

Impact of University Management Practices on Lecturer Work-life Balance and Well-being in Zhanjiang, China

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Abstract

Purpose: This study aimed to investigate the key factors of the University Management System that affect the well-being and work-life balance of lecturers in Zhanjiang, China. The conceptual framework provided cause-and-effect correlations between perceived supervisor support (PSS), work-life balance (WLB), procedural justice (PJ), distribution justice (DJ), interpersonal justice (IJ), internal service quality (ISQ), and employee well-being (EWB). **Research design, data, and methodology:** Firstly, the researcher developed a theoretical framework and offered related hypotheses based on earlier research findings. Secondly, following the pilot test to meet the criteria, the researcher used a questionnaire to gather opinions from 500 university lecturers regarding the hypothesis project to confirm and assess the theoretical framework. Ultimately, statistical methods were applied to construct the structural equation model, and the theoretical model was tested. **Results:** The results show that in university management, the independent variable perceived supervisor support (PSS) has a significant impact on the intermediate variable work-life balance, and the work-life balance, procedural justice, distributive justice, interpersonal justice, and internal service quality also have a significant impact on the well-being of lecturers. Work-life balance greatly impacted lecturers' happiness, followed by distributive justice. **Conclusions:** The research proposed that to enhance the impact of higher education in Zhanjiang, China, system designers, and programmed operators should reinvent the University Management System regarding the aspects that influence lecturers' work-life balance and well-being.

Keywords: University Management System, Lecturer, Work-Life Balance, Well-Being

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Well-being is people's optimal psychological function and experience, and it is the evaluation of work and life (Ryan & Deci, 2001). It originates from the overall satisfaction of organization members with the organization (Bryson et al., 2017). It is the degree of pleasant experience (Krekel et al., 2019). Sonnentag (2015) believed that man's well-being is related to his work experience, which refers to the hedonic experience of good feelings and the happy experience of achieving goals. Ryan and Deci (2001) regarded well-being as people's optimal psychological function and experience, and it is an evaluation of employees' work and life. Well-being is also described as the subjective experience of feeling real and meaningful or good in one's work and life, which comes from the perception of one's

positive characteristics (Emerson, 1985). Some scholars believe that employee well-being is an integral part of an individual's overall happiness. The employee's personal feelings mainly depend on the work field, work intervention, work nature, and work itself (Juniper, 2011; Sharma et al., 2016; Quinones & Griffiths, 2017).

The university lecturers in this study refer to full-time teachers qualified as university teachers specializing in university teaching. Lecturer well-being refers to their comprehensive teaching experience and other work in university. The lecturers' well-being includes physiological, emotional, social, growth, and spiritual happiness. It greatly impacts their work attitude, satisfaction, and enthusiasm. Suppose the happiness of lecturers is not satisfied. It will immediately impact both their emotional and physical well-being and the students (Gajendran & Harrison, 2007). Li et

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al. (2014) regarded the well-being of university lecturers as a standard for assessing the overall quality of university teachers' lives, positive factors affecting employee performance and life satisfaction, and the overall state of their function and experience at work. Lawson et al. (2009) argued that the well-being of university lecturers is based on integrating their perceived mental health and satisfaction. Teachers' happiness is key to improving the teaching effect (Xiaoyan, 2008).

In China, university lecturers are known as the key figures in higher education, and their spiritual outlook profoundly impacts students. By 2023, China had 2,074,900 full-time teachers in higher education, an increase of 97,100, or 4.91 percent, over the previous year. China Teacher Development Report (2020-2021) pointed out that society should improve lecturers' work-life balance and well-being. The Outline of the National Medium-Term and Long-Term Plan for Education Reform and Development (2010-2020), promulgated in 2010, aims to reform the management system of universities and establish a modern university system. China's Education Modernization 2035, promulgated in 2019, proposes to rejuvenate the country through science and education, strengthen the country with talents, and build a team of high-quality teachers. In 2023, the Opinions on the Pilot Reform of the Salary System of Institutions of Higher Learning and Scientific Research Institutes were adopted. These documents hope to change the unreasonable problems in the traditional salary system, stimulate the enthusiasm of university lecturers to engage in scientific research and motivate teaching reform.

