

# Relationships between Work-Family Balance, Job Satisfaction, Life Satisfaction and Work Engagement among Higher Education Lecturers

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**Background and Purpose:** Our research examines the impact of work-life balance on work engagement, both direct impact as well as through job and life satisfaction. The main aim of our research is to empirically test relations between work-life balance, job satisfaction, life satisfaction, and work engagement among higher education lecturers from Austria, Croatia, Czech Republic, Germany, Serbia, and Slovenia.

**Methods:** Using validated questionnaires, we collected data on work-life balance, job satisfaction, life satisfaction and their work engagement. The quantitative data for our analysis were collected through a survey of 164 online participants. Based on an extensive literature review, we have formulated five hypotheses, which we tested in one structural model by using structural equation modelling (SEM).

**Results:** Our findings show that an increase in work-life balance positively relates to life and work satisfaction and that life satisfaction leads to an increase in work engagement.

**Conclusion:** The knowledge of important impact of work-life balance, together with the understanding of the relations between the researched constructs of work-life balance, life satisfaction, job satisfaction and work engagement, can strengthen teachers' work engagement by respecting employees as actors in other roles and supporting work-family balance in the form of family-friendly policies and practices, and thereby contributes to the area of employee's behaviour and improves the teacher's productivity.

**Keywords:** *Work-life balance, Job satisfaction, Life satisfaction, Work engagement, SEM*

## 1 Introduction

Problems related to work-family balance affect everyone, regardless of gender, age, job, education, and the like (Rahman, Ali, Jantan, Mansor & Rahaman, 2020), but to a different extent and with different outcomes. The success of work-family balance is influenced by many factors, both at the individual, organization and state levels. These factors are often interrelated because, for example, without the support of the state, in the form of appropriate labour law, organizations will not introduce and implement fami-

ly-friendly measures.

Organizations strive to increase the work engagement of their employees, as engaged employees are more productive employees, but often neglect the significant effects of work-family balance as well as job and life satisfaction on work engagement (Rahman, Abdul, Ali, Uddin & Rahman, 2017). A healthy working environment in which individuals feel well and respected, as employee as well as person with a private life, contribute to greater job and life satisfaction (Lee, Grace, Sirgy, Singhapakdi & Lucianetti, 2018). Previous researches has also found an important relationship between job satisfaction and work engagement

(Taghipour & Dezfuli, 2013) as well as life satisfaction and work engagement (Mache, Vitzthum, Klapp & Danzer, 2014). As educational institutions and lecturers have a major contribution of nurturing, educating and developing new generations, their working life and job environment represent strategic issues in reaching teachers' excellence (Singh & Singh, 2015).

Numerous studies confirm the importance of work-family balance, job satisfaction, life satisfaction and work engagement, but there is lack of research that explores the relationship between the all four concepts. This contribution covers this gap. Central research objectives of the study were the empirical examination of the relationships between the construct of work-life balance in terms of life satisfaction, job satisfaction and work engagement among higher education lecturers - by empirically testing a structural model that connects these four constructs and determines the relationships. The results of the study are discussed.

The theoretical contribution of this study is to the existing research of work-life balance in relation to job and life satisfactions as well as to work engagement in the aspect of advancing previous research by empirically examining the relations between them. The practical contribution is in the presented results that the relations are also present in the case of higher education lecturers, which can be useful for decision makers and human resource managers in higher education institutions when developing human resource politics.

The paper is structured as follows: firstly, the idea of work-life balance along with its relation to the satisfaction and work engagement have been presented. Then, introductory information about research has been provided. Then, the discussion of the results has been given, followed by the final conclusion.

## 2 Theoretical framework

In the following, the concepts used will be defined based on the analysis of previous literature and the conducted research, which will serve as a basis for hypothesis setting and further research work.

### 2.1 Work-life balance

Work-family balance is a broad concept and consists of three components: "work", "family" and "balance". "Work" is defined in the context of work-family balance as paid work or more specifically, "as a dedicated human activity aimed at satisfying human needs and desires" (Yadav & Dabhade, 2014). It is more difficult to define a family because today, because of different forms of living, we can no longer talk about one form of family. Thus, more and more questions have arisen lately regarding what a family

is and what is not, who are members or whether there is only one definition of family or there are more.

For our research, we will use a statistical definition which states that "we define a family in the narrow sense as a core family, that is, two or more persons living in a common household and related to one another by marriage, cohabitation or parental relationship" (Keilman, 2003).

