Impact of Work Life Balance, Workload and Supervisory Support on Teachers' Job Performance with Mediating Role of Stress: A Case of Private Institutions

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ABSTRACT

Education plays a significant role in the development of a country. One of the main stakeholders of the education sector are teachers who may transform and prepare the students in a productive manner. To achieve this strategic goal, it is indispensable to have a healthy environment in education sector. Main objective of the present study is to analyze 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, survey method approach has been used to collect the data through questionnaire. 300 questionnaires were distributed among the faculty members of private educational institutions in Islamabad. To ascertain empirical results, regression, correlation and mediation analyses have been conducted. Main results indicate 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. Workload has a significant effect on teacher's performance. Another significant result is that stress played positive role as a mediator between workload and job performance as well as work life balance and job performance. Main implication of the study is to signify and refine the role of teachers in primary education system in Islamabad. If the teachers are overburdened, then their work life balance would be disturbed and their performance will affect drastically. This study highlights key factors like supervisory support, workload and work life balance which are playing significant role in job performance of teachers. The management of private institutions may concentrate these factors for attaining better results from teachers.

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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 perquisite 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 agenda 2030 (SDG) 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 Federal Education and Professional Training, 2017).

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 262.1 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 (Ailaan, 2014).

The education sector depends on the quality of teachers because 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. (Aliaan, 2014) asserts that these teachers are highly motivated to improve their performance however lack of teaching aid and excessive work load tends to hamper their performance. Teacher's performance in private schools is also deteriorating as teachers are unable to reach their full potential due to long working hours and workload that impede their performance in the classrooms while they try to meet short deadlines (Au & Ahmed, 2016).

These teachers have an ambiguous job description 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 et al., 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, Ailaan, 2014, Yousaf et al., 2018).

Teacher's job in Pakistan remains stressful due to the lack of administrative support, increasing workload and job insecurity which eventually reduce their morale and their performance at work (Au & Ahmed, 2016)(Khan et al., 2014).With burgeoning workload teacher's stress level at work rises, creating time constraints which cannot be met by the teachers. In turn teachers spend long hours at work or take work home making them incapable of being productive at work. (Zulkarnain et al., 2018).

Against this background, the aim of this study is 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.

To shed light on this issue, it is important to identify that either supervisor 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 (Zukerman 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 institution (Yousaf et al., 2018).

LITERATURE REVIEW

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 & Weerakkody, 2018) also concluded that increased work life balance in Siri 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 et al., 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 et al., 2014 & Fatima et al., 2012). Drawing on these empirical studies, it is posited that:

H_1: Work life balance has positive effect on teachers' job performance

Supervisory Support and Job Performance

Yousaf, et al., (2018) claimed that 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. (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 (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 et al., 2013). As such, it is purported that:

H2: Supervisory support has positive effect on job performance of teachers

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. Bruggen (2015) on the other hand claimed the relationship between workload and employee performance was U – shaped. He has indicated that 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. Hence, it is proposed that:

H3: Workload has negative impact on teachers' job performance.

Stress and Job Performance

Ayub et al., (2018) have revealed those 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. Anandasayanan and Subramaniam (2013) have elaborated that teacher's stress has 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. Bano 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) have 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. Although, Mansour et al., (2016) have emphasized on 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).

Krejcie and Morgan (1970) 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). Based on the prior studies, it is purported that:

H₄: Stress mediates the relationship between workload and job performance

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 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. Based on the studies of Lambert et al., (2018) and Ismail et al., (2013) following hypothesis has been formed.

