provides flexibility can make work-life integration possible. But if leadership is rigid and expects faculty to be available 24/7, integration becomes nearly impossible.

Participant 6:
I think physical and mental well-being plays a key role. If I constantly feel guilty for prioritizing work over family or vice versa, then I don't think I have achieved work-life integration. Stress and burnout are real issues, and institutions need to acknowledge them.

Participant 7:
Work-life integration is also about engagement and passion. When I feel motivated and valued, I find it easier to blend work and personal life without feeling overwhelmed. But if I'm disengaged, even a small workload can feel overwhelming.

Question 2: What are the current problems and challenges of work-life integration?

Participant 1:
The biggest issue for me is time pressure. Teaching, research, and administrative duties consume most of my day, leaving little time for personal matters.

Participant 2:
I struggle with job security. The pressure to publish papers and meet evaluation criteria makes it difficult to focus on work-life integration. I always feel like I need to do more to secure my position.

Participant 3:
Compensation is another major issue. The workload doesn't always match the pay, which adds stress and makes it difficult to justify taking personal time.

Participant 4:
I think workplace culture matters a lot. Some universities support flexible work arrangements, but others expect faculty to be physically present all the time, making it hard to integrate personal life into work.

Participant 5:
Lack of mental health support is a major issue. Many female faculty members experience burnout, but there aren't enough institutional resources for mental well-being.

Participant 6:
Technology is a double-edged sword. While it helps us work remotely, it also blurs the boundary between work and personal life. I often receive emails and messages from students at all hours, making it hard to disconnect.

Participant 7:
Another issue is engagement. When faculty members feel undervalued or unmotivated, maintaining a healthy work-life integration becomes even more challenging. Institutions need to do more to create a sense of purpose and belonging.

<u>Question 3</u>: What do you think the solutions to these problems and challenges are? Please list.

Participant 1:
- Reduce administrative burdens for faculty members to allow more time for personal life.
- Implement policies that limit after-hours work communication.

Participant 2:
- Provide clear job security pathways to reduce stress.
- Encourage institutions to offer financial incentives or grants for faculty with caregiving responsibilities.

Participant 3:
- Adjust compensation to reflect workload, ensuring that faculty are fairly paid for their time.
- Recognize and reward faculty who actively engage in maintaining a healthy work-life balance.

Participant 4:
- Promote flexible working arrangements, such as remote work or adjusted teaching schedules.
- Ensure that leadership supports faculty in setting work-life boundaries.

Participant 5:
- Establish mental health support programs, including counseling and stress management workshops.
- Foster a workplace culture where taking breaks and personal time is encouraged, not seen as a lack of dedication.

Participant 6:
- Use technology wisely—set clear guidelines for work-related communication after hours.
- Provide professional development on time management and work-life integration strategies.

Participant 7:
- Encourage leadership to create an engaging and motivating work environment.
- Implement policies that recognize the value of faculty engagement and well-being.

Question 4: Do you think this model is valid? If not, why not? What do you suggest?

Participant 1:
I think the model is valid because workplace culture, job security, and well-being directly affect work-life integration. If institutions prioritize these factors, faculty will have a better experience.

Participant 2:
Yes, the model is valid, but it could be expanded to include gender-specific challenges, as female faculty often face unique pressures related to family responsibilities.

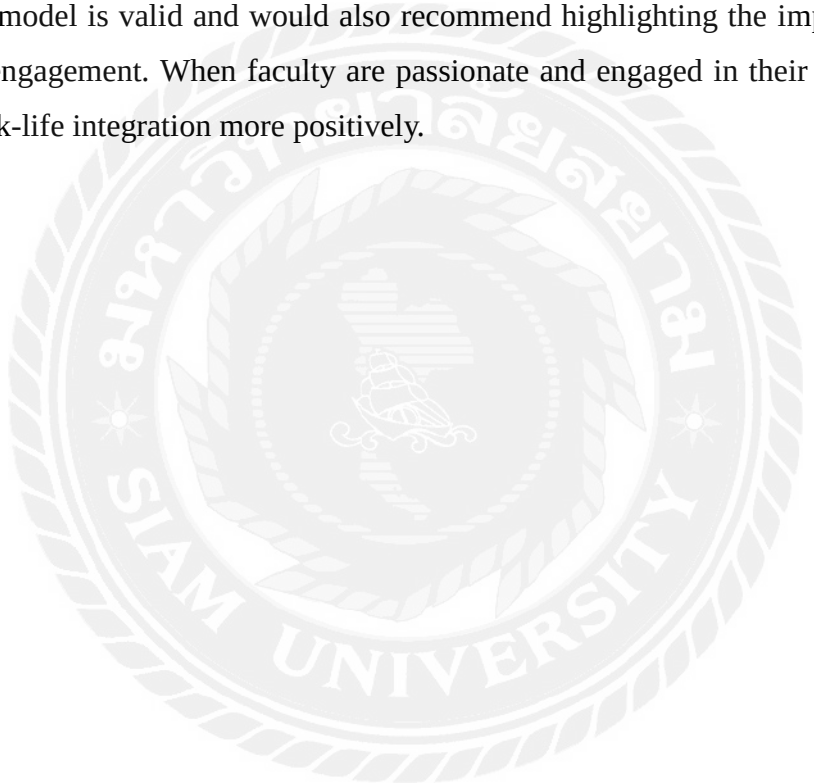
Participant 3:
I agree with the model. Job satisfaction is a key mediator—if faculty feel valued and secure, they are more likely to integrate work and life effectively.

Participant 4:
The model is strong, but leadership style should be highlighted more. Supportive leadership can make work-life integration possible, while rigid policies can hinder it.

Participant 5:
I think the model accurately reflects reality. Health support is crucial, as burnout can destroy any attempt at work-life integration. Institutions must take this seriously.

Participant 6:
I support the model, and I would also suggest emphasizing the role of technology. Digital tools can both help and hurt work-life integration, depending on how they are used.

Participant 7:
I think the model is valid and would also recommend highlighting the importance of employee engagement. When faculty are passionate and engaged in their work, they handle work-life integration more positively.



AUTHOR'S BIOGRAPHY

Name and Surname	:	Wang Peng
Date of Birth	:	June 29th, 1981
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Birth of Place	:	Jilin
Address	:	Room 1004, Linyin Community, Chang'an District, Xi'an , Shaanxi, China
E-Mail		sakurawp@163.com
Work Position	:	Director of International Exchange Center / Dean of Women School
Workplace	:	Xi'an Peihua University
Education	:	

Bachelor's Degree

Degree	B.A.
Major	English
Institution	Xi'an International University
Country	China
Year	1999-2003

Master's Degree

Degree	M.A.
Major	Public Administration
Institution	Wuhan University of Technology
Country	China
Year	2002-2004

Publishing Research :

Wang, P., Panyasiri, C., & Nagamatsu, M. (2025). Organizational well-being model and work-life integration: A study of female faculties and staff in Women's Colleges and Universities in China. *Journal of Educational Innovation and Research, 9*(4), Acceptance Letter (Oct-Dec 2025).

Wang, P. (2018). Based on the corpus of Chinese-English machine translation research. *Journal of Advanced Oxidation Technologies, 253,* 78-90.

Wang, P. (2018). Research on the applied strategies of flipped classroom in college English teaching. *Campus English, 6*(1), 22-29.