The term "balance" has also many meanings and there is a lack of consensus on how work-family balance should be defined, measured and researched. Generally, work-family balance can be described as satisfactory inclusion or "adjustment" among multiple roles in an individual's life (Bedarkar & Pandita, 2014).

In connection with the field of work-family balance, different authors mainly report three types of experience that individuals face in balancing different roles. These are work-family conflict (Greenhaus & Beutell, 1985), satisfaction with work-family balance (Greenhaus & Allen, 2011), and the third experience is work-family enrichment (Greenhaus & Powell, 2006). In the following, we will describe in more detail the first experience, that is, the conflict between work and family, which is the most explored of all three, as it is the main antecedent of work-family balance.

Work-family balance is influenced by factors at three levels, namely the individual, the work organization and the state. In the past, most of the research has focused on the impact of the organization or various family-friendly measures on work-family balance (Rahman & Ali, 2021). But more recently there is increasing research on the impact of an individual, his or her personality traits and the individual's family background (partner support, children...) on work-family balance (Turluc & Buliga, 2014). To explain, pressure on employees is not only created by the organization and work requirements, but pressure can also be created by the employee himself in the desire to fulfil his own goals, both in the field of work and family life (Khallash & Kruse, 2012).

A large, if not the largest, influence on work-family balance has a work organization. The literature review has shown that most often exposed among employees are flexible working hours, overtime work, part-time work, "tight" workweek, flexible work time, work from home, leave (Matilla-Santander, Lidón-Moyano, González-Marrón, Bunch, Martín-Sánchez et al., 2019), organizational culture and leadership support in work-family balance (Li, McCauley & Shaffer, 2017).

Apart from the individual and the organization, the state is also an important factor (Borgmann, Kroll, Müters, Rattay & Lampert, 2019). The state, through its policies and measures, creates more or less favourable conditions for work-family balance. The country's main initiatives are focused primarily on the area of childcare, leave, care for dependent family members, flexible forms of work and equal opportunities for women and men.

A balanced work and family life have many positive consequences for both the individual and the organization. From an individual's perspective, work-life balance is important because it reduces stress and has a positive impact on the health and overall well-being of the employee (Frone, 2003). From an organizational perspective, however, it is important because it affects job satisfaction, organizational commitment, productivity, performance, efficiency, and retention of existing employees (Kaur & Kumar, 2014).

## 2.2 Job and life satisfaction

Job satisfaction is defined as the individual's positive mindset, which is reflected in the employee's opinion of the work or atmosphere at work (Mincu, 2015). The main three relationships that affect an individual's job satisfaction are the employee-organization relationship, the employee-leader relationship, and the employee-employee relationship (Tang, Siu & Cheung, 2014).

Research also showed that occupational stress, behavioural symptoms and emotional symptoms of burnout, as well as age, have a significant impact on employees' job satisfaction (Rožman, Grinkevich & Tominc, 2019). Job satisfaction is often related to demographic characteristic such as age and gender (Al-Haroon & Al-Qahtani, 2019).

Increased job satisfaction is undoubtedly influenced by the work environment. Individuals who work in an environment where they feel well, are respected and valued will also be more satisfied with the work (Dimec, Mahnič, Marinšek, Masten & Tušak, 2008). Besides, the leader also influences the nature of work, fair pay, complexity, and meaningfulness of work tasks, as well as relationships among colleagues and other important factors that affect job satisfaction (Lumley, Coetzee, Tladinyane, & Ferreira, 2011). Factors related to job status and relationships (Hajdukova, Klementova & Klementova, 2015) as well as strategic human resource management and leadership support (Adiguzel, Faruk Ozcinar & Karadal, 2020) are also important for job satisfaction. Employees' perception of workload balance significantly influences job satisfaction (Inegbedion, Inegbedion, Peter & Harry, 2020).

Life satisfaction is a cognitive component of subjective well-being, i.e. the individual's assessment of his or her well-being, health, friendship and partnership and satisfaction with himself or herself (Dimec, Mahnič, Marinšek, Masten & Tušak, 2008). Life satisfaction, however, is more general and is understood as a universal feeling and attitude towards life at some point, ranging from the negative to the positive (Kashyap, Joseph & Deshmukh, 2016). It involves satisfaction with the past, with the future, and with significant other views of the individual's life (Diener, 1984).

