



The Moderating Role of Organizational Support in the Relationship between Work-Life Balance and Job Performance: Evidence from Public Sector Universities in Khyber-Pakhtunkhwa, Pakistan

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Abstract— This research examines the impact of work-life balance on the job performance of academic faculty, with organizational support serving as a moderating variable. Data were collected from faculty members of public sector universities in Khyber Pakhtunkhwa (KPK) using a convenience sampling technique. This approach was considered appropriate due to the geographically dispersed population and limited resources. The results of correlation and regression analyses indicate that both work-life balance and organizational support are significant predictors of faculty job performance. Overall, the findings are consistent with existing literature and provide valuable insights for policymakers and university administrators. The research highlights the importance of fostering organizational support, managing workloads effectively, and offering flexible working conditions to enhance employee performance and well-being.

Keywords— work-life balance, job performance, organizational support

I. BACKGROUND

In the contemporary higher education environment, faculty performance has emerged as a critical determinant of institutional effectiveness, academic excellence, and societal progress. Universities increasingly rely on their academic staff not only for teaching and research but also for administrative responsibilities, student mentoring, and community engagement. Consequently, understanding the factors that influence faculty job performance has become a significant area of interest for researchers and policymakers. Among these factors, work-life balance has gained considerable attention as a key contributor to employee well-being and organizational effectiveness. According to Wong et al. (2020), work-life balance plays a vital role in enhancing employee productivity and overall job outcomes.

Work-life balance refers to an individual's ability to effectively manage and harmonize the demands of professional responsibilities and personal life commitments. It reflects the extent to which employees can achieve satisfaction and functioning in both domains without experiencing excessive conflict or stress (Beauregard & Henry, 2009). In the academic profession, maintaining this balance is particularly challenging due to the multifaceted nature of faculty roles. Academic staff are expected to excel in teaching, produce quality research, participate in administrative activities, engage in community service, and continuously update their professional knowledge and skills. These diverse responsibilities often create substantial pressure, making work-life balance an essential factor for sustaining faculty effectiveness and well-being (Bashir et al., 2022).



Fig.1: Work Life Balance

(Source: <https://upraise.io/blog/5-tips-to-achieve-healthy-work-life-balance/>)

The relationship between work–life balance and job performance has become a prominent topic in organizational and management research. Numerous empirical studies suggest that employees who successfully balance their professional and personal lives tend to exhibit higher levels of productivity, creativity, job satisfaction, and organizational commitment (Greenhaus & Beutell, 1985; Humayon et al., 2018). Job performance can be defined as the extent to which employees successfully execute tasks and responsibilities that contribute to organizational objectives. It encompasses both task performance, which relates to the fulfillment of formal job duties, and contextual performance, which includes discretionary behaviors that support the organizational environment and effectiveness (Sahin et al., 2021). Within higher education institutions, faculty job performance is typically evaluated through teaching effectiveness, research productivity, administrative contributions, and community engagement activities (Malik et al., 2023).

Although previous studies have established a positive relationship between work–life balance and job performance, this relationship may not be uniform across all organizational contexts. Various organizational factors can influence the strength and direction of this association. One such factor is perceived organizational support, which refers to employees' beliefs regarding the extent to which their organization values their contributions and cares about their well-being (Rhoades & Eisenberger, 2022; Batool & Sohail, 2022). Organizational support has

been identified as a critical factor in shaping employee attitudes and behaviors. According to Social Exchange Theory, employees tend to reciprocate favorable organizational treatment by demonstrating higher levels of commitment, engagement, and job performance (Caesens & Stinglhamber, 2014). Therefore, organizational support may strengthen the positive effects of work–life balance on employee performance by creating an environment that facilitates both professional success and personal well-being.