H₅: Stress mediates the relationship between supervisory support and job performance.
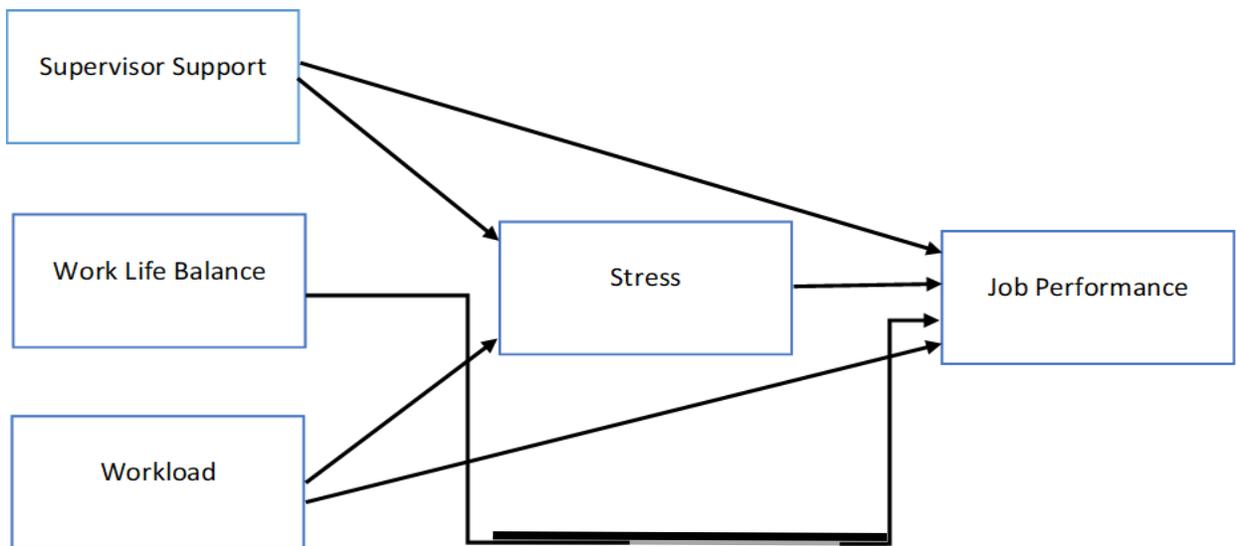
Stress and Work life balance

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 work place 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 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) have 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. They have concluded that teachers who were able to maintain work life balance experienced less stress at the work place (Brough et al., 2014).Hence, it is proposed that

H6: Stress mediates the relationship between work life balance and Job performance.

Conceptual Framework

Education sector is aimed with developing the workforce of nations to meet the global demands of the 21st century. It is a country's most vital asset which enables it to prosper economically and socially. However, education sector is not complete without the input of its teachers (Zulkarnain et al., 2018). Education institutions depend on the performance of their teachers to become effective organizations and facilitate student learning to improve the overall quality of learning process (Yusoff et al., 2014). Previous studies like (Zulkarnain et al., 2018, Shabbir & Naqvi, 2017, Shkëmbi et al., 2015 & Saleem et al., 2013) have noted that work life balance, workload and supervisory support are predictors of job performance and stress mediates the relationship. 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 studies like Ayub et al., (2018), Zulkarnain et al., (2018) and Shabbir et al., (2017), following conceptual framework has been developed.

Figure 2-1 Conceptual Framework

Hypotheses Development

The research has evaluated the impact of job performance and workload, work life balance and stress. Based on above conceptual framework, following research hypotheses of the present study are:

H_1: *Work life balance has positive effect on teachers' job performance*

H_2: *Supervisory support has positive effect on job performance of teachers*

H_3: *Workload has negative impact on teachers' job performance*

H_4: *Stress mediates the relationship between workload and job performance*

H_5: *Stress mediates the relationship between supervisory support and job performance*

H_6: *Stress mediates the relationship between work life balance and Job performance*

RESEARCH METHODOLOGY

Sample Selection

In the present study, data were collected from the total number of teachers of private institutions in Islamabad, based on simple random sampling. The total population of teachers, working in private education sector are 18,508 (Pakistan Education Report, 2017). A sample size of 300 was chosen using the Morgan's Table. (Krejcie & Morgan, 1970). Main rationale behind using the Morgan table is to select the true representative sample out of total population.

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. Using simple random sampling technique, a questionnaire was distributed to 300 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 93% 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.

Determination of Job Performance

Theories by different researchers have highlighted various components of job performance that all pointed towards the actions and behaviors of employees contributing to organizational goals.

(Borman & Motowidlo, 1997) conceptualize job performance as a mixture of task performance and contextual performance. They distinguish task performance as a set of activities that relate to the technical core areas of the job and contextual performance as a set of activities that contribute to the overall culture and setting of the organization in which employees interact with each other. According to Ramawickrama et al., (2017), job performance is a combination of task performance, counterproductive performance and citizenship performance like their predecessors. Task performance includes behaviors that allow for a provision of service, citizenship behavior contributes to the social environment of the organization and counterproductive behavior voluntarily harms the organization.

