Exploring the Impact of Work-Life Balance on Organizational Citizenship Behavior: The Role of Psychological Well-Being as a Mediator

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Abstract

This study examines the influence of Work-Life Balance on Organizational Citizenship Behavior (OCB), with Psychological Well-being as a mediating variable, among online tutorial tutors supervising academic writing at the Faculty of Economics, Universitas Terbuka, during the 2024/2025 semester. A quantitative approach, utilizing a cross-sectional survey design, was employed in this research. The population consisted of all tutors supervising academic writing, with a sample size of 100 online tutorial tutors. Data analysis was conducted using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The findings indicate that work-life balance has a positive and significant effect on both Organizational Citizenship Behavior and Psychological Well-Being. Furthermore, Psychological Well-Being also positively and significantly influences Organizational Citizenship Behavior. Notably, Psychological Well-Being is found to mediate the relationship between Work-Life Balance and Organizational Citizenship Behavior. Practically, these findings imply that organizations in the education sector adopt policies that support Work-Life Balance. Such policies may enhance tutors' Psychological Well-Being, which fosters Organizational Citizenship Behavior that aligns with organizational goals. Theoretically, this study introduces Psychological Well-Being as a mediator in the relationship between Work-Life Balance and Organizational Citizenship Behavior, thereby enriching the understanding of the mechanisms connecting the two constructs.

Keywords: Work-Life Balance, Psychological Well-Being, Organizational Citizenship Behavior.

1. Introduction

The world of work currently faces increasingly complex challenges, including those in the education sector. There are some pressures to meet high expectations of work results and the demands of an increasingly complex personal life. In the education sector, particularly in the university environment, educators, often lecturers or tutors, are in high demand and face considerable work pressure. Online tutorial tutors, who are teaching staff responsible for guiding students through the online learning process, play a crucial role in helping students understand lecture material and complete academic assignments, including scientific papers. They act as facilitators who help students through discussions, giving feedback, and providing virtual academic guidance. In the context of Universitas Terbuka, online tutorial tutors play an essential role in ensuring students receive adequate support, even though learning is carried out face-to-face.

Like lecturers, an online tutorial tutor at the Universitas Terbuka not only carries out his primary task of guiding students but also often participates in various additional tasks. They can be involved in module development, learning evaluation, and providing academic support outside of predetermined working hours. The complexity of the functions carried out by these online tutorial tutors, if not appropriately man-aged, can impact productivity in guiding students, especially in ensuring the quality of the scientific work produced.

With numerous responsibilities to fulfill, online tutorial tutors must possess a proactive attitude and high initiative to undertake additional tasks voluntarily, ensuring a smooth learning process. This aligns with Organizational Citizenship Behavior (OCB), where tutors who demonstrate a concern for the institution they work for are more motivated to contribute beyond their formal duties. Therefore, institutional support in the form of appreciation, adequate incentives, and a fair workload management system is a crucial factor in maintaining the enthusiasm and performance of online tutorial tutors, ensuring they remain effective in carrying out their roles.

More specifically, voluntary behavior that is not included in the formal job description but can contribute significantly to the success and smooth operation of the organization has a substantial impact on the organization's sustainability, particularly in the education sector, such as in university environments. The term for this behavior is more commonly known as Organizational Citizenship Behavior. Organizational Citizenship Behavior refers to actions that exceed the minimum requirements of the job and are not directly related to financial compensation. This can be interpreted as follows: when an employee exhibits high levels of

Organizational Citizenship Behavior, they may not receive the same monetary rewards as their primary job (Dotulong, 2023).

Online tutorial tutors who guide students through scientific papers at the Faculty of Economics of Universitas Terbuka are essential in supporting them in completing their research. However, in carrying out their duties, many tutors face various challenges that can impact their Organizational Citizenship Behavior (OCB), which is voluntary behavior that supports the organization beyond their primary responsibilities. One of the main challenges is the high workload without adequate incentives. Tutors are often expected to provide additional guidance, answer student questions outside of business hours, and ensure the quality of scientific work. However, these responsibilities are not always accommodated in their performance assessment systems.

The growth of Organizational Citizenship Behavior in a tutor can be influenced by various factors, one of which is Work-Life Balance, which refers to the tutor's ability to manage demands by balancing work with personal life. Work-life balance aligns with an employee's professional responsibilities and personal life activities (Firdaus et al., 2024). Work-life balance is essential in motivating employees to voluntarily and actively engage in Organizational Citizenship Behavior in the workplace (Harikaran & Thevanes, 2020).

