

Impact of Work Life Balance, Workload and Supervisory Support on Teachers' Job Performance in Private Institutions of Islamabad

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Abstract

Main objective of the present study is to examine the impact of work life balance, workload and supervisory support on teachers' job performance with mediating role of stress in Pakistani private sector educational institutions. To achieve this objective, positivist research methodology has been used. Casual comparative research design was adopted. Moreover, survey method has been used to collect the data through questionnaire. The sample was selected by using convenient sampling technique i.e., 300. Quantitative questionnaire was used to collect the data. These were distributed among the faculty members of private educational institutions in Islamabad. An appropriate research methodology has been applied to attain empirical results. The data was analyzed by using descriptive and inferential statistical techniques. Main results indicated that there is positive impact of work life balance and supervisory support on teacher's performance. While, stress mediated the relationship between work life balance and job performance.

Keywords: Job Performance, Private Institutions, Supervisory Support, Work Life Balance, Workload

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Introduction

A well-developed education sector enables countries to meet global demands of the twenty-first century by laying down the foundation for a progressive society. It is also a prerequisite for developing and maintaining high quality human capital needed in developing countries like Pakistan (Pakistan Education Statistics, 2017). Pakistan lies in lower echelon among countries in terms of national spending on education sector as the share of education in GDP was 1.5% for the fiscal year 2019-20. However, on the positive side Pakistan has managed to sign the Sustainable Development Goals (SDG) agenda 2030 that aims at providing free primary and secondary education to all boys and girls, eliminating gender disparities, providing better education facilities and increasing the supply of qualified teachers (Ministry of Finance, 2021).

As a result, Pakistan has seen an increase in the number of institutions both public and private reached to 273.4 thousand during 2018-19 as compared to 262.0 thousand during 2017-18. However, the number of institutes is estimated to increase to 279.4 thousand in 2019-20 (The World Bank, 2020). This quantitative expansion in numbers as depicted in the education statistics report has still not brought about the transformation needed. One of the pertaining causes of this has been the lacking job performance of teachers (Alif Aliaan (AA), 2014).

The education sector depends on the quality of teachers because the educational process is influenced by teachers' job performance. Efficient performance of teacher's is vital for improving the education sector (Yusoff et al., 2014). Teachers in private intuitions have expressed much concern over their performance in the classroom. Alif Aliaan (2014) asserts that these teachers are highly motivated to improve their performance however lack of teaching aid and excessive workload tends to hamper their performance. Teachers' performance in private schools is also deteriorating as teachers are unable to reach their full potential due long working hours and workload that impedes their performance in the classrooms while they try to meet short deadlines (Ahmed et al., 2016).

These teachers have ambiguous job descriptions and no formal training. They are in dire need of assistance from their supervisors in form of training sessions, aid in making lesson plans and developing instructional aid (Behlol & Parveen, 2013; Yousaf et al., 2018). They are assigned administrative and academic duties simultaneously creating a burden that is unmanageable. Therefore, they are unable to complete their duties on time and ultimately do poorly on their performance appraisal. This decline in performance of teachers in private institutes affects the

student learning and the organizational performance as a whole (Sarwar, 2012). Hence, as teachers' jobs expand to include numerous duties apart from just teaching, factors like lack of supervisory support, *increasing* workload levels and lack of work life balance play a vital role in impeding teachers job performance (Kamran & Zafar, 2014; Zulkarnain et al. 2018; Soomro et al., 2018; Alif Ailaan, 2014; *Yousaf et al., 2018*).

Teachers in Pakistan have also noted that their job remains stressful due to the lack of administrative support, increasing workload and job insecurity which eventually reduces their morale and their performance at work (Ahmed et al., 2016; Khan et al., 2014). With burgeoning workload teachers stress level at work rises creating time constraints that these teachers cannot meet. In turn teachers spend long hours at work or take work home making them incapable of being productive at work. (Zulkarnain et al., 2018; Ali et al., 2013)

Against this background, the aim of this study was to examine the influence of workload, work-life balance and supervisor support with stress as a mediator on job performance of teachers in private institutions of Islamabad. With increasing number of teachers entering the private sector in Islamabad, teachers' job performance needs to be scrutinized in order to comprehend which factors will be beneficial to their performance (Pakistan Education Statistics, 2017). This investigation may provide empirical evidence linking teachers' performance to the stress they face at work, increasing workload and their work life balance. Moreover, the existing gaps in supervisor support literature in Pakistan, especially in the education sector create a need to fully examine its role in enhancing performance of the academic staff.

