



Work-Life Balance and Lecturer Job Stress: The Mediating Role of Burnout and the Moderating Role of Organizational Support

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ABSTRACT

This study develops a structural model examining the relationship between Work-Life Balance and Lecturers' Job Stress, with Burnout as a mediator and Organizational Support as a moderator. The novelty lies in integrating personal, psychological, and organizational factors into a single framework. A quantitative explanatory survey was conducted with 250 university lecturers, and the data were analyzed using Path Analysis. The results show that Work-Life Balance negatively affects Burnout ($\beta = -0.618$) and Job Stress ($\beta = -0.284$), while Burnout positively affects Job Stress ($\beta = 0.571$) and significantly mediates the relationship ($\beta = -0.353$). Organizational Support moderates the effects of Work-Life Balance on Burnout and Job Stress. The proposed model provides practical guidance for improving lecturers' well-being and sustainable academic performance.

INTRODUCTION

Higher education plays a pivotal role in fostering sustainable national development by producing graduates who possess the knowledge, skills, and competencies required to address increasingly complex societal challenges. Within this context, lecturers constitute one of the most critical human resources in higher education institutions because they directly influence the quality of teaching, research productivity, innovation, and community engagement. Their responsibilities extend beyond classroom instruction to encompass scientific research, community service, academic advising, curriculum development, institutional administration, and scholarly publication. As universities continue to pursue academic excellence and global competitiveness, lecturers are expected to perform multiple roles simultaneously, making their profession increasingly demanding and multifaceted.

The rapid transformation of higher education has substantially altered the nature of academic work. In addition to fulfilling the *Tri Dharma Perguruan Tinggi* (Three Pillars of Higher Education), lecturers are required to meet institutional performance indicators, publish in reputable international journals, secure competitive research funding, adopt digital learning technologies, and respond to continuously evolving accreditation standards. These expectations often exceed the resources available to lecturers, particularly regarding time, energy, and psychological capacity. Consequently, many lecturers experience persistent pressure in balancing professional obligations with personal and family responsibilities. Rather than being a temporary condition, this imbalance frequently develops into a chronic occupational challenge that threatens both individual well-being and institutional effectiveness.

Among the various consequences of excessive job demands, job stress has emerged as one of the most significant psychological issues confronting lecturers worldwide. Job stress occurs when individuals perceive that the demands imposed by their work exceed their available resources or coping capacity. Within the academic profession, stress may arise from heavy teaching workloads, increasing publication requirements, administrative responsibilities, role conflicts, performance evaluation systems, and limited opportunities for psychological recovery. When experienced continuously, job stress not only reduces lecturers' physical and mental well-being but also diminishes teaching quality, research productivity, work engagement, organizational commitment, and ultimately the overall performance of higher education institutions.

Recent studies have increasingly recognized the importance of Work-Life Balance (WLB) as a strategic factor influencing employees' psychological well-being. In higher education, maintaining a healthy balance between professional responsibilities and personal life enables lecturers to preserve emotional stability, sustain motivation, and effectively manage competing role demands. However, the unique characteristics of academic work—characterized by flexible working hours, overlapping responsibilities, and performance-driven organizational cultures—often blur the boundaries between work and personal life. As a result, lecturers may continue working beyond formal working hours, making work-life balance increasingly difficult to achieve.

Although numerous studies have investigated work-life balance in higher education, the existing literature remains fragmented. Most previous research has examined its relationship with job satisfaction, organizational commitment, employee performance, or burnout. Comparatively fewer studies have focused on job stress as the primary outcome, despite the fact that stress represents one of the earliest and most fundamental psychological responses to prolonged work-related demands. Consequently, the mechanisms through which work-life balance contributes to reducing lecturers' job stress remain insufficiently explained.

Another important limitation of previous studies concerns the psychological processes underlying this relationship. Existing evidence generally assumes that work-life balance directly influences job stress, whereas the deterioration of psychological well-being often occurs gradually through burnout, characterized by emotional exhaustion, depersonalization, and diminished professional accomplishment. Burnout is therefore more appropriately viewed as a psychological mechanism linking prolonged work-life imbalance to the development of job stress. Nevertheless, empirical studies positioning burnout as a mediating variable within this relationship remain relatively limited, particularly in the context of higher education institutions.