The results of quick observations show that work-life balance and organizational citizenship behavior are variables that have been commonly researched. However, there are still a few studies related to mediation variables that can connect the two variables. According to the theory of positive psychology, one of the variables that can connect the relationship between the two variables is Psychological Well-Being. Psychological Well-Being is a condition where a person can demonstrate competence (Dengan et al., 2018).

The novelty of this study lies in using Psychological Well-being as a mediating variable to measure the impact of Work-Life Balance on Organizational Citizenship Behavior among Online Tutorial Tutors who guide scientific papers of the Faculty of Economics at Universitas Terbuka for the 2024/2025 Semester.

2. Literature Review

2.1. Human Resource Management

Human Resource Management (HRM) is a strategic and coherent process of managing an organization's most valuable asset: its people, both individually and collectively, contributing to the achievement of organizational goals (Armstrong, 2006). In modern organizations, HRM is no longer limited to administrative functions but has evolved into a strategic role that contributes to performance improvement and competitive advantage (Sutrisno, 2016). According to Hasibuan (2017), HRM encompasses key functions such as human resource planning, recruitment and selection, training and development, performance management, compensation, and labor relations. The primary objective of HRM is to enhance organizational effectiveness and efficiency by improving the quality of human resources.

One crucial aspect of HRM is performance management. A study by Lestari and Darma (2020) demonstrated that HRM practices, including training, incentive provision, and performance appraisal, significantly affect team member performance in the manufacturing sector. This finding indicates that effective HRM implementation can create a productive and results-oriented work environment.

Moreover, human resource development is also a critical focus within HRM. Research by Wibowo and Fauzan (2021), published in the Journal of Management and Entrepreneurship, found that continuous competency development through training has a positive impact on team member motivation and loyalty.

On an international level, Ulrich et al. (2012) identified four dimensions of strategic HRM roles: strategic partner, change agent, administrative expert, and team member advocate. Therefore, the current role of HRM must be adaptable to the dynamics of globalization, technological change, and the expectations of a new generation of workers. In conclusion, HRM plays a central role in supporting the achievement of organizational goals, fostering competitive advantage, and cultivating a healthy and productive work culture.

2.2. Work-Life Balance

The theory of work-life balance has evolved rapidly over time. First, the research on this idea concentrated more on the harmony between family life and employment. However, as it grows, the balance in issues spans many facets of a person's life rather than just the family alone (Gunawan, 2023). More precisely, work-life balance is the harmony between a person's condition, capacity, and involvement in their familial, personal, and professional life. Stated differently, work should not impede personal life; rather, it should be the other way around. Maintaining this equilibrium helps maximize staff performance (Aulia et al., 2024). Another way to understand work-life balance is as a condition in which a team member can maintain a decent time balance between work and personal life. A strong work-life balance will indirectly help a team member be more efficient (Iroth et al., 2022).

Four primary indicators of work-life balance are identified by Rohmatiah et al. (2023): 1) Work Interference with Personal Life (WIPL), which occurs

when work interferes with personal life; 2) Personal Life Interference with Work (PLIW), which occurs when personal life interferes with work; 3) Work Enhancement of Personal Life (WEPL), which occurs when work has a positive impact on personal life; and 4) PLEW (Personal Life Enhancement of Work), which occurs when personal life benefits performance at work (Anggraini et al., 2024).

From several perspectives, Work-Life Balance can be understood as a person's ability to manage time and energy effectively between their job and personal life. Those who can maintain this equilibrium usually feel happier and suffer less stress.

2.3. Organizational Citizenship Behavior

Organizational Citizenship Behavior is a voluntary action that employees perform outside their primary duties without formal obligations. Although not explicitly listed in the job description, these behaviors contribute positively to the effectiveness of the organization and the overall well-being of the work environment (Fitriani et al., 2024). Organizational citizenship behavior is also voluntary work that benefits the organization but is not directly recognized or appreciated in a formal reward system. Due to its nature, based on personal initiative, its absence is not considered an offense or punishment. Nevertheless, organizational citizenship behavior is essential in increasing work effectiveness and efficiency within the team and the organization. With this behavior, organizational productivity can improve, and the work environment becomes more conducive (Kuldeep & Bakhshi, 2016).