The university management system in this study refers to the teacher management system, including the signboard system, teaching management system, professional title evaluation system, salary system, assessment and evaluation system, reward mechanism, and a series of systems closely related to the development of teachers. On the one hand, they guarantee the normal operation of schools; on the other hand, they guarantee teachers legitimate rights and interests. It does not include a campus management system or student management system. The university lecturer management system in China covers lecturer teaching, attendance, promotion, salary, reward, etc. All the specific systems aim to ensure the school's long-term development, the orderly operation of teaching, and the healthy growth of students.

More than two decades into the new century, the work-life balance and well-being of lecturers have improved. Zhanjiang is one of the cities in Guangdong, one of China's most economically developed provinces. However, geographically, it is in the southwest of Guangdong Province, and it is undeveloped. The four universities in Zhanjiang have more than 6,000 full-time lecturers. There are differences in work-life balance and happiness among full-time lecturers of different ages. The lecturers, who are

usually in the 25-35 years old stage, have heavy teaching tasks and the greatest research pressure, and the work pressure seriously reduces their willingness to fall in love. Lecturers in the 36-45 stage need to support the elderly and raise children in their lives. This is the critical period when they need to be promoted to associate professor or professor at work, so their life and work pressure are greater. Lecturers between 46 and 60 are more stable in work and life. Compared with lecturers in other age groups, they are more satisfied with their sense of work-life balance and happiness. However, they lack enthusiasm for work and motivation for scientific research.

Innovation of the management system in universities in Zhanjiang, China, should be based on the current state of work-life balance and happiness of lecturers. Therefore, according to the previous research results and the work-life balance well-being status of lecturers in Zhanjiang, the researcher strives to find the factors affecting well-being in the university management system through research. According to Kim and Hollensbe (2017), much literature has confirmed that infiltrating work into non-work areas impacts employee happiness. In this study, we considered perceived supervisor support (PSS), procedural justice (PJ), distribution justice (DJ), interpersonal justice (IJ), internal service quality (ISQ) as factors influencing loyalty (LO) work-life balance (WLB) and well-being (EWB).

Consequently, the researcher considered the University Management System an important initiative to promote lecturer development. This study aimed to investigate the factors that influence the work-life balance and well-being of lecturers in Zhanjiang, China, by innovating the University Management System and exploring the operational mechanisms.

2. Literature Review

2.1 Perceived Supervisor Support

Jang (2009) applied structural equation modeling (SEM) to find a positive correlation between work-family balance, supervisor support, and employee well-being. Voydanoff (2004) adopted transboundary resources to discover that work-family conflict was positively connected with work demand based on pressure and time. These findings also proved that family responsibility and transboundary resources positively correlate with work promotion. In addition, relevant scholars pointed out that the need for work-life balance depends on the support of supervisors in the organization, and it correlates favorably with employee well-being (Behson, 2005; Mennino et al., 2005).

Zhang et al. (2020) showed that employees who felt supported by their bosses reported a higher work-life balance,

which consequently has a favorable effect on staff happiness. Talukder's (2019) research showed that supervisor support positively correlates with work-life balance. Several studies examined the contingent relationship between perceived supervisor support and work-life balance and commitment and developed the hypothesis that leadership has a significant effect on commitment, manifested in the following hypotheses (Eisenberger et al., 2002; Gagnon & Michael, 2004; Maertz et al., 2007).

H1: Perceived supervisor support has a significant impact on work-life balance.

2.2 Work-Life Balance

Gröpel and Kuhl (2009) found that the perceived conflict between social life and work due to insufficient working hours can frustrate individual needs, which in turn can negatively impact the well-being of organizational employees. According to Greenhaus et al.'s (2003) finding, a healthy work-life balance was positively correlated with employees' happiness. Similar results were also observed in satisfaction and engagement. Unbalanced work would affect employees' quality of life more than other employees.

Zheng et al. (2015) research shows that compared with employee well-being programs provided by organizations, employee work-life balance is more important to improve employee well-being. At the same time, Clark (2000) also found an indirect interaction between employees' coping strategies and subjective emotions, which positively correlates with employee well-being. Talukder's (2019) research showed that work-life balance helps enhance job satisfaction and employee well-being. Therefore, the researcher put forward the following hypothesis based on previous studies.

H2: Work-life balance has a significant impact on employee well-being.