By shedding light on this issue, it is important to identify if supervisory support affects employees' job performance. It is also imminent that academic institutions better understand the needs of their teaching staff and mold their existing policies to ensure increased performance at work. (Zulkarnain et al., 2018). By studying the detrimental impacts of increasing workload, lack of supervisor support and deteriorating work life balance on teacher's job performance, education institutes can better understand the need for stronger administrative support that is still lacking in the education institutions. (Ali et al., 2013; Yousaf et al., 2018).

Theoretical Background and Hypotheses

Soomro et al. (2018) have investigated that young teacher face work life imbalances which riled with stress and are unable to perform adequately at work. A healthy work life balance allows teachers to

complete their daily tasks in an effective and timely manner. Mendis and Weerakkody (2017) also concluded that increased work life balance in Sri Lankan employees resulted in greater job satisfaction and satisfied employees were motivated to perform their tasks effectively and efficiently. Worker policies such as flexible starting time and reduced working hours also significantly increased work life balance and productivity of university teachers in Pakistan (Kamran et al., 2014). Colleague support, partner support, adequate resources and unfair criticism are also important indicators of work life balance and impact worker outcomes (Fatima & Sahibzada, 2012). Generally, Work life balance is different for both genders. Females were noted to have a higher work life imbalance due to lack of spousal support and a stronger reaction towards negative criticism given by their superiors. Since female teachers have a greater sense of responsibility towards their children and elders at home, they have to balance a greater number of responsibilities between work and family life (Punia & Kamboj, 2013; Fatima & Sahibzada, 2012).

Supervisory Support and Job Performance

Yousaf et al. (2018) claimed principals as supervisors played a significant role in improving their teachers' ability in delivering lessons and carrying out their day-to-day functions in the classroom. Supervisors who are accommodating and helpful foster commitment, motivation and higher job satisfaction thereby leading to better performance from employees (Talukder et al., 2017; Park et al., 2018). Ekpoh and Eze (2015) and Veloo et al. (2013) also state that supervisor support in the form team-based workshops and regular classroom visitation by the principal improve teacher's instructional ability and classroom control allowing them to become effective educators (Yousaf et al., 2018; Behlol & Parveen, 2013). Regular and timely feedback from supervisors not only enables a better learning experience but also allows teachers to adjust their performance effectively (Saleem & Amin, 2013).

Workload and Job Performance

Huyghebaert et al. (2018) investigated the impact of workload on job performance with the mediating role of sleeping problems faced by French teachers and it was concluded that increase in workload had negative indirect effects on their performance. According to Akob (2016) teachers with high amount of workload have significant reduction in their performance. He stated it put them at a disadvantage in the classroom

unable to teach to the best of their abilities as they struggled to complete multiple tasks simultaneously (Shafie et al., 2014). Bruggen (2015) on the other hand claimed the relationship between workload and employee performance was U – shaped. He indicated an increase in workload also increased worker performance up to a certain level of workload after which worker output started decreasing significantly. The research highlights the necessity of a certain level of workload needed to stimulate performance among employees while keeping in mind that high level of workload diminishes performance.

Sarwar et al. (2012) also emphasized the challenges that overburden created by administrative tasks along with academic duties for new teachers in higher education. Teachers stressed the detrimental impact work overburden had on their teaching abilities in the very initial days of their appointment. A decline in performance of teachers was noted that ultimately affected student learning.

