

The Effect of Career Development and Work-Life Balance on Employee Performance through Job Satisfaction as an Intervening Variable at UPTD Puskesmas Karangasem I

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Abstract — Employee performance is central to the effectiveness of primary health care services, yet several program targets at UPTD Puskesmas Karangasem I remain unmet. This study examines the effects of career development and work-life balance on employee performance through job satisfaction. A quantitative descriptive-verify design was applied to 73 employees using saturated sampling, with data analyzed through path analysis and Sobel tests in SPSS. Career development significantly affected job satisfaction ($\beta = 0.356$; $p = 0.002$) and performance ($\beta = 0.287$; $p = 0.005$), while work-life balance significantly affected job satisfaction ($\beta = 0.338$; $p = 0.004$) and performance ($\beta = 0.197$; $p = 0.047$). Job satisfaction had the strongest direct effect on performance ($\beta = 0.432$; $p < 0.001$) and significantly mediated career development ($Z = 2.58$) and work-life balance ($Z = 2.48$). The model explained 74.5% of performance variance. This study's original contribution is the empirical validation of a dual mediation mechanism in a primary public health setting, showing job satisfaction as a key pathway linking career development and work-life balance to performance. Its single-site scope and limited variable set constrain generalizability, indicating the need for multi-center studies incorporating motivation, competence, work discipline, or morale.

Keywords: Career Development, Work-Life Balance, Job Satisfaction, Employee Performance

1. INTRODUCTION

Rapid organizational change increasingly requires both government and private institutions to keep developing, and human resources remain the element that most determines whether this development succeeds, since people are indispensable to achieving an organization's objectives effectively and efficiently [1]. Among the many dimensions of human resource management, employee performance occupies a central place: an organization's performance rises automatically when its employees perform well, whereas poorly managed performance leaves organizational targets unmet or only partially achieved. Employee performance can be understood as the qualitative and quantitative work outcome that an individual or group of employees achieves in fulfilling the duties and authority assigned to them, in a manner consistent with applicable rules, toward the organization's intended goals [2].

UPTD Puskesmas Karangasem I is a primary health care unit under the Karangasem District Health Office in Bali, providing basic medical services health examinations, immunization, maternal and child health care, treatment of common illnesses, and promotive and preventive public health programs—to the community of Karangasem Subdistrict. As of the study period the clinic employed 73 staff across medical, nursing,

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midwifery, pharmacy, and administrative roles, with nursing and midwifery forming the largest occupational groups. Given the high daily patient volume, employees are routinely expected to handle a wide range of services, from primary care to emergency cases, under considerable time pressure. Field observation indicates that several of the clinic's 2023 program-achievement indicators fell markedly short of target for instance, community-based detection of risk factors and obstetric complications reached only 58.89% against a 100% target, cervical-cancer (IVA) screening coverage reached just 25.40% against a 75% target, and tuberculosis case-finding coverage reached only 29.98% against a 100% target suggesting that employee performance at the clinic has not yet been fully optimized.

Several observed conditions point to constraints in career development, including limited access to training and competence-building opportunities, restricted promotion pathways, position allocations not always matched to tenure—particularly for long-serving staff and limited human-resource development programming. Work-life balance presents a further challenge: employees are frequently assigned duties outside their formal job description, with some employees carrying two to three additional tasks beyond their core responsibilities. Because health services do not follow a fully regular schedule, staff may be called upon at any time, including emergencies, which, combined with a limited number of personnel relative to patient volume, raises the risk of physical and mental fatigue (burnout) and leaves little time for rest or family life. Compensation is a related concern: some employees consider existing rewards not yet well matched to their workload, which may affect job satisfaction and, in turn, performance.

The interrelationship between career development, work-life balance, job satisfaction, and performance has attracted growing research attention, although findings across settings are not entirely uniform. Putro and Wajdi [3] found that work-life balance affects performance both directly and through job satisfaction, whereas Wardhani and Hasan [4], studying private-university staff, found that career development—but not work-life balance directly significantly affects job satisfaction and mediated performance. Other studies confirm that career development and work-life balance jointly shape job satisfaction, which then affects performance [5], [6]. Most of this evidence, however, comes from corporate or educational settings rather than primary public health service units, where shift-based, emergency-responsive work directly tied to community welfare may alter how these relationships play out a gap that motivates the present study's focus on a Puskesmas setting.

