



Research Article

The Influence of Flexible Work Arrangements and Work-Life Balance on Employee Performance Among Lecturers at Public Universities

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Abstract: This study aims to understand the effect of flexible work arrangement and work life balance on employee performance, especially lecturers at state universities in Bandar Lampung City. The method used is non-probability sampling, data was collected using convenience sampling techniques to 109 lecturers at state universities in Bandar Lampung City. Validity and reliability tests were carried out by conducting Confirmatory Factor Analysis and Cronbach's Alpha tests. Then the Kolmogorov Smirnov test was carried out to test the data distribution. Hypothesis testing was carried out by looking at the t-value and significant value in multiple regression. The results of the study showed that hypothesis 1, namely flexible work arrangement, has a positive and significant effect on employee performance at state university lecturers in Bandar Lampung City. While hypothesis 2, namely work life balance, does not have a positive and significant effect on employee performance at state university lecturers in Bandar Lampung City. Therefore, agencies need to increase employee commitment, encourage personal work life balance, and strengthen the alignment of individual and organizational goals, in order to create a productive and sustainable work environment.

Keywords: Employee Performance; Flexible Work Arrangement; State Universities; Work Life Balance.

1. Introduction

Human resource quality significantly impacts organizational development, encompassing recruitment, training, compensation, and performance management practices. In today's digital era, technological advancements and increasing work demands require employees to fulfill multiple roles with maximum productivity (Obrenovic et al., 2020). Performance represents an individual's task execution success and measurable outcomes achieved within organizational contexts according to assigned responsibilities. As Yasa and Mayasari (2022) note, performance manifests when employees execute their organizational roles effectively. Inuwa (2016) emphasizes that staff performance constitutes a critical component in organizational growth and profitability. According to Wibowo (2017), performance encompasses both task execution and result achievement, while Mangkunegara (2005) defines it as quantitative and qualitative work outcomes delivered by employees fulfilling their responsibilities.

The COVID-19 pandemic of early 2020 necessitated widespread implementation of Work From Home (WFH) policies, particularly affecting educational institutions. Universities instituted flexible work arrangements to ensure academic community well-being while implementing social distancing measures. This transformation included transitioning teaching faculty and academic staff to remote work platforms. Technological advancements facilitated this transition, with educational institutions adopting e-learning platforms such as Zoom, Google Classroom, and Google Meet, enabling continued faculty-student interaction despite physical separation. Flexible work arrangements allow organizations to adapt by transforming workplace environment perceptions. Such arrangements provide opportunities for

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addressing personal or family commitments or emergencies—particularly relevant for faculty who maintain demanding schedules while meeting performance objectives including scholarly publications and community contributions. Several universities in Indonesia and internationally have implemented flexible arrangements to accommodate faculty needs. These flexible work arrangements can enhance efficiency for state university faculty in Bandar Lampung, allowing them to manage teaching and research responsibilities without mandatory physical campus presence. Employees with scheduling autonomy demonstrate improved time management and performance. Those achieving work-life balance typically exhibit enhanced performance and job satisfaction. As Collins (2020) notes, however, flexible work arrangement policies often present implementation challenges in higher education, as teaching and research frequently require physical presence.

From an employee perspective, work flexibility facilitates parental role alignment with professional responsibilities, contributing to job satisfaction by enabling work-life balance (Cazes et al., 2015). Organizational awareness that flexible work patterns promote improved work-life balance can generate enhanced performance outcomes (Garg & Yajurvedi, 2016). Work-life balance has emerged as a prominent human resource management research topic in the Industry 4.0 era. Meenakshi and V (2013) define it as the proportion of time allocated to professional versus personal interests, including family and preferred activities. Recognizing that work-life balance correlates positively and significantly with employee performance, supportive organizational policies can enhance performance outcomes (Hasugian et al., 2023). Medina-Garrido et al. (2017) demonstrate that tangible access to such policies positively impacts performance through employee well-being mediation.