Stress and Job Performance

Ayub et al. (2018) revealed the factors that cause work stress and subsequently reduce teachers' performance in primary schools in Quetta. The findings of this study postulate that teachers face work stress because of students' misbehavior, lack of autonomy and increasing workload. This research indicates that work stress reduces teachers' concentration and their memory power. Student-teacher relationship is also affected and teachers' motivations and enthusiasm in teaching lowered as teachers grapple with their deteriorating mental health. However, according to Lu et al. (2016) stress has a two-dimensional relationship with performance. They explore this relationship in context of hindrance stressor framework which claims that challenge stressors have a positive relationship with performance and hindrance stressors have a negative relationship with performance. Singh and Jain (2015) also postulate a significant negative impact of teacher's stress on their job performance. The two main groups studied were management and engineering teachers with Management teachers being more highly stressed.

The investigation stated low salary package, working environment lack of appreciation and working environment as the cause for stress. Many numbers of teachers felt that these stressors reduced their self-confidence and their performance at work (Li et al., 2013). Teachers stress has even become unavoidable in the schools in Jaffna District. Discipline of the students, violence at workplace etc. are hindrance stressors that reduce the performance of teachers. Their motivation levels decrease when

they feel threatened at the workplace and have more physical and psychological complaints. Subsequently, teachers do not impart quality instructions to the students. Sultana et al. (2012) claimed that stress factors stemmed from personal, professional, and financial dimensions of the teacher's life. They further divided them into 'inside-school' and the 'outside-school' sources of stress. The results noted lack of management support, job security, work overburden and lack of proper teacher training were the major sources of teachers' stress that resulted in severe impatience with students and a communication problem. This made teachers unable to deliver their lectures properly.

Stress and Workload

According to Madadzadeh et al. (2018), job stress and workload are associated and generally females suffer from higher levels of stress compared to men. However, the results also indicated that stress and workload did not necessarily have a significant relationship even though most of the respondents had a lot of workloads. Shabbir and Naqvi (2017) however reported a significant relationship between stress and workload. Moreover, stress also partially mediated the relationship between job burden and work performance of travel agents. Hence, increase in stress also lead to an increase in workload. Rahim et al. (2016) also had similar findings to Madadzadeh et al. (2018), as according to their study workload had no significant relationship with stress. Although, Mansour and Tremblay (2016) have emphasized workload as determinant of stress and revealed that employees who have work overload suffered from physical and mental exhaustion leading to work stress rendering them unable to maintain healthy levels of work life balance as well (Antoniou, et al., 2013).

Morgan and Craith (2015) also stated that changes in curriculum and increasing administrative duties such as need for more documentation increased stress level of teachers. Moreover, managing the needs and behavior of special need students in class also contribute to teachers' workload and subsequent stress (Ghani et al., 2014).

Stress and Supervisory support

Kang et al. (2017) have emphasized the importance of supervisory support in countering job stress of workers in different private and public sector industries in Korea. The study revealed feedback from supervisors increased stress levels amongst workers (Au & Ahmed, 2016). Even work

stressors such as work overload and work conflict were not generally reduced by supervisors. On the other hand, Yang et al. (2015) indicated a negative relationship between supervisor support and job stress which is also supported by the social capital theory suggesting that supervisors can help create an atmosphere of mutual respect and trust that reduces stress and anxiety. Respect in the form of inclusion in decision making and outward kindness reduced stress levels and allowed workers to function productively (Kang et al., 2017; Lambert et al., 2014; Ismail et al., 2013).

Stress and Work Life Balance

Mahajar and Yunus (2017) have studied the impact of maintaining work life balance on stress levels of employees in Selangor, Malaysia. They claimed that the employees that were able to dedicate proportionate amounts of time at home and the workplace suffered from marginal amount of stress at the workplace. Therefore, stress and work life balance have a negative relationship whereby maintaining work life balance reduces an employee's stress levels. Kaur (2017) has also explored the significance of work life balance in predicting mental stress and job satisfaction of bank employees however he suggested that work life balance and stress had an insignificant association.

Giauque et al. (2016) conceptualized Work life balance as a job resource which helps expatriates in adjusting and helps in reducing their stress levels associated with the employment. Employees who feel secure within their family life and work life and are able to manage both feel less anxious on the whole (Anwar et al., 2011). Zaheer et al., (2015) also investigated the association between work life balance and work stress among the female faculty members of Jamia Millia Islamia University and Delhi University and concluded that teachers who were able to maintain work life balance experienced less stress at the workplace (Brough & Pears, 2004).

