A CONCEPTUAL PAPER: THE IMPACT OF WORK-LIFE BALANCE DIMENSIONS ON JOB PERFORMANCE AMONG FACULTY MEMBERS AT PRIVATE UNIVERSITY IN MALAYSIA, THE MEDIATING ROLE OF PERCEIVED ORGANIZATIONAL SUPPORT

Mohamad Raziz Bin Jaini*
Universiti Teknologi MARA, Faculty of Business Management, 40450 Shah Alam
razeez82@gmail.com

Nor Intan Adha Binti Hafit
Universiti Teknologi MARA, Faculty of Business Management, 40450 Shah Alam

Azura Binti Abdul Rahman
Universiti Teknologi MARA, Faculty of Business Management, 40450 Shah Alam

Wan Maisara Binti Wan Mohamad
Universiti Teknologi MARA, Faculty of Business Management, 40450 Shah Alam

Abstract: Work-life balance (WLB) has become a critical issue in higher education, particularly in Malaysian private universities where academic staff face increasing demands in teaching, research, and administrative responsibilities. Recent studies highlight that Malaysian academics experience high workload intensity and role conflict, which significantly affects their well-being and job performance (Ismail et al., 2024; Nasir et al., 2025). Despite extensive research, existing literature presents several gaps. Most studies treat WLB as a unidimensional construct and overlook its multidimensional nature, including both conflict (WIF, FIW) and enrichment (WFE, FWE) dimensions. Furthermore, limited empirical research has focused specifically on faculty members in Malaysian private universities, which operate in a competitive, performance-driven environment. Additionally, insufficient attention has been given to the mediating role of perceived organizational support (POS) in explaining how WLB influences job performance. This conceptual paper proposes an integrated framework examining the impact of WLB dimensions on job performance, with POS as a mediating variable. The framework is grounded in Organizational Support Theory (Eisenberger et al., 1986), Role Conflict Theory (Kahn et al., 1964), Work–Family Enrichment Theory (Greenhaus & Powell, 2006), and Social Exchange Theory (Blau, 1964). Conflict-based dimensions are expected to negatively influence job performance, whereas enrichment-based dimensions are expected to enhance performance outcomes. Methodologically, this study adopts a quantitative cross-sectional design using stratified random sampling among academic staff in Malaysian private universities. A sample size of 200–350 respondents is targeted, consistent with recommendations for PLS-SEM analysis (Hair et al., 2021). Measurement instruments are adapted from established scales including Carlson et al. (2006), Eisenberger et al. (1986), and Koopmans et al. (2014). This study contributes theoretically by integrating multidimensional WLB constructs with POS as a mediating mechanism. Practically, it provides actionable insights for university management, including flexible workload policies, leadership support, and well-being initiatives to enhance academic performance. The framework offers a foundation for future empirical studies in the Malaysian higher education context.

Keywords: Work-life Balance, Perceived Organizational Support, Job Performance, Private Universities, Malaysia

1. Introduction

Higher education institutions rely heavily on the performance and commitment of academic staff. Faculty members are responsible for delivering teaching excellence, producing research output, supervising students, and contributing to institutional governance. In Malaysia, the rapid expansion of private universities has intensified competition for students, funding, and international recognition. As a result, academic staff face increasing pressure to meet performance indicators related to teaching quality, publication output, and institutional service. These demands often extend beyond normal working hours and create blurred boundaries between work and personal life. Lecturers frequently spend additional time preparing lectures, grading assignments, conducting research, and responding to

student needs. Over time, these pressures may disrupt work–life balance and negatively influence well-being and productivity. Consequently, understanding how work–life balance affects academic performance has become an important research focus in higher education studies. Work–life balance refers to an individual's ability to manage responsibilities across work and family domains. Contemporary literature conceptualizes work-life balance as a multidimensional construct that includes both conflict-based and enrichment-based interactions. Work interference with family and family interference with work represent negative spillover between domains, whereas work-to-family enrichment and family-to-work enrichment represent positive spillover processes. However, the relationship between work-life balance and job performance may depend on institutional support. Perceived organizational support reflects employees' beliefs that their organization values their contributions and cares about their well-being. When faculty members perceive strong institutional support, they are more likely to reciprocate through increased motivation and improved job performance.