However, research indicates mixed outcomes. De Menezes and Kelliher (2017) found flexible work arrangements negatively associated with employee performance, suggesting those with flexible arrangements may underperform compared to other groups. Rahajeng and Kristin Handayani (2022) found work-life balance does not directly influence work productivity. Flexible arrangements may also create communication and team coordination challenges, particularly when employees operate across different times and locations (Stefanie et al., 2020). This research aims to examine "The Influence of Flexible Work Arrangements and Work-Life Balance on State University Lecturers in Bandar Lampung City," addressing contradictory findings where Felstead and Henseke (2017) suggest flexible arrangements enhance productivity while Toniolo-Barrios and Pitt (2021) indicate such arrangements may blur work-home boundaries, potentially increasing rather than reducing stress.

2. Preliminaries or Related Work or Literature Review

2.1. Flexible Work Arrangement

Flexible Work Arrangement (FWA) refers to a strategic approach aimed at enhancing employee satisfaction and retention by offering flexibility in work time and location. Carlson et al. (2010) describe FWA as both a formal policy and an informal arrangement that enables employees to choose their work schedules and locations, thereby facilitating task completion in a more autonomous manner. Flexible scheduling addresses key challenges such as work fatigue, job pressure, and work-family conflict (Beno et al., 2022). This system is especially advantageous for part-time workers and has become increasingly popular through remote work models that support productivity outside traditional office settings. Adiyanti and Sari (2024) emphasize that flexible hours prioritize output over physical presence, as long as employees fulfill the agreed-upon work hours. According to Albion (2004), the key indicators of FWA include time flexibility, workplace flexibility, workload adaptability, flexible leave arrangements, and task control—all of which enable employees to personalize their work methods.

The main objective of FWA is to foster a greater sense of responsibility and enhance work-life balance among employees (Hofäcker & König, 2013). This system significantly reduces work-family conflict and stress, factors that commonly affect performance and lead to turnover, especially among female workers who often face competing family obligations (Dwi & Pradhanawati, 2018). FWA also minimizes commuting stress during peak hours, thereby increasing motivation and productivity by enabling employees to work in more comfortable and health-supportive environments (Koreshi & Alpass, 2022). Additionally, a flexible setup cultivates a positive work culture by reducing unnecessary competition and uncovering hidden talents. It allows workers to pursue personal interests, side jobs, or education, while also saving operational costs related to workspace usage. Ultimately, FWA

promotes employee well-being by encouraging balance between professional and personal responsibilities, leading to higher job satisfaction (Gunawan & Franksiska, 2020).

2.2. Work Life Balance

Work-life balance (WLB) refers to an individual's perception of achieving harmony between professional responsibilities and personal life, which directly impacts overall well-being and job productivity (Grobler & Grobler, 2019). Nurhabiba (2020) defines WLB as the equilibrium between working hours and time dedicated to family, friends, and oneself. This concept emphasizes how an employee perceives the compatibility or conflict between work and personal life. According to Shanker and Kaushal (2022), individuals who successfully maintain this balance tend to demonstrate higher job satisfaction and improved performance. Conversely, when WLB is disrupted, it can lead to both psychological and physical health problems such as stress, cardiovascular diseases, and strokes (Nurhabiba, 2020). Fisher et al. (2009) identify three key dimensions to assess WLB: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work/Personal Life Enhancement (WPLE), which consider both the negative and positive interactions between work and personal domains.

The significance of work-life balance lies in its role in supporting employee mental health and sustaining organizational performance. When institutions fail to address employee needs holistically, long-term consequences such as decreased productivity may occur (Nurhabiba, 2020). Albion (2004) highlights that employees who perceive flexible work arrangements as a means to achieve WLB are more likely to embrace such systems despite possible constraints. Supporting this, Witriaryani et al. (2022) argue that belief in the benefits of WLB can motivate employees to adopt flexible work arrangements. One of the primary advantages of WLB is the improvement in emotional and psychological well-being. Furthermore, it supports the implementation of effective policies that foster a balanced environment, enhancing both personal fulfillment and sustainable workplace productivity (Haar et al., 2014).