Job performance can also be conceptualized as workers ability to successfully complete tasks in the given amount of time, using the available resources to contribute in order to fulfill the goals of the organization (Rotundo et al., 2002). According to Zulkarnain et al., (2018), teacher's performance includes all the tasks and responsibilities, associated with the students learning process. A 21-item scale has been used to determine job performance of teachers based on the study of Zulkarnain et al., (2018).

Determination of Workload

Research indicates that workload is the sum of teachers' task and responsibilities inside and outside the classroom. Workload is also the total amount of time spent by teachers performing various tasks such as making papers, grading papers, project making, delivering lectures, parent teacher activities, after school activities etc. (Parveen & Chughati, 2013). According to (Yusoff et al., 2014) workload refers to all duties assigned to or completed by academic faculty members including but not limited to teaching, researching and administrative tasks. Therefore, workload is conceptualized as all tasks, responsibilities and interests related to the professional duties of teachers, which result in mental strain due to time and resource constraints (Zulkarnain et al., 2018) (Omolayo et al., 2013). 5 items have been selected from Quantitative Workload Inventory, used in the study of Zulkarnain et al., (2018) to determine workload.

Determination of Stress

Previous studies postulate stress as feelings of negativity and unpleasantness such as anxiety and tension that stem from job demands and the inability of teachers to cope with them. Challenges that employee are unable to overcome and manage result in increasing stress levels and render them inadequate at the workplace (Reilly et al., 2014 & Clement, 2017).Constant pressure from

work and home increases teachers stress level resulting in physical or psychological disorders (Pervez et al., 2003) According to Subramaniam (2013) worker stress is inherent in the workplace and increases physical and mental health risks that results in negative outcomes. It is a situation in which an individual feels that personal and social resources are inadequate to meet external demands and starts losing control (Ismail et al., 2013). Studies also indicate that work stress is an outcome of workload, job insecurity, lack of training, student behavior etc. (Khan et al., 2014 & Shkëmbi et al., 2015). Therefore, 49 items from the Teacher Stress Inventory were used to determine stress based on the study of Kourmousi et al.,(2015)

Determination of Work Life Balance

Work life balance is conceptualized as the right amount of balance between work and personal life. For workers to experience feeling of wellbeing the amount of time spent between home and work must be relatively matched (Kecklund et al., 2017 & Jaspreet, 2017). Koubova and Buchko, (2013) have claimed that work life balance is a well-balanced interface between various life domains such as professional life, family life and personal life. Kaur (2017) has defined that work life balance in terms of flexibility and sustainability. He maintains work as paid employment and life as any activities other than paid work. If workers manage work and personal life demands simultaneously without conflict, they acquire work life balance. Work-life balance is essentially a self-determined state of wellbeing that a person can attain when they capably manage several the roles and responsibilities of their workplace, home, and their community effectively (Kaur, 2017). Based on the study of Zulkarnain et al., (2018), 15 items were used from Work Interference with Personal Life scale to determine work life balance.

Determination of Supervisory Support

Supervisory support is conceptualized as a combination of tangible and intangible resources provided by supervisors at the workplace which allows employees to be productive at work. These resources can either be positive feedback and guidance or allocation of funds and equipment (Lambert et al., 2018). Ismail et al., (2013) have claimed supervisors can provide support in four forms, i.e. emotional support such as esteem or trust, and appraisal support, such as affirmation and feedback. It can also entail different forms of informational support such as advice, and suggestions and physical support in terms of money or environmental changes. According to (Poisat et al., (2014), supervisory support is vital in career progression and not only allows for improved work performance but growth as well. Supervisor support entails

acknowledging employee contribution and providing timely feedback in a constructive manner (Au & Ahmed, 2016).Based on the study of Poisat et al., (2014), 9 items were used from the work of Greenhaus, Parasuraman and Wormley (1990) to determine supervisory support.

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 items, 5 items 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). The questionnaire included 98 items in total. All the items were measured along a 5-point Likert Scale anchored with strongly disagree (1) and strongly agree (5).

Six control variables Age, Gender, Number of years taught, Number of students taught each day, Level of students taught and the Last degree attained by the respondents were also considered in our analysis.

ANALYSIS

For data analysis, SPSS (Statistical Package for Social Science Software version 23.0) and Process version 3.3 were used. A reliability test was run by observing the Cronbach's α value with the cut-off point of 0.50. A regression and correlation analysis were conducted to asses 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.

