



Examining Perceived Productivity as a Mediator Between Work-Life Balance and Job Satisfaction Among College Employees

Crizylen Mae L. Catigbe

Northwestern Mindanao State College of Science and Technology, Philippines

E-mail: crizylenmae.catigbe@nmssc.edu.ph, ORCID ID: <https://orcid.org/0009-0004-7405-7103>

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Abstract

Background and Aim: Work-life balance has emerged as a critical organizational issue in higher education institutions due to increasing workload demands, multiple role responsibilities, and changing work arrangements. Grounded in the Conservation of Resources (COR) Theory, this study examined the relationships among work-life balance, perceived productivity, and job satisfaction and investigated whether perceived productivity mediates the relationship between work-life balance and job satisfaction among college employees.

Materials and Methods: This study employed a quantitative descriptive-correlational design with mediation analysis. Data were collected from 50 faculty and staff members of Tubod College using a structured questionnaire adapted from validated instruments. Descriptive statistics were used to determine the levels of the study variables, while Spearman's rho correlation analysis assessed their relationships. Mediation analysis was conducted using bias-corrected bootstrapping with 1,000 resamples to evaluate the indirect effect of work-life balance on job satisfaction through perceived productivity.

Results: The findings revealed high levels of work-life balance ($M = 3.49$), perceived productivity ($M = 4.10$), and job satisfaction ($M = 3.84$) among respondents. Significant positive correlations were found between work-life balance and perceived productivity ($\rho = .332, p = .018$), work-life balance and job satisfaction ($\rho = .622, p < .001$), and perceived productivity and job satisfaction ($\rho = .391, p = .005$). Mediation analysis showed that work-life balance significantly predicted perceived productivity ($\beta = .353, p = .008$). However, perceived productivity did not significantly predict job satisfaction ($\beta = .140, p = .233$). The indirect effect of work-life balance on job satisfaction through perceived productivity was not statistically significant (Estimate = 0.063, $SE = 0.058, \beta = .050, p = .276$), with the 95% bias-corrected bootstrap confidence interval including zero ($CI = -0.018, 0.197$). In contrast, work-life balance exerted a significant direct effect on job satisfaction (Estimate = 0.714, $\beta = .564, p < .001$), and the total effect remained significant (Estimate = 0.777, $\beta = .614, p < .001$).

Conclusion: The findings indicate that work-life balance directly enhances job satisfaction among college employees, independent of their perceived productivity. Consistent with COR Theory, employees who effectively balance personal and professional responsibilities are better able to preserve psychological resources that contribute to positive workplace outcomes. The study underscores the importance of fostering supportive work environments and balanced work arrangements to strengthen employee well-being and job satisfaction in higher education institutions.

Keywords: Work-life Balance, Perceived Productivity, Job Satisfaction, Mediation Analysis, College Employees, Higher Education Institutions

Introduction

Finding a balance between personal and professional responsibilities has grown more crucial in today's workplaces for employees' overall productivity, organizational commitment, and well-being. Work-life balance, or WLB, has become a major organizational concern, especially at academic institutions where employees are frequently expected to carry out tasks outside of their primary work duties. Higher education employees, specifically the faculty and staff, frequently juggle teaching, administrative duties, research responsibilities, student support, and community involvement with personal and family obligations and responsibilities. Consequently, it has become more difficult to maintain a good balance between the work and non-work domains (Nordiana et al., 2025).

It is well acknowledged that work-life balance has a significant impact on employee attitudes and organizational outcomes. Employees who successfully manage their personal and professional responsibilities are more likely to exhibit positive workplace behaviors, reduced stress, improved psychological well-being, and higher job satisfaction. In contrast, emotional exhaustion, low motivation, poor performance, and job discontent can all be caused by a work-life imbalance. Understanding the consequences of work-life balance has become crucial for maintaining employee





well-being and organizational effectiveness, especially in higher education settings, as workloads and institutional expectations continue to change (Nordiana et al., 2025)

Job satisfaction, defined as an employee's overall affective and cognitive evaluation of their work experience, remains one of the most widely studied indicators of organizational success. Employees who are happy and contented in their jobs typically show higher levels of organizational commitment, better productivity, higher morale, and fewer inclinations to leave. Employee work satisfaction is crucial for institutional performance, instructional quality, organizational sustainability, and individual well-being in educational institutions. Employees who have a better work-life balance report higher levels of job satisfaction and organizational commitment (Nordiana et al., 2025)

One possible explanatory mechanism linking work-life balance and job satisfaction is perceived productivity. Perceived productivity refers to employees' self-assessment of their effectiveness in accomplishing work-related tasks, contributing positively to organizational goals, and maintaining productive workplace behaviors. Employees who experience better work-life balance are more likely to feel psychologically energized, focused, and capable of performing their duties efficiently. Consequently, this enhanced sense of productivity may contribute to greater job satisfaction because employees perceive themselves as effective and fulfilled in their roles (AlHazemi & Ali, 2016).

This study is anchored on the Conservation of Resources (COR) Theory, which posits that individuals strive to obtain, preserve, and protect valuable personal and professional resources. According to the theory, employees who can maintain a balance between work and personal responsibilities are less likely to experience resource depletion, stress, and burnout. Instead, they are more likely to preserve psychological and emotional resources that enhance work functioning and productivity. These positive work experiences may subsequently increase job satisfaction (AlHazemi & Ali, 2016).