Diener (1984) lists three main determinants of life

satisfaction. The first determinant is that satisfaction is subjective, which means that experiencing satisfaction is an individual's perception. Another determinant is that subjective satisfaction has positive criteria. And the third clause states that subjective satisfaction contains a complete assessment of all the parameters of an individual's life.

Although life satisfaction is relatively stable at all times, various stressful life events (e.g. loss of or change of job, divorce or marriage, etc.) can have a profound impact on the long-term level of subjective well-being (Lucas, Clark, Georgellis & Diener, 2004).

## 2.3 Work engagement

Work engagement involves an emotional and psychological relationship between employees and their organization, which can translate into negative or positive behaviours that employees display in their workplace (Andrew & Sofian, 2012). Work engagement is one of the important topics in human resource management today, among the rest because it is strongly linked to organizational productivity.

Christian, Garza, and Slaughter (2011), based on an analysis of the literature, defined work engagement as a relatively lasting state of mind, related to the simultaneous investment of personal energy into work experience or performance. An individual is engaged when he or she feels valued and involved in the organization (Taghipour & Dezfuli, 2013).

Gallup (2006) divides employees into three types: committed, unengaged and actively unengaged. Committed employees work with passion and feel a deep connection to their organization. They drive innovation and move the organization forward. Unattached employees are essentially "disconnected". They spend time at work passively, devoting time to work, not energy or passion. Active unengaged employees are not only dissatisfied with the workplace but even create that dissatisfaction. These workers undermine what their engaged employees create.

Several factors affect work engagement. Based on the literature review, Christian, Garza, and Slaughter (2011) summarized the antecedents of work engagement into three main factors, namely job characteristics, support for the social environment, and physical demands; the second factor is leadership, which is supposed to be crucial in how an individual views their work, and the third factor is dispositional characteristics (employee personality).

Work engagement has many positive outcomes. Work engagement thus plays an important role in promoting work performance or productivity and improved work outcomes (Andrew & Sofian, 2012). A survey (Mache, Vitzthum, Klapp & Danzer, 2014) also found that work engagement also has positive effects on an individual's

job satisfaction and as well as quality of life and is an important indicator of occupational well-being, both for the individual and the organization. Work engagement has a significant positive relationship with the work outcomes (Gemedu & Lee, 2020).

## 2.4 The relations between work-life balance, satisfaction and work engagement

On the one hand, the roles of the individual are often excluded, as more involvement in one area or role may reduce attention in other areas and, if one spends more time in one area, leaves him less in the other (Adkins & Premeaux, 2012). On the other hand, the roles are interconnected and interdependent. Research also shows that, for example, work-family balance can be achieved by the same factors as job satisfaction (Yadav & Dabhade, 2014).

Research also shows links between our concepts studied. Research thus shows that those individuals who are more satisfied with life are also more satisfied with work and conversely, those who are more satisfied with work are also more satisfied with life in general (Rus & Tos, 2005). Also, work-life balance affects both job satisfaction and life satisfaction (Kashyap, Joseph & Deshmukh, 2016).

The success of work-family balance also influences work engagement of employees' (Bedarkar & Pandita, 2014). Namely, an organization's support in work-family balance is related to the individual's sense of being valued and respected in the organization, which contributes to making the individual more engaged. Besides, research (Mache, Vitzthum, Klapp & Danzer, 2014; Taghipour & Dezfuli, 2013) also confirms that family-friendly measures of an organization have the effect of increasing work engagement. Kar and Misra (2013) emphasizes that those employees who receive the support of the employer in work-family balance are more satisfied at work and more belonging.

Due to all the positive outcomes, work engagement is important for both, employers and individuals. Previous researches has found an important relationship between job and life satisfaction and work engagement. Research has also confirmed the relationship between work-life balance and job and life satisfaction. But, there is a lack of research examining the relationship between work-life balance and work engagement, and there is no research examining all four concepts, i.e. work-life balance, job and life satisfaction, and work commitment, in one research. Therefore, we decided to examine these relationships and fill the research gap.

## 3 Research

### 3.1 Hypotheses

Based on written above we formulated five hypotheses to determine relations between work-life balance, job satisfaction, life satisfaction, and work engagement. We propose that work-life balance positively effects job satisfaction, life satisfaction, and work engagement and that life satisfaction positively effects work engagement. Proposed hypotheses were tested in the proposed model (Figure 1) as follows.