Paine and Bachrach (2000) noted that about 30 forms of Organizational Citizenship Behavior have been developed. In general, these forms can be grouped into seven main categories, namely:
1. Helping Behavior: An attitude of caring and willingness to help colleagues complete tasks or face difficulties.
2. Sportsmanship: The ability to stay positive, not complain easily, and accept changes or challenges with open arms.
3. Organizational Loyalty: Demonstrate loyalty to the organization by supporting its policies, maintaining the company's reputation, and advocating for the organization's interests.
4. Organizational Compliance: Compliance with organizational rules and procedures without being strictly supervised.
5. Individual Initiative: A personal initiative to do more than expected, such as increasing productivity or finding innovative solutions.
6. Civic Virtue: Active participation in the life of the organization, for example, attending important

meetings, giving constructive advice, or following the development of the organization.
7. Self-Development, Awareness to continue to develop skills and knowledge for personal and organizational progress.

These forms of Organizational Citizenship Behavior play a crucial role in fostering a more harmonious and productive work environment, thereby helping the organization achieve its goals more effectively (Hermawati et al., 2021).

2.4. Psychological Well-Being

Huppert (2009) explained that Psychological Well-Being, also known as objective well-being or sustainable well-being, combines positive feelings and a person's ability to function effectively. Psychological Well-Being is referred to as objective well-being because it has a more objective dimension than subjective well-being, which is more based on individual perceptions. Meanwhile, the term "sustainable well-being" is used because Psychological Well-being is considered to have a long-term impact, whereas subjective well-being tends to be more temporary. Despite their differences, the two are still related to happiness (Dengan et al., 2018). Ryff (1989) believes that a person's success in achieving positive psychological functioning can improve their psychological well-being. He identified six main components that make up psychological well-being:
1. Self-Acceptance – Having a positive outlook on oneself, fully accepting all past experiences and current conditions.
2. Positive Relations with Others – Able to establish close, meaningful, and quality relationships with others.
3. Autonomy – Feeling in control of one's own life, being able to make decisions without external pressure, and not being easily influenced by restrictive social norms.
4. Environmental Mastery: Capacity to appropriately modify and control surroundings and life itself.
5. Purpose in Life – Having a clear purpose, feeling that life has meaning, and having the motivation to achieve something meaningful.
6. Personal Growth – Be open to new experiences, continue to learn, and desire to develop and improve your potential.

When a person develops these six aspects, they tend to have better psychological well-being, feel more satisfied with their life, and face challenges more confidently.

2.5 Hypothesis Development

2.5.1 The Influence of Work-Life Balance on Organizational Citizenship Behavior

Work-life balance (WLB) refers to an individual's ability to manage the demands of both work and personal life effectively. Achieving this balance can reduce stress and enhance overall life satisfaction, which promotes positive workplace behaviors. Organizational Citizenship Behavior (OCB) is the behavior of employees who voluntarily do work outside their job descriptions, but these actions affect the efficiency and effectiveness of the organization (Tanoto, S. R., & Tangkawarow, G. E., 2023)

Research by Anggraini et al. (2024) demonstrated that work-life balance has a positive and significant effect on OCB among employees of the Legal Bureau of the Regional Secretariat of the Special Region of Yogyakarta (Setda DIY). Similarly, Panie et al. (2025) found a positive and significant relationship between Work-Life Balance and OCB among employees of PT. Pegadaian, Oesapa Kupang Branch. Employees who can balance work and personal life experience lower stress levels and higher job satisfaction, which may encourage them to engage in extra-role behaviors such as OCB. This balance also fosters team member loyalty and commitment to the organization, key factors in promoting OCB.

Based on the above explanation, the following hypothesis is proposed:

H$_1$: Work-Life Balance positively influences Organizational Citizenship Behavior.

2.5.2 The Influence of Work-Life Balance on Psychological Well-Being

Work-life balance (WLB) is a condition where individuals can harmoniously balance their work and personal life demands. This balance is essential for maintaining employees' mental and emotional health. Psychological Well-Being (PWB) refers to a state of psychological wellness that includes life satisfaction, a sense of meaning, and self-regulation. High levels of PWB indicate that individuals have positive feelings about themselves and their lives.