Descriptive Analysis of Respondents

Out of the total sample size of 280 participants 27.9% were male (n=78) and 72.1% were female (n=202). Majority of the sample had between 1-5 years teaching experience at 41.4% and only 15.4% had above 15 years of teaching experience. 44.3% of the sample consisted of 30-40years old, with only 1.8% above the age of 60. Out of the 280 respondents 50% have master's degree and only a minor 9.3% has a Ph.D. The results of descriptive analysis have been discussed from table 4.1 to table 4.4.

Table 4-1
Results of Descriptive Analysis for Gender

GENDER	**N**	**%**
Male	78	27.9
Female	202	72.1
Total	280	100

Table 4-2
Results of Descriptive Analysis for Number of Years Taught

Years Taught	**N**	**%**
1-5	116	41.4
6-10	63	22.5
10-15	57	20.4
15-above	43	15.4
Total	280	100.0

Table 4-3
Results of Descriptive Analysis for Age

Age	N	%
20-30	79	28.2
30-40	124	44.3
40-50	52	18.6
50-60	20	7.1
60-above	5	1.8
Total	280	100.0

Table 4-4

Results of Descriptive Analysis for Last Degree attained by Teachers

Degree	N	%
Bachelors	54	19.3
Masters	140	50.0
M. Phil	60	21.4
Doctorate	26	9.3
Total	280	100.0

The above tables indicate demographic and descriptive analysis of the study. According to table 4.1, males within the age group of 20-30 has the highest level of workload (mean= 3.03). Whereas men above the age of 60 had the lowest amount of workload (mean=1.2). Males between the ages of 50-60 were noted to have high level of stress (mean=2.65) where as men above age 60 had the least amount of stress (mean= 2.46). Supervisor support and work life balance was mainly noted among men aged 30-40. Females aged 30-40 suffered from the most stress (mean= 2.76) and workload (mean=3.00) amongst all age groups. Women above the age of 60 claim to have a greater extent of work life balance whereas females within the age of 40-50 receive a greater amount of supervisory support.

Results of Normality Test

Table 4-5

Results of Descriptive Analysis for Job Performance

	M	SD	Skewness		Kurtosis	
			Statistic	Std. Error	Statistic	Std. Error
JOB_P	3.3978	.44331	-0.191	.146	-.567	.290

Table 4.6

Normality Test Results for Job Performance

	KS		SW	
	Statistic	Sig.	Statistic	Sig.
JOB_P	.053	.055	.985	.006

a. Lilliefors Significance Correction

Table 4.6 depicts the results of normality test for job performance of employees, working in educational institutions.

The Kolmogorov-Smirnov test used for data n > 50, has a p = .055 which is slightly above the cutoff point of p > .05. With regard to skewness and kurtosis the data is negatively skewed and indicates a negative kurtosis. The skew value and kurtosis value of a normal distribution should be zero and +-3 respectively. Skewness in this study is-0.191 which is almost close to zero suggesting that the distribution is symmetric and Kurtosis is -.567 which is also within range. Moreover, calculating the z value of the data further attests to the normality of the data. Ideally, z scores need to be to between +-1.96 and in this case, z-scores are 1.30 and 1.95 respectively, suggesting that the departure from normality is not too extreme. Furthermore, by referring to it can be concluded that the data satisfies the assumption of normality.