Previous research (Kashyap, Joseph & Deshmukh, 2016) confirm that work-life balance has a positive effect on job and life satisfaction as well as quality of work and family performance. The absence of conflict between work and family contributes to greater satisfaction at work and also in family life, which means that the individual is more generally satisfied with his life. Based on studied literature and previous research we have formulated hypotheses 1 and 2:

*H1: Work-life balance is positively related to job satisfaction.*

*H2: Work-life balance is positively related to life satisfaction.*

A study examining the direct impact of the work-life balance of an individual on his work engagement has not yet been conducted, but the results of the Kar & Misra (2013) survey confirmed that those employees who receive employer support in coordinating work and family are more satisfied at work and more engaged. At the same time, research has also shown that family-friendly organizational measures influence an individual's greater work engagement (Mache, Vitzthum, Klapp & Danzer, 2014; Taghipour & Dezfuli, 2013). Based on this previous knowledge we formulated Hypothesis 3.

*H3: Work-life balance is positively related to work engagement.*

Employee job satisfaction is reflected in work behaviour, for example, low job satisfaction is reflected in reduced discipline, responsibility, lower workforce and affiliation and vice versa (Hajdukova, Klementova & Klementova, 2015), satisfied employees are also more productive (Saari & Judge, 2014). Research (Taghipour & Dezfuli, 2013) has already confirmed that work motivation and job satisfaction affect work engagement. Research (Mache, Vitzthum, Klapp & Danzer, 2014) has shown that work engagement and individual satisfaction at work and with life are positively related. Also, a study of Inananen, Tolvanen and Salmela-Aro (2014) found that engaged employees are more relaxed and generally more satisfied with life. Based on previous research we have formulated hypothesis 4 and hypothesis 5.



*H4: Job satisfaction is positively related to work engagement.*

*H5: Life satisfaction is positively related to work engagement.*

### 3.2 Instruments

Work-life balance was measured by using a four item scale developed by Brough, Timms, O'Driscoll, Kalliath, Siu, Sit, and Lo (2014). The response scale was a five-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). The coefficient of reliability (Cronbach's alpha) was 0.402, respectively.

Cronbach's alpha on the work-life balance scale was low, which was surprising as a higher value was expected. The questionnaire of the authors Brought et al. (2014) was validated and used in several papers and research projects (e.g. Chan, Kalliath, Brough, Siu et al., 2016; Casper, Vaziri, Wayne, DeHauw & Greenhaus, 2018; and others), so the assumption is, that the questionnaire is nevertheless reliable and that such a small Cronbach alpha is most likely due to small sample size ( $n = 164$ ).

Job satisfaction was measured by using a thirty-six item scale developed by Spector (1997). The response

scale was a five-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). The coefficient of reliability (Cronbach's alpha) was 0.612, respectively.

Life satisfaction was measured on a five-item scale developed by Diener, Emmons, Larsen and Griffin (1985). The response scale was a five-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). The coefficient of reliability (Cronbach's alpha) was 0.870, respectively.

Work engagement was measured on a nine-item scale based on Schaufeli and Bakker's UWES (2004). The response scale was a five-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). The coefficient of reliability (Cronbach's alpha) was 0.864, respectively.

To obtain data, we designed an online questionnaire, which was sent via e-mail in spring 2019. We have used convenience sampling, where people who were higher education lecturers from Austria, Croatia, Czech Republic, Germany, Serbia, and Slovenia were invited via e-mail and social media to participate in our survey. After conducting online research, primary data was controlled and edited. For processing and analysing data, we have used IBM SPSS Statistics 24 and Lisrel 8.80. Descriptive statistics are presented in Table 1.

*Table 1: Means and standard deviations of construct elements*

| Construct         | M     | SD    |
|-------------------|-------|-------|
| Work-Life Balance | 3,058 | 0,773 |
| Job satisfaction  | 3,196 | 0,297 |
| Life satisfaction | 3,691 | 0,816 |
| Work Engagement   | 3,859 | 0,674 |

### 3.3 Research setting and participants

The full set of questionnaires was completed by a total of 164 higher education lecturers (21 from Austria, 31 from Croatia, 13 from Czech Republic, two from Germany, 42 from Serbia, 46 from Slovenia and 9 did not answer), which represent our sample, of whom 63 (38.4%) were men and 95 (57.9%) were women and 6 (3.7) did not answer this question. According to the marital status of respondents: 96 (58.5%) were married, 4 (2.4%) were engaged 9 (5.5%) were divorced, 70 (36.8%) were 14 (8.5%) were single, 35 (21.3%) were in a committed relationship and 6 (3.7) did not answer this question. We have also asked about the number of children (under the age of 18), where 106 (64.6%) had none, 24 (14.6%) had one child, 17 (10.4%) had two children, 6 (3.7%) had three children, 2 (1.2%) had four children and nine did not respond.