2.3. Employee Performance

Employee performance refers to the level of success an individual or group achieves in completing their assigned tasks within an organization, in accordance with their authority and responsibilities (Yasa & Mayasari, 2022). This concept reflects how employees carry out their duties based on their roles within the company. Malayuja et al. (2022) further define performance as work outcomes that align with organizational ethics and legal standards, aimed at achieving institutional goals. Stella (2020) emphasizes that organizational success and growth largely depend on the performance of its workforce; thus, high-performing individuals are essential for delivering specialized products and services and maintaining competitive advantage. Both internal factors and external environments significantly influence performance. For instance, job-specific training can enhance employee capabilities. Therefore, performance serves as a driving force behind organizational success.

Understanding employee performance also involves evaluating how job satisfaction relates to daily responsibilities, which in turn impacts productivity. A strong positive correlation between employee performance and organizational achievements is crucial. High-performing staff can boost institutional performance, thereby increasing competitive edge. Sturman et al. (2016) describe performance as purposeful actions carried out by employees to achieve defined objectives. In the context of higher education, lecturer performance plays a vital role in realizing institutional missions and improving educational quality, research, and community engagement (Pipit Mulyah et al., 2020). According to Green et al. (2004), key indicators of employee performance include work quality, work quantity, reliability, time efficiency, problem-solving skills, teamwork and communication ability, and adherence to rules and procedures.

2.4. Relationship Between Flexible Work Arrangement, Work Life Balance, and Employee Performance

Flexible work arrangements (FWA) offer employees the autonomy to set their own schedules, enabling them to better manage personal and professional responsibilities. Hofäcker and König (2013) explain that FWA enhances employees' sense of responsibility and supports the achievement of work-life balance. For lecturers, such flexibility facilitates the coordination of work duties and personal life, reducing work-family conflict and increasing life satisfaction. According to Pandiangan (2018), FWA positively influences work-

life balance by creating a sense of comfort and satisfaction among employees. This working model allows individuals to manage their own work hours, locations, and durations, promoting focus, reducing stress, and potentially increasing productivity and performance outcomes.

Furthermore, maintaining a work-life balance is crucial in professions with high demands, such as education. Imbalance can lead to mental health issues, stress, and reduced performance (Kapahang et al., 2022). Kasmawati et al. (2024) found a direct relationship between work-life balance and employee performance—improvements in one enhance the other. When employees, such as lecturers, feel appreciated and supported through flexible arrangements, they tend to be more motivated, committed, and productive. Thus, implementing FWA not only improves work-life harmony but also strengthens job satisfaction, retention, and overall performance, positioning it as a strategic organizational tool to enhance employee well-being and effectiveness.

3. Proposed Method

3.1. Population and Sample

The population refers to the entire group of individuals, objects, or events that are the main focus of a research investigation (Candra Susanto et al., 2024). Sugiyono (2016) defines population as a generalization area consisting of objects or subjects with specific qualities and characteristics selected by researchers for study and conclusion drawing. The population of this study comprises lecturers from public universities located in Bandar Lampung. These institutions include Universitas Lampung, Politeknik Kesehatan Tanjung Karang, Politeknik Negeri Lampung, Universitas Terbuka, and Universitas Islam Negeri Raden Intan. Universitas Lampung, known for its broad academic development and reputable faculty qualifications, serves the southern Sumatera region. Politeknik Kesehatan Tanjung Karang, under the Ministry of Health, focuses on vocational health education and employs experienced lecturers. Politeknik Negeri Lampung (Polinela) specializes in agriculture and technology, offering hands-on learning through partnerships with industries. Universitas Terbuka applies a distance learning model, supported by professional tutors. UIN Raden Intan, initially a religious institution, has expanded into multidisciplinary education, integrating Islamic values with general knowledge.