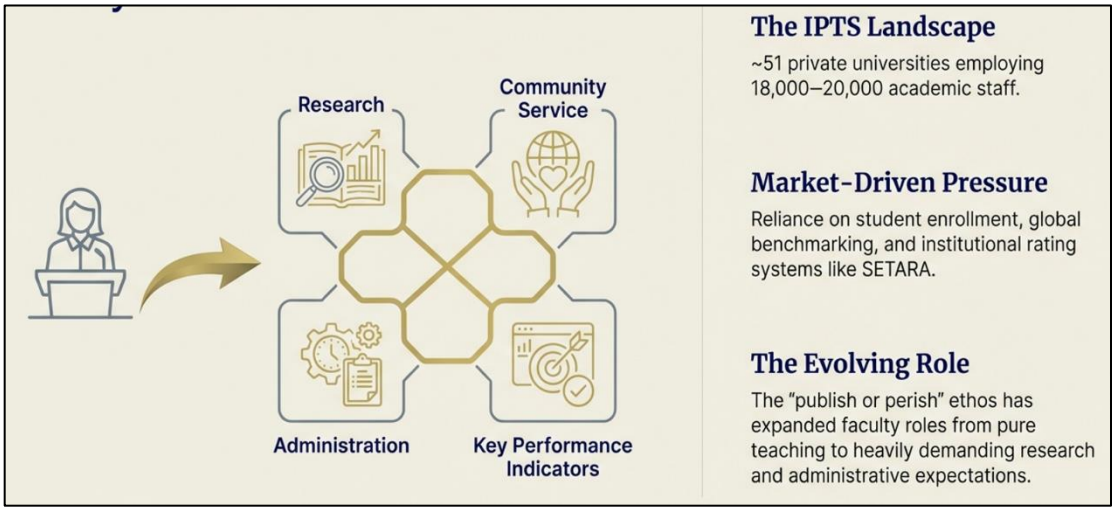


Figure 1: The High-Stakes Environment of Malaysian Private Universities

2. Literature Review

Research on academic work environments indicates that lecturers often experience high workload intensity due to teaching responsibilities, research expectations, and administrative duties. Studies conducted in Malaysian universities report that academic staff frequently experience role overload and work-family conflict, which can lead to burnout and reduced productivity. Role Conflict Theory suggests that individuals occupying multiple roles may experience stress when expectations from different roles become incompatible. In academic contexts, work interference with family may occur when teaching preparation or research deadlines disrupt family responsibilities. Conversely, family interference with work may occur when personal commitments reduce time available for academic tasks. In contrast, Work-Family Enrichment Theory suggests that experiences in one domain may generate resources that enhance outcomes in another domain. Positive interactions between work and family roles can strengthen psychological resources such as motivation, emotional stability, and confidence. For academics, supportive family environments may improve concentration and engagement at work, while professional achievements may contribute positively to family well-being. Perceived organizational support plays a critical role in shaping employee behavior. According to Organizational Support Theory, employees form perceptions regarding how much their organization values their contributions. When faculty members perceive high levels of institutional support, they tend to reciprocate through stronger commitment and improved job performance. Empirical research among Malaysian lecturers indicates that institutional support mechanisms such as flexible scheduling, research grants, mentoring opportunities, and fair workload allocation significantly improve academic well-being and productivity. These findings highlight the importance of examining perceived organizational support as a mediating mechanism linking work-life balance and job performance.