Fig.2: Organizational Support

(Source: <https://www.timechamp.io/glossary/perceived-organizational-support-pos>)

The significance of examining these relationships is particularly evident in the context of Pakistan's higher education sector. Over the past decade, Pakistani universities have undergone substantial transformation characterized by increased student enrollment, growing emphasis on research output, internationalization initiatives, and the implementation of performance-based evaluation systems (Sarwar & Panatik, 2020). While these developments have contributed to academic growth, they have also intensified workload pressures on faculty members. As a result, many academics struggle to balance their professional obligations with family and personal responsibilities. Furthermore, the socio-cultural environment of Pakistan places strong emphasis on family commitments and social expectations, which may further complicate the ability of faculty members to maintain an effective work–life balance (Rehman & Waheed, 2012).

Public sector universities in Khyber Pakhtunkhwa (KPK), including the University of Swabi and the University of Peshawar, play a crucial role in promoting higher education, human capital development, and regional socio-economic progress. These institutions serve a diverse student population and contribute significantly to knowledge creation and dissemination. Despite their importance, limited

empirical research has specifically examined the relationship between work–life balance and job performance among faculty members in these universities. Moreover, the moderating role of organizational support within this relationship remains largely unexplored. Understanding these dynamics is essential for developing effective human resource management strategies and institutional policies aimed at enhancing faculty well-being, job satisfaction, and performance (Huo et al., 2023).

The theoretical foundation of this study is grounded in Social Exchange Theory, which posits that employment relationships are based on reciprocal exchanges between employees and organizations. According to this perspective, employees respond positively when organizations demonstrate concern for their welfare and provide supportive working conditions (Iftikhar, 2023). When faculty members perceive that their institutions actively support work–life balance through flexible policies, manageable workloads, and supportive leadership, they are more likely to reciprocate with improved job performance and organizational commitment. Consequently, organizational support may serve as a moderating mechanism that enhances the positive influence of work–life balance while reducing the negative consequences of work-related stress and role conflict (Aziz et al., 2019).

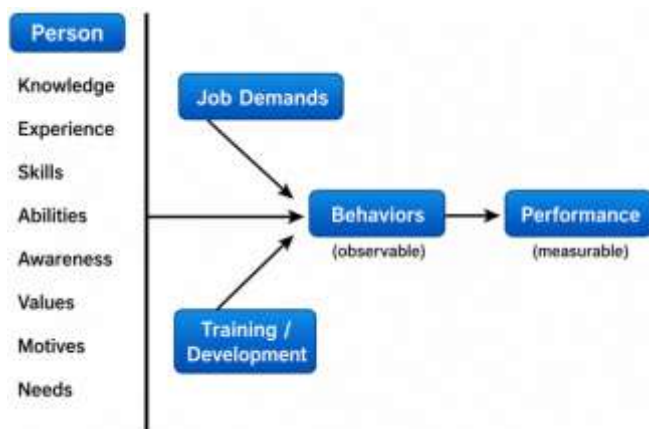


Fig.3: Job Performance Model

(Source:

<https://trainingindustry.com/articles/performance-management/key-factors-that-influence-job-performance-the-performance-pathway-model/>)

Despite the growing body of literature highlighting the importance of work–life balance and organizational support, significant research gaps remain. Most existing studies have been conducted in Western contexts, limiting the applicability of their findings to developing countries such as Pakistan, where cultural norms, organizational structures, and workplace expectations differ considerably (Khalid & Khan, 2024). Furthermore, few studies have investigated the moderating role of organizational support in the relationship between work–life balance and job performance within Pakistani higher education institutions, particularly in Khyber Pakhtunkhwa.

To address this gap, the present study investigates the impact of work–life balance on the job performance of faculty members in public sector universities of KPK, namely the University of Swabi and the University of Peshawar. Additionally, it examines the moderating role of organizational support in this relationship. By doing so, the study seeks to contribute to both theory and practice. Theoretically, it extends the application of Social Exchange Theory by exploring the interplay between work–life balance, organizational support, and job performance within the Pakistani higher education context. Practically, the findings will provide valuable insights for university administrators, policymakers, and human resource practitioners regarding the development of supportive workplace policies that promote faculty well-being and enhance organizational performance.