The sample is a subset of the population used when researchers face limitations in time, resources, or manpower, as suggested by Sugiyono (2016). It must be representative to ensure valid generalizations. In this study, lecturers from public universities in Bandar Lampung were selected as respondents through questionnaires. Based on Hair Jr. et al. (2019), the minimum recommended sample size in quantitative research is 50, with 100 or more preferred, especially when the number of variables and indicators increases. With 14 indicators, a minimum sample size of 70 is required using a 5:1 ratio. This study adopts a non-probability sampling method with a convenience sampling technique, selecting respondents who are easily accessible, practical for research constraints, and willing to participate.

3.2. Data Collection

Data collection is a crucial phase in research, as the primary goal is to obtain accurate and valid data. To achieve this, researchers must employ effective data collection techniques. In this study, data was gathered through a questionnaire method, where structured or open-ended questions were distributed to selected respondents, either directly or via online platforms. The targeted participants were lecturers from public universities in Bandar Lampung.

The questionnaire aimed to collect information regarding the impact of flexible work arrangements and work-life balance on employee performance within the academic setting. According to Sugiyono (2016), responses were measured using a Likert scale ranging from 1 to 5. A score of 1 indicates strong disagreement, reflecting a negative perception, while a score of 5 signifies strong agreement, reflecting a positive response. Some items were negatively worded; therefore, scoring adjustments were made to maintain the consistency and reliability of the measurement scale.

3.3. Operational Definition of Variables

Operational definitions of variables provide concise descriptions of each variable studied, specifically flexible work arrangement, work-life balance, and employee performance. Flexible work arrangement (X1), as defined by Hill et al. (cited in Findriyani and Parmin, 2021), refers to employees' ability to choose when, where, and how long they engage in work-related tasks. This variable is measured through indicators including work time flexibility, workplace flexibility, workload flexibility, flexibility in taking leave or vacations, and control over work tasks (Albion, 2004). The measurement scale for this variable is based on a Likert scale, allowing respondents to express varying degrees of agreement or disagreement.

Work-life balance (X2) is defined as an individual's capacity to effectively balance the demands of their job with personal and family needs, as described by Schermerhon in Ramadhani (2018). Its indicators include work interference with personal life (WIPL), personal life interference with work (PLIW), and the enhancement between work and personal life (WPLE) based on Fisher et al. (2009). Employee performance (Y), according to Usman (2020), represents the achievements and progress a person attains in their job duties, synonymous with work achievement or performance. This variable is assessed through multiple indicators such as work quality, work quantity, reliability, time efficiency, problem-solving ability, collaboration and communication skills, and adherence to rules and procedures (Green et al., 2003). Like the other variables, employee performance is evaluated using a Likert scale, facilitating consistent and quantifiable measurement across all variables in the study.

3.4. Research Instrument Testing

Instrument testing in research involves several important procedures to ensure the quality and reliability of the data collected. Validity testing, according to Ghozali (2018), aims to determine whether a questionnaire is valid or capable of accurately measuring what it is intended to measure. In this study, validity was assessed using Confirmatory Factor Analysis (CFA) through IBM SPSS version 27. The validity test correlates each item score with the total construct score, using a significance level of 0.05 (Janna & Herianto, 2021). A valid instrument should show significant correlations between items and the overall construct.

Reliability testing is used to evaluate the consistency and dependability of the measurement instrument. This study applied Cronbach's Alpha to test reliability through SPSS software. According to Amanda et al. (2019), a questionnaire is considered reliable if the Cronbach's Alpha value exceeds 0.6. Additionally, normality testing was conducted to check whether the regression model's dependent and independent variables follow a normal distribution. The Kolmogorov-Smirnov test was employed, where a p-value greater than 0.05 indicates that the data distribution is normal (Budiyono, 2013). These three tests—validity, reliability, and normality—are critical steps to ensure that the data used for analysis is accurate, consistent, and meets statistical assumptions.