According to the educational level of respondents: 6 (3.7%) had a B.Sc. or B.A., 30 (18.3%) had a M.Sc. or MBA, and 121 (73.8%) had a Ph.D. (seven did not respond). According to their academic ranks 27 (16.5%) were teaching assistants, 16 (9.8%) were research assistants, 57 (34.8%) were assistant professors, 33 (20.1%) were associate professors, 24 (14.6%) were full professors and seven did not respond.

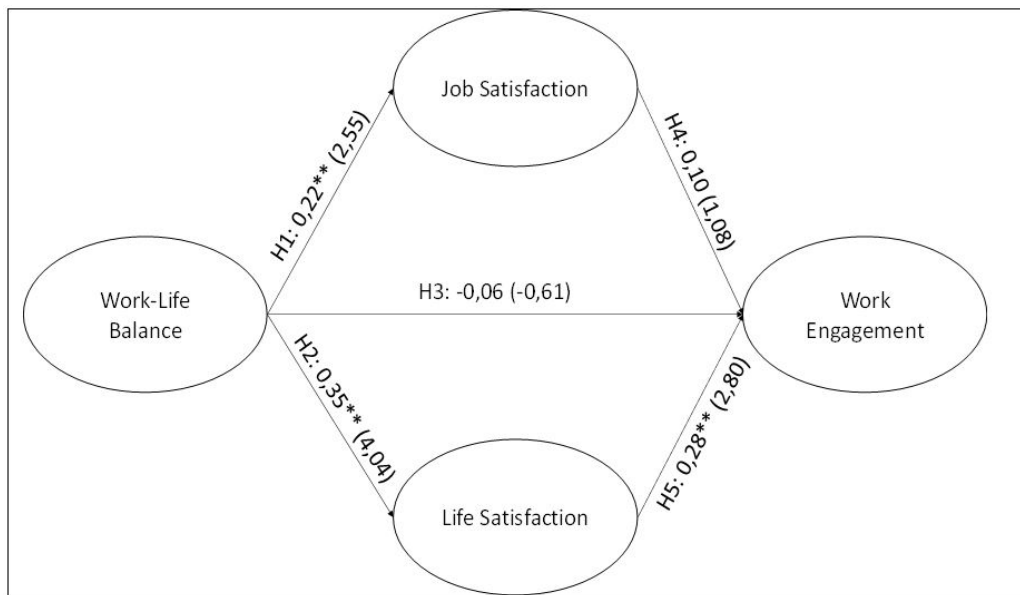
According to work status, 140 (85.4%) had full time employment, 8 (4.9%) had part time employment, 8 (4.9%) worked per contract, one was self-employed and seven did not answer. The average age of respondents was 38.62 years for the 158 who responded to this question. The average years of work experience in higher education was 15.09 and the average years of work experience overall was 18.68.

### 3.4 Results

We analysed the data collected through our survey by applying structural equation modelling (SEM) in Lisrel 8.80 software package, which allows the testing of multiple structural relations at once (Prajo & McDermott 2005). The standardized solutions and t-values for the hypotheses tested in the model are presented in Figure 1.

Standardised solution weights between work-life balance, job satisfaction, life satisfaction and work engagement and between job satisfaction and work engagement

and between life satisfaction and work engagement are presented in the model in Figure 1. We can therefore with the use of structural equation modelling based on the standardized solution confirm positive and statistically significant relations between work-life balance and job satisfaction, between work-life balance and life satisfaction and between life satisfaction and work engagement, whereas the relations between work-life balance and work engagement and between job satisfaction and work engagement are not statistically significant.