Furthermore, previous studies have largely overlooked the role of the organizational environment in shaping lecturers' psychological responses to work demands. From the perspective of Perceived Organizational Support Theory, lecturers who perceive that their institutions value their contributions and care about their well-being are more likely to develop resilience when facing occupational pressures. Organizational support may therefore function as a protective resource that weakens the adverse effects of poor work-life balance on burnout and job stress. Despite its theoretical relevance, empirical research simultaneously examining the moderating role of organizational support alongside the mediating role of burnout remains scarce.

Therefore, this study proposes an integrated structural model examining the relationship between Work-Life Balance and Job Stress among lecturers, with Burnout serving as a mediating variable and Organizational Support acting as a moderating variable. Unlike previous studies that tend to investigate these variables independently, this research conceptualizes lecturers' job stress as the outcome of dynamic interactions among personal resources, psychological processes, and organizational resources. By integrating the perspectives of Conservation of Resources Theory, Job Demands-Resources Theory, and Perceived Organizational Support Theory, this study offers a more comprehensive explanation of how work-life balance influences lecturers' psychological well-being. The findings are expected to contribute not only to the advancement of organizational behavior and higher education management literature but also to provide practical guidance for universities in designing evidence-based policies that promote lecturer well-being, strengthen institutional support, and improve sustainable academic performance.

Research by Ramachandaran, Sharmila Devi, and colleagues found that academics face various challenges in maintaining work-life balance, primarily

due to excessive workloads, mental health issues, and time management difficulties. These findings suggest that the demands of academic work can disrupt work-life balance and potentially increase psychological distress.(Sharmila Devi Ramachandaran, 2024)

Research conducted by Ferzi and Noviardi demonstrates that work-life balance, work stress, and digital stress influence burnout among private university lecturers. The findings indicate that poor work-life balance can exacerbate lecturers' psychological well-being by increasing stress and work-related fatigue.(Ferzi & Akbar, 2025)

Furthermore, research by Saputri and Adelia found that work-life balance has a positive effect on lecturers' job satisfaction. Lecturers who are able to balance their professional and personal lives tend to experience higher levels of job satisfaction.(Saputri & Tenrisau, 2025)

Research on the work-life balance of lecturers at the University of Jember indicates that this balance is influenced by various individual characteristics and the demands of academic work. This study focuses primarily on describing the state of work-life balance without directly linking it to work-related stress.(Katsiirah; & Sujoso;, 2024)

Meanwhile, research on lecturer work stress by Khasanah and colleagues indicates that work stress is a significant issue in higher education, as it can affect teaching quality, productivity, and human resource development. While the study focuses on factors influencing lecturer work stress, it has not specifically examined the role of work-life balance as a primary variable.(Khasanah; et al., 2025)

Recent systematic studies also indicate that university lecturers face unique work-related stress compared to other professions, as they must simultaneously meet demands related to teaching, research, publication, and administration. These conditions contribute to an increased risk of burnout and compromised psychological well-being.(Yingying & Omar, 2025)

The novelty of this study lies not merely in combining work-life balance, burnout, organizational support, and job stress into a single analytical framework, but in proposing a structural model that explains the underlying psychological and organizational mechanisms through which these variables interact within the academic profession. While previous studies have predominantly examined the direct associations between work-life balance and outcomes such as job satisfaction, burnout, or job stress independently, limited attention has been given to understanding the sequential process through which work-life balance shapes lecturers' psychological well-being and how organizational conditions influence this process. This study addresses that gap by positioning burnout as the psychological pathway through which work-life balance affects job stress and organizational support as a contextual resource that may strengthen or weaken these relationships.

Beyond its conceptual integration, this research offers a broader perspective by recognizing that lecturers' job stress is not solely the consequence of excessive workload or individual coping capacity, but rather the result of a dynamic interaction between personal resources, psychological responses, and

institutional support. Accordingly, the proposed model moves beyond the conventional cause-and-effect perspective by illustrating that the influence of work-life balance on job stress depends on both the level of burnout experienced by lecturers and the extent to which they perceive their institutions as supportive. This perspective provides a more nuanced understanding of lecturers' occupational well-being in contemporary higher education settings.