3.5. Hypothesis Testing

Hypothesis testing is a branch of inferential statistics used to evaluate statements statistically and determine whether those statements can be accepted or rejected. According to the Indonesian Dictionary Online, a hypothesis is an assumption considered true as a basis for reasoning or expressing an opinion, though its truth must be proven. Researchers conduct hypothesis tests to decide whether to accept or reject hypotheses and thereby answer research questions. Hypothesis testing involves using sample data to examine assumptions about population parameters (Maqfiro et al., 2021). In this context, regression analysis is used to measure the influence of independent variables on a dependent variable. Regression analysis studies the relationship between one or more independent variables and a dependent variable. When there is more than one independent variable, this is called multiple linear regression, as it examines the impact of two or more predictors on the outcome variable (Yuliana, 2016).

To assess the influence and significance of relationships between variables, t-values and significance levels are examined. The t-test is a partial test used to determine the significance of each independent variable on the dependent variable (Sahir, 2021). If the calculated t-value is greater than the critical t-value, it indicates a significant effect of the independent variable on the dependent variable. Additionally, Hair Jr. et al. (2019) explain that a variable significantly influences another variable if the p-value is less than 0.05, indicating statistical significance in the relationship.

4. Results and Discussion

4.1. Respondent Characteristics

The data collection for this study was conducted from April 10 to April 28, 2025, using two distribution methods: online via Google Forms and direct physical delivery to respondents. This mixed approach was adopted to reach respondents effectively, considering many lecturers have busy schedules and may not always be present on campus. The direct distribution targeted less digitally active respondents and helped accelerate data collection, while the online method allowed participants to complete the questionnaire at their convenience. A total of 135 questionnaires were distributed, with 109 returned and usable for analysis after excluding one incomplete response. This resulted in a high response rate of 99.09%, indicating strong participation from the lecturers and demonstrating the effectiveness of the distribution strategy.

The respondents' demographics included 109 lecturers from various State Universities in Bandar Lampung, representing a diverse sample. Respondents came from five institutions: Politeknik Kesehatan Tanjung Karang (14%), Politeknik Negeri Lampung (28%), Universitas Islam Negeri Raden Intan Lampung (24%), Universitas Lampung (30%), and Universitas Terbuka (5%). This distribution shows a fairly proportional representation across institutions, supporting the generalizability of the findings. Gender distribution showed that 66% of respondents were female and 34% male, indicating a higher female participation. Age groups ranged widely, with 14% aged 24–28, 31% aged 29–33, 24% aged 34–38, and another 31% aged 39 or older, reflecting a broad spectrum of career stages and professional experience.

Regarding marital status and family responsibilities, most respondents (82%) were married, 17% were unmarried, and 2% were widowed. The majority had family dependents, with 72% supporting 1 to 3 individuals, 5% supporting 4 to 6, and 23% having no dependents. These factors are important as they may influence lecturers' perceptions of work-life balance and flexible work arrangements. Educational qualifications were dominated by master's degree holders (91%), followed by doctoral graduates (8%) and one professor (1%). This indicates that most respondents meet the minimum academic qualification for higher education teaching positions. The employment status data showed that most lecturers were permanent staff (88%) including civil servants and government contract employees, with smaller proportions of contract lecturers (8%) and honorary lecturers (4%). This suggests most respondents have stable employment, potentially affecting their work patterns and attitudes toward flexible working policies.

The length of service among respondents varied, with 33% having worked 1–3 years, 28% for 4–6 years, 4% for 7–9 years, 13% for 10–13 years, and 22% for 14 or more years. This diversity in tenure provides insights into how different levels of experience might affect perceptions and experiences of flexible work arrangements and work-life balance. Overall, the demographic and employment characteristics of respondents offer a comprehensive background that supports understanding the influences on lecturers' attitudes and behaviors related to the study variables.