2.3 Procedural Justice

According to Kausto et al. (2005), there was no gender difference in the high association between procedural fairness and happiness. Gareis et al. (2009) considered that procedural justice would have a greater impact on the well-being of insecure employees. This finding reveals a high degree of consistency with the uncertainty management model. According to the study of Judge and Colquitt (2004), procedural justice is a crucial driving factor that affects employees' perceived level of work pressure and positively affects employee well-being (Tyler & Lind, 1992).

Ismail (2014) demonstrated that the existence of fair procedures in organizations impacts the well-being of employees significantly, and their perceived uncertainty associated with managing job insecurity is particularly

important. In layperson's terms, if an organization cares about the health and well-being of its employees, it should pay attention to the fairness of interactions and procedures (Greenberg, 2004). Scholars consider perceived procedural justice to provide individuals with information so that organizational employees know their value in the social group (Lind & Tyler, 1988). Therefore, based on previous studies, the researcher proposed the following hypothesis.

H3: Procedural justice has a significant impact on employee well-being.

2.4 Distribution Justice

According to Brown and Treviño (2006) research, the association between leaders' and subordinates' career happiness somewhat depends on distributive fairness. Tyler and Blader (2000) suggested that organizations may promote employees' career happiness by providing distributive justice. The common practice is to allocate rewards according to the performance of employees, respecting and cultivating the concept of employee distribution justice (Gündüz et al., 2020). According to Li et al.'s (2013) research, distributive justice and organizational background and culture factors have a greater impact on employee well-being in organizations with a higher degree of collectivism than in other organizations.

Capone and Petrillo (2016) found that organizations are better equipped to enhance people's perceptions of distributive justice and employee well-being in groups with a higher degree of collectivism. Le et al. (2018) showed that organizational inclusion is positively correlated with distributive justice, and distributive justice played an intermediary role in employee well-being. Distributive justice can reduce the negative reaction of organization members to unfair experiences when comparing their work effectiveness with that of others and maintain employee well-being for a long time (Ahmad et al., 2018). Therefore, the researchers put forward the following hypothesis based on previous studies.

H4: Distributive justice has a significant impact on employee well-being.

2.5 Interpersonal Justice

According to Judge and Colquitt (2004), interpersonal justice is the primary factor that influences how much pressure people perceive at work and has a beneficial impact on their overall well-being. Interpersonal justice can help firms boost employees' career well-being by bridging the gap between leaders' and subordinates' career happiness (Huong et al., 2016). The common practice is to allocate rewards according to the performance of employees, respecting and cultivating the concept of interpersonal justice among

employees (Colquitt, 2001). Huong et al. (2016) showed that interpersonal justice impacts employee well-being strongly.

According to the study of Pecino et al. (2018), employees who feel a high-level working environment in interpersonal relationships in an organization will increase their level of effort outside of their role, which benefits from their awareness of personal and professional aspects. Organizational employees show voluntary behavior to help colleagues, reduce conflicts, and make employees feel fair in the organization's treatment, thus improving employee well-being (Cohen, 2004). According to Masterson et al. (2000), upholding interpersonal fairness standards enhances the connection between bosses and subordinates. Significantly raises employee happiness. Therefore, the researcher put forward the following hypothesis based on previous studies.
H5: Interpersonal justice has a significant impact on employee well-being.

2.6 Internal Service quality

Eldor and Shoshani (2017) research showed that the internal service quality of the education system and teachers' perception of internal service affect job happiness and engagement significantly. Xie (2005) found that management psychology also indicated that the atmosphere of internal service quality was a key factor in promoting employee outcomes (employee well-being and job satisfaction), and its level would significantly impact employees' turnover intention. Customer and external service quality are closely related to internal service quality (Lewis & Entwistle, 1990), which is often necessary for employee satisfaction (Schlesinger & Heskett, 1991).

In accordance with Meng (2003), high-quality service within an organization could improve employee satisfaction, positively correlate with external customer satisfaction, and significantly impact organizational effectiveness. Sharma et al. (2016) further confirmed through research that internal service quality positively affected employee well-being, which in turn significantly impacted employee satisfaction and effectiveness. Therefore, the researcher put forward the following hypothesis based on previous studies.

H6: Internal service quality has a significant impact on employee well-being.