Research by Churnawan and Anisa (2024) revealed a strong positive relationship between Work-Life Balance (WLB) and Psychological Well-being (PWB) among emergency unit nurses in hospitals in Bekasi, with a correlation coefficient of r = 0.877 and a significance level of p < 0.01. Similarly, research conducted by Dirfa and Prasetya (2019) found that WLB has a significant impact on PWB among female lecturers at universities in Salatiga. Employees who

can effectively balance their work and personal life tend to experience lower stress levels and higher life satisfaction, thereby enhancing their psychological well-being. This balance can also improve individuals' sense of control and meaning in life, which are key components of PWB.

Based on the above explanation, the following hypothesis is proposed:

H$_2$: Work-Life Balance positively influences Psychological Well-Being.

2.5.3 The Influence of Psychological Well-Being on Organizational Citizenship Behavior

Psychological Well-being (PWB) refers to a state in which individuals feel satisfied, happy, and capable of managing their emotions and life's challenges. The dimensions of PWB include self-acceptance, personal growth, autonomy, purpose in life, positive relationships, and environmental mastery. Organizational Citizenship Behavior (OCB) refers to voluntary behaviors that team members exhibit beyond their formal job descriptions, yet contribute significantly to organizational effectiveness. These behaviors include helping colleagues, demonstrating loyalty to the organization, and upholding ethics and positive values in the workplace.

A study by Binaba et al. (2024) found that PWB has a positive influence on OCB among Bank BNI KC Manado employees. These findings support the theory that individuals with high psychological well-being are more likely to display prosocial behaviors at work.

Individuals with high psychological well-being are better able to consider the needs of others and the organization rather than focusing solely on themselves. PWB enhances intrinsic motivation to contribute, increasing the likelihood of extra-role behaviors (OCB). Moreover, individuals with strong psychological well-being tend to feel emotionally balanced and satisfied, making them more inclined to demonstrate proactive, collaborative, and helpful behaviors in the workplace.

Based on the explanation above, the following hypothesis is proposed:

H$_3$: Psychological Well-Being positively influences Organizational Citizenship Behavior.

2.5.4 Mediating Role of Psychological Well-Being in the Relationship between Work-Life Balance and Organizational Citizenship Behavior

Work-life balance (WLB) refers to the extent to which an individual can manage the demands of both work and personal life in a balanced manner (Greenhaus & Allen, 2011). This balance is crucial for reducing stress and enhancing quality of life. Several studies

have demonstrated that a good Work-Life Balance (WLB) enhances Psychological Well-being (PWB), which is defined as a state of optimal emotional and psychological functioning (Ryff, 1989).

In organizational contexts, Psychological Well-being serves as a mediating variable that strengthens the positive effect of Work-Life Balance (WLB) on extra-role behaviors, such as Organizational Citizenship Behavior (OCB). OCB encompasses voluntary team member behaviors that are not directly rewarded but support organizational effectiveness (Organ, 1988).

When work-life balance (WLB) is achieved, individuals tend to experience higher levels of personal well-being (PWB). This healthy psychological condition then fosters the emergence of OCB, such as helping colleagues, displaying loyalty to the organization, and maintaining a conducive work environment (Narasuci & Purba, 2020).

Previous studies support this relationship, showing that PWB is a significant mediator in various relationships between work-related variables and organizational behavior (Kusumawati, 2022; Luthans, 2011).

Based on the above explanation, the following hypothesis is proposed:

H4: Psychological Well-Being mediates the relationship between Work-Life Balance and Organizational Citizenship Behavior.

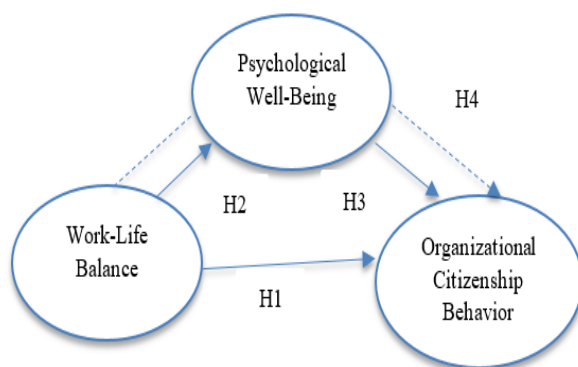The framework of thought in hypothesis development can be seen in Figure 1 below:

Figure 1. Thought framework

3 Methods

This paper employs a cross-sectional survey design and a quantitative methodology. This approach enables one to gather data over a period of time, allowing for the examination of relationships among the investigated variables.