Recent research has consistently found positive relationships between work-life balance, productivity, and job satisfaction. Employees in supportive work environments and with balanced work arrangements are more likely to report higher levels of productivity and greater job satisfaction (Fung et al., 2024; Toivonen et al., 2025). However, the processes through which work-life balance leads to job satisfaction remain under-researched, especially in higher education institutions.

Despite the growing body of literature on work-life balance and job satisfaction, most studies have examined these variables either independently or as directly related constructs. Comparatively few studies have investigated perceived productivity as a mediating mechanism that explains how work-life balance influences job satisfaction. Furthermore, empirical evidence from local higher education institutions in developing-country contexts remains limited.

Compared with large private universities, local government-funded colleges often operate under more constrained financial and human resource conditions. These conditions can create unique challenges for employees in balancing professional and personal responsibilities while maintaining productivity and job satisfaction. In Tubod College, a government-funded college in Lanao del Norte, faculty and staff members often perform multiple professional responsibilities while working with limited institutional resources. Therefore, it is important to understand the effects of work-life balance on employee outcomes in this context to inform evidence-based policies that can support employee well-being and organizational effectiveness.

In this context, the study examines perceived productivity as a significant mediator of the relationship between work-life balance and job satisfaction among college employees. The study provides context-specific evidence by focusing on a local higher education institution that may provide guidance to institutional leaders and policymakers to shape initiatives that improve employee well-being, productivity, and job satisfaction.

Although work-life balance, productivity, and job satisfaction have been studied independently, there is little empirical evidence on the mediating role of perceived productivity in the relationship between work-life balance and job satisfaction. The gap is especially visible in local higher education institutions where employees often experience specific challenges related to scarce resources, multiple role responsibilities, and non-standard employment arrangements. To the researcher's knowledge, no





published study specifically examined perceived productivity as a mediator between work-life balance and job satisfaction among employees of a local government-funded college in the Philippine setting.

Objectives

General Objective

To examine the mediating role of perceived productivity in the relationship between work-life balance and job satisfaction among college employees.

Specific Objectives

1. To describe the demographic profile of the respondents in terms of age, sex, position, employment status, and years of service.
2. To determine the levels of work-life balance, perceived productivity, and job satisfaction among college employees.
3. To examine the relationships among work-life balance, perceived productivity, and job satisfaction.
4. To determine whether perceived productivity significantly mediates the relationship between work-life balance and job satisfaction.

Hypothesis

H1: Work-life balance is significantly associated with perceived productivity among college employees.

H2: Work-life balance is significantly associated with job satisfaction among college employees.

H3: Perceived productivity is significantly associated with job satisfaction among college employees.

H4: Perceived productivity significantly mediates the relationship between work-life balance and job satisfaction among college employees.

Literature review

Work-life Balance and Job Satisfaction

Work-life balance has been identified as an important predictor of job satisfaction in a variety of organizational settings (Haar et al., 2014; Prasad & Pasupathi, 2025). Those employees who successfully balance their personal and professional responsibilities tend to report higher levels of job satisfaction, well-being, and organizational commitment. Work-life balance and job satisfaction showed a significant positive relationship among college instructors, as identified by Prasad and Pasupathi (2025). This highlights the need to maintain a balance between personal and professional demands in academic contexts. Similarly, Inegbedion (2024) found that work-life balance has a positive effect on employee attitudes and commitment through the reduction of stress and enhancement of emotional stability.

Conservation of Resource Theory provides an explanation for the relationship between job satisfaction and work-life balance. Employees who can effectively tap into personal, emotional, and professional resources are less likely to experience resource depletion and burnout. This increases the likelihood of positive attitudes towards their jobs and work environments. Most of the studies have found a positive association between work-life balance and job satisfaction, but the strength of this relationship may be contingent upon the level of institutional support, workload demands, and employment conditions.

Collectively, the literature indicates that work-life balance contributes to job satisfaction by reducing stress, preserving psychological resources, and enhancing employees' overall quality of life. However, while the direct relationship between work-life balance and job satisfaction has been well established, the mechanisms through which work-life balance influences job satisfaction remain insufficiently explored, particularly in higher education institutions.

Work-life Balance and Perceived Productivity

Productivity-related outcomes have also been positively associated with work-life balance in studies. Those working under supportive and flexible work arrangements often report being more





effective in their job responsibilities. Employees in good working conditions felt themselves to be more productive and effective (Toivonen et al., 2025).

In theory, employees who can manage a healthy work-life balance are more likely to conserve the cognitive and emotional resources necessary for effective work performance. Employees experiencing lower levels of stress and better psychological well-being are more likely to maintain concentration, motivation, and task performance, thereby enhancing perceived productivity. Other studies, however, have indicated that factors other than work-life balance, e.g., organizational culture, leadership support, technology resources, and job design, might also influence productivity.

Taken together, these findings suggest that work-life balance enhances employees' perceptions of productivity by reducing work-related stress and preserving psychological resources necessary for effective performance. However, while evidence supports a positive association between work-life balance and productivity, less is known about whether productivity serves as a mechanism through which work-life balance influences broader employee outcomes, such as job satisfaction.

Perceived Productivity and Job Satisfaction

Perceived productivity is increasingly found to be a significant predictor of employee attitudes and workplace outcomes. Employees who see themselves as productive generally exhibit higher levels of achievement, competence, and professional satisfaction. The authors also found that when employees' well-being improved, so did their workplace functioning and job satisfaction (Fung et al., 2024). Likewise, Mohamed et al. (2024) found significant relationships between productivity, employee performance, and job satisfaction in higher education institutions.