2.7 Employee Well-Being

“Well-being” refers to the overall satisfaction with the organization or employer or the satisfaction with the organization as a workplace (Bryson et al., 2017), which is a kind of pleasure and feeling experience (Krekel et al., 2019). It is people's optimal psychological function, experience, and employees' evaluation of their work and life. Grant et al. (2007) found that employee well-being is important to

cultivating employee behavior and work attitude, significantly impacting organizational performance. It can make employees feel a sense of achievement in reaching the goal and give people a good feeling experience, which is a relatively successful ideal state (Judge & Kammeyer-Mueller, 2011). Employee well-being can increase work performance and reduce absenteeism and dismissal rate (Cropanzano & Wright, 2001; Judge et al., 2001; Spector, 1997).

3. Research Methods and Materials

3.1 Research Framework

The theories used in this study involve the following theoretical foundations: Motivation Theory (MT), proposed by Atkinson (1950); Social Identity (SI) theory, proposed by Tajfel (1957); Job Demands-Resources (JD-R), proposed by Demerouti et al. (2001) and Maslow's Hierarchy of Needs (MHN) proposed by Maslow (1943).

Many other theories were used in the study, such as Learning Conditions Theory (LCT), used by Abdullah and Mushtaq (2016); Signaling Theory (ST), used by Zhang et al. (2020); Organizational Culture Theory (OCT) used by Soo (2009), Affective Events Theory (AET) used by Sharma et al. (2016), Compensation Theory (CT) used by Maeran et al. (2013), Organizational Support Theory (OST) used by Shanock and Eisenberger (2006). Social Exchange Theory (SET) was used by Srivastava (2017), Equity Theory (ET) and Justice Theory (JT) were used by Gündüz et al. (2020), and Duality Motivation Theory (DMT) was used by Sari (2022).

On this basis, a conceptual framework was developed for this study, described in Figure 1.

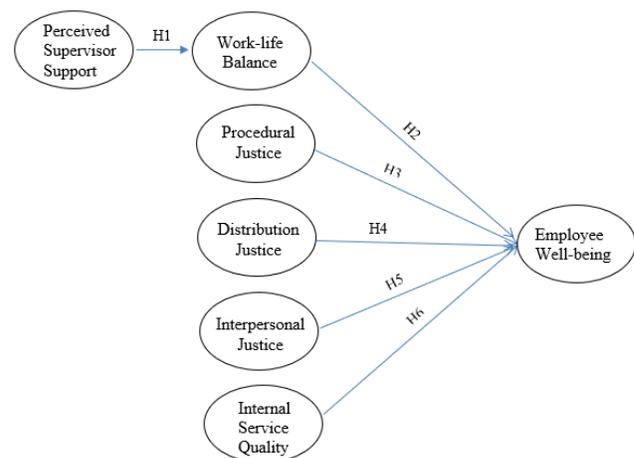


Figure 1: Conceptual Framework

H1: Perceived supervisor support has a significant impact on work-life balance.

H2: Work-life balance has a significant impact on employee well-being.

H3: Procedural justice has a significant impact on employee well-being.

H4: Distributive justice has a significant impact on employee well-being.

H5: Interpersonal justice has a significant impact on employee well-being.

H6: Internal service quality has a significant impact on employee well-being.

3.2 Research Methodology

The researcher mainly applied qualitative research (e.g., literature analysis methods) and quantitative research (e.g., field visits and questionnaire methods). Quantitative research can obtain abundant first-hand information and data, which is basic for the in-depth development of qualitative study (Sukamolson, 2007). The quantitative research tool is mainly a questionnaire survey (Takaishi et al., 2014). Three sections were contained. The first section consisted of two screening questions, for example, "Which university do you work as a lecturer in?" The second section was a 5-point Likert scale for all variables. Twenty-six scale items were designed to measure the six hypotheses of this study. For example, "Perceived supervisor support is positively related to life well-being." The measures ranged from "Strongly Agree" to "Strongly Disagree". The third section was six demographic questions. These questions were about gender, age, work time, job title, approximate annual income, and the degree of caring about the University Management System. For example, "What is your job title?"

Before the large-scale surveys were sent out, 40 respondents took a pilot test to check each construct's reliability analysis value. The lowest value of Cronbach's Alpha was 0.743 for Procedural justice (PJ), and 0.908 was the highest for Internal service quality (ISQ). Each construct's value of reliability analysis passed the validity and reliability tests (Hajjar, 2018). The result indicated that the pilot test passed the expert's Item-Objective Consistency Index (IOC) score.

