



The Influence of Rewards and Punishments on the Performance of Employees

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Abstract

This study aims to determine the effect of perceived organizational support and work-life balance on the dimensions of employee engagement, namely vigor, dedication, and absorption among university lecturers in Indonesia. Data were obtained by distributing questionnaires to respondents, namely 170 lecturers working at universities in Java and Sulawesi. The results showed that perceived organizational support had a positive effect on all three dimensions of employee engagement. However, work-life balance only had a positive effect on vigor, while it had no effect on dedication and absorption. Perceived organizational support can be used to improve employee engagement among lecturers in universities.

JEL Classification:

L66, M11, M31, O32, Q13

Introduction

Employee engagement Employee engagement has become a highly relevant topic in today's human resource management (HRM) world (Othman & Mahmood, 2019; Arrowsmith & Parker, 2013; Silva & Duarle, 2025). Amidst increasingly competitive higher education, universities are required to provide a quality learning experience for students (Ul Hassan et al., 2025; Obilade & Akinsooto, 2025; Maryani et al., 2025). Lecturers, as human resources within universities, are expected to develop innovative teaching methods, update teaching materials, and adapt the latest technology to support the teaching and learning process. Furthermore, lecturers are obligated to conduct research for the development of knowledge and to engage in community service. Lecturers or HR who are engaged tend to be more innovative (Elamin et al., 2024), more productive, and strive to do their best in their work (Katsaros, 2024), ultimately improving organizational performance. Therefore, it is crucial for universities to foster engagement in each lecturer.

In addition, universities are also faced with how to retain the best talents, so that universities can continue to develop and meet existing university accreditation qualification standards (Kayyali, 2025; Tuppal et al., 2025; Cline et al., 2026). Human resources who *are engaged* tend to be more committed to the organization, while those who are less involved tend to be more committed to the organization. (*disengaged*) can be detrimental to the company in terms of increasing year absenteeism (Neuber et al., 2022) as well as higher *turnover* (Zhu et al., 2023).

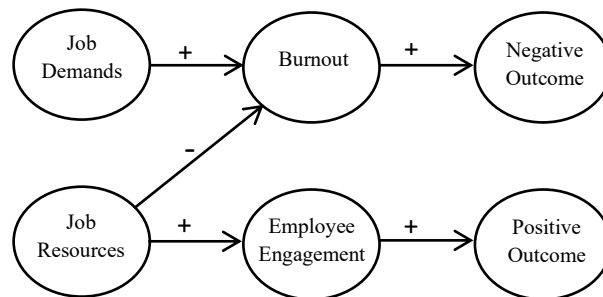
One factor that can influence employee engagement is *perceived organizational support* (POS), or the organizational support felt by employees. *Perceived organizational support* is

an employee's perception that the organization values their contributions and cares about their well-being. (Rhoades & Eisenberger, 2002) . *Perceived organizational support* has a strong positive influence on *employee engagement*. (Ahmed et al., 2015) , if employees feel support good from the organization, then employees will feel that they have an obligation to repay with equal kindness (Mufarrikhah et al., 2020; Eisenberger et al., 2025; Abun et al., 2025) .

In addition, *employee engagement* can also be influenced by *work -life balance*. is the extent to which a person can carry out his role well at work and in his personal life in a balanced manner (Greenhaus & Allen, 2011) . *Work life balance* is about how well a person manages the boundaries between work and family (Clark, 2000) . There is a positive influence between *work life balance* And *employee engagement* (Björk-Fant et al., 2023), *work life balance* has an important role in increasing *employee engagement* (Katili et al., 2021).

Theoretical Basis and Hypothesis Development

The Job Demands Resource (JDR) model is the theory that underlies this research. This model is widely used to understand the relationship between work conditions and levels of *employee engagement*. JDR Theory explains how job demands and job resources influence *burnout*, *engagement*, and performance. employees (Bakker & Demerouti, 2014; Schaufeli, 2017) .