Ultimately, this research aims to support higher education institutions in addressing the growing challenges associated with faculty workload, employee well-being, and institutional effectiveness. By highlighting the importance of work–life balance and organizational support, the study contributes to ongoing efforts to create healthier, more productive, and sustainable academic work environments that benefit both employees and institutions alike.

II. LITERATURE REVIEW

Work–life balance has emerged as a significant concept in organizational and management literature, reflecting an individual's ability to effectively manage multiple life roles and responsibilities. The foundational work of Greenhaus and Beutell (1985)

conceptualized work–family conflict as a form of inter-role conflict that occurs when the demands of work and family become incompatible. Their framework provided a theoretical basis for understanding how competing responsibilities can negatively affect employees' well-being and performance. Over time, the concept of work–life balance has evolved beyond family-related concerns to encompass broader aspects of personal life, including leisure activities, physical and mental health, community participation, and personal development (Wong et al., 2020). Consequently, work–life balance is now regarded as a holistic construct that reflects the successful integration of professional and personal domains.

The importance of work–life balance has become particularly evident in higher education institutions due to the unique nature of academic work. Faculty members are expected to perform a wide range of duties, including teaching, research, administrative tasks, student supervision, and professional development. These responsibilities are often accompanied by irregular work schedules, extensive collaboration requirements, research pressures, and blurred boundaries between work and personal life (Kinman & Jones, 2008). As a result, maintaining a satisfactory balance between professional and personal responsibilities has become increasingly challenging for academics. In the Pakistani context, Humayon et al. (2018) found that factors such as supervisory support, favorable working conditions, and institutional policies significantly influence work–life balance among university employees. Their study demonstrated that supportive leadership and conducive work environments are essential for helping academic staff achieve a healthy balance between work and personal life.

Gender-related differences in work–life balance have also received considerable attention within higher education research. Studies suggest that male and female faculty members often experience work–life balance differently due to variations in societal expectations and family responsibilities. Sadaqat (2022), in a comprehensive study conducted in Lahore, found notable differences in how male and female academics manage their professional and personal obligations. Similarly, Bashir et al. (2022) explored the experiences of female academics in

Pakistani universities and identified cultural norms, family obligations, and institutional barriers as major challenges affecting their work–life balance. Their qualitative findings revealed that female faculty members frequently face additional pressures associated with balancing career advancement and traditional family roles, making work–life balance a more complex issue for women in academia.

Recent scholarly attention has also focused on the role of flexible working arrangements in promoting work–life balance. Flexible work schedules, remote working opportunities, and job-sharing arrangements have been recognized as effective mechanisms for reducing work-related stress and enhancing employee well-being. Aziz-Ur-Rehman et al. (2019) examined the impact of flexible work arrangements among university employees in public sector universities in Karachi and found that flexibility significantly improved employees' perceptions of work–life balance. These findings are particularly relevant to Pakistani universities, where traditional and rigid work structures often limit employees' ability to manage personal and professional commitments effectively.

Furthermore, the growing demands of academic work have prompted researchers to investigate the relationship between job demands and work–life balance. Sarwar and Panatik (2020) examined the effects of quantitative, emotional, and cognitive job demands on work-to-family conflict among Pakistani university faculty members. Their findings indicated that excessive workload, emotional labor, and intellectual demands significantly contributed to work–family conflict. The study highlighted the need for universities to adopt workload management strategies and support mechanisms that can help faculty members cope with increasing professional demands while maintaining a healthy work–life balance.

Job performance is a multidimensional construct that encompasses various behaviors and activities contributing to organizational goals. Within higher education institutions, faculty job performance extends beyond traditional teaching responsibilities to include research productivity, administrative contributions, student mentoring, and community engagement. Contemporary research distinguishes between task performance, which involves the

execution of core job responsibilities, and contextual performance, which includes discretionary behaviors that support organizational effectiveness and workplace harmony (Şahin et al., 2021). This broader perspective recognizes the diverse roles that faculty members play in achieving institutional success.