Source: Authors

Figure 1: Conceptual model with the standardized solutions (and t-test) for the hypotheses

Based on the standardized solutions we found (that except in H3 and H4, where the relations are not statistically significant and we can therefore neither confirm nor refute these hypotheses), that the other three relations are positive and statistically significant and we can therefore confirm H1, H2 and H5. Fit indices for the model are as follows:  $\chi^2/df=2.678$ ,  $RMSEA=0.101$ ,  $NFI=0.686$ ,  $NNFI=0.782$ ,  $CFI=0.791$ ,  $IFI=0.793$ ,  $SRMR=0.125$ . The whole model has a statistical significance of  $P\text{-value}=0.00000$ .

The value of parameters directs that the model ought to have better indices. One explanation can be its simple structure, as we kept only two major variables, despite the results of previous research that identify various other factors that could be included. On the other hand, we intended to focus only on higher education lecturers and main components of work-life balance that are recognized in the

literature (job satisfaction, life satisfaction and work engagement), which is why we decided to use the presented construct, and not some more comprehensive.

## 4 Discussion and conclusion

Modern business environment is highly competitive and frequently demands constant participation of employees in the business tasks despite their official working hours or formal job descriptions. This practice did not avoid the employees in education (Devonport, Biscomb & Lane, 2008), although they are generally satisfied with their jobs (Jordan, Miglič, Todorović, & Marič, 2017). A healthy working environment in which the individual feels comfortable and is respected, both as an employee and as

a person with a private life that is important for individual satisfaction. As being lecturers and researchers employed in higher education institutions, we wanted to examine the work-life balance among our colleagues.

With our research, which was based upon previous research and in-depth study of relevant literature, we have tested the relations between work-life balance, job satisfaction, life satisfaction and work engagement that have been missing and are highlighted in this research based on empirical evidence. Results of our research show that higher levels of work-life balance have a positive effect on job satisfaction (H1) and life satisfaction (H2), whereas only life satisfaction (H5) has a positive effect on work engagement among higher education lecturers. Although we have hypothesised in H3, that there should be a direct relation, we have found positive relations in H2 and H5, which leads to the conclusion, that life satisfaction is a mediator between work-life balance and work engagement, where we also see, that we can nor confirm, nor refute the third hypothesis of a direct and statistically significant positive relation between work-life balance and work engagement as hypothesised in H3. We also cannot confirm, that job satisfaction is a moderator between work-life balance and work engagement, since the relation hypothesised in H4 is not statistically significant.

The whole research was focused mostly on four constructs, namely work-life balance, job satisfaction, life satisfaction and work engagement, whereas other determinants, such as for example demographic variables were not considered and is investigated on a sample. For further research, we suggest investigating the effects of the determinants not included in our study and in different settings. These determinants could be divided into those influencing the constructs researched in our study, such as situational and other attributive determinants.

Research contributes to the existing research of work-life balance, job satisfaction, life satisfaction and work engagement in the aspect of advancing previous research by empirically examining the relations and the mediating effect between them. Besides, we see an important scientific contribution to the fact that the research is international and conducted among higher education teachers.

Important from a practical point of view is the confirmed relationship between job satisfaction and work engagement. Most research in working organizations focuses on measuring job satisfaction, but not on life satisfaction in general. Likewise, most scientific research highlights a healthy work environment and job satisfaction as an important factor influencing work engagement (e.g. Saari & Judge, 2014; Taghipour & Dezfuli, 2013). The results of our research, however, confirm the important impact of life satisfaction on work engagement. Therefore, it is important that organizations operate with a sense of what their employees need not only in the work environment but it is necessary that companies also take care of employee satis-

faction in general. One of the ways to increase life satisfaction is to help balance work and family, because according to the results of the research, work-family balance has a significant impact on life satisfaction.

The practical contribution of the research is also an in-depth insight into the relationships between the studied constructs. The paper has practical implications for both HR professionals and heads of work organizations, as it confirms the important impact of work-family balance on the satisfaction of employees, both at work and in general. Policies and practices for work-family balance create a so-called “win-win” situation for both employees and the organization. A key issue for organizations, therefore, should be how to promote the improvement of employee performance in individual roles, thus avoiding conflict between roles. Less conflict means healthier and more satisfied employees, and thus more engaged and productive employees.

The broad scientific and profession interest in the constructs regarding work-life balance, job satisfaction, life satisfaction and work engagement are increasing as the global competition rapidly grows and management expresses the need for such research; and our research can add to these studies.