3.3 Population and Sample Size

Following that, the researcher gave the questionnaires to 500 intended respondents, and 500 responses were a satisfactory amount of feedback. The researcher used SPSS AMOS statistical tests to assess this feedback data. The researcher employed confirmatory factor analysis (CFA) to assess the convergence's validity and accuracy. These measurements guaranteed the model's validity and

dependability and confirmed that this study's conceptual framework fit the data. Based on these efforts, the researcher used structural equation modeling (SEM) to investigate the causal linkages between the variables.

3.4 Sampling Technique

To ensure the validity of the findings, the researcher used non-probability sampling, judgmental sampling, and quota sampling. They were using a combination of online and offline questionnaire surveys. The researcher distributed 500 questionnaires to 500 lecturers on the age of 25-45 from four universities in Zhanjiang, China, and Table 1 demonstrated the specific sampling for this study.

Table 1: Sample Units and Sample Size

25-45 years old		
Universities	Population Size	Proportional Sample Size
Guangdong Ocean University	1127	159
Lingnan Normal University	835	118
Guangdong Medical University	675	96
Zhanjiang University of Science and Technology	896	127
Total	3533	500

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

According to Zyphur and Pierides (2017), descriptive studies are typically categorized by gender, age, time, place, or demographic traits, which is a crucial foundation for researchers to sample from. The researcher categorized the demographic information to distribute questionnaires to 500 lecturers in four universities on gender, age, teaching experience, and the universities they come from. Of the respondents, there were 236 females and 264 males, accounting for 47.2% and 52.8% respectively. 159 (31.8%) lecturers were from Guangdong Ocean University, 118 (23.6%) lecturers were from Lingnan Normal University, 96 (19.2%) lecturers were from Guangdong Medical University, 127 (25.4%) lecturers were from Zhanjiang University of Science and Technology. 211 (42.2%) lecturers had one to five years of teaching experience. 289 (57.8%) lecturers had one to six years or more teaching experience. These data are all displayed in Table 2.

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	female	264	52.8%
	male	236	47.2%
Lecturer Status	Guangdong Ocean University	159	31.8%
	Lingnan Normal University	118	23.6%
	Guangdong Medical University	96	19.2%
	Zhanjiang University of Science and Technology	127	25.4%
Teaching Experience	Between 1-5 years	211	42.2%
	Six years and more	289	57.8%

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) was utilized in this study to measure every variable in the conceptual framework. According to the measurement results, every scale item for every variable was significant. Furthermore, each scale item's factor loading values were within acceptable bounds, suggesting that the study's conceptual framework was a suitable fit. For this investigation, all construct reliabilities were greater than 0.70, all mean extracted variances were greater than 0.44, all p-values were less than 0.05, and all factor loading values were greater than 0.50. Every one of these estimates was noteworthy. These data are all displayed in Table 3.

Table 3: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Perceived Supervisor (PSS)	Jang (2009)	4	0.833	0.556 -0.908	0.752	0.443
Work-Life Balance (WLB)	Jang (2009)	3	0.738	0.635 -0.766	0.743	0.492
Procedural Justice (PJ)	Zhang et al. (2020)	4	0.794	0.558 -0.834	0.797	0.502
Distribution Justice (DJ)	Zhang et al. (2020)	4	0.840	0.657 -0.826	0.841	0.572
Interpersonal Justice (IJ)	Zhang et al. (2020)	3	0.877	0.822 -0.849	0.877	0.705
Internal Service Quality (ISQ)	Sharma et al. (2016)	4	0.924	0.750-0.962	0.924	0.756
Employee Well-Being (EWB)	Jang (2009)	4	0.815	0.673 -0.770	0.816	0.527

Table 4 shows the square roots of the extracted level differences, which show that all of the study's variables have appropriate correlations. This study used GFI, AGFI, NFI, CFI, IFI, TLI, and RMSEA as model fit indicators in the CFA test.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	<5 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.952
GFI	≥0.85 (Sica & Ghisi, 2007)	0.924
AGFI	≥0.8 (Sica & Ghisi, 2007)	0.904
NFI	≥0.8 (Wu & Wang, 2006)	0.921
IFI	≥0.8 (Bollen, 1989)	0.960
TLI	≥0.8 (Sharma et al., 2005)	0.953
CFI	≥0.9 (Bentler, 1990)	0.960
RMSEA	<0.08 (Pedroso et al., 2016)	0.044
Model Summary		Acceptable Model Fit

Remark: CMIN/DF=the ratio of the chi-square value to the degree of freedom, GFI=goodness-of-fit index, AGFI=adjusted goodness-of-fit index, NFI=normalized fit index, IFI=Incremental Fit Indices, TLI=Tucker Lewis index, CFI=comparative fit index and RMSEA=root mean square error of approximation

Table 5 displays the study's discriminant and convergent validity. These two values were confirmed as appropriate. Every measurement confirmed the accuracy of the structural model used to determine the study's model.