4.2. Research Instrument Test Results

The instrument used in this study to measure variables such as Flexible Work Arrangement, Work Life Balance, and Employee Performance consisted of questionnaires. Validity testing was conducted through Confirmatory Factor Analysis (CFA) using IBM SPSS version 27. This process involved correlating each item score with the total score of its respective construct, with a significance level set at 0.05 (Janna & Herianto, 2021). Table 1 presents the validity results for 109 respondents, showing that all items across the three variables demonstrated valid measurements. These findings indicate that the questionnaire is sufficiently valid for investigating the influence of flexible work arrangements and work-life balance on employee performance in public universities in Bandar Lampung.

Table 1. Validity testing

Statement	<i>Confirmatory factor analysis</i>	Conclusion
X _{1.5}	0,809	Valid
X _{1.6}	0,860	Valid
X _{1.7}	0,781	Valid
X _{1.8}	0,790	Valid
X _{1.11}	0,580	Valid
X _{2.2}	0,743	Valid

X _{2.3}	0,686	Valid
X _{2.4}	0,689	Valid
X _{2.6}	0,733	Valid
X _{2.7}	0,829	Valid
X _{2.9}	0,721	Valid
X _{2.11}	0,756	Valid
X _{2.17}	0,531	Valid
Y ₃	0,656	Valid
Y ₄	0,717	Valid
Y ₅	0,787	Valid
Y ₇	0,747	Valid
Y ₈	0,706	Valid
Y ₉	0,767	Valid

Reliability testing was then performed to determine the consistency and dependability of the measurement tools. Reliability can only be assessed after confirming the validity of the questionnaire items. The threshold for reliability in this study was a Cronbach's alpha value greater than 0.6 (Amanda et al., 2019). As shown in Table 4.4, the Cronbach's alpha values for Flexible Work Arrangement, Work Life Balance, and Employee Performance were 0.672, 0.826, and 0.835 respectively, all exceeding the cutoff point. This confirms that the instruments used are reliable and appropriate for this research.

Table 2. Reliability testing

No.	Variable	Cronbach's Alpha
1.	Flexible Work Arrangement	0,672
2.	Work Life Balance	0,826
3.	Employee Performance	0,835

Furthermore, normality testing was conducted to verify whether the collected data followed a normal distribution, which is a prerequisite for many statistical analyses (Budiyono, 2013). The Kolmogorov-Smirnov test, suitable for sample sizes over 50 (Dahlan, 2009), was applied. The test results show a significance value of 0.013, which is below the 0.05 threshold, indicating that the data are not normally distributed. This deviation from normality is likely due to the diversity among respondents in terms of institutional background, workload, and work flexibility, leading to an asymmetrical data spread.

4.3. Description of Respondent Statements

The respondents' average responses regarding the Flexible Work Arrangement variable are summarized from valid questionnaire items that were deemed suitable for further analysis. As presented in Table 4.6, the overall mean score for flexible work arrangement stands at 3.87, indicating a relatively strong agreement among respondents. Most respondents acknowledged that having flexible working hours is important for balancing family responsibilities, reflected by a mean score of 3.94. This suggests a positive perception of flexible work arrangements among lecturers at public universities in Bandar Lampung. The highest-rated item, with a mean of 4.04, highlights that flexibility in work schedules is crucial for managing varied workloads and responsibilities, which is particularly relevant in the academic environment. Additionally, the statements about flexible work enabling better handling of personal and professional obligations scored means of 3.90 and 3.94 respectively, showing that respondents value work flexibility as a tool for maintaining work-life balance. Flexibility was also seen as beneficial in improving focus during working hours, with a mean of 3.86. However, the statement suggesting that employees using flexible work arrangements tend to have lower commitment to their roles scored the lowest mean of 3.62, indicating some respondents still hold reservations or negative perceptions regarding potential declines in employee commitment when flexibility is utilized.