Building on this background, this study investigates seven hypothesized relationships: the direct effects of career development and work-life balance on job satisfaction (H1, H2); the direct effects of career development, work-life balance, and job satisfaction on employee performance (H3, H4, H5); and the indirect effects of career development and work-life balance on performance through job satisfaction as an intervening variable (H6, H7). Theoretically, the study extends career-development and work-life-balance research into the primary health service context. The scientific novelty of this study lies in testing an integrated mediation model in which career development and work-life balance simultaneously influence employee performance directly and indirectly through job satisfaction within a primary public health service unit. Rather than merely replicating relationships established in corporate and educational settings, this study evaluates whether job satisfaction functions as a common mediating mechanism linking career-related opportunities and work-life balance to performance under the distinctive service demands of a Puskesmas. The theoretical contribution is to extend the empirical applicability of this mediation framework to primary public health care and to

clarify the relative effects of career development, work-life balance, and job satisfaction within a single path model. Accordingly, this study tests seven hypothesized relationships covering the direct effects of career development and work-life balance on job satisfaction and performance, the direct effect of job satisfaction on performance, and the indirect effects of career development and work-life balance on performance through job satisfaction. Practically, the findings provide an evidence-based basis for human resource strategies at UPTD Puskesmas Karangasem I.

2. THEORETICAL REVIEW

2.1 Empirical Review

Several prior studies inform the present research. Putro and Wajdi [3] found that both work-life balance and work ethic have positive and significant effects on job satisfaction and employee performance among staff of a regional state-asset office, and that job satisfaction significantly mediates the effect of work-life balance, though not work ethic, on performance. Wibowo and Munir [7] reported that job satisfaction mediates the relationship between work-life balance and employee engagement among private vocational-school teachers in Salatiga, with the mediated effect exceeding the direct effect. Wardhani and Hasan [4], studying private-university employees in Pekanbaru, found that career development, but not work-life balance directly, significantly affects job satisfaction, and that career development, but not work-life balance, affects performance through job satisfaction. Fitri et al. [5] showed that career development and work-life balance jointly explain 71% of the variance in job satisfaction among employees of an automotive dealership in Bengkulu. Safinska et al. [6], examining a construction-project workforce, found that work-life balance, job satisfaction, and self-efficacy each significantly and simultaneously affect employee performance. Collectively, these studies confirm the theoretical relevance of the constructs while showing that their relative influence can vary by organizational context, underscoring the value of testing the model in a primary health service setting.

2.2 Career Development

Career development refers to the process of enhancing an employee's responsibility and status toward higher positions within an organization [8], achieved by aligning employees' needs and career goals with the opportunities the organization offers, both now and in the future [9]. It is a systematic process aimed at building the skills, knowledge, and potential needed to reach career goals through work experience, training, continuing education, and self-awareness of one's strengths and weaknesses [10]. This study measures career development through six indicators adapted from Wijaya [11]: job performance, exposure, organizational opportunity, mentors and sponsors, growth opportunities, and management support.

2.3 Work-Life Balance

Work-life balance concerns not merely how time is divided between work and personal life, but how effectively an individual manages both domains; employees who balance the two well tend to experience lower stress, higher satisfaction, and less fatigue [12]. It has also been described as the flexibility that allows employees to balance work responsibilities with interests and obligations outside work [13], and as an individual's capacity to align time between the workplace, family life, and personal interests [14].

This study adopts three indicators from Ganapathi and Gilang [15]: time balance, involvement balance, and satisfaction balance.

2.4 Job Satisfaction

Job satisfaction is the emotional state arising at the point where the compensation an employee provides to the organization meets the compensation the employee desires in return [16], encompassing an employee's affective response to the job and to working conditions generally [17]. It reflects the degree to which employees identify psychologically with their work and regard performance as important to their sense of self-worth in achieving organizational goals [18]. This study measures job satisfaction through five indicators from Prasetyo and Marlina [19]: mentally challenging work, supportive working conditions, fair pay, personality-job fit, and supportive coworkers.

2.5 Employee Performance

Employee performance is the work outcome achieved by a group of employees in accordance with the duties and obligations assigned to them [2], reflecting work activity carried out in a manner consistent with one's capacity to achieve intended results [20]. The higher an organization's employee performance, the more readily it can reach its objectives [21]. This study adopts five performance indicators from Robbins [22]: quality of work, quantity of work, timeliness, effectiveness, and independence.