Table 5: Discriminant Validity

	PSS	WLB	PJ	DJ	IJ	ISQ	EWB
PSS	0.443						
WLB	0.326	0.492					
PJ	0.509	0.289	0.502				
DJ	0.197	0.210	0.222	0.572			
IJ	0.252	0.309	0.243	0.217	0.705		
ISQ	0.290	0.241	0.254	0.231	0.400	0.756	
EWB	0.234	0.266	0.231	0.205	0.252	0.241	0.527

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

Awang (2012) recommended that the Chi-square/degrees-of-freedom (CMIN/DF) ratio for model fit measures should be less than 5.00, a criterion also supported by Al-Mamary and Shamsuddin (2015). Sica and Ghisi (2007) suggested that GFI should be equal to 0.85 or greater and AGFI should be 0.80 or greater. Wu and Wang (2006) suggested that NFI should be equal to 0.80 or greater. Bentler (1990) suggested that the CFI was 0.80 or greater. Sharma et al. (2016) suggested that TLI was 0.80 or greater. Hu and Bentler (1999) suggested that the RMSEA was less than 0.08. The researchers used SPSS AMOS version 26 for the SEM calculations and adjusted the model. The fit index results for this study presented a good fit. CMIN/df=3.178, GFI=0.863, AGFI=0.835, NFI=0.865, IFI=0.903, TLI=0.892, CFI=0.903, and RMSEA=0.066. Table 6. demonstrates these values.

Table 6: Goodness of Fit for Structural Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/DF	<5 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	3.178
GFI	≥0.85 (Sica & Ghisi, 2007)	0.863
AGFI	≥0.8 (Sica & Ghisi, 2007)	0.835
NFI	≥0.8 (Wu & Wang, 2006)	0.865
IFI	≥0.8 (Bollen, 1989)	0.903
TLI	≥0.8 (Sharma et al., 2005)	0.892
CFI	≥0.9 (Bentler, 1990)	0.903
RMSEA	<0.08 (Pedroso et al., 2016)	0.066
Model Summary		Acceptable Model Fit

Remark: CMIN/DF=the ratio of the chi-square value to the degree of freedom, GFI=goodness-of-fit index, AGFI=adjusted goodness-of-fit index, NFI=normalized fit index, IFI=Incremental Fit Indices, TLI=Tucker Lewis index, CFI=comparative fit index and RMSEA=root mean square error of approximation

4.4 Research Hypothesis Testing Result

The researcher determined the study model's relevance based on each variable's regression weights and R2 variances. The computation results are shown in Table 7. These findings validated all the study's hypotheses. Perceived Supervisor Support influenced Work-Life Balance ($\beta=0.360$), Work-Life Balance influenced Employee Well-Being ($\beta=0.227$), Procedural Justice influenced Employee Well-Being ($\beta=0.128$), Distribution Justice influenced Employee Well-Being ($\beta=0.128$), Interpersonal Justice Employee Well-Being ($\beta=0.149$) and Internal Service Quality Employee Well-Being ($\beta=0.119$).

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-value	Result
H1: PSS→WLB	0.360	6.468*	Supported
H2: WLB→EWB	0.227	3.972*	Supported
H3: PJ→EWB	0.128	2.411*	Supported
H4: DJ→EWB	0.128	2.457*	Supported
H5: IJ→EWB	0.149	2.878*	Supported
H6: ISQ→EWB	0.119	2.416*	Supported

Note: * $p<0.05$

Source: Created by the author

According to the results in Table 7., the researcher concluded that establishing H1 indicated that Perceived Supervisor Support was one of the key drivers of Work-Life Balance with a criterion coefficient value of 0.360 in its structural path. The establishment of H2 indicated that Work-Life Balance was very important to Employee Well-Being, with a criterion coefficient value of 0.227 in its structural path. The establishment of H3 indicated that Procedural Justice was one of the key drivers of Employee Well-Being, with a criterion coefficient value of 0.128 in its structural path. The establishment of H4 indicated that Distribution

Justice was one of the key drivers of Employee Well-Being, with a criterion coefficient value of 0.128 in its structural path. The establishment of H5 indicated that Interpersonal Justice was one of the key drivers of Employee Well-Being, with a standard coefficient value of 0.149 in its structural path. The establishment of H6 indicated that Internal Service Quality was one of the key drivers of Employee Well-Being, with a standard coefficient value of 0.119 in its structural path.