The data description for the Work Life Balance variable, detailed in Table 4.7, reveals an overall mean response of 3.56, which is considered moderately positive. This finding reflects diverse experiences among lecturers in balancing their work and personal lives. The highest-rated statement, scoring 4.06 on average, shows that respondents feel a healthy personal life helps them relax and prepare effectively for work the following day. In contrast, the item stating that respondents often neglect their personal needs due to work demands received the lowest mean of 2.99, suggesting that many lecturers do not frequently sacrifice personal needs for work or actively attempt to separate these aspects. Statements regarding the negative

impact of work on personal life and difficulties in completing office tasks due to personal matters both scored a mean of 3.65, indicating noticeable conflicts between work and personal life among respondents. Similarly, items about work suffering due to personal life issues and feeling too tired at work because of personal problems scored means of 3.62 and 3.52, respectively. Other items, including the difficulty in maintaining the desired type of personal life due to work and the energy drain from personal life affecting work, recorded means of 3.50 and 3.46, suggesting ongoing pressure or fatigue from juggling personal and professional roles, implying a work-life balance that has not yet been fully optimized.

Regarding Employee Performance, Table 4.8 shows respondents' perceptions with an overall mean score of 4.09, indicating a high level of positive assessment. Lecturers generally viewed their own performance and that of their colleagues favorably in terms of goal achievement and performance improvement. The highest mean score of 4.27 was for the statement "I regularly achieve my goals," which reflects strong discipline and personal commitment among respondents. Other items, such as colleagues' individual performance last year, colleagues consistently meeting goals, and how well colleagues' goals support organizational objectives, had means ranging from 4.00 to 4.12, all indicating solid performance levels. The statements about personal and colleagues' performance improvements over the past year both recorded a mean of 4.06, confirming the perception of continuous progress. Overall, these results suggest that lecturers in public universities perceive both individual and team performance as excellent, demonstrating confidence in their ability to meet professional responsibilities and contribute effectively to institutional goals.

4.4. Hypothesis Testing

The hypothesis testing results show that Hypothesis 1 is supported, indicating that Flexible Work Arrangement has a positive and significant effect on Employee Performance. This is evidenced by a beta coefficient (β) of 0.232, a t-value of 2.651, and a p-value of 0.009, which is below the 0.05 significance level. This means that the higher the perceived flexibility in work arrangements by lecturers, the better their performance tends to be. In contrast, Hypothesis 2 is not supported, as Work Life Balance does not have a significant impact on Employee Performance, with $\beta = 0.027$, $t = 0.544$, and $p = 0.588$, which is above the 0.05 threshold. This suggests that although lecturers may experience a balance between work and personal life, it does not directly lead to improved performance. Therefore, flexible work arrangements are more influential on performance compared to work-life balance in this context.

Table 3. Hypothesis Testing

Hypothesis	Path	Coefficient β	t-value	p-value	Result
H ₁	Flexible work arrangement > Employee Performance	0,232	2,651	0,009	Supported
H ₂	Work Life Balance > Employee Performance	0,027	0,544	0,588	Unsupported

4.5. The Influence of Flexible Work Arrangement on Employee Performance at State University Lecturers in Bandar Lampung City

The influence of flexible work arrangements on employee performance among lecturers at public universities in Bandar Lampung shows a significant positive effect. The analysis reveals a beta coefficient (β) of 0.232, indicating that a 1% increase in flexible work practices corresponds to a 23.2% improvement in employee performance. The t-value of 2.651, which exceeds the critical t-value, alongside a p-value of 0.009 below the 0.05 threshold, confirms the statistical significance of this relationship. For lecturers balancing dual roles between professional duties and family responsibilities, flexible working hours are crucial to managing these demands effectively. Flexibility in work schedules allows them to handle various obligations beyond their job roles, leading to better management of workload diversity. This enables lecturers to allocate their time and energy efficiently to fulfill their responsibilities without excessive stress. According to Pandiangan (2018), flexible schedules help employees balance work and personal life. This finding aligns with Maslow's hierarchy of needs theory, where flexible work arrangements satisfy psychological safety and self-actualization needs by

providing autonomy and reducing stress from role conflicts. Such flexibility supports lecturers in balancing academic and non-academic duties, enabling them to maximize their contribution to higher education's Tri Dharma.