The measurements in the study included three main variables:

1. Work-Life Balance – Measured using Greenhaus & Beutell's WLB Scale, which assesses how tutors can balance their work and personal lives.
2. Psychological Well-being – Measured by Ryff's Psychological Well-being Scale, which encompasses aspects of happiness, life satisfaction, and an individual's mental health.
3. Organizational Citizenship Behavior – Measured using Podsakoff et al.'s OCB Scale, this scale assesses tutors' voluntary behavior in supporting organizations beyond their primary duties.

The population in this study is all Online Tutorial Tutors of the Faculty of Economics, Universitas Terbuka, for the 2024/2025 Semester with more focus on the research sample, namely Online Tutorial Tutors who supervise the Scientific Works of the Faculty of Economics, Universitas Terbuka for the 2024/2025 Semester as many as 100 people. Data was collected through a survey by distributing questionnaires to respondents to obtain relevant information related to the variables studied. Sugiyono (2014) claims that the Likert Scale used in the questionnaire gauges social events (Alamsyah, 2023). The data from the Likert Scale is in the form of ordinal data. The Likert Scale uses five levels of answers. This study employs the Structural Equation Model-Partial Least Squares (SEM-PLS) data analysis method, utilizing the SEM-PLS application (SmartPLS 3.0 software). This approach was chosen because it allows for the simultaneous testing of the relationship between variables, even with a relatively small sample size and data that are not normally distributed. The analysis process begins by examining the outer model and continues with the analysis of the inner model.

4 Result

The table below illustrates the respondents' predominantly male nature, ranging in age from 36 to 50 years, and their level of education, including a master's degree.

Table 1. Characteristics of respondents

	Characteristic	**Total (%)**
Gender	Male	64 %
	Female	36 %
Age	20-35 Years	35 %
	36-50 Years	48 %
	> 50 Years	17 %
Education Level	Master's degree	78 %
	Doctoral degree	22 %

Source: Processed author (2025)

The research data were analyzed using SEM PLS (SmartPLS 3.0 software) through the Outer Model and Inner Model Evaluation analysis stages, which aimed to test the existing research hypothesis.

4.5 Convergent Validity Test

The convergent validity test can be carried out using a loading factor test, where the standard loading factor value is greater than 0.70, as suggested by Ghozali (2015). The test results shown in Figure 2 indicate that all indicators of Work-Life Balance as the Independent Variable (X), which consist of X.1; X.2; X.3; X.4; X.5; X.6; X.7, the indicator of Organizational Citizenship Behavior as the Dependent Variable (Y), which consist of Y.1; Y.2; Y.3; Y.4; Y.5; Y.6; Y.7; Y.8; Y.9, and the indicator of Psychological Well-Being as the Mediating Variable (M), which consist of M.1; M.2, M.3; M.4; M.5; M.6, in this study have correlation values equal to or greater than 0.7. This indicates that each indicator can represent the measured construct consistently and by theoretical expectations so that it can be declared valid for further analysis.
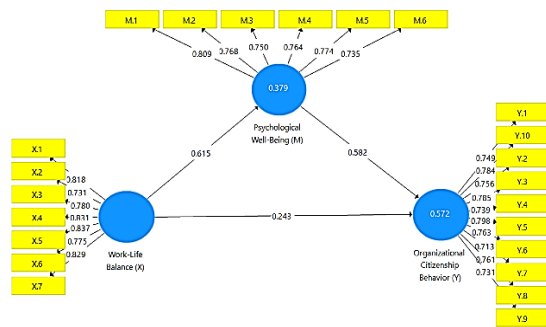

Figure 2. Loading factor test

4.6 Discriminant Validity Test

Table 2. Fornell-Larcker criterion

	Organizational Citizenship Behavior	Psychological Well-Being	Work-Life Balance
Organizational Citizenship Behavior	**0.758**		
Psychological Well-Being	0.732	**0.767**	
Work-Life Balance	0.601	0.615	**0.801**

Source: Processed author (2025)

Since the Fornell-Larcker Criterion value on the variable is the highest among all variables, the results of Table 2 indicate that the Fornell-Larcker Criterion value of every construct, with the correlation value between constructs, has fulfilled the criterion. Consequently, any construction in this model satisfies the requirements for the validity of discrimination.