The assessment of faculty performance has evolved considerably over time. Malik et al. (2023) conducted a comprehensive study involving university teachers in Pakistan and found that job performance consists of multiple dimensions, including teaching quality, research output, student supervision, administrative involvement, and community service. Their findings also revealed a strong positive relationship between perceived organizational support and faculty performance across these dimensions. This suggests that supportive institutional environments contribute significantly to enhancing academic productivity and effectiveness.

Several organizational factors have been identified as determinants of faculty job performance in higher education institutions. Bibi and Akhtar (2020) investigated the influence of organizational structure on faculty performance across universities in Punjab, Pakistan. Their findings demonstrated that structural characteristics such as centralization, formalization, and organizational complexity significantly affect employee performance. The study emphasized the importance of designing organizational structures that provide faculty members with sufficient autonomy while maintaining adequate institutional support.

Work–family conflict has also been recognized as an important factor influencing job performance in educational settings. Urooj et al. (2023) examined the relationship between work–family conflict and job performance among female educators and found that conflicts arising from competing work and family demands negatively affected performance outcomes. Their study further highlighted that insufficient organizational support exacerbated these negative effects, underscoring the importance of supportive workplace policies and practices.

In addition, high-performance work systems have emerged as a significant determinant of employee productivity in higher education. Shahid et al. (2022) examined employees working in public and private

universities and found that effective human resource practices, combined with strong organizational support, significantly enhanced employee performance. These findings suggest that institutional policies aimed at employee development and support can contribute substantially to faculty effectiveness and overall organizational success.

The concept of organizational support is rooted in Organizational Support Theory, which posits that employees develop general beliefs regarding the extent to which their organization values their contributions and cares about their well-being (Rhoades & Eisenberger, 2002). According to the theory, employees who perceive higher levels of support from their organizations are more likely to reciprocate through increased commitment, engagement, and performance. This reciprocal relationship is grounded in the principles of Social Exchange Theory, which emphasizes mutual obligations between employees and organizations.

Empirical evidence from the educational sector provides strong support for the importance of perceived organizational support. Batool and Sohail (2022) examined the relationship between organizational support, job commitment, and job satisfaction among female educators in Lahore. Their findings demonstrated that organizational support positively influenced both job commitment and job satisfaction, highlighting the importance of supportive work environments in educational institutions. The study also provided valuable insights into the experiences of women working in academic settings.

The relationship between organizational support and employee engagement has also been widely investigated. Saeed and Choudhary (2021), in a study involving secondary school teachers in Punjab, found that perceived organizational support significantly predicted work engagement. Employees who perceived greater organizational support reported higher levels of dedication, vigor, and concentration in their work activities. These findings suggest that supportive institutional environments can foster greater employee motivation and commitment, ultimately contributing to improved performance.

Recent studies have further explored organizational support as a moderating factor in various

organizational relationships. Shahid et al. (2022) found that organizational support significantly enhanced the effectiveness of high-performance work systems in improving employee performance. Similarly, Malik et al. (2024) investigated the relationship between organizational support and teacher effectiveness in Khyber Pakhtunkhwa and reported that organizational support improved effectiveness through enhanced resource availability, greater autonomy, and increased professional development opportunities. Collectively, these studies highlight the central role of organizational support in fostering positive employee outcomes within educational institutions.

The present study is grounded in Social Exchange Theory, which provides a strong theoretical basis for examining the moderating role of organizational support in the relationship between work-life balance and job performance. According to this theory, employees respond positively to favorable organizational treatment by demonstrating greater commitment, motivation, and performance (Caesens & Stinglhamber, 2014). Organizational support serves as a contextual resource that can either strengthen or weaken the impact of individual experiences on workplace outcomes. Specifically, supportive organizational environments can provide employees with the resources and flexibility necessary to manage work-life challenges while maintaining high levels of performance.