However, the relationship between productivity and job satisfaction is not always straightforward. Good working conditions, positive work relationships, and organizational recognition may satisfy some employees more than productivity alone. Such inconsistencies suggest that productivity may not always be the main channel by which workplace experiences affect job satisfaction.

Overall, the literature suggests that perceived productivity contributes to job satisfaction, but it may not fully explain employees' evaluations of their work experiences because job satisfaction is influenced by multiple organizational and psychological factors.

Mediation Models in Organizational Research

Organizational research has more often used mediation analysis to explain the mechanisms by which workplace factors influence employee outcomes. Instead of examining direct relationships, the use of mediation models allows us to determine the mechanisms through which organizational factors influence employee attitudes and behaviors. For example, the mediating effect of job satisfaction on the relationship between work-life balance and employee commitment is found by Inegbedion (2024). Similarly, the mediating effect of employee performance on the relationship between workplace relationships and job satisfaction is indicated by Mohamed et al. (2024).

Although mediation models are increasingly common in organizational research, there is a dearth of empirical support for the idea that perceived productivity mediates the relationship between work-life balance and job satisfaction, particularly in higher education institutions. Most previous studies have assumed that better work-life balance is directly related to job satisfaction, while few studies have investigated whether employees are more satisfied because they are more productive. This open question represents an important theoretical and empirical void that deserves further investigation. These studies collectively demonstrate that mediation analysis provides a useful framework for understanding the mechanisms through which workplace factors influence employee outcomes. However, perceived productivity remains underexplored as a mediating variable in higher education settings.

Previous studies mostly show positive relationships between work-life balance, productivity, and job satisfaction, but the mechanisms that link these together are unclear. While some research indicates that productivity is a major avenue through which good work conditions influence employee attitudes, other studies suggest that organizational support, well-being, and workplace relationships are more important. This suggests that productivity may not always be the main explanatory factor. This study hypothesizes that employees with good work-life balance conserve psychological and emotional resources, which enhances their perceived productivity, which in turn may enhance job satisfaction,





drawing on the Conservation of Resources Theory. Perceived productivity was thus explored as a potential mediator.

Synthesis of Literature and Research Gap

The reviewed literature consistently demonstrates positive relationships between work-life balance and desirable employee outcomes, particularly job satisfaction, well-being, organizational commitment, and productivity. Across various organizational settings, employees who effectively balance their personal and professional responsibilities are more likely to develop positive workplace attitudes, experience lower levels of stress, and maintain higher levels of well-being. Similarly, evidence suggests that work-life balance contributes to improved perceived productivity by enabling employees to preserve the psychological and emotional resources necessary for effective work performance.

Existing studies have established significant direct relationships between work-life balance, perceived productivity, and job satisfaction. However, findings also indicate that these relationships may be influenced by organizational and contextual factors such as institutional support, workload demands, leadership practices, and employment conditions. This suggests that productivity may not always serve as the primary mechanism through which work-life balance influences employee satisfaction.

Furthermore, mediation models have increasingly been utilized in organizational research to explain how workplace factors influence employee outcomes. While previous studies have examined mediators such as employee commitment, well-being, engagement, and performance, limited attention has been given to perceived productivity as a potential explanatory mechanism linking work-life balance and job satisfaction. More importantly, empirical investigations of this mediation process remain scarce within local higher education institutions, particularly government-funded colleges that operate under resource constraints and diverse employment arrangements.

Although previous studies have established significant relationships among work-life balance, perceived productivity, and job satisfaction, the mechanisms linking these variables remain insufficiently understood. Existing research has largely focused on direct relationships, with limited attention given to perceived productivity as a mediating mechanism. Moreover, empirical evidence from local government-funded higher education institutions remains limited. Therefore, the present study addresses this gap by examining whether perceived productivity mediates the relationship between work-life balance and job satisfaction among employees in a local higher education institution.

Conceptual Framework

This study was anchored on the Conservation of Resources (COR) Theory proposed by Hobfoll, which explains that individuals strive to acquire, maintain, and protect valuable personal, psychological, and professional resources. The theory states that employees are more likely to experience stress, burnout, and resource depletion if they are subjected to excessive job expectations and an imbalance between work and home life. On the other hand, employees who can maintain a healthy work-life balance are more likely to conserve psychological and emotional resources that lead to favorable work outcomes, such as increased job satisfaction and productivity.

The present study conceptualizes work-life balance as a resource-conserving mechanism that enables employees to effectively deal with professional and personal demands. Employees who maintain a healthy balance between work and non-work domains report less emotional exhaustion, role conflict, and stress. This leads them to preserve cognitive, emotional, and psychological resources necessary for productive work performance.

The independent variable in this study is work-life balance, which measures how well employees can balance their personal and professional responsibilities. The dependent variable is job satisfaction, which reflects employees' level of satisfaction with their positions, workplace, and organizational conditions. The mediating variable is perceived productivity, which refers to employees' perceptions regarding their effectiveness in performing work-related duties and achieving organizational goals.

COR Theory implies that employees who have work-life balance are likely to have higher levels of perceived productivity because they have sufficient psychological and emotional resources to perform their tasks effectively. Greater perceptions of productivity may then result in greater job



satisfaction as the employees feel a greater sense of competence, accomplishment, and success in their work. At the same time, work-life balance may directly affect job satisfaction by lowering stress levels and improving general well-being, regardless of how productive employees perceive themselves to be.

The framework proposes direct and indirect relationships between variables. The direct path indicates that work-life balance has a positive effect on job satisfaction. The indirect pathway suggests that work-life balance has an impact on job satisfaction through perceived productivity.