An important contribution of the research is the confirmed positive correlation between life satisfaction and work engagement among higher education lecturers. Most scientific research, as well as research among employees in organizations, focuses on the study of job satisfaction, but the importance of life satisfaction is forgotten, also in relation to work engagement. Our research confirms the assumptions that employees who are more satisfied with life are also more engaged employees. In practice, both scientific research and organizations should focus on activities that support general life satisfaction, but also on improving the work-life balance, which is one of the important factors for both life satisfaction and work engagement.

This article provides general conclusions based on the analysis of the whole sample, without the differentiation between certain demographic aspects, due to the sample size. Nevertheless, further research should definitely include such clustering, as previous research shows the influence of various demographic variables on work-life balance. For example, many authors (Roeters, 2011; Stier, Lewin-Epstein & Braun, 2012) point that women in management and education are found to have a lower work-life balance satisfaction than their male counterparts.

Marital status and parenthood can also impact work-life balance among lecturers (Atteh, Martin, Oduro, Mensah, & Gyamfi, 2020). This is particularly important if the employees perceive family responsibility discrimination from their supervisor, as they experience increased emotional exhaustion and work-life balance in such cases (Trzebiatowski & del Carmen Triana, 2020). Aligning work and private life is a significant challenge for young

academics because of demanding working conditions, and it is particularly strong for young female academics due to growing family responsibilities (Dorenkamp & Süß, 2017). Considering the data we collected, we can also test the influence of the position in the academic hierarchy and title on the results generated by our model.

Finally, another direction for further research can also be a cross cultural analysis. In this paper main limitation for such study was the size of our sample, despite having respondents from six countries. Although we did not see significant differences among participants from different countries, the sample was too small to provide valid conclusion in that area, so this topic should definitely be additionally investigated, as some previous research already point to potential dissimilarities (Bayraktaroglu, Atay, Ilhan & Mustafayeva, 2019).

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### **Odnos med ravnovesjem poklicnega in zasebnega življenja, zadovoljstvom z delom, zadovoljstvom z življenjem in zavzetostjo pri delu visokošolskih učiteljev**

**Ozadje in namen prispevka:** Naša raziskava preučuje vpliv ravnovesja med poklicnim in zasebnim življenjem na delovno zavzetost, tako neposredni vpliv kot tudi prek zadovoljstvo pri delu in življenju. Glavni cilj naše raziskave je empirično preizkusiti povezave med ravnotežjem poklicnega in zasebnega življenja, zadovoljstvom z delom, zadovoljstvom z življenjem in delovno zavzetostjo med visokoškolskimi učitelji iz Avstrije, Hrvaške, Češke, Nemčije, Srbije in Slovenije.

**Metode:** Z validiranimi vprašalniki smo zbrali podatke o ravnovesju med poklicnim in zasebnim življenjem, zadovoljstvom z delom, zadovoljstvom z življenjem in njihovo delovno zavzetost. Kvantitativni podatki za našo analizo so bili zbrani z anketo med 164 spletnimi udeleženci. Na podlagi obsežnega pregleda literature smo oblikovali pet hipotez, ki smo jih preizkusili v enem strukturnem modelu z uporabo modeliranja strukturnih enačb (SEM).

**Rezultati:** Naše ugotovitve kažejo, da povečanje ravnovesja med poklicnim in zasebnim življenjem pozitivno vpliva na zadovoljstvo z življenjem in zadovoljstvo z delom ter da zadovoljstvo z življenjem vodi v povečanje delovne zavzetosti.

**Zaključek:** Poznavanje pomembnega vpliva ravnovesja med poklicnim in zasebnim življenjem, skupaj z razumevanjem odnosov med raziskanimi konstrukti, to so ravnovesje med poklicnim in zasebnim življenjem, zadovoljstvo z življenjem, zadovoljstvo pri delu in zavzetost pri delu, lahko okrepi delovno zavzetost visokošolskih učiteljev s spoštovanjem zaposlenih kot akterjev v različnih vlogah in v ta namen podpira ravnovesje med poklicnim in zasebnim življenjem v obliki družinam prijaznih politik in praks ter s tem prispeva na področju vedenja zaposlenih in izboljšuje produktivnost visokošolskih učiteljev.

**Gljučne besede:** *Ravnotežje med poklicnim in zasebnim življenjem, Zadovoljstvo pri delu, Zadovoljstvo z življenjem, Zavzetost pri delu, SEM*