Gambar 1. Job Demands - Resource (JDR) Model (Schaufeli, 2017)

According to the Job Demands – Resource theory, *employee engagement* can be influenced by *job resources* or job resources that employees have, such as organizational support, coworker support, positive organizational culture, supportive work environment and facilities, constructive *feedback*, and others. *Employee engagement* is a condition in which an employee feels emotionally and cognitively connected to his work, has the motivation to contribute to the organization, and shows enthusiasm, dedication, and focus in carrying out his daily work. According to Kahn (1990) , *employee engagement* is a condition when employees are physically, cognitively, and emotionally involved in their work activities. According to Schaufeli et al. (2002) , *employee engagement* is a positive psychological condition that appears in employees, which is characterized by *vigor* (*high spirits*), *d edication* (devotion & inspiration), and *absorption* (*dissolved in work*).

Perceived organizational support is seen as a job resource *that can increase employee engagement*. Job resources, such as social support and recognition from the organization, can help reduce job stress and increase levels of employee engagement. (Schaufeli, 2017) . *Perceived organizational support* itself is the employee's perception of how the organization values their contribution and cares about their well-being. (Eisenberger et al., 1986) . Employees who feel that the organization supports them tend to *engaged* with their work and organization. (Caesens et al., 2016; Mori et al., 2024; Tian et al., 2023) . This study aims to examine the effect of *perceived organizational support* on the three dimensions of *employee engagement*: *vigor*, *dedication*, and *absorption*. Therefore, the following hypotheses are proposed:

H1a: *Perceived organizational support* has a positive effect on *vigor*.

H1b: *Perceived organizational support* has a positive effect on *dedication*.

H1c: *Perceived organizational support* has a positive effect on *absorption*.

Work-life balance can influence *employee engagement*. Several studies have found that maintaining a balance between work and personal life can increase employee engagement in the workplace (Björk-Fant et al., 2023; Inggamara et al., 2022 ; Katili et al., 2021) . There are also studies that find that *work-life balance* has a low influence on *employee engagement*. (Parkes & Langford, 2008)

According to Schaufeli (2017) , *work-life balance* is categorized as *job demands*. These are demands on work that can cause employees to become *burnt out* and stressed. Based on the Job Resources – Demands model, *job demands* do not affect *employee engagement*. Aspects that make up *work-life balance* are demands from work that can interfere with employees' personal lives, and vice versa, aspects of personal life that can interfere with work (Fisher et al., 2009) . For example, overtime reduces time with family, work causes stress that is carried home, a busy work schedule hinders social activities, or from the personal side of life, such as responsibilities at home interfere with concentration at the office, or household problems cause decreased work performance. Whether work demands interfere with personal life or vice versa, both have the aspect that work has become a burden for employees.

Based on research on the relationship between *work-life balance* and *employee engagement*, it can be said that *work-life balance* has a positive influence on *employee engagement*, with its three dimensions: *vigor*, *dedication*, and *absorption*. Therefore, the following hypothesis is proposed:

H2a: Work life balance has a positive effect on vigor.

H2b: Work life balance has a positive effect on dedication.

H2c: Work life balance has a positive effect on absorption.