4.7 Construct Reliability and Validity Test

Table 3. Construct reliability and validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Organizational Citizenship Behavior	0.918	0.919	0.931	0.575
Psychological Well-Being	0.860	0.862	0.896	0.589
Work-Life Balance	0.907	0.910	0.926	0.642

Source: Processed author (2025)

Ghozali (2015) claims that where a construct is declared dependable if the values are 0.7 (for composite reliability) and 0.6 (for Cronbach's alpha), the reliability test may be assessed from composite reliability and Cronbach's alpha. Table 3 shows the construct reliability and validity test results, which show that the construct in the research has good dependability or consistency with the questionnaire applied in this research.

4.8 R-Square Test

Table 4. Uji R-Square

	R Square	R Square Adjusted
Organizational Citizenship Behavior	0.572	0.563
Psychological Well-Being	0.379	0.372

Source: Processed author (2025)

Table 4 above shows that the Psychological Well-Being construct has an R Square (R^2) value of 0.379, indicating medium or medium predictive importance. The findings indicate that the exogenous variable, work-life balance, can account for 37.9% of the endogenous variable, psychological well-being, with other exogenous variables accounting for the remaining 62.1%. Meanwhile, exogenous variables, specifically Work-Life Balance and Psychological Well-Being, account for 57.2% of the Organizational Citizenship Behavior of 0.572, which has a high predictive value. Other external factors account for the remaining 42.8%.

4.9 Hypothesis Test

Table 5 indicates that the t-statistical value is 2.458 > 1.98, the path coefficient is 0.243, and the P-values are 0.014 < α = 0.05. This demonstrates the acceptance of the study's hypothesis (H1), which posits

Table 5. Path coefficient & specific indirect effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Psychological Well-Being → Organizational Citizenship Behavior	0.582	0.603	0.109	5.326	**0.000**
Work-Life Balance → Organizational Citizenship Behavior	0.243	0.227	0.099	2.458	**0.014**
Work-Life Balance → Psychological Well-Being	0.615	0.624	0.066	9.330	**0.000**
Work-Life Balance → Psychological Well-Being → Organizational Citizenship Behavior	0.358	0.379	0.090	3.976	**0.000**

Source: Processed author (2025)

that "Work-Life Balance has a positive influence on Organizational Citizenship Behavior." In addition, the t-statistical value is 9.330 > 1.98; the path coefficient is 0.615; and the P-values are 0.000 < α = 0.05. This indicates the acceptance of the study's hypothesis (H2), which states that "Work-Life Balance has a positive influence on Psychological Well-being." Additionally, the t-statistical value is 5.582 > 1.98, and the path coefficient is 0.582. The P-values are 0.000 < α = 0.05. This indicates the acceptance of the study's hypothesis (H3), which states that psychological well-being has a positive influence on organizational citizenship behavior. The t-statistical value is 3.976 > 1.98; the path coefficient is 0.358; and the P-values are 0.000 < α = 0.05. This indicates the acceptance of the study's hypothesis (H4): "Psychological Well-Being mediates the influence between Work-Life Balance and Organizational Citizenship Behavior."

5   Discussion

5.5   The Effect of Work-Life Balance on Organizational Citizenship Behavior

The hypothesis test results indicate that work-life balance has a positive and significant impact on organizational citizenship behavior. One interpretation of this is that online tutors' guidance of students in assembling scientific articles depends on their ability to maintain a work-life balance. Tutors are more driven, effective, and content when they have a healthy work-life balance. This requirement motivates them to do more than merely fulfill their statutory duties, such as providing more thorough advice, responding to students' inquiries, and fostering a more supportive learning environment. This mindset exemplifies Organizational Citizenship Behavior, which is constructive conduct that boosts an organization's efficacy without requiring or rewarding specific actions.