Previous research by Stella (2020) supports these results, noting that employees who choose flexible work arrangements, such as remote work, tend to be more motivated, disciplined, and well-organized, which leads to enhanced performance. The freedom to manage work hours according to personal needs fosters a comfortable and productive work environment, making employees feel valued and trusted by their organizations. Flexible work practices help individuals regularly achieve their goals by allowing them to arrange their time and workspace optimally, focusing their energy on productive tasks. This flexibility facilitates setting clear and realistic objectives, turning goal attainment into habitual behavior and reflecting dedication across all life domains, including the workplace. Thus, flexible work arrangements significantly enhance employee performance by providing autonomy, motivation, and better work-life integration.

4.6. The Influence of Work Life Balance on Employee Performance at State University Lecturers in Bandar Lampung City

The influence of work-life balance on employee performance among lecturers at public universities in Bandar Lampung shows no significant effect. The analysis reveals a beta coefficient (β) of 0.027, with a t-value of 0.544 and a p-value of 0.588, which is substantially higher than the 0.05 significance level. These statistical results indicate a weak and insignificant relationship between work-life balance and lecturers' performance in this study. While a balanced personal and professional life is generally essential for readiness and effectiveness at work, in this context, personal life challenges can sometimes negatively impact job performance, and vice versa. This reciprocal relationship suggests that difficulties in personal life may spill over into work duties, reducing overall effectiveness. Remote work arrangements are intended to help employees better manage both work and household responsibilities simultaneously, as highlighted by Kapahang et al. (2022). This aligns with humanistic theories emphasizing holistic individual development, where achieving psychological well-being and meaning in life is crucial. Flexible work systems allow individuals to fulfill multiple roles without sacrificing one for another, reflecting humanistic values that support both personal and professional balance.

Despite these theoretical perspectives, this study's findings contrast with research such as Staff et al. (2020), who found a positive and significant effect of work-life balance on performance, while Rahajeng and Handayani (2022) reported no direct influence on productivity. Work-life balance, when effectively managed, can promote emotional stability, focus, and sustained motivation by allocating time proportionally between professional and personal spheres. This supports humanistic theory, which emphasizes the importance of self-actualization and holistic growth as key elements of human well-being. However, in the context of lecturers at public universities in Bandar Lampung, work-life balance does not appear to be a primary factor driving improved job performance, despite its recognized value in fostering a healthy and productive work environment.

5. Conclusions

Based on the findings and discussion regarding the impact of flexible work arrangements and work-life balance on employee performance among lecturers at public universities in Bandar Lampung, this study concludes that the first hypothesis is supported while the second is not. First, flexible work arrangements have a significant positive effect on lecturers' performance. This indicates that higher implementation of flexible working schedules correlates with improved performance, as lecturers benefit from the ability to manage their work hours more freely, which enhances productivity, concentration, and a better balance between personal and professional responsibilities. Conversely, work-life balance does not significantly influence lecturers' performance. This suggests that the level of work-life balance perceived by lecturers may not directly drive performance improvements, possibly due to other more dominant factors such as workload, intrinsic motivation, or organizational support.

Several recommendations emerge from this study. Institutions should adopt strategies to maintain employee commitment within flexible work systems, such as setting clear targets, strengthening two-way communication, and implementing transparent monitoring and evaluation systems. It is also crucial to recognize that productivity should not come at the

expense of personal well-being; both organizations and individuals must foster a work culture that supports life balance, encouraging employees to set healthy boundaries and manage their time and energy wisely. Furthermore, organizations need to continuously align individual and organizational goals through open communication, employee involvement in strategic planning, and the establishment of clear, measurable work objectives to promote positive workplace synergy. The study's limitations include the use of convenience sampling, which may limit sample representativeness, data collection through a single self-administered survey that might introduce bias, and the focus solely on public universities in Bandar Lampung, limiting generalizability. Future research should expand the scope, employ more representative sampling techniques, and explore diverse contexts for more comprehensive results.

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