Theoretical Framework

Based on the Conservation of Resources Theory, this study aims to analyze job performance of teachers in private educational organizations in Islamabad with respect to their workload, supervisory support and work life balance levels with stress as a mediator. On the basis of the Ayub et al. (2018), Zulkarnain et al. (2018) Saleem and Amin (2013) and Shabbir and Naqvi (2017) study, the following theoretical framework has been developed.

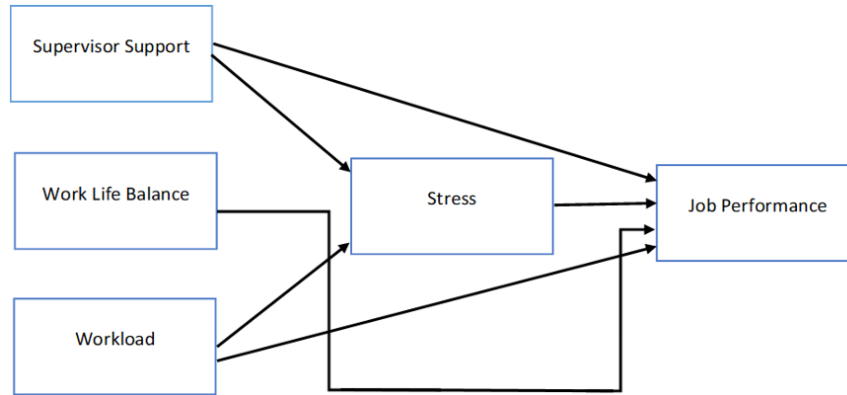


Figure 1: Theoretical Framework

Hypotheses

The research hypotheses of the study were as follows:

- H₁: Work life balance has positive effect on teachers' job performance
- H₂: Supervisory support has positive effect on job performance of teachers
- H₃: Workload has negative impact on teachers' job performance
- H₄: Stress mediates the relationship between workload and job performance
- H₅: Stress mediates the relationship between supervisory support and job performance
- H₆: Stress mediates the relationship between work life balance and Job performance

Research Methodology

This study has used quantitative approach to evaluate the relationship between workload, work life balance, supervisor support and job performance with the mediating effect of stress. The total population of teachers, working in private education sector was 18,508 (Pakistan Education Statistics, 2017). A sample size of 300 was chosen using the Morgan's Table. (Morgan & Krejcie, 1970) by using simple random sampling technique, a questionnaire was distributed to the participants in private sector educational institutes. All the participants were teachers, employed in private education institutes, in the area of Islamabad. Out of the 300 questionnaires distributed by hand and via email only 280 questionnaires were returned which constitutes 75% response rate. Private

institutions were quite reluctant to allow their teachers to fill out the questionnaire for this study. Teachers were especially hesitant to share any information about their supervisor. Therefore, collecting data was an extremely challenging task.

Instrumentation

In this study, the self-administered questionnaire was adopted from original study of Zulkarnain et al. (2018) to measure work life balance, workload and job performance using 15, 5, and 21 items respectively. Stress was measured using 49-item scale from the study of Kourmousi et al. (2015). Supervisor support was evaluated along 9-item scale adopted from the study of Poisat et al. (2014). All the items were measured along a 5-point Likert Scale anchored with strongly disagree (1) and strongly agree (5).

Results

The reliability test was run by observing the Cronbach's α value with the cut-off point of 0.50. The regression and correlation analysis were conducted to assess all the six hypothesizes regarding the impact of work life balance, workload, stress and supervisor support on job performance of teachers. Process test was run to evaluate whether stress mediated the workload, work life balance and supervisor support on job performance.

Table 1
Reliability of Questionnaire

	Cronbach's Alpha	N of Items
Job performance	.771	21
Supervisor support	.912	9
Work life balance	.833	14
Stress	.900	49

The Cronbach's Alpha is an overall reliability coefficient that measures how likely it is that the items are measuring the same construct. Hence, the acceptable value of reliability of the items needs to be above 0.7. With respect to the four variables in this study, it is noted that the items have high internal consistency as all the values are above 0.7, suggesting that the scale is reliable.