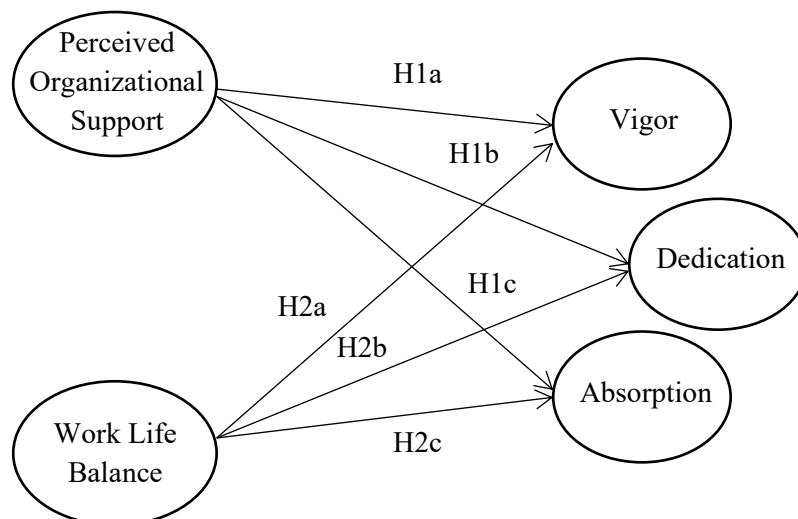


Figure 2. Research Model

Methods

This research uses quantitative approach. Data collection was conducted by distributing questionnaires to approximately 200 lecturers domiciled in several cities on the islands of Java and Sulawesi, then obtained 170 respondents who were willing to fill out the questionnaire. Respondents consisted of 43.42% men and 56.47% women, with an average age of 38.5 years, and a work period of less than 5 years as many as 58 people (34.11%), a work period of 5-10 years as many as 62 people (36.47%), a work period of 10-15 years as many as 41 people (24.11%), and a work period of more than 15 years as many as 9 people (5.29%).

This study uses the Survey of Perceived Organizational Support (SPOS) scale developed by Eisenberger et al., (1986) to measure the perceived organizational support variable, the Work-Life Balance Scale (WLBS) scale developed by Fisher et al., (2009) to measure the work-life balance variable, and the Utrecht Work Engagement Scale (UWES) scale developed by Schaufeli et al., (2002) to measure employee engagement.

Hypothesis testing using structural equation modeling - partial least square (SEM-PLS), to determine the effect of Perceived Organizational Support and Work Life Balance on the three dimensions of Employee Engagement, namely Vigor, Dedication, and Absorption

Result and Discussion

The results of the measurement model test (outer model) to see the validity of the research instrument, showed that almost all items had loading values above 0.7 so they were declared valid (Hair et al., 2017), but there were also those that were lower than 0.7 but still greater than 0.5, loading values above 0.5 were also still tolerable, so the items were declared valid (Hair et al., 2014).

Table 1. Validity Test Results

Item	POST	WLB	Vigor	Dedication	Absorption	Information
POS1	0.782					Valid
POS10	0.813					Valid
POS2	0.782					Valid
POS3	0.816					Valid
POS4	0.798					Valid
POS5	0.820					Valid
POS6	0.841					Valid
POS7	0.735					Valid
POS8	0.511					Valid
POS9	0.827					Valid
WIPL1		0.504				Valid
WIPL2		0.628				Valid
WIPL3		0.513				Valid
WIPL4		0.650				Valid
WIPL5		0.564				Valid
PLIW1		0.644				Valid
PLIW2		0.644				Valid
PLIW3		0.803				Valid
PLIW4		0.827				Valid
PLIW5		0.690				Valid
PLIW6		0.783				Valid

V1			0.932			Valid
V2			0.873			Valid
V3			0.841			Valid
D1				0.876		Valid
D2				0.854		Valid
D3				0.760		Valid
A1					0.854	Valid
A2					0.850	Valid
A3					0.771	Valid

For validity testing, it can also be seen from the AVE value, it can be seen that almost all variables have an AVE value above 0.5, but the work life balance variable is less than 0.5 but still greater than 0.4, this is still acceptable if the composite reliability value is higher than 0.6 (Hair et al., 2017), so that all variables are declared valid.

The results of the reliability test show that the Cronbach's Alpha value and the composite reliability value of all variables are above 0.7, so that all variables are declared reliable (George & Mallery, 2010; Hair et al., 2017).