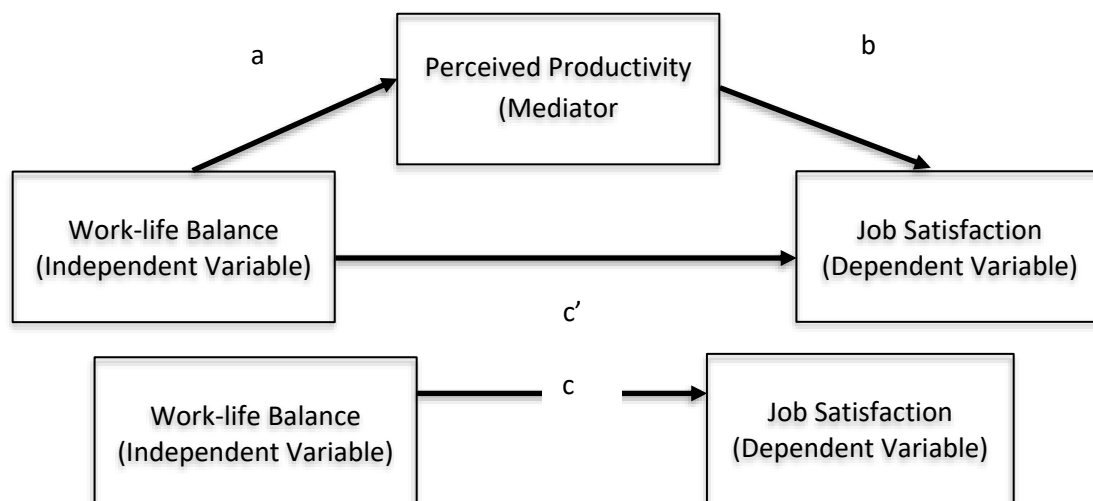


Figure 1. Conceptual Diagram

Methodology

Research Design

This study employed a quantitative research design with mediation analysis and a descriptive-correlational methodology. The employees' reported productivity, work-life balance, and job satisfaction were assessed using the descriptive component. While mediation analysis was carried out to ascertain whether perceived productivity significantly mediated the relationship between work-life balance and job satisfaction, the correlational component looked at the relationships among the study variables.

The study collected data from participants all at once using a cross-sectional research design. This approach was considered appropriate since it allowed the researcher to examine both direct and indirect relationships among variables without altering any research conditions. Furthermore, the quantitative approach enabled objective measurement and statistical analysis of the issues under investigation.

Research Locale

Tubod College, a local government-funded college in Tubod, Lanao del Norte, Philippines, was the setting of the study. The institution employs both teaching and non-teaching staff and provides a variety of academic programs. The location was chosen because it was both convenient for the researcher and pertinent to the study, since college employees frequently have a variety of work-related responsibilities that could affect their productivity, job satisfaction, and work-life balance.

Research Respondents

The respondents of the study were all faculty and staff members who were employed at Tubod College during the data collection period. A total enumeration sampling technique was used because the population of the target group was small and manageable. Specifically, the fifty (50) respondents constituted the total eligible population of faculty and staff who met the inclusion criteria at the time of the study. Total enumeration was considered appropriate because it enabled the researcher to obtain comprehensive information from the entire population, thereby minimizing sampling error and increasing the representativeness of the findings within the institutional context.



Respondents were included if they were: (1) currently employed at Tubod College as teaching or non-teaching personnel; (2) had rendered at least six months of service; and (3) voluntarily agreed to participate in the study. Employees who declined participation or were on extended leave during the data collection period were excluded from the study.

Although total enumeration enhanced population coverage within the institution, the predominance of contractual employees may limit the generalizability of the findings to institutions with different employment structures.

Research instrument

The study utilized a structured survey questionnaire composed of four sections designed to measure the variables under investigation. The first section collected the respondents' profiles, including age, sex, position, employment status, and years of service.

Work-life balance items were adapted from the Work-life Balance Scale developed by Brough et al. (2014). Perceived productivity items were adapted from the Task Performance dimension of the Individual Work Performance Questionnaire developed by Koopmans et al. (2014). Job satisfaction items were adapted from the Generic Job Satisfaction Scale developed by Macdonald and MacIntyre (1997).

The adapted instrument underwent expert validation to ensure clarity, relevance, and contextual appropriateness. Before the actual data collection, a pilot test involving 20 respondents was conducted to assess the reliability of the instrument. The pilot test involved respondents who were not included in the actual study. Cronbach's alpha coefficients indicated satisfactory internal consistency, with values of .84 for the Work-Life Balance Scale, .87 for the Perceived Productivity Scale, and .89 for the Job Satisfaction Scale. These coefficients exceeded the recommended threshold of .70, indicating that the instrument was sufficiently reliable for measuring the study variables.

Statistical Treatment

The data collected were analyzed using appropriate statistical tools. Descriptive statistics, including mean and standard deviation, were used to determine the levels of work-life balance, perceived productivity, and job satisfaction.

Before correlation analysis, the distribution of the data was evaluated by normality tests. The results showed that some variables did not meet the assumptions of normality and therefore the Pearson's correlation coefficient was replaced by the Spearman's rho correlation coefficient. Spearman's rho was considered appropriate as it is a non-parametric statistical test that does not assume that the data are normally distributed.

To examine the mediating role of perceived productivity, mediation analysis using bias-corrected bootstrapping with 1,000 resamples was performed. The analysis assessed both the direct effect of work-life balance on job satisfaction and the indirect effect through perceived productivity. A 95% bootstrap confidence interval was used to determine the significance of the mediation effect. All analyses were conducted using Jamovi statistical software with a significance level of .05.