Empirical evidence increasingly supports the moderating role of organizational support in educational settings. Iftikhar (2023) examined faculty members in Pakistani universities and found that organizational support significantly influenced the relationship between work-life balance and academic outcomes. The findings suggested that supportive institutions can reduce the adverse effects of work-life conflicts and enhance positive performance-related outcomes. These results reinforce the argument that organizational support functions as a critical mechanism through which employees cope with competing professional and personal demands.

International studies have produced similar findings. Huo et al. (2023), in a large-scale investigation across multiple industries, found that organizational support significantly moderated the relationship between work-life conflict and job performance. Employees

working in supportive organizational environments experienced fewer negative consequences of work-life conflict and maintained higher levels of job performance. This evidence suggests that organizational support can act as a protective factor that buffers employees against workplace stressors.

Furthermore, organizational support influences the work-life balance-performance relationship through several mechanisms. Supportive organizations provide practical resources, flexible policies, emotional assistance, and a psychologically safe environment where employees can openly discuss work-life challenges (Beauregard & Henry, 2009). In higher education institutions, these mechanisms are particularly important because faculty members must continuously balance teaching responsibilities, research obligations, administrative duties, and personal commitments. Consequently, organizational support is expected to strengthen the positive relationship between work-life balance and job performance by enabling faculty members to effectively manage their diverse responsibilities while maintaining high levels of professional effectiveness.

Research Gap

Despite the growing body of literature on work-life balance, job performance, and organizational support, several gaps remain in the existing research. First, most studies examining the relationship between work-life balance and job performance have been conducted in Western countries, limiting the generalizability of their findings to developing countries such as Pakistan, where cultural norms, family structures, and workplace expectations differ significantly. Second, although previous studies have investigated work-life balance and organizational support independently, limited empirical evidence exists regarding the moderating role of organizational support in the relationship between work-life balance and job performance within higher education institutions.

Furthermore, existing studies in Pakistan have primarily focused on work-life balance among university employees, gender-related challenges, or organizational support and employee satisfaction separately. Very few studies have examined these variables within a single integrated framework. In particular, there is a scarcity of research investigating

how organizational support influences the strength of the relationship between work–life balance and job performance among faculty members in public sector universities of Khyber Pakhtunkhwa (KPK). Given the increasing workload pressures, performance-based evaluations, and changing demands in higher education institutions, understanding this relationship is crucial for both academic and practical purposes.

Therefore, this study seeks to fill this gap by examining the impact of work–life balance on faculty job performance and investigating the moderating role of organizational support among academic staff working in public sector universities of KPK, Pakistan.

Research Objectives

1. To examine the effect of work–life balance on the job performance of faculty members in public sector universities of KPK.
2. To determine the effect of organizational support on the job performance of faculty members in public sector universities of KPK.
3. To examine the relationship between work–life balance and organizational support among faculty members.
4. To investigate the moderating role of organizational support in the relationship between work–life balance and job performance.
5. To provide recommendations for university administrators and policymakers to enhance faculty performance through supportive organizational practices and improved work–life balance initiatives.

Research Questions

1. What is the effect of work–life balance on the job performance of faculty members in public sector universities of KPK?
2. What is the relationship between organizational support and job performance among faculty members?
3. Is there a significant relationship between work–life balance and organizational support?
4. Does organizational support moderate the relationship between work–life balance and job performance?

5. How can universities improve faculty job performance through organizational support and work–life balance practices?

III. RESEARCH METHODOLOGY

- *Research Design*

This study adopts a quantitative research approach using a cross-sectional survey design. The quantitative approach is appropriate because it allows the researcher to examine relationships among variables and test hypotheses using statistical techniques.

- *Population of the Study*

The target population comprises of academic faculty members working in public sector universities in Khyber Pakhtunkhwa, Pakistan, particularly the University of Swabi and the University of Peshawar. Faculty members from different academic ranks and departments were included in the study.

- *Sampling Technique*

A convenience sampling technique was employed to select respondents. This method is suitable because faculty members were geographically dispersed and access to respondents was constrained by time and resource limitations.