Table 2. Reliability and Validity Test Results

Variable	Cronbach's Alpha	Composite Reliability	Average Variance Extracted, AVE
POST	0.927	0.944	0.605
WLB	0.879	0.898	0.445
Absorption	0.777	0.824	0.682
Dedication	0.781	0.826	0.691
Vigor	0.860	0.915	0.780

The results of the discriminant validity test to test the absence of correlation between the measuring instruments used can be seen in Table 3 which shows that the HTMT value for each variable measuring instrument has a value of less than 1. Based on the opinion of Henseler et al., (2015), if the HTMT value is less than 1, then the validity test can be accepted.

Table 3. Heterotrait-monotrait ratio (HTMT)

Variable	POST	WLB	Vigor	Dedication
POST				
WLB	0.368			
Vigor	0.538	0.385		
Dedication	0.562	0.234	0.985	
Absorption	0.377	0.254	0.814	0.817

The results of the inner model test to test the hypothesis, show that only some of the hypotheses are proven, with a t-statistic value higher than 1.96 as the critical point and a p-value below 0.05. There are several hypotheses that are not proven, with a t-statistic value lower than 1.96 and a p-value above 0.05 (Hair et al., 2017), for more details can be seen in the following table:

Table 4. Hypothesis Test Results

Relationship	Original Sample, O	Sample Mean, M	Standard Deviation, STDEV	T Statistics	P Values	Information
POS -> Vigor	0.465	0.462	0.059	7.820	0.000	Significant

POS -> Dedication	0.500	0.500	0.054	9.241	0.000	Significant
POS -> Absorption	0.334	0.336	0.078	4.283	0.000	Significant
WLB -> Vigor	0.256	0.269	0.069	3.708	0.000	Significant
WLB -> Dedication	0.092	0.109	0.075	1.220	0.111	Not Significant
WLB -> Absorption	0.097	0.122	0.108	0.898	0.185	Not Significant

Perceived organizational support has been proven to have an effect on vigor or enthusiasm, with a statistical t value of 7.820 which is greater than 1.96 and a significance value of 0.000 which is less than 0.05. Perceived organizational support has an influence of 0.465 on vigor, which means that if perceived organizational support increases by 1 unit, then vigor will increase by 0.465. Perceived organizational support is also proven to have an influence on dedication, with a t-statistic value of 9.241 which is greater than 1.96 and a significance value of 0.000 which is smaller than 0.05. Perceived organizational support has an influence of 0.500 on dedication, which means that if perceived organizational support increases by 1 unit, then dedication will increase by 0.500. Furthermore, perceived organizational support is also proven to have an influence on absorption, with a t-statistic value of 4.283 which is greater than 1.96 and a significance value of 0.000 which is smaller than 0.05. Perceived organizational support has an influence of 0.334 on absorption, which means that if perceived organizational support increases by 1 unit, then absorption will increase by 0.334. Based on the results above, it is concluded that hypothesis 1a, hypothesis 1b, and hypothesis 1c are accepted.

Work life balance is proven to have an effect on vigor, with a statistical t value of 3.708 which is greater than 1.96 and a significance value of 0.000 which is smaller than 0.05. Work life balance has an effect of 0.256 on vigor, which means that if perceived organizational support increases by 1 unit, then vigor will increase by 0.256. Work life balance does not affect dedication, with a statistical t value of 1.220 which is smaller than 1.96 and a significance value of 0.111 which is greater than 0.05. Work life balance does not affect absorption, with a statistical t value of 0.898 which is smaller than 1.96 and a significance value of 0.185 which is greater than 0.05. Based on the results above, it is concluded that hypothesis 2a is accepted, while hypothesis 2b and hypothesis 2c are rejected.

Based on the research results, it was found that perceived organizational support can influence the three dimensions of employee engagement: vigor, dedication, and absorption. With the greatest influence on dedication, followed by vigor. These results align with the Job Resources-Demands theory, which classifies perceived organizational support as a job resource, which can influence employee engagement. Increasing job resources such as perceived organizational support can have two benefits at once: increasing engagement and preventing work stress or burnout. (Schaufeli, 2017).