Data Screening and Assumption Testing

Before conducting the correlation analyses, the normality of the study variables was assessed using the Shapiro-Wilk test. Results indicated that work-life balance ($p = .057$) and job satisfaction ($p = .073$) did not significantly deviate from normality. However, perceived productivity significantly deviated from a normal distribution ($p < .001$). Because one of the key study variables violated the normality assumption, Spearman's rho correlation analysis was employed to examine the relationships among the variables. Spearman's rho is an appropriate nonparametric statistical technique when the assumption of normality is not fully satisfied.

Ethical Considerations

The study strictly adhered to ethical standards in conducting research involving human participants. Before data collection, permission to conduct the study was obtained from the appropriate authorities of Tubod College.

Participation in the study was voluntary, and respondents were informed of their right to withdraw at any time without any consequences. An informed consent form was provided, explaining the purpose of the study, the procedures involved, and the confidentiality of the information collected.





The anonymity of the respondents was ensured by not requiring any identifying information in the questionnaire. All data collected were treated with strict confidentiality and were used solely for academic and research purposes. The study also complied with the provisions of the Republic Act No. 10173, ensuring the protection and privacy of personal data.

Results

This section presents the findings of the study. The results are organized according to the study objectives and include the respondents' demographic profile, the levels of work–life balance, perceived productivity, and job satisfaction, the relationships among the study variables, and the mediation analysis examining the role of perceived productivity in the relationship between work–life balance and job satisfaction.

Table 1 Respondents' Profile

	Profile	Frequency	Percent
Age	21 – 25	11	22
	26 - 30	20	40
	31 – 35	14	28
	36 - 40	0	0
	41 and above	5	10
Sex	Male	16	32
	Female	30	60
	Prefer not to say	4	8
Years of service	Less than 1 year	17	34
	1–3 years	20	40
	4–6 years	8	16
	7–10 years	5	10
Employment Status	Regular/Permanent	7	14
	Contractual	30	60
	Job Order	13	26
Position	Faculty	35	70
	Staff	15	30

Table 1 presents the demographic and work-related profile of the respondents included in the study. A total of twenty respondents, or 40% of the sample, were in the 26–30 age bracket, which accounted for the largest percentage of respondents. 14 respondents (28%) were between the ages of 31 and 35, and 11 respondents (22%) were between the ages of 21 and 25. There were only five (10%) who were 41 years of age or older, and there were none who were between the ages of 36 and 40. The results show that young adults made up the majority of the respondents, indicating that early-career workers make up the majority of the institution's workforce.

A total of thirty respondents, or 60% of the sample, were female, while sixteen respondents, or 32% of the sample, were male. Eight percent of respondents said they would rather not reveal their sexual orientation. This result implies that women make up the majority of the institution's employees, which is typical in educational environments where women frequently hold both teaching and administrative positions.

Twenty respondents (40%) have worked at the school for one to three years, making up the largest percentage of respondents. Employees with less than a year of service, which made up 17 respondents (34%), came next. Given the eight years of the institution's operation, just five respondents (10%) had worked for seven to ten years, while eight respondents (16%) had served for four to six years. The findings show that a significant percentage of the respondents were relatively new employees, reflecting a workforce with limited long-term tenure in the institution.

Additionally, most respondents were employed on a contractual basis, comprising 30 respondents or 60% of the sample. Only seven respondents (14%) held regular or permanent work, while 13





respondents (26%) were job order employees. The findings suggest that non-regular employment arrangements remain prevalent within the institution.

In terms of position, faculty members constituted most of the respondents with 35 individuals (70%), whereas staff personnel accounted for 15 respondents (30%). This indicates that teaching personnel represented the larger segment of the workforce included in the study.

Table 2: Level of Work-life Balance among Faculty and Staff

Variables	Min	Max	Mean	SD	Qualitative Interpretation
I am satisfied with my work-life balance.	2	5	3.70	0.839	High
I manage to balance my work and personal life effectively.	1	5	3.64	0.985	High
I feel that my work does not interfere excessively with my personal life	2	5	3.56	0.951	High
I have enough time for rest and leisure despite my workload.	2	5	3.58	0.785	High
I find it difficult to balance my work and personal life.	1	5	2.98	0.979	Moderate
Level of Work-life Balance (Total)	2.6	4.8	3.49	0.556	High

Legend: 4.20-5.00 Very High 1.80-2.59 Low
3.40-4.19 High 1.00-1.79 Very Low
2.60-3.39 Moderate

The level of work-life balance among faculty and staff is shown in Table 2. Respondents usually maintained a favorable balance between their personal and professional responsibilities, as indicated by the total mean score of 3.49 (SD = 0.556), which was qualitatively assessed as High. "I am satisfied with my work-life balance" received the highest mean score (M = 3.70, SD = 0.839) among the indicators, indicating that respondents were usually content with their capacity to manage work and personal life. In a similar vein, respondents said that they were able to successfully balance their personal and professional obligations while still finding time for relaxation and leisure, both of which were rated as High. Meanwhile, the statement "*I find it difficult to balance my work and personal life*" obtained the lowest mean score (M = 2.98, SD = 0.979), interpreted as Moderate, indicating that some respondents still experienced occasional challenges in balancing work and personal responsibilities.