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

The Ministry of Education issued the Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) (2010) in China. Many universities nationwide have vigorously reformed the management system to establish a modern university system and build a team of high-quality talents. However, many universities still do not carry out reforms according to the above documents, resulting in a low happiness index of university lecturers, and lecturers in Zhanjiang are included. Therefore, conducting an in-depth study on the factors and mechanisms of the University Management System influencing lecturer well-being was necessary. This study advanced six hypotheses, which explored the relationships between the factors.

This paper targets lecturers from four universities in Zhanjiang, China. Five hundred volunteered to participate in a survey about the well-being of college teachers. The researcher compiled questionnaires using a five-point Likert scale. The questionnaire for this study passed the project-goal conformance test of three experts. The results of a pilot test with a sample size of 30 supported the internal reliability and consistency of the study's conceptual framework.

The researcher collected questionnaires from four universities. There were 500 valid questionnaires. The researchers examined the reliability and validity of the data returned from these questionnaires. The results showed that the composite reliability, convergence validity, factor load, Cronbach's alpha reliability, discriminant validity, and mean square extraction analysis of these data were acceptable. The researcher examined the sample data using JAMOVI and SPSS. The conceptual framework of this paper has passed the AMOS test. The test results of CFA showed that the data related to this study reached a reasonable fit. The validation model and factor structure selected in this study are suitable.

The data in this study supported the six hypotheses. Feelings of support directly and significantly affect the lecturer's work-life balance. Procedural justice directly and

significantly affects the lecturer's well-being. Distributive justice directly and significantly affects the lecturer's well-being. Interpersonal justice directly and significantly affects the lecturer's well-being. Work-life balance has a direct and significant impact on a lecturer's well-being. Internal service quality directly and significantly affects lecturer well-being.

The results of this study have the following theoretical significance and practical implications.

Theoretically, firstly, this study extends the current understanding of the factors affecting lecturers' work-life balance and well-being in the university management system. This paper used a structural equation model to verify and analyze the relevant variables involved in this study, such as supervisor support, procedural justice, distributive equity, interpersonal equity, internal service quality, work-life balance, and employee happiness. Secondly, the results of this study show the impact of the university management system on teachers' work-life balance and happiness, the impact of supervisor's support on the mediating variables of work-life balance, and the impact of procedural justice, distributive equity, interpersonal equity, internal service quality and work-life balance on employee happiness. The theoretical significance of this finding is that the researchers quantified the role of intermediaries in this operating mechanism. Thirdly, this paper uses quantitative research methods to measure the relevant factors in the conceptual framework. The results show the relationship between these factors. The present situation of the structural plane verifies the relationship of its internal operating mechanism. The researchers adjusted the relationship between the relevant factors so that they could have a greater impact on a particular factor. Fourthly, this study's results provided new insights into the factors influencing lecturers' work-life balance and happiness through the university management system in Zhanjiang. This paper uses quantitative research methods to measure the relevant factors in the conceptual framework. The results show the relationship between these factors. The present situation of the structural plane verifies the relationship of its internal operating mechanism. The researcher adjusted the relationship between the relevant factors so that they could have a greater impact on a particular factor. This research result is in common with Schaufeli and Taris (2014) longitudinal study of organizational employee conditions in 8 different countries, which found that five indicators are causally related to employee happiness. Finally, the findings of this study will provide a new perspective for academic circles to study the management system of university lecturers. This paper uses quantitative research methods to measure the relevant factors in the conceptual framework. The results show that the variables in the conceptual framework have an acceptable positive relationship. The findings could also provide ideas for other organizations to implement reforms to improve

employee happiness.