2.6 Research Hypotheses

Career development is theorized to shape job satisfaction by giving employees a sense of being valued and supported in their growth, while work-life balance is theorized to reduce stress and fatigue; both are expected, in turn, to raise performance, whether directly or through job satisfaction. Based on this reasoning, the following hypotheses are proposed:

H1: Career development has a positive effect on job satisfaction.

H2: Work-life balance has a positive effect on job satisfaction.

H3: Career development has a positive and significant effect on employee performance.

H4: Work-life balance has a positive effect on employee performance.

H5: Job satisfaction has a positive effect on employee performance.

H6: Career development has a positive effect on employee performance through job satisfaction.

H7: Work-life balance has a positive effect on employee performance through job satisfaction.

3. METHOD

This study uses a quantitative, descriptive-verificative design [23] to test the hypothesized relationships among career development (X1), work-life balance (X2), job satisfaction (Y1, the intervening variable), and employee performance (Y2) at UPTD Puskesmas Karangasem I, Bali.

The population comprised all 73 employees of UPTD Puskesmas Karangasem I. Following the rule of thumb that a population under 100 is best studied in its entirety [24], this study used a saturated (census) sampling technique, in which all 73 employees served as respondents. Table 1 presents the operational definition of each research variable.

Table 1. Operational Definition of Research Variables

Variable	Definition	Indicators	Scale
Career Development (X1)	The set of activities designed to build employees' competence, skills, and knowledge to meet evolving job demands and advance along the career ladder [8], [9]	Job performance, exposure, organizational opportunity, mentors and sponsors, growth opportunities, management support	Likert
Work-Life Balance (X2)	Employees' ability to manage time and energy effectively between work responsibilities and personal life so as to achieve balanced physical, mental, and social well-being [12], [14]	Time balance, involvement balance, satisfaction balance	Likert
Job Satisfaction (Y1)	The positive or negative feeling employees hold toward their work, serving as the intervening variable in this study [16], [17]	Mentally challenging work, supportive working conditions, fair pay, personality-job fit, supportive coworkers	Likert
Employee Performance (Y2)	The extent to which employees carry out assigned duties and responsibilities in accordance with organizational standards in support of quality health service delivery [2], [22]	Quality of work, quantity of work, timeliness, effectiveness, independence	Likert

Source: Compiled from research indicators (2025).

Data were collected through a closed-ended questionnaire using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), supplemented by observation and documentation of the clinic's organizational profile and program records. Instrument validity was assessed using product-moment item-total correlation, with items considered valid at a coefficient at or above 0.30 [23]; reliability was assessed using Cronbach's Alpha, with a coefficient of 0.60 or above considered reliable [24].

Data were analyzed descriptively, to characterize respondents and the distribution of each variable, and inferentially, using path analysis to test the hypothesized direct and indirect relationships. Prior to path analysis, classical assumption tests—normality, multicollinearity, and heteroscedasticity—were conducted using SPSS 26. The path model comprises two structural equations:

$$\text{Substructure 1: } Y1 = \beta0 + \beta1X1 + \beta2X2 + e1$$

$$\text{Substructure 2: } Y2 = \beta0 + \beta3X1 + \beta4X2 + \beta5Y1 + e2$$

The mediating role of job satisfaction in the effects of career development and work-life balance on performance was tested using the Sobel test, with a Z-value exceeding 1.98 ($\alpha = 0.05$) indicating significant mediation.

4. RESULTS AND DISCUSSION

4.1 Respondent Profile

Of the 73 respondents, the majority were female (53 employees, 72.6%), consistent with the largely female composition of the clinic's nursing and midwifery workforce,

while male employees accounted for 20 (27.4%). By age, most respondents were over 40 years old (45.2%), followed by those aged 31–40 (31.5%) and 21–30 (23.3%). By education, most held a Diploma degree (53.4%), followed by senior-high-school (20.5%) and bachelor's-degree (21.9%) qualifications. By tenure, nearly half of respondents (49.3%) had worked at the clinic for more than 15 years. These figures indicate a workforce that is predominantly female, experienced, and reasonably well educated relative to its service duties.

4.2 Descriptive Statistics

Table 2 presents the descriptive statistics for each research variable, together with the mean-based category derived from the study's interval-range criteria (>4.20–5.00 = very good; >3.40–4.20 = good).

Table 2. Descriptive Statistics of Research Variables

Variable	N	Min	Max	Mean	Category
Career Development (X1)	73	69	106	4.24	Very Good
Work-Life Balance (X2)	73	79	113	4.21	Very Good
Job Satisfaction (Y1)	73	77	124	4.17	Good
Employee Performance (Y2)	73	69	106	4.15	Good

Source: Primary survey data, processed using SPSS (2025).