Table 3: Level of perceived productivity among the faculty and staff

Variables	Min	Max	Mean	SD	Qualitative Interpretation
I manage to plan my work so that it is done on time.	2	5	4.28	0.671	Very High
I can perform my work efficiently.	1	5	4.16	0.710	High
I achieve the objectives of my job.	1	5	4.06	0.740	High
I prioritize my tasks effectively.	2	5	4.10	0.647	High
I complete my assigned duties within the expected time.	2	5	3.88	0.746	High





Variables	Min	Max	Mean	SD	Qualitative Interpretation
Perceived Productivity (Total)	1.6	5	4.10	0.590	High

Legend: 4.20-5.00 Very High 1.80-2.59 Low
 3.40-4.19 High 1.00-1.79 Very Low
 2.60-3.39 Moderate

The level of perceived productivity among faculty and staff is shown in Table 3. The overall mean score of 4.10 (SD = 0.590) was qualitatively assessed as High, meaning that most respondents thought they were productive and competent in carrying out their duties. "I manage to plan my work so that it is done on time" received the highest mean score (M = 4.28, SD = 0.671) among the indicators, which is considered Very High. This suggests that respondents had good time management and job planning abilities. Similarly, the metrics about task prioritizing, job goal attainment, and work efficiency all had high mean scores, suggesting favorable opinions of productivity and work performance. Meanwhile, "I complete my assigned duties within the expected time" obtained the lowest mean score (M = 3.88, SD = 0.746), although still interpreted as High.

Table 4: Level of Job Satisfaction among Faculty and Staff

Variables	Min	Max	Mean	SD	Qualitative Interpretation
I am satisfied with my job overall.	2	5	3.96	0.727	High
I feel motivated to perform well in my job.	2	5	3.80	0.728	High
I am satisfied with the support provided by the institution.	2	5	3.88	0.849	High
I feel valued and appreciated in my workplace.	2	5	3.88	0.799	High
I am satisfied with my working conditions.	1	5	3.66	0.961	High
Level of Job Satisfaction (Total)	2	5	3.84	0.703	High

Legend: 4.20-5.00 Very High 1.80-2.59 Low
 3.40-4.19 High 1.00-1.79 Very Low
 2.60-3.39 Moderate

The level of job satisfaction among faculty and staff is shown in Table 4. Respondents were generally satisfied with their job and workplace experiences, as indicated by the overall mean score of 3.84 (SD = 0.703), which was qualitatively assessed as High. "I am satisfied with my job overall" had the highest mean score (M = 3.96, SD = 0.727) among the indicators, indicating that respondents usually had favorable opinions of their jobs. In a similar vein, respondents expressed high levels of institutional support, motivation, and sentiments of gratitude at work, all of which were deemed to be high. Meanwhile, "I am satisfied with my working conditions" obtained the lowest mean score (M = 3.66, SD = 0.961), although still interpreted as High.





Table 5: Relationship between work-life balance and perceived productivity among the faculty and staff

		Perceived Productivity	Work-Life Balance
Perceived Productivity	Spearman's rho	—	
	df	—	
	p-value	—	
Work-Life Balance	Spearman's rho	0.332*	—
	df	48	—
	p-value	0.018	—

Using Spearman's rho correlation analysis, Table 5 shows the relationship between work-life balance and staff and faculty perceived productivity. The findings showed a statistically significant positive correlation ($\rho = .332$, $p = .018$) between perceived productivity and work-life balance. This suggests that respondents who reported higher levels of perceived productivity also tended to have better work-life balance.

Table 6: Relationship between work-life balance and job satisfaction among the faculty and staff

		Work-Life Balance	Job Satisfaction
Work-Life Balance	Spearman's rho	—	
	df	—	
	p-value	—	
Job Satisfaction	Spearman's rho	0.622***	—
	df	48	—
	p-value	<.001	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Using Spearman's rho correlation analysis, Table 6 shows the relationship between work-life balance and job satisfaction among faculty and staff. The findings showed a statistically significant positive correlation ($\rho = .622$, $p < .001$) between job satisfaction and work-life balance.

Table 7: Relationship between perceived productivity and job satisfaction among the faculty and staff

		Perceived Productivity	Job Satisfaction
Perceived Productivity	Spearman's rho	—	
	df	—	
	p-value	—	
Job Satisfaction	Spearman's rho	0.391**	—





	Perceived Productivity	Job Satisfaction
df	48	—
p-value	0.005	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Using Spearman's rho correlation analysis, Table 7 shows the relationship between faculty and staff job satisfaction and perceived productivity. The findings revealed a statistically significant positive relationship between job satisfaction and perceived productivity ($\rho = 0.391$, $p = 0.005$).

Table 8. Mediation Analysis of the Relationship Between Work-life Balance and Job Satisfaction Through Perceived Productivity

Effect	Estimate	SE	β	z	p	95% BC Bootstrap CI
Indirect Effect						
Work-life Balance → Perceived Productivity → Job Satisfaction	0.063	0.057	0.050	1.09	0.276	[-0.018, 0.197]
Component Paths						
Work-life Balance → Perceived Productivity	0.375	0.140	0.353	2.67	0.008*	[0.007, 0.788]
Perceived Productivity → Job Satisfaction	0.167	0.140	0.140	1.19	0.233	[-0.089, 0.506]
Direct Effect						
Work-life Balance → Job Satisfaction	0.714	0.149	0.564	4.80	< .001	[0.359, 1.048]
Total Effect						
Work-life Balance → Job Satisfaction	0.777	0.143	0.614	5.44	< .001	[0.441, 1.067]

To examine perceived productivity as a mediator of the effects of work-life balance on job satisfaction among local college employees, mediation analysis was performed using bias-corrected bootstrapping with 1,000 resamples. The results revealed that work-life balance was a significant predictor of perceived productivity ($\beta = .353$, $p = .008$), suggesting that employees who had a better work-life balance perceived themselves as more productive. However, perceived productivity was not a significant predictor of job satisfaction ($\beta = .140$, $p = .233$).