- *Sample Size*

The sample size was determined based on accessibility and response rate. However, a sample of approximately 200–300 faculty members was used to ensure sufficient statistical power for regression and moderation analyses.

- *Data Collection Method*

Primary data was collected through a structured questionnaire. The questionnaire consisted of previously validated measurement scales adapted from relevant literature.

- *Measurement of Variables*

Work–Life Balance (Independent Variable): Measured using established work–life balance scales adapted from previous studies.

Job Performance (Dependent Variable): Measured through faculty perceptions of teaching effectiveness, research productivity, administrative contributions, and overall job performance.

Organizational Support (Moderating Variable): Measured using the Perceived Organizational Support (POS) scale developed by Eisenberger and colleagues.

Responses were recorded using a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree.

- *Data Analysis Techniques*

Data was analyzed using SPSS. The following analyses were conducted:

- Descriptive Statistics (Mean, Standard Deviation, Frequency Distribution)
- Reliability Analysis (Cronbach's Alpha)
- Correlation Analysis
- Multiple Regression Analysis
- Moderation Analysis to test the moderating effect of organizational support on the relationship between work-life balance and job performance.

- *Theoretical Framework*

- Independent Variable (IV): Work-Life Balance
 - Dependent Variable (DV): Job Performance
 - Moderating Variable (MV): Organizational Support
- *Hypotheses*

H1: Work-life balance has a significant positive effect on faculty job performance.

H2: Organizational support has a significant positive effect on faculty job performance.

H3: Work-life balance is positively associated with organizational support.

H4: Organizational support significantly moderates the relationship between work-life balance and job performance such that the relationship becomes stronger when organizational support is high.

Conceptual Model



Fig.4: Conceptual Model

Data Analysis

The collected data was analyzed using the Statistical Package for Social Sciences (SPSS) Version 26. Prior to hypothesis testing, the data was screened for missing values, outliers, and normality to ensure the accuracy and reliability of the results. The analysis was conducted in several stages to address the research objectives and test the proposed hypotheses.

- *Descriptive Statistics*

Descriptive statistics were used to summarize the demographic characteristics of respondents, including gender, age, academic qualification, academic rank, teaching experience, and university affiliation. Measures such as frequency, percentage, mean, and standard deviation were calculated to provide an overview of the sample and the distribution of study variables.

- *Reliability Analysis*

The internal consistency of the measurement scales was assessed using Cronbach's Alpha coefficient. According to Nunnally (1978), a Cronbach's Alpha value of 0.70 or higher indicates acceptable reliability. Reliability analysis will be performed for the scales measuring Work-Life Balance, Organizational Support, and Job Performance.

Table 1: Reliability Analysis

Variable	Expected Cronbach's Alpha
Work-Life Balance	≥ 0.70
Organizational Support	≥ 0.70
Job Performance	≥ 0.70

- Correlation Analysis

Pearson Product-Moment Correlation analysis was conducted to examine the strength and direction of relationships among Work-Life Balance, Organizational Support, and Job Performance. This analysis provided preliminary evidence regarding the associations between the study variables and assessing the potential for multicollinearity.

- Interpretation of Correlation Coefficients

Table 2: Correlation Coefficients Interpretation

Correlation Coefficient (r)	Interpretation
0.00 – 0.19	Very Weak
0.20 – 0.39	Weak
0.40 – 0.59	Moderate
0.60 – 0.79	Strong
0.80 – 1.00	Very Strong

IV. DISCUSSION

The primary objective of this research was to examine the impact of work-life balance on the job performance of faculty members in public sector universities of Khyber Pakhtunkhwa (KPK), Pakistan, and to investigate the moderating role of organizational support in this relationship. The findings revealed that work-life balance and organizational support are significant predictors of job performance, while organizational support also strengthens the positive relationship between work-life balance and job performance. These findings provide empirical support for the proposed theoretical framework and contribute to the growing body of literature on employee well-being and performance in higher education institutions.