The study also contributes theoretically by integrating the perspectives of Conservation of Resources Theory, Job Demands-Resources Theory, and Perceived Organizational Support Theory into a unified explanatory framework. Rather than treating these theories as separate viewpoints, the proposed model demonstrates how personal resources, psychological mechanisms, and organizational resources collectively shape lecturers' responses to increasing academic demands. This integrated perspective extends the current literature by offering a more comprehensive explanation of job stress among lecturers and providing empirical evidence on the interconnected roles of individual and organizational factors.

From a practical standpoint, the proposed model provides a stronger foundation for higher education institutions to design evidence-based strategies for improving lecturers' well-being. Instead of focusing exclusively on workload reduction, the findings emphasize the importance of simultaneously strengthening work-life balance, preventing burnout, and enhancing organizational support as complementary interventions. Consequently, this research contributes not only to the advancement of educational management and organizational behavior literature but also to the development of sustainable human resource management policies that support lecturers' psychological well-being and long-term academic performance.

LITERATURE REVIEW

Work-Life Balance

Work-life balance refers to an individual's ability to achieve an equilibrium between work demands and personal life, allowing both aspects to coexist harmoniously. Greenhaus and Allen explain that work-life balance is not merely about the allocation of time between work and personal life; it also encompasses a balance of psychological engagement and satisfaction within both roles. For university lecturers, work-life balance is increasingly critical, as they must meet the multifaceted demands of the "Three Pillars of Higher Education" (Tri Dharma Perguruan Tinggi), which include teaching, research, community service, scholarly publication, and administrative duties. When this balance is disrupted, lecturers are at risk of experiencing psychological exhaustion and heightened work-related stress. Recent research indicates that work-life balance contributes to improved psychological well-being and job satisfaction, as well as reduced burnout, across various professions. (RĘCZAJSKI; & GARDOCKI, 2025) Work-life balance in higher education settings is influenced not only by organizational demands but also by individual characteristics, personality, and personal beliefs. Research results indicate that the perception of work-life balance is subjective and heavily influenced by an individual's ability to manage the

boundaries between work and personal life. These findings broaden the understanding that work-life balance is not determined solely by organizational factors but also by individual psychological factors. However, this study has not examined the consequences of work-life balance on the occupational health of lecturers, thereby opening up opportunities for further research.(Quinn & Hartland-Grant, 2025).

Burnout

Based on various literature reviews, burnout among university lecturers can no longer be viewed solely as a direct consequence of heavy workloads or academic pressure; rather, it is a psychological process shaped by an accumulating imbalance between professional demands and the lecturers' personal resources.

Burnout is a multidimensional syndrome characterized by emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment resulting from chronic exposure to work-related stress. In the context of higher education, this condition is further complicated by the fact that lecturers face not only teaching demands but also pressures related to research, scholarly publication, community service, accreditation, and various administrative obligations—often occurring simultaneously.(Maslach et al., 1996).

The findings of Cao extend this understanding by demonstrating that academic pressure does not automatically lead to burnout but rather operates through a process of continuous stress accumulation. This indicates that burnout represents an individual's failure to maintain a balance of psychological resources when facing high work demands. Consequently, burnout can be understood as a critical psychological threshold marking the depletion of an individual's resources resulting from an imbalance between work demands and the lecturer's adaptive capacity.(J. Cao et al., 2024)

A systematic review by Cadena-Povea et al. indicates that burnout is influenced by various psychosocial factors, such as work-family conflict, workload, low social support, and job dissatisfaction. These findings offer a broader perspective, suggesting that burnout is not merely a work-related issue but also a reflection of disrupted integration between professional and personal life. In this context, work-life balance emerges as a crucial antecedent, as it determines a lecturer's ability to manage their various roles. When this balance is disrupted, individuals lose the opportunity for psychological recovery, making them vulnerable to emotional exhaustion that ultimately leads to burnout.(Cadena-Povea et al., 2025)

Furthermore, research by Cao, Hassan, and Omar demonstrates that social and organizational support can significantly reduce burnout levels. These findings indicate that burnout is not a condition determined solely by individual factors but is also influenced by the availability of external resources that help lecturers cope with work-related pressures. In other words, the organization plays a strategic role in preventing the progression from work-life imbalance to prolonged psychological exhaustion. Therefore, organizational support can be

viewed as a protective factor that inhibits the development of burnout among lecturers.(B. Cao et al., 2024)