Several studies have also been conducted in line with these results, namely that perceived organizational support can influence employee engagement. For example, studies conducted by Caesens et al. (2016); Mori et al. (2024); Mufarrikhah et al. (2020); and Tian et al. (2023) in various contexts and with larger sample sizes have proven that perceived organizational support has a positive contribution to employee engagement.

Organizational support is essential for a lecturer to carry out their duties. For example, implementing the Tri Dharma of Higher Education, such as conducting research, community service, producing work, and designing effective learning models, certainly requires a lot of

resources. Without adequate support, a lecturer will find it difficult to carry out their duties. With the support they feel from the organization, this will foster employee engagement, especially employee dedication to their work and the organization, then on employee vigor or work spirit.

Universities can support lecturers by appreciating their contributions, respecting their values and principles, paying attention to their satisfaction, caring about their well-being, listening to their concerns and opinions, and assisting them in dealing with problems, both work-related and personal. This way, employees will feel a sense of responsibility to reciprocate the organization's support by working with enthusiasm, dedication, and giving their full attention to their work and the organization.

Work-life balance only affects one dimension of employee engagement, vigor, while the other two dimensions, dedication and absorption, have no effect.

In an Australian sample of over 16,000 employees we assessed whether employees are satisfied with their ability to balance work and other life commitments. We tested the hypothesis that work-life balance is important for engaging and retaining employees in the context of other aspects of organisational climate. We also explored how individual and organisational variables were related to work-life balance aiding further development of theory integrating work with other aspects of life. Results showed that of 28 organisational climate factors, work-life balance was least related to employee engagement and intention to stay with an organisation. We discuss implications for how organisations position work-life balance strategies, particularly in relation to social responsibility and wellness, rather than the solution to employee commitment and retention

Work-life balance can be categorized as job demands, as stated by Schaufeli (2017) that work-family conflict is one example of job demands. A balanced work-life balance can mean reduced work demands, with reduced job demands will reduce work stress, but cannot increase employee engagement (Schaufeli, 2017). Therefore, based on the Job Resources - Demands theory, work-life balance cannot increase employee engagement, especially for all three dimensions of employee engagement at once. In line with the findings in this study, a good work-life balance can increase employee morale, but has not been able to generate dedication and make employees give full attention to their work (absorption).

On the other hand Work-life balance is the balance between personal life and work. A balanced personal life and work can make lecturers more enthusiastic about working, but it has nothing to do with fostering dedication in lecturers, and cannot make lecturers give full attention to work. Because these are contradictory or incompatible things, where work-life balance is the balance between work and personal life, while dedication is a form of dedication of lecturers to their work, and absorption is the full attention given by lecturers to their work, can be said to be an imbalance between personal life and work. Both of these things are more inclined towards work than personal life. Dedication and absorption can potentially disrupt the balance between work and personal life.

The results of this study differ from previous studies, such as those conducted by Björk-Fant et al. (2023) and Inggamara et al. (2022) who found that work-life balance can affect employee engagement, whereas in this study, work-life balance cannot affect the dedication and absorption dimensions of employee engagement.

Suggestions for further research include exploring the possibility of an indirect influence between work-life balance and the three dimensions of employee engagement: vigor, dedication, and absorption. Furthermore, further research can further examine the role of work-

life balance as one of the job demands in the Job Resources-Demands model, as proposed by Schaufeli (2017), by examining its relationship to burnout or work stress.

Conclusion

This research contributes to human resource management, particularly for lecturers in higher education. Universities can improve lecturer engagement through perceived organizational support, which is the support lecturers feel from their organization. Increased engagement among lecturers will impact lecturer productivity or performance, in this case, carrying out the duties of the Tridharma of Higher Education well. Furthermore, universities can improve lecturer work spirit (vigor) by paying attention to work-life balance. Work - life balance does not have an impact on dedication and absorption, so universities cannot optimally improve employee engagement even though they have paid attention to the balance between work and personal life of lecturers.

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