Table 2
Correlation Matrix

	1	2	3	4	5
JOB_P	-				
STRESS	.256**	-			
SUP_SUP	.485**	.063	-		
WORK_LB	.280**	.523**	.145*	-	
WORKLD	.192**	.284**	.049	.307**	-

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The table 2 depicts positive and significant correlation between job performance and supervisor support. This was the strongest correlation, $r = .485$, $n = 280$, $p < .001$. This result supports H_2 and confirms that supervisor support positively effects job performance. Work life balance also positively and significantly correlated with job performance thereby supporting H_1 . However, since the results indicated that workload positively and significantly varies with job performance, $r = .192$, $n = 280$, $p = .001$, this does not support H_3 and thus H_3 is rejected. Generally, there was a positive correlation between job performance and all three predictors. Increases in supervisor support, work life balance and workload were correlated with increase in job performance of teachers.

Stress as a mediator was also positively correlated with job performance, workload and work life balance. The correlations of stress on supervisor support were not significant however, $r = .063$, $n = 280$, $p = .293$. All the independent variables were also significantly correlated with each other the exception of supervisor support and workload, $r = .049$, $n = 280$, $p = .416$. However, regardless of these correlations between the predictor variables being significant none of these correlations are strong enough to suggest multicollinearity as all values of $r < .80$.

Regression Analysis

Multiple regression was carried out as well to predict the value of job performance based on the value of all three predictors i.e supervisor support, workload and work life balance.

Table 3
Analysis of Effect Size

	R	R Square	Std. Error
	.541a	.292	.37494

a. Predictors: (Constant), WORKLD, SUP_SUP, WORK_LB

The "R" column represents the value of multiple correlation coefficient which is extent of the quality of the prediction of job performance. A value of 0.541 indicates an adequate level of prediction. The "R Square" value or coefficient of determination determines the proportion of variance in job performance that can be explained by the independent variables. A value of 0.292 indicates that supervisor support, workload and work life balance explain 29.2% of the variability in job performance.

Table 4
Result of Model Fit

	Sum of Squares	df	Mean Square	F	P
Regression	16.029	3	5.343	38.007	.000
Residual	38.801	276	.141		
Total	54.830	279			

a. Dependent Variable: JOB_P

b. Predictors: (Constant), WORKLD, SUP_SUP, WORK_LB

The ANOVA table computes the overall regression model fit for the data. The table shows that the all three independent variables statistically significantly predict the job performance, $p < .001$ suggesting that the regression model is a good fit of the data.

Table 5
Regression Results of Effects of Supervisor Support, Workload and Work Life Balance on Job Performance

	Unstandardized Coefficients		Standardized Coefficients	t	p	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.3	.113		20.693	.000		
SUP_SUP	.20	.023	.454	8.863	.000	.979	1.021
WORK_LB	.11	.033	.179	3.337	.001	.889	1.125
WORKLD	.05	.024	.115	2.164	.031	.906	1.104

Unstandardized coefficients computed in the table above indicate the extent to which job performance modifies with any one independent variable when all other independent variables are held constant. So out of all three independent variables supervisor support creates the highest variance with $B_1 = .204$.

The t-value and the corresponding p-value computed in table 4.11, the coefficients of all three independent variables are statistically significant. It also addresses multicollinearity in the VIF (Variance Inflation Factor) column. Ideally VIF values need to be < 10.00 to disregard the assumption of multicollinearity. In this study, all values of VIF are below 10 thereby ensuring that there is no multicollinearity in the model.

Mediation Analysis

In the present study data is also analyzed using Mediation model which aims at calculating the indirect effect of X on Y through an intermediary mediator variable M. The mediator in this study was stress. PROCESS macro was used to evaluate percentile bootstrap estimation approach in conjunction with joint test of significance to test the mediational hypothesis.