The results supported the first hypothesis (H1), which proposed that work-life balance has a significant positive effect on faculty job performance. Faculty members who reported higher levels of work-life balance also demonstrated higher levels of job performance. This finding suggests that when academic staff are able to effectively manage their professional responsibilities alongside their personal and family commitments, they are more productive, motivated, and capable of fulfilling their academic roles. The result is consistent with the findings of

Greenhaus and Beutell (1985), Humayon et al. (2018), and Wong et al. (2020), who reported that employees experiencing better work-life balance exhibit improved performance outcomes and greater organizational commitment. Within the context of Pakistani universities, where faculty members often face heavy teaching loads, research pressures, and administrative responsibilities, achieving a satisfactory balance between work and personal life appears to be a crucial factor in enhancing performance.

The findings also supported the second hypothesis (H2), indicating that organizational support has a significant positive effect on job performance. Faculty members who perceived higher levels of support from their institutions reported better job performance than those who perceived lower levels of support. This result is consistent with Organizational Support Theory, which suggests that employees reciprocate favorable treatment from their organizations through increased commitment, engagement, and productivity (Rhoades & Eisenberger, 2002). The findings are further aligned with previous studies by Batool and Sohail (2022), Malik et al. (2023), and Saeed and Choudhary (2021), which found that organizational support positively influences employee satisfaction, engagement, and effectiveness. In academic settings, organizational support may take the form of manageable workloads, professional development opportunities, adequate resources, supportive leadership, and flexible workplace policies, all of which contribute to improved faculty performance.

The third hypothesis (H3) proposed a positive association between work-life balance and organizational support. The correlation analysis revealed a significant positive relationship between these variables, indicating that faculty members who perceived greater organizational support also reported higher levels of work-life balance. This finding suggests that supportive institutional environments facilitate employees' ability to manage competing work and family demands. Universities that provide flexible work arrangements, supportive supervisors, and employee-centered policies can help faculty members reduce role conflicts and achieve a healthier balance between their professional and personal lives. This result supports the findings of

Humayon et al. (2018) and Aziz-Ur-Rehman et al. (2019), who emphasized the role of supportive organizational practices in promoting work-life balance among university employees.

The most significant contribution of this study relates to the fourth hypothesis (H4), which examined the moderating role of organizational support in the relationship between work-life balance and job performance. The moderation analysis revealed that organizational support significantly strengthens the positive effect of work-life balance on job performance. Specifically, the relationship between work-life balance and job performance was stronger among faculty members who perceived higher levels of organizational support. This finding suggests that organizational support acts as a valuable contextual resource that enables employees to translate work-life balance into improved performance outcomes more effectively.

This result provides strong support for Social Exchange Theory (Caesens & Stinglhamber, 2014), which argues that employees respond positively when organizations demonstrate concern for their well-being. Faculty members who perceive that their institutions value their contributions and provide support for managing work and personal responsibilities are more likely to reciprocate through enhanced performance and commitment. The finding is also consistent with previous studies by Iftikhar (2023) and Huo et al. (2023), which found that organizational support serves as a protective mechanism that mitigates the negative effects of work-related stress and work-life conflict while strengthening positive workplace outcomes.

From a theoretical perspective, this study contributes to the literature by extending the application of Social Exchange Theory within the higher education sector of Pakistan. While previous studies have largely focused on direct relationships between work-life balance, organizational support, and job performance, the present study demonstrates that organizational support plays a crucial moderating role in enhancing the effectiveness of work-life balance initiatives. The findings therefore provide a more comprehensive understanding of the mechanisms through which faculty performance can be improved in academic institutions.

From a practical standpoint, the findings highlight the importance of developing supportive organizational environments within public sector universities. University administrators and policymakers should consider implementing flexible work schedules, reducing excessive workloads, providing adequate research support, enhancing supervisory relationships, and promoting employee well-being initiatives. Such measures can help faculty members maintain a healthy work-life balance while simultaneously improving their job performance. Given the increasing demands placed on academic staff in Pakistan's higher education sector, these interventions may contribute significantly to faculty satisfaction, retention, productivity, and overall institutional effectiveness.