Practically, firstly, this study provides suggestions and opinions for optimizing the internal management structure of the university management system, rationally allocating the university's educational resources, perfecting the university's personnel training system, and scientifically establishing the educational management mechanism. In China's educational reform in recent decades, to train the modern talents needed for economic development improve the efficiency of education and teaching management, the state has given universities more rights to reform the educational management system. However, while the reform of the university education system has made progress on the macro level, it has left many problems at the spectator level. This study takes the factors influencing university teachers' happiness in Zhanjiang City, China, as the research theme, and the research results are more specific and directional. Therefore, the results of this study have important implications for the teacher management system of Chinese universities. Secondly, this study confirms that the happiness of university lecturers can improve the effectiveness and efficiency of university management and provides a new perspective for reforming the university management system. Previous research has generally suggested that income is a key factor in the happiness of university lecturers. However, this study proved that perceived supervisor support, work-life balance, procedural justice distribution justice, and interpersonal relationships through empirical research. Internal justice and service quality positively affect university lecturers' happiness. Thirdly, this study has important practical value for universities in improving lecturers' happiness experience through management systems. Through sample collection and analysis, this study studied the factors that influence the happiness of lecturers in four universities in Zhanjiang. However, because the work of university lecturers in China has a common nature, for example, good colleague relationships can help teachers quickly adapt to the school environment and enter daily teaching. Whether teachers and leaders can get along in a friendly and harmonious way will also affect teachers' sense of self-esteem, self-existence, and work achievement, and thus affect teachers' happiness (Sonnentag, 2015). Therefore, the research results have universal reference significance. Finally, this study can reference other fields that study the factors influencing organizational members' happiness. Academic research results have the value of promotion. This study is the specific application of organizational and educational management theories in reforming the university teacher management system. A university is a type of organization, and the factors that influence university lecturers' happiness are similar to those of other organization members to some extent. Accordingly, the results of this study can be used for reference in other fields. For example,

enterprises can improve their employees' happiness, sense of belonging, and sense of identity through the support of superiors.

5.2 Recommendation

Based on the findings of this paper, we recommend the following.

First of all, the university management system should focus on the management of leaders. This study demonstrates that perceived supervisor support can directly affect the work-life balance of university lecturers and, thus, their sense of well-being. Therefore, the university management system should ask university leaders such as presidents, secretaries, and other senior leaders, as well as middle-level leaders of secondary colleges, to care about lecturers and take their support effects into account in their annual assessments.

Secondly, the university management system should pay attention to procedural justice. In China, justice is one of the hallmarks of social progress. This study demonstrates that procedural justice can directly affect university lecturers' happiness. Therefore, the university management system should solicit lecturers' opinions and suggestions, have a trial period before the formal implementation, and have an evaluation process after the implementation.

Thirdly, the university management system should reflect distributive equity. This study demonstrates that distributive justice is not about equal distribution but about reflecting the contribution of lecturers. Therefore, the university management system should fully consider lecturers' teaching and scientific research performance when formulating their salaries. Only in this way can lecturers' enthusiasm be stimulated.

Fourthly, the university management system should pay attention to establishing an interpersonal fair work atmosphere. This study demonstrates that interpersonal justice can directly affect university lecturers' happiness. No matter where you are, harmonious interpersonal relationships are very important in China. University lecturers teach college students, but equal and friendly relationships between colleagues can enhance lecturers' sense of belonging and happiness. Therefore, the purpose of the university management system is to create a loose and equal interpersonal relationship for lecturers.

Fifthly, the university management system should improve the quality of internal service. This study demonstrates that internal service quality can affect university lecturers' happiness. In Chinese universities, education is people-oriented; the main body of education is college students, and the core of the education leader is lecturers. The essence of the university management system should not be to constrain people through the system but to

serve people through the system. Therefore, the university management system should provide logistical support for lecturers by changing the concept of management to the concept of service so that lecturers can devote themselves to their work.

5.3 Limitation and Further Study

Although the results of this study proved the research hypothesis, it also has regional investigation scope and time limitations, which provide research space for researchers with the same topic. This study has regional, scope, and time limitations, which provide research space for researchers of the same subject.

Due to the topic of this paper, this study only studied the factors affecting the work-life balance and happiness of lecturers in four universities in Zhanjiang. It did not include the factors affecting other aspects of them, so the questions in the questionnaire did not understand their views on other issues.

In addition, the study may not have fully considered all potential variables that could affect the relationship between work-life balance and well-being, making it incomplete. These shortcomings provide research ideas and space for the academic circle.

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