This fits the findings of studies conducted by Firdaus et al. (2024). The data processing results indicate

that work-life balance has a positive and noteworthy influence on organizational citizenship behavior. This implies that a good work-life balance fits the rise in employees' organizational citizenship behavior, which also conforms with studies from (Anggraini et al., 2024), which revealed that work-life balance significantly and favorably impacted corporate citizenship behavior. Underpinned by findings from (Dotulong, 2023), it demonstrates that work-life balance positively and significantly impacts organizational citizenship behavior. Employees' intrinsic motivation will rise when they successfully balance their personal and professional lives. As a result, they will be more inclined to voluntarily contribute to the organization, particularly in terms of organizational citizenship behavior.

The advantages of organizational citizenship include the fact that behavior tutors enhance the overall quality of academic services and promote student achievement. As a result, Universitas Terbuka must implement measures that encourage work-life balance, such as flexible scheduling, equitable workload distribution, and psychological and technical support. More balanced circumstances enable tutors to focus more on mentoring students, which enhances academic quality and strengthens the institution's reputation as a provider of remote learning.

5.6   The Effect of Work-Life Balance on Psychological Well-Being

The findings of the hypothesis test demonstrate that work-life balance has a positive and significant impact on psychological well-being. Work-life balance is crucial for online tutors who help students with their scientific paper preparation to preserve their psychological and mental health. Tutors are generally more relaxed, productive, and satisfied with their jobs when they can effectively manage their workload without compromising their personal, family, or rest time. However, too much job pressure without time for rest can result in

mental tiredness (burnout), ongoing tension, and decreased motivation to mentor pupils.

Tutors in good psychological health can better give guidance, show empathy, and assist pupils more successfully. Therefore, the Universitas Terbuka must ensure its policies promote work-life balance through flexible scheduling, equitable assignment allocation, and psychological support for tutors. Maintaining equilibrium allows tutors to operate more efficiently, gives pupils better advice, and makes learning more efficient and pleasant. The findings of this hypothesis test are consistent with those of earlier studies, specifically those conducted by Dotulong (2023). The psychological well-being of employees is positively and significantly impacted by work-life balance. Additionally, it supports the findings of Shams & Kadow (2019) and Stankevičienė et al. (2021), demonstrating that work-life balance significantly impacts psychological well-being.

5.7 The Effect of Psychological Well-Being on Organizational Citizenship Behavior

The findings of the hypothesis test demonstrate that psychological well-being has a positive and significant impact on organizational citizenship behavior. Psychological well-being is believed to have a positive effect on organizational citizenship behavior among online tutors. Content, composed, and emotionally stable tutors are more likely to care about their pupils and be open to offering advice beyond assigned work. They foster a welcoming and encouraging learning environment and are more receptive and willing to assist. Tutors in good psychological health are also more driven to work at their best, keep cordial working relationships with their coworkers, and try to help students succeed while writing scientific papers.

On the other hand, tutors under stress or emotional strain are less likely to engage in academic interactions and may exhibit limitations in their ability to provide effective instruction. Thus, the Universitas Terbuka must guarantee the mental health of tutors by offering schedule flexibility, equitable workload distribution, and sufficient emotional support. Tutors will be more inclined to volunteer their time, provide academic advice, and improve the educational experience for students when they feel appreciated and encouraged.

The above logical line aligns with the outcomes of studies by Engagement et al. (2024), indicating that organizational citizenship behavior was somewhat favorably and significantly influenced by psychological well-being. Furthermore, supporting it are the findings of studies (Wahyudi et al., 2022). Organizational citizenship behavior is conducted and benefits from, and is significantly influenced by, psychological well-being.

5.8 Psychological Well-Being Mediates the Influence of Work-Life Balance and Organizational Citizenship Behavior

The hypothesis test results indicate that the relationship between organizational citizenship behavior and work-life balance is indirectly mediated by psychological well-being. A good Work-Life Balance allows online tutorial tutors to manage the time between work and personal life in a balanced manner, improving their psychological well-being. Tutors are more likely to be content, energized, and focused in their work when the demands of their jobs do not overburden them and they have adequate time for relaxation and a healthy personal life. This situation positively impacts psychological well-being, motivating tutors to assist students voluntarily, proactively, and with compassion, even when they are not fulfilling their official tasks. As a result, psychological well-being is a factor that links organizational citizenship behavior and work-life balance. Psychologically well-off tutors are more inclined to give back to their institutions and students.