However, the indirect effect of work-life balance through perceived productivity on job satisfaction was not significant (Estimate = 0.063, SE = 0.058, $\beta = .050$, $z = 1.09$, $p = .276$). Additionally, the 95% bias-corrected bootstrap confidence interval contained zero (-0.018, 0.197), indicating no significant mediation effect. So, perceived productivity did not show a significant mediating effect on the relationship between work-life balance and job satisfaction of local college staff.

However, work-life balance had a significant direct effect on job satisfaction (Estimate = 0.7138, SE = 0.149, $\beta = .564$, $z = 4.80$, $p < .001$). The total effect of work-life balance on job satisfaction was statistically significant (Estimate = 0.777, SE = 0.143, $\beta = .614$, $z = 5.44$, $p < .001$). The results suggest that the relationship between work-life balance and job satisfaction is mainly direct rather than mediated through perceived productivity.

The mediation model explained a meaningful proportion of variance in the study variables, indicating that work-life balance contributes substantially to employees' perceptions of productivity and job satisfaction. Although the indirect effect was not statistically significant, the significant direct effect demonstrates the practical importance of work-life balance in promoting employee satisfaction. These





findings suggest that interventions aimed at improving work-life balance may enhance job satisfaction regardless of employees' perceptions of productivity.

However, based on the results of the mediation analysis, Hypotheses 1, 2, and 3 were supported, as significant positive relationships were found between work-life balance and perceived productivity, work-life balance and job satisfaction, and perceived productivity and job satisfaction. However, Hypothesis 4 was not supported because perceived productivity did not significantly mediate the relationship between work-life balance and job satisfaction. The indirect effect was not statistically significant, and the bootstrap confidence interval included zero.

Discussion

The findings revealed that employees reported high levels of work-life balance, perceived productivity, and job satisfaction, suggesting that they were generally able to manage their professional and personal responsibilities while maintaining positive workplace experiences.

The significant positive relationship between work-life balance and perceived productivity supports Conservation of Resources (COR) Theory, which posits that employees who successfully preserve personal and professional resources are better able to perform their work effectively. Employees who experience fewer conflicts between work and personal responsibilities are more likely to maintain the psychological energy, focus, and motivation necessary for productive work performance.

Similarly, the positive relationship between work-life balance and job satisfaction suggests that employees who maintain a healthy balance between work and personal life are more likely to experience favorable attitudes toward their jobs. This finding is consistent with previous studies (Inegbedion, 2024; Prasad & Pasupathi, 2025) and supports the view that balanced work conditions help reduce stress and promote employee well-being.

The study also found a significant positive relationship between perceived productivity and job satisfaction, indicating that employees who perceive themselves as productive generally report more positive workplace experiences. This finding aligns with the studies of Fung et al. (2024) and Mohamed et al. (2024), which emphasized the role of performance-related outcomes in shaping employee satisfaction.

Despite these significant relationships, the mediation analysis revealed that perceived productivity did not significantly mediate the relationship between work-life balance and job satisfaction. Although employees with higher levels of work-life balance reported greater perceived productivity, perceived productivity did not significantly predict job satisfaction when included in the mediation model. Furthermore, the indirect effect was not statistically significant, indicating that perceived productivity was not the primary mechanism through which work-life balance influenced job satisfaction. The absence of a significant mediation effect does not necessarily contradict the Conservation of Resources Theory. Rather, the findings suggest that work-life balance may influence job satisfaction through other psychological and organizational mechanisms beyond perceived productivity. Employees may derive satisfaction directly from reduced stress, improved well-being, and a greater sense of control over personal and professional responsibilities, even when perceptions of productivity do not substantially affect their evaluation of job satisfaction.

One possible explanation is that job satisfaction reflects a broader evaluation of employees' overall work experiences rather than productivity perceptions alone. Employees may derive satisfaction from factors such as supportive leadership, positive workplace relationships, organizational recognition, job security, and opportunities for professional development. Consequently, even when employees perceive themselves as productive, these perceptions may not be sufficiently influential to explain differences in job satisfaction.

Consistent with Conservation of Resources Theory, work-life balance may directly enhance job satisfaction by reducing stress, preserving psychological resources, and improving overall well-being. Employees who successfully balance their professional and personal responsibilities may therefore experience greater job satisfaction regardless of their perceived productivity. This finding suggests that the influence of work-life balance on job satisfaction operates primarily through a direct pathway rather than through productivity-related mechanisms.





The absence of a significant mediation effect further suggests that other organizational and psychological factors may better explain the relationship between work-life balance and job satisfaction. Variables such as employee engagement, organizational commitment, perceived organizational support, psychological well-being, and burnout may serve as stronger mechanisms linking work-life balance to employee satisfaction. Future studies may therefore examine these variables to provide a more comprehensive understanding of employee experiences in higher education institutions.

Additionally, the non-significant mediating effect may be due to the influence of organizational factors that are not included in the present model. The perception of productivity alone may not be as influential on employee job satisfaction as organizational support, leadership practices, job security, workplace relationships, and professional development opportunities. Within local higher education institutions, employees may perform multiple functions under various employment arrangements. In such circumstances, the work organization environment and positive experiences at work can be more directly associated with job satisfaction than productivity perceptions. Future research may thus examine these variables as alternative mediators or moderators in explaining the effect of work-life balance on employee satisfaction.