All four variables received a generally positive assessment. Among career development's indicators, management support was rated highest ($M = 4.36$) and mentoring/sponsorship lowest, though still favorable ($M = 4.19$). For work-life balance, involvement balance was rated highest ($M = 4.34$) and satisfaction balance lowest ($M = 4.11$). For job satisfaction, supportive coworkers scored highest ($M = 4.38$), while personality-job fit scored lowest ($M = 3.99$)—the only sub-indicator mean below 4.00. For performance, work quantity and effectiveness were both rated highest ($M = 4.18$), while independence was rated lowest, though still favorable ($M = 4.12$).

4.3 Instrument Validity and Reliability

All 19 questionnaire items across the four variables produced item-total correlation coefficients ranging from 0.643 to 0.864, exceeding the 0.30 validity threshold, and are therefore considered valid. Table 3 summarizes the reliability test results.

Table 3. Reliability Test Results

Variable	Item Correlation Range	Cronbach's Alpha	Status
Career Development (X1)	0.643 – 0.808	0.831	Reliable
Work-Life Balance (X2)	0.684 – 0.854	0.677	Reliable
Job Satisfaction (Y1)	0.691 – 0.804	0.800	Reliable
Employee Performance (Y2)	0.690 – 0.864	0.843	Reliable

Source: Primary survey data, processed using SPSS (2025).

All four variables produced Cronbach's Alpha values above the 0.60 threshold. Work-life balance's coefficient ($\alpha = 0.677$), while the lowest of the four, remains comfortably acceptable. The instrument is therefore considered a valid and reliable data-collection tool.

4.4 Classical Assumption Tests

Three classical assumption tests were conducted prior to path analysis. The Kolmogorov-Smirnov normality test produced an Asymp. Sig. (2-tailed) value of 0.071, exceeding 0.05, indicating normally distributed regression residuals. The Glejser heteroscedasticity test produced significance values above 0.05 for all three predictors of employee performance (X1: 0.059; X2: 0.124; Y1: 0.185), indicating homoscedasticity. Table 4 presents the multicollinearity test results.

Table 4. Multicollinearity Test Results

Variable	Tolerance	VIF
Career Development (X1)	0.615	1.627
Work-Life Balance (X2)	0.622	1.607
Job Satisfaction (Y1)	0.628	1.592

Source: Primary survey data, processed using SPSS (2025).

All independent variables show tolerance values above 0.10 and VIF values below 10, indicating no multicollinearity. The model therefore satisfies the classical assumptions required for path analysis.

4.5 Path Analysis and Model Fit

Table 5 presents the direct-effect path coefficients from the two structural equations.

Table 5. Path Analysis Results (Direct Effects)

Path	Beta	t	Sig.
Career Development (X1) → Job Satisfaction (Y1)	0.356	3.146	0.002
Work-Life Balance (X2) → Job Satisfaction (Y1)	0.338	2.984	0.004
Career Development (X1) → Performance (Y2)	0.287	2.932	0.005
Work-Life Balance (X2) → Performance (Y2)	0.197	2.024	0.047
Job Satisfaction (Y1) → Performance (Y2)	0.432	4.467	0.000

Source: Primary survey data, processed using SPSS (2025).

Substructure 1 (career development and work-life balance predicting job satisfaction) yielded an R^2 of 0.372 ($F = 20.714$; $p < 0.001$), while Substructure 2 (career development, work-life balance, and job satisfaction predicting performance) yielded an R^2 of 0.594 ($F = 33.657$; $p < 0.001$). The total coefficient of determination, $R^2_m = 1 - (1 - 0.372)(1 - 0.594) = 0.745$, indicates that the three variables jointly account for 74.5% of the variance in employee performance, with the remaining 25.5% explained by factors outside the model. Figure 1 presents the resulting path diagram, with residual terms of $e_1 = 0.792$ for job satisfaction and $e_2 = 0.637$ for performance.