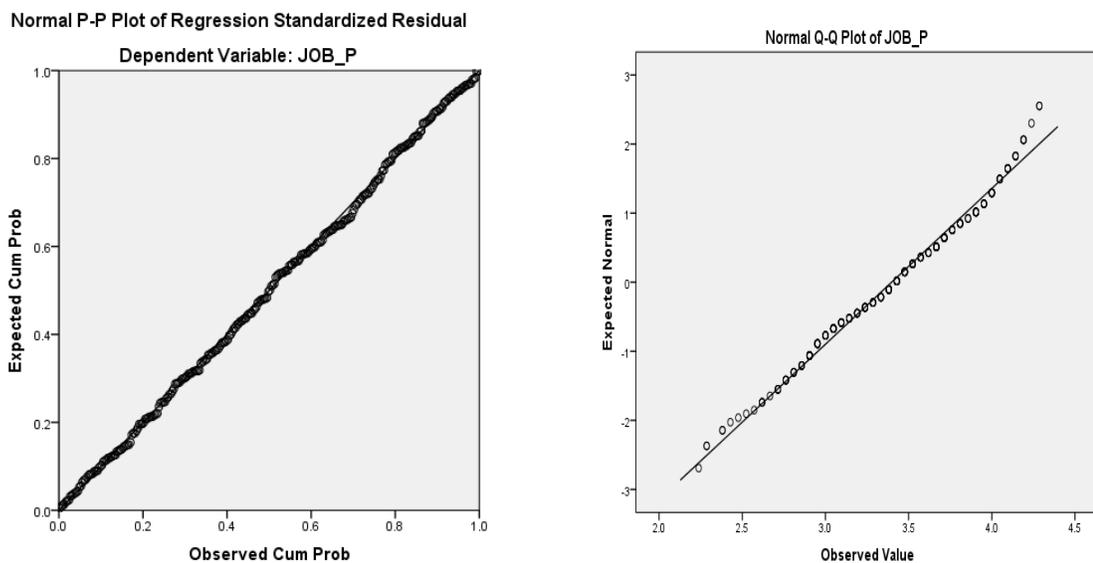*Figure 4.1 Normal P-P Plot for Job Performance*
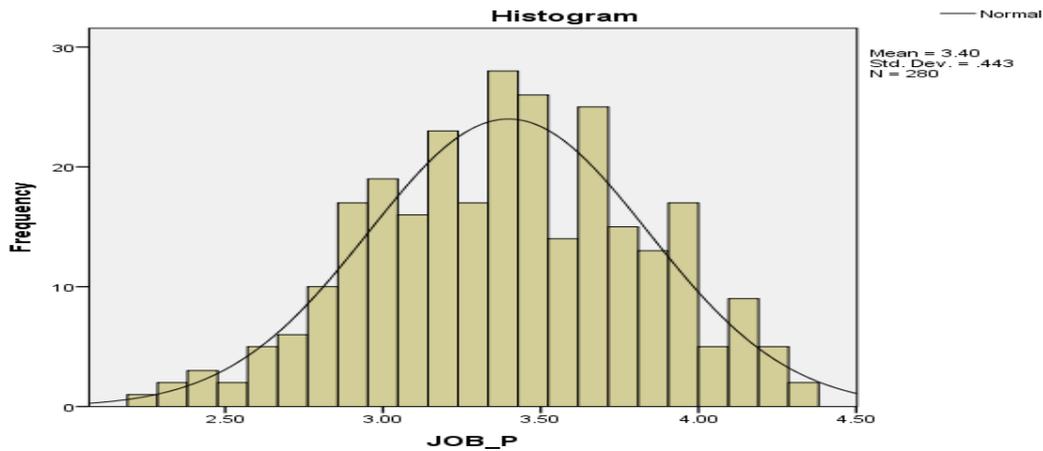
Figure 4-2   Histogram for Job Performance

Table 4-7
Results of Reliability Test

	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 4-8
Pearson Correlation Results

	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 results shown in Table 4.8 depict 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. This result is further supported in 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. This is further supported by table 4-11 below.

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 4-9
Analysis of Effect Size

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

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

In 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 0.541indicates 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 4-10
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 4-11
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)	2.33	.113		20.693	.000		
SUP_SUP	.204	.023	.454	8.863	.000	.979	1.021
WORK_LB	.112	.033	.179	3.337	.001	.889	1.125
WORKLD	.052	.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 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.

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 4-12
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 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, .0025. 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 4-13
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

In 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 4-14
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 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.

Summary of Results
To reiterate, this study claims supervisory support and work life balance are significant predictors of teacher's job performance. In private institutions of Islamabad, teacher's performance improves with the existence of work life balance and supervisory support thereby approving H1 and H2. Workload also had a significant effect on teacher's performance however, the effect was also positive rather than negative as was assumed. Therefore, H3 is not approved. Stress played the role of a mediator between the relationship of workload and job performance as well as work life balance and job performance, thereby supporting H4 and H6. However, stress did not mediate the relationship between supervisory support and performance of teachers so H5 was rejected

CONCLUSION

This study has evaluated the conceptual framework supported by the Conservation of Resources theory and 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. Work load, supervisor support and work life balance were also strong indicators of performance (Ayub et al.,2018 & 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.

Future Research

The future researches 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 93%, so an inclusion of a larger sampling pool would also assist in making the findings generally applicable.

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