Table 6

Mediation Results of Stress on Supervisor Support and Job Performance

Mediation	Standardized Indirect Effect	LLCI	ULCI
SP–Stress–JP	.0064	-.0052	.0225

Bias-Corrected bootstrap CI based on 5000 bootstrapping sample
95% Confidence Interval

From the results, it can be concluded that since supervisor support was not a significant predictor of stress as $p = .292$, hence, mediation did not take place. The indirect effect was also tested using a percentile bootstrap estimation approach with 5000 samples. These results indicated the indirect coefficient was non-significant as 95% CI = $-.0052, .0225$. So, there is a strong likelihood that 0 lies within the interval range thereby nullifying any chance of mediation. The mediational hypothesis H_5 is rejected and null hypothesis is accepted.

Table 7

Mediation Results of Stress on Work Life Balance and Job Performance

Mediation	Standardized Indirect Effect	LLCI	ULCI
WLB–Stress–JP	.0491	.0045	.1003

Bias-Corrected bootstrap CI based on 5000 bootstrapping sample
95% Confidence Interval

The hypothesis H_6 that stress mediates the effect of work life balance on job performance was also tested. Results indicated that work life balance was a significant predictor of stress, $p = .000$, and stress was a significant predictor of job performance, $p = .025$. Since in both cases $p < .05$, these results support the joint test of significance and thereby also support H_6 . The indirect effect was also tested using a percentile bootstrap estimation approach. These results indicated the indirect coefficient was significant, $B = .0491$, 95% CI = .0045, .1003. Thus, null hypothesis is rejected.

Table 8

Mediation Results of Stress on Workload and Job Performance

Mediation	Standardized Indirect Effect	LLCI	ULCI
WKL–Stress–JP	.0283	.0119	.0526

Bias-Corrected bootstrap CI based on 5000 bootstrapping sample
95% Confidence Interval

Mediation was further tested for H_4 to comprehend whether stress mediates the effect of workload on job performance of teachers. The table illustrates that workload significantly predicts stress, $p = .000$ and stress significantly predicts job performance, $p = .000$ thereby concluding that stress mediates the relationship. Furthermore, calculating bootstrap also indicates that 0 does not lie within the 95% interval thereby confirming the mediational hypothesis.

Discussion

This study has analyzed the impact of work life balance, workload and supervisor support on job performance of teachers working in private educational institutes within the vicinity of Islamabad. This investigation aimed to bridge the gap in the literature by exploring the relationships among supervisor support, workload and work life balance with the mediating effect of stress on job performance of Pakistani teachers. Previous studies have only focused on the impact of workload, work life balance and supervisor support individually with little attention paid to the mediating role of stress and how it can influence the performance of teachers. It was evident that stress acts as a mediator that influences workload and work life balance on teacher's job performance in academic institutes. Workload, supervisor support and work life balance were also strong indicators of performance (Ayub et al, 2018; Talukder et al, 2017; Akob, 2016).

These relationships were evaluated after collecting data from teachers working in private schools, colleges, universities and vocational institutions. The findings signify that the model fits the data and four out of six hypotheses were validated. These findings were supported by the Conservation of Resource theory that explores the evolutionary nature of human beings trying to acquire and conserve resources for successful output. Organizations that provide an array of resources such as helpful supervisors or flexible working conditions, buffer the effect of the loss of resources (stress) and enable their employees to perform better and remain positively motivated at the workplace. In fact, individuals employed in supportive organizations are also able to acquire and sustain enough resources to help them overcome unforeseen stressful situations in the future as well.

Recommendations for Future Research

The future research may test the model with other performance measures, evaluated by the colleagues, supervisor and students to make the result more comprehensive. Secondly, as the scope of the study was limited to the capital city of Pakistan, future research projects may incorporate other cities and collect longitudinal data to study long term psychological effects of supervisor support, workload and work life balance on performance. Since, private institutions are relatively different from public sector educational institutes, in future, a comparative analysis can be drawn between public and private educational institutions to fully comprehend the context of teachers' performance. Moreover, this research garnered the response rate of 75%, so an inclusion of a larger sampling pool would also assist in making the findings generally applicable.

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