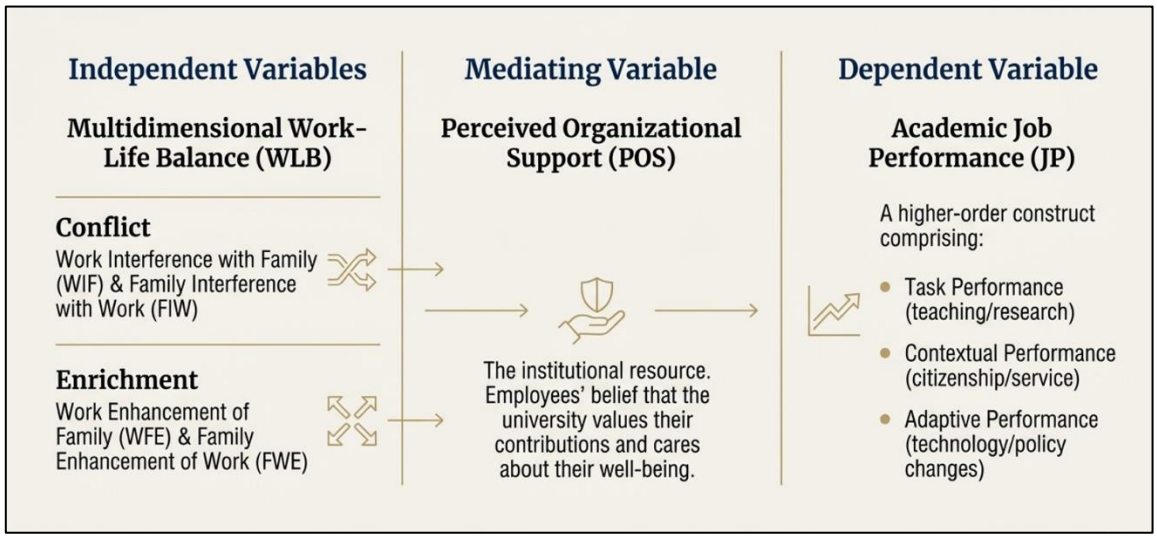


Figure 2: Deconstructing of Variables

3. Conceptual Framework

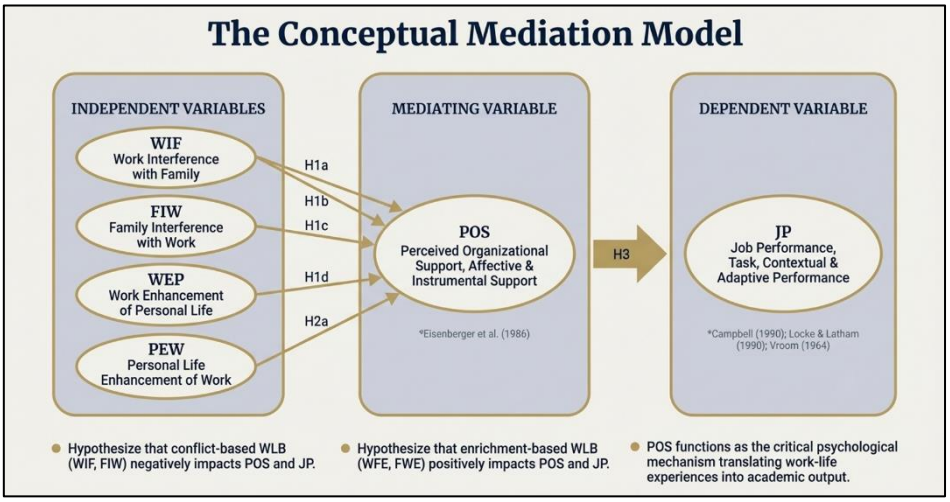


Figure 3: Illustration of the conceptual framework examining WLB dimensions (WIF, FIW, WFE, FWE) influencing Job Performance through POS

4. Hypothesis Development

Based on Role Conflict Theory, work interference with family and family interference with work are expected to negatively influence perceived organizational support and job performance because persistent role conflict reduces psychological resources required for effective work behavior. Conversely, enrichment-based dimensions such as work-to-family enrichment and family-to-work enrichment are expected to positively influence perceived organizational support and job performance because positive spillover processes enhance motivation, engagement, and emotional well-being. Organizational Support Theory further suggests that employees who perceive high levels of institutional support are more likely to reciprocate through improved performance. Therefore, perceived organizational support is expected to mediate the relationship between work-life balance and job performance.

5. Methodology

This study adopts a quantitative cross-sectional research design. The target population consists of faculty members employed in Malaysian private universities. Stratified random sampling will be used to ensure representation across institutions and geographical regions. The expected sample size ranges between 200 and 350 respondents, which satisfies recommended requirements for Partial Least Squares Structural Equation Modeling. Measurement instruments will be adapted from established scales. Work-life balance dimensions will be measured using items adapted from Carlson et al. (2006). Perceived organizational support will be measured using the Survey of Perceived Organizational Support developed by Eisenberger et al. (1986). Job performance will be measured using items adapted from the Individual Work Performance Questionnaire developed by Koopmans et al. (2014). Data analysis will be conducted using PLS-SEM. The analysis will follow a two-stage procedure. First, the measurement model will be assessed to evaluate reliability and validity using Cronbach's alpha, composite reliability, average variance extracted, and discriminant validity. Second, the structural model will be evaluated by examining path coefficients, coefficient of determination, predictive relevance, and bootstrapping procedures to test mediation effects.