In contrast, if tutors experience an imbalance between work and home life, they are prone to stress and emotional exhaustion that may affect their psychological well-being. In this condition, they may become less concerned about the needs of students and merely fulfill their duties according to their obligations without taking any additional initiative. Therefore, the Universitas Terbuka must implement regulations that support work-life balance for teachers, such as flexible working hours, fair workload distribution, and sufficient psychological support. Ensuring tutors are psychologically healthy and maintain a healthy work-life balance will help them demonstrate Organizational Citizenship Behavior, improve the standard of academic instruction, and assist students in writing scientific papers. Additionally, this is corroborated by the findings of studies by Ayu et al. (2023), which indicate that psychological well-being mediates the indirect impact of work-life balance on team member performance. Additionally, research from Aji (2023) shows that Employee Psychological Well-Being has a strong influence as a mediator between Ethical Leadership and Organizational Citizenship Behavior.

6 Conclusions

This research examines the impact of Work-Life Balance on Organizational Citizenship Behavior (OCB) with Psychological Well-Being as a mediating variable among online tutorial tutors guiding scientific papers at the Faculty of Economics, Universitas Terbuka, during the 2024/2025 Semester. Several significant findings regarding the relationship between these variables were discovered based on the analysis results.

First, Work-Life Balance has been proven to have a positive and significant impact on Organizational Citizenship Behavior. This suggests that tutors who can effectively manage the balance between work and personal life are more likely to exhibit voluntary behaviors that support the organization, such as helping colleagues, participating in organizational activities, and contributing beyond their primary tasks. These findings underscore the importance of work-life balance in enhancing the quality of individual contributions to the organization.

Second, the research results also show that Work-Life Balance has a significant positive impact on Psychological Well-Being. Tutors who have a good balance between work and personal life tend to experience higher levels of psychological well-being. This concept of psychological well-being encompasses aspects such as life satisfaction, positive emotions, and a positive attitude towards oneself and one's work, all of which play a crucial role in overall well-being.

Furthermore, Psychological Well-Being has been proven to have a positive and significant impact on Organizational Citizenship Behavior. Tutors with higher psychological well-being, who feel satisfied and prosperous, tend to be more motivated to contribute to the organization voluntarily. This indicates that good psychological well-being can encourage individuals to participate more actively in activities that support the organization's goals.

More importantly, this study found that Psychological Well-Being is a mediating variable in the relationship between Work-Life Balance and Organizational Citizenship Behavior. This means that Work-Life Balance directly influences Organizational Citizenship Behavior and indirectly affects voluntary behavior by enhancing Psychological Well-Being. This finding confirms that psychological well-being is not only a result of work-life balance but also a factor that connects and strengthens the positive influence between the two variables.

Overall, the results of this study emphasize the importance of organizations, especially in the context of education, in creating a work environment that supports the balance between work and personal life. This can enhance the psychological well-being of the tutors, which in turn will increase their contributions to the organization, particularly in terms of voluntary behaviors that support the success and goals of the organization.

These findings highlight the importance for organizations, particularly in the education sector, to actively develop and implement policies that support Work-Life Balance (WLB) for tutors and academic staff. Such policies, including flexible working hours, manageable workloads, and team member well-being programs, can enhance individuals' Psychological Well-Being (PWB) within the workplace. When tutors experience a high level of psychological well-being, they are more likely to demonstrate extra-role behaviors known as Organizational Citizenship Behavior (OCB), such as helping colleagues, showing loyalty to the institution, and taking initiative in non-mandatory tasks. Therefore, fostering a work environment that supports work-life balance can indirectly strengthen organizational performance and cohesion.

Theoretically, this study offers a significant contribution by identifying Psychological Well-Being as a mediating variable that bridges the relationship between Work-Life Balance and Organizational Citizenship Behavior. This finding enriches the existing literature by providing a deeper understanding of the psychological mechanisms through which workplace policies and conditions can influence prosocial behaviors. By positioning PWB as a mediator, the study extends existing conceptual frameworks and opens avenues for future research to explore other potential moderating or mediating factors within various organizational contexts.

This research opens up opportunities for further studies on other factors that may influence Organizational Citizenship Behavior, such as workload, job satisfaction, stress levels, and work engagement. It is also recommended that the research be extended to other educational institutions to see if these findings are consistent in different academic environments. Mixed methods are also recommended for a more comprehensive understanding of Work-Life Balance, Psychological Well-Being, and Organizational Citizenship Behavior dynamics in the educational context.

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