Overall, the findings of this study demonstrate that work-life balance and organizational support are critical determinants of faculty job performance. More importantly, organizational support enhances the positive influence of work-life balance on performance, highlighting its strategic importance in fostering a productive and sustainable academic work environment. These findings underscore the need for higher education institutions in Pakistan to prioritize employee well-being and supportive workplace practices as essential components of organizational success.

V. CONCLUSION

This research examined the impact of work-life balance on the job performance of faculty members in public sector universities of Khyber Pakhtunkhwa (KPK), Pakistan, while also investigating the moderating role of organizational support in this relationship. Drawing upon Social Exchange Theory, the study sought to understand how employees' ability to balance their professional and personal responsibilities influences their performance and how organizational support enhances this relationship.

The findings revealed that work-life balance has a significant positive effect on faculty job performance, indicating that academic staff who successfully manage the demands of work and personal life are more likely to perform effectively in their professional roles. The study further demonstrated that organizational support is a significant predictor of job

performance, suggesting that faculty members who perceive higher levels of support from their institutions exhibit greater commitment, motivation, and productivity. Additionally, a positive association was found between work-life balance and organizational support, highlighting the importance of supportive organizational environments in helping employees maintain a healthy balance between their professional and personal lives.

Most importantly, the study confirmed the moderating role of organizational support in the relationship between work-life balance and job performance. The results indicated that the positive effect of work-life balance on job performance becomes stronger when employees perceive greater organizational support. This finding emphasizes that organizational support functions as a strategic resource that enables faculty members to cope with workplace pressures, manage competing responsibilities, and translate positive work-life experiences into improved performance outcomes.

The study contributes to the existing literature by extending the application of Social Exchange Theory within the context of higher education institutions in Pakistan. It addresses a significant research gap by providing empirical evidence from public sector universities in KPK, where limited research has examined the combined effects of work-life balance and organizational support on faculty performance. The findings enrich the understanding of how organizational factors influence employee well-being and effectiveness in academic settings.

From a practical perspective, the study underscores the need for university administrators and policymakers to create supportive work environments that promote employee well-being. Institutions should adopt policies that encourage flexible working arrangements, equitable workload distribution, professional development opportunities, supportive leadership practices, and employee assistance programs. Such initiatives can help faculty members achieve a healthier work-life balance, thereby enhancing their job performance and overall institutional effectiveness.

In conclusion, the success of higher education institutions depends not only on academic resources and infrastructure but also on the well-being and

productivity of their faculty members. By fostering work-life balance and strengthening organizational support systems, universities can create a more motivated, engaged, and high-performing academic workforce. Therefore, promoting supportive workplace practices should be regarded as a strategic priority for achieving sustainable organizational success and improving the quality of higher education in Pakistan.

VI. FUTURE RESEARCH

While this study contributes to understanding the relationship between work-life balance, organizational support, and job performance among faculty members in public sector universities of Khyber Pakhtunkhwa, several opportunities exist for future research. First, future studies should expand the scope by including faculty members from private universities and other provinces of Pakistan to enhance the generalizability of the findings. Second, longitudinal research designs could be employed to examine how changes in work-life balance and organizational support influence job performance over time, thereby providing stronger evidence of causal relationships. Third, future researchers may explore additional mediating and moderating variables such as job satisfaction, employee engagement, psychological well-being, leadership style, organizational culture, and work stress to develop a more comprehensive understanding of the factors affecting faculty performance. Moreover, comparative studies examining gender, academic rank, and disciplinary differences may provide deeper insights into how work-life balance challenges vary across different groups of academics. Finally, qualitative or mixed-method approaches could be utilized to capture the lived experiences of faculty members and uncover contextual factors that may not be adequately reflected through quantitative surveys. Such investigations would further enrich the literature and assist policymakers in developing more effective strategies for improving employee well-being and performance in higher education institutions.

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