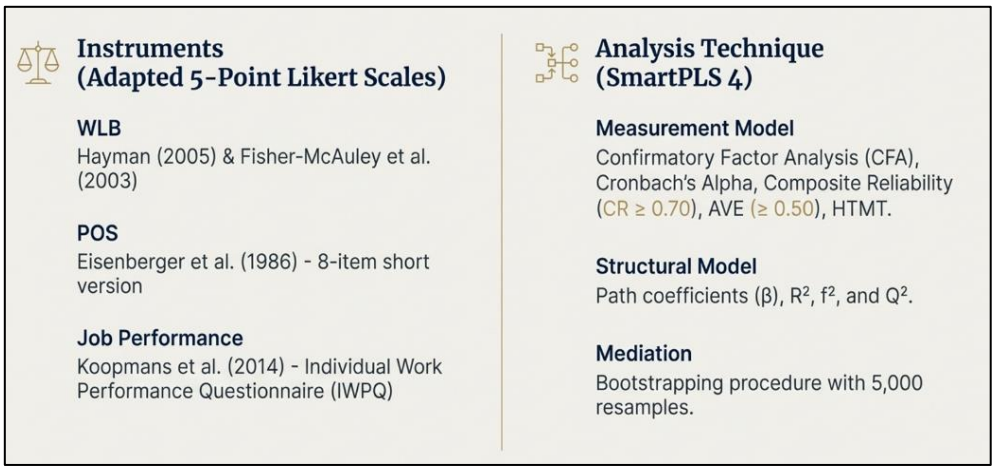


Figure 4: Instruments and Data Analysis Plan

6. Conclusion

This study investigates how multidimensional work-life balance influences job performance among faculty members in Malaysian private universities. By examining perceived organizational support as a mediating mechanism, the research contributes to understanding how institutional environments shape academic well-being and performance. The findings are expected to provide valuable insights for university administrators seeking to develop supportive policies that enhance faculty motivation, reduce burnout, and improve institutional effectiveness.

References

Allen, T. D., French, K. A., Dumani, S., & Shockley, K. M. (2023). Work-family conflict and employee well-being: A review and future research agenda. Journal of Organizational Behaviour, 44(2), 145–162. https://doi.org/10.1002/job.2675

Amstad, F. T., Meier, L. L., Fasel, U., Elfering, A., & Semmer, N. K. (2011). A meta-analysis of work-family conflict and various outcomes with a special emphasis on cross-domain versus matching-domain relations. Journal of Occupational Health Psychology, 16(2), 151–169. https://doi.org/10.1037/a0022170

Carlson, D. S., Kacmar, K. M., & Williams, L. J. (2006). Construction and initial validation of a multidimensional measure of work-family conflict. Journal of Vocational Behavior, 56(2), 249-276. https://doi.org/10.1006/jvbe.1999.1713

Campbell, J. P. (1990). Modelling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), Handbook of industrial and organizational psychology (Vol. 1, 2nd ed., pp. 687–732). Palo Alto, CA: Consulting Psychologists Press.

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. Journal of Applied Psychology, 71(3), 500–507. https://doi.org/10.1037/0021-9010.71.3.500

Fisher-McAuley, G., Stanton, J. M., Jolton, J. A., & Gavin, J. (2003). Modelling the relationship between work–life balance and organizational outcomes. In Proceedings of the Annual Conference of the Society for Industrial-Organizational Psychology (pp. 1–26).

Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. Academy of Management Review, 31(1), 72–92. https://doi.org/10.5465/amr.2006.19379625

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2019). A primer on partial least squares structural equation modeling (PLS-SEM) (2nd ed.). Sage Publications.

Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). Partial least squares structural equation modeling (PLS-SEM) using R: A workbook. Springer. https://doi.org/10.1007/978-3-030-80519-7

Ismail, A., et al. (2024). Work-life balance among Malaysian academics. Journal of Higher Education Studies.

Hayman, J. (2005). Psychometric assessment of an instrument designed to measure work-life balance. Research and Practice in Human Resource Management, 13(1), 85–91.

Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., de Vet, H. C. W., & van der Beek, A. J. (2014). Construct validity of the Individual Work Performance Questionnaire. Journal of Occupational and Environmental Medicine, 56(3), 331–337. https://doi.org/10.1097/JOM.0000000000000113

Locke, E. A., & Latham, G. P. (1990). Theory of goal setting and task performance. Englewood Cliffs, NJ: Prentice Hall.

Nasir, M., et al. (2025). Academic burnout in Malaysian universities. *Higher Education Research Journal.*

Vroom, V. H. (1964). *Work and motivation*. New York, NY: Wiley.