Finally, the findings underscore the importance of promoting work-life balance initiatives within higher education institutions. Since work-life balance demonstrated a significant direct effect on job satisfaction, administrators should prioritize supportive policies, flexible work arrangements, workload management strategies, and employee wellness programs. These initiatives may contribute directly to employee well-being and foster a healthier, more satisfying, and more sustainable work environment.

Limitations of the study

There are several limitations to consider in interpreting the findings of this study. First, the study was limited to fifty respondents from one local government-funded college, which may limit the generalizability of the results to other higher educational institutions. Second, the cross-sectional design of the study captures the respondents' perceptions at a point in time and thus does not establish the causal relationships among the variables. Third, the study was based solely on self-reported data, which may be subject to social desirability bias and subjective interpretation. Lastly, perceived productivity was investigated as a mediator, and other possible mediating variables such as employee well-being, organizational commitment, work engagement, and psychological empowerment were not examined in the study. Future studies may overcome these limitations by using larger and more diverse samples, longitudinal designs, and additional explanatory variables.

Although mediation analysis was conducted using bias-corrected bootstrapping, the relatively small sample size ($N = 50$) may have limited the statistical power to detect smaller indirect effects. Consequently, the absence of a significant mediation effect should be interpreted with caution and validated through future studies involving larger and more diverse samples.

This study has several limitations that should be considered when interpreting the findings. First, the study involved only fifty employees from a single local government-funded college, which may limit the generalizability of the results to other higher education institutions. Second, the study employed a cross-sectional design, which restricts the ability to establish causal relationships among the variables. Third, the measures were based on self-reported perceptions, which may be subject to response bias. Future studies may involve larger and more diverse samples, utilize longitudinal designs, and examine additional mediating variables such as employee engagement, organizational commitment, perceived organizational support, and psychological well-being.

Conclusion

This study investigated the mediating role of perceived productivity in the relationship between work-life balance and job satisfaction of faculty and staff members of Tubod College. The results showed that the respondents generally had high levels of work-life balance, perceived productivity, and job satisfaction.

The findings also showed positive significant relationships between work-life balance and perceived productivity, work-life balance and job satisfaction, and perceived productivity and job





satisfaction. These results suggest that employees who successfully manage their work-life balance tend to view themselves as more productive and are typically more content with their work.

However, the mediation analysis revealed that perceived productivity was not a significant mediator in the relationships between work-life balance and job satisfaction. Work-life balance was a significant predictor of perceived productivity, but the indirect effect on perceived productivity was not statistically significant. This means that employees get job satisfaction from the work conditions directly and not mainly from perceptions of productivity.

The results generally support the Conservation of Resources Theory, in that the maintenance of personal and professional resources through effective work-life balance results in positive employee well-being and workplace attitudes. The study emphasizes the importance of work-life balance as a direct contributor to the job satisfaction of employees of higher education institutions.

Knowledge Contribution

This study contributes to the growing literature on employee well-being and organizational behavior in higher education institutions by exploring the relationships between work-life balance, perceived productivity, and job satisfaction among college employees.

The study contributes theoretically by extending the use of the Conservation of Resources (COR) Theory in a higher education context. These findings add credibility to the proposition that employees who can successfully maintain work-life balance are more likely to preserve their precious psychological and emotional resources, which are the key to positive workplace outcomes. However, the non-significant mediating role of perceived productivity suggests that work-life balance may impact job satisfaction more directly than previously assumed, offering a nuanced understanding of the mechanisms proposed by COR Theory.

The study contributes to organizational research methodologically by utilizing mediation analysis with bootstrapping procedures to analyze direct and indirect associations among workplace variables. This approach offers a more comprehensive understanding of employee outcomes than traditional correlational analyses.

This study provides empirical evidence from a higher education institution funded by the local government in the Philippines, which is rarely included in the literature. Smaller colleges generally have fewer resources, fewer employment contracts, and smaller workforces than large universities. Thus, the results provide context-specific insights that could support institutional leaders and policymakers in devising evidence-based strategies to improve employee well-being and organizational effectiveness.

Recommendations

Policy Implications

Institutional leaders may consider incorporating work-life balance initiatives into human resource development policies and employee welfare programs. Policies that promote work flexibility, stress management, and employee support services may contribute to higher levels of job satisfaction and overall workplace well-being. The findings suggest that fostering employee satisfaction requires attention not only to performance outcomes but also to employees' quality of work life.

Practical Recommendations

The findings revealed that work-life balance directly influences job satisfaction among college employees. Therefore, administrators of local higher education institutions should strengthen initiatives that help employees effectively manage their professional and personal responsibilities. These may include reviewing workload distribution, promoting reasonable scheduling practices, and providing wellness activities that support employees' physical and psychological well-being. Since perceived productivity did not significantly explain the relationship between work-life balance and job satisfaction, efforts to improve employee satisfaction should extend beyond productivity enhancement and focus on creating a supportive and employee-centered work environment.





Future Research Recommendations

Future studies may investigate other variables that could better explain how work-life balance influences job satisfaction. Variables such as employee engagement, organizational commitment, psychological well-being, perceived organizational support, and burnout may provide a more comprehensive understanding of employee experiences in higher education institutions. Researchers may also conduct similar studies using larger samples, multiple institutions, and longitudinal research designs to improve the generalizability of findings.

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