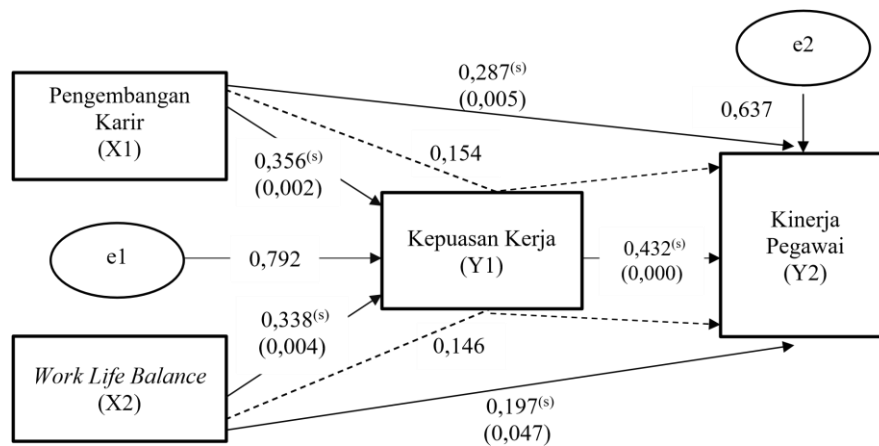


Figure 1. Path Analysis Model

4.6 Hypothesis Testing

Table 6 summarizes the results of hypothesis testing, including the indirect effects and Sobel test values used to evaluate the mediating role of job satisfaction.

Table 6. Summary of Hypothesis Testing

Hyp.	Relationship	Direct Effect	Indirect Effect	Sobel Z	Decision
H1	X1 → Y1	0.356**	–	–	Accepted
H2	X2 → Y1	0.338**	–	–	Accepted
H3	X1 → Y2	0.287**	–	–	Accepted
H4	X2 → Y2	0.197*	–	–	Accepted
H5	Y1 → Y2	0.432**	–	–	Accepted
H6	X1 → Y1 → Y2	–	0.154	2.58	Accepted
H7	X2 → Y1 → Y2	–	0.146	2.48	Accepted

Note: ** $p < 0.01$; * $p < 0.05$. Sobel $Z > 1.98$ indicates significant mediation at $\alpha = 0.05$.

All seven hypotheses are supported. Career development has a significant direct effect on both job satisfaction ($\beta = 0.356$, $p = 0.002$) and performance ($\beta = 0.287$, $p = 0.005$). Work-life balance has a significant direct effect on both job satisfaction ($\beta = 0.338$, $p = 0.004$) and performance ($\beta = 0.197$, $p = 0.047$). Job satisfaction shows the largest direct effect on performance among the model's paths ($\beta = 0.432$, $p < 0.001$). Sobel tests confirm that job satisfaction significantly mediates the effect of career development on performance (indirect effect = 0.154; $Z = 2.58 > 1.98$) and the effect of work-life balance on performance (indirect effect = 0.146; $Z = 2.48 > 1.98$).

4.7 Discussion

The findings demonstrate that career development and work-life balance significantly improve both job satisfaction and employee performance at UPTD Puskesmas Karangasem I. Career development positively affects job satisfaction ($\beta = 0.356$; $p = 0.002$) and performance ($\beta = 0.287$; $p = 0.005$), supporting Susanto [25], Fitriani [26], and Wardhani and Hasan [4], while work-life balance also has significant effects on job satisfaction ($\beta = 0.338$; $p = 0.004$) and performance ($\beta = 0.197$; $p = 0.047$), consistent with Fitri et al. [5], Wibowo and Munir [7], Putro and Wajdi [3], and Safinska et al. [6]. Among all direct relationships, job satisfaction has the strongest effect on employee performance ($\beta = 0.432$; $p < 0.001$), indicating that supportive working conditions,

appropriate rewards, role suitability, and coworker support are key drivers of performance. Furthermore, job satisfaction significantly mediates the effects of both career development (indirect effect = 0.154; Sobel Z = 2.58) and work-life balance (indirect effect = 0.146; Sobel Z = 2.48) on performance. Overall, the results indicate that employee performance can be strengthened not only through career development and work-life balance directly, but also by enhancing job satisfaction as a key mediating mechanism.

5. CONCLUSION

The study confirms that career development and work-life balance significantly improve job satisfaction and employee performance, with job satisfaction showing the strongest direct effect on performance ($\beta = 0.432$) and significantly mediating both relationships. Together, career development, work-life balance, and job satisfaction explain 74.5% of the variance in employee performance. Practically, UPTD Puskesmas Karangasem I should strengthen career development, flexible scheduling, fair compensation, and competency training to support performance. However, because the study was conducted in only one Puskesmas and included a limited number of variables, future research should involve multiple primary health care settings and examine additional factors such as motivation, competence, work discipline, and organizational commitment.

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