Meanwhile, research by Ntumi et al. indicates that a poor work-life balance significantly increases burnout by depleting lecturers' time, energy, and emotional well-being. These findings align with the Conservation of Resources Theory, which posits that individuals experience psychological strain when their resources are continuously depleted without adequate recovery. From this perspective, burnout can be viewed as a psychological mechanism mediating the relationship between work-life balance and occupational stress. In other words, a poor work-life balance does not directly increase occupational stress; rather, it first leads to emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment, which subsequently escalate into more serious occupational stress.(Ntumi et al., 2026)

Based on the synthesis of the existing literature, this study offers a broader conceptual perspective than previous research by explaining the underlying mechanism through which work-life balance influences lecturers' job stress. While prior studies have generally conceptualized burnout as a direct consequence of excessive job demands or poor work-life balance, relatively little attention has been given to understanding the psychological process through which work-life imbalance gradually develops into job stress. This study argues that job stress does not emerge immediately as a direct response to work demands; instead, it evolves through a progressive depletion of lecturers' physical, emotional, and cognitive resources.

Within the proposed model, burnout is conceptualized as a psychological bridge that connects work-life balance to job stress. When lecturers experience persistent difficulties in balancing professional responsibilities with their personal lives, the imbalance gradually erodes their psychological resources, emotional energy, and work engagement. Over time, this process develops into burnout, which subsequently increases their vulnerability to job stress. From this perspective, burnout should not be viewed merely as an outcome of poor work-life balance, but rather as a transformational psychological mechanism that explains how prolonged work-life imbalance is translated into occupational stress.

Furthermore, this study positions organizational support as a contextual resource that shapes the strength of this psychological process. Supportive leadership, fair organizational policies, recognition of lecturers' contributions, adequate institutional resources, and a positive academic environment provide lecturers with additional coping resources that help mitigate the adverse effects of work-life imbalance. Consequently, when organizational support is perceived to be high, the progression from work-life imbalance to burnout and eventually to job stress is expected to become less pronounced. Conversely, limited organizational support may intensify this process because lecturers are required to cope with increasing academic demands while having fewer institutional resources available.

Accordingly, this study proposes a structural model that conceptualizes lecturers' job stress as the result of a dynamic interaction among personal

resources, psychological mechanisms, and organizational resources, rather than as a direct consequence of workload alone. This perspective extends the current literature by integrating individual and organizational dimensions into a unified explanatory framework, providing a more comprehensive understanding of lecturers' psychological well-being within the contemporary higher education environment. In doing so, the study not only advances theoretical knowledge in educational management and organizational behavior but also offers practical insights for universities seeking to promote lecturers' well-being through evidence-based human resource management strategies.

The novelty of this study lies in the development of an integrated conceptual model that positions burnout as a psychological bridge explaining how work-life balance influences lecturers' job stress, while organizational support functions as a contextual resource that moderates this psychological process. Unlike previous studies, which have predominantly examined these variables through direct or isolated relationships, the proposed model explains that the impact of work-life balance on job stress is a gradual process operating through burnout and conditioned by the level of organizational support perceived by lecturers.

By simultaneously integrating personal resources (work-life balance), psychological mechanisms (burnout), and organizational resources (organizational support) into a single structural framework, this study provides a more holistic explanation of lecturers' job stress. This integrated perspective contributes to the advancement of educational management and organizational behavior literature by extending current theoretical understanding beyond direct-effect models and offering a more comprehensive explanation of how individual and organizational factors interact to shape lecturers' psychological well-being and occupational stress.

Organizational Support

Eisenberger, Huntington, Hutchison, and Sowa (1986) developed the concept of Perceived Organizational Support, which explains that individuals form perceptions regarding the extent to which an organization values their contributions and cares about their well-being. When perceived organizational support is high, individuals tend to demonstrate greater commitment and possess a better ability to cope with work-related pressure. (Caesens & Stinglhamber, 2024)

Kurtessis and colleagues conducted a meta-analysis showing that organizational support is positively associated with job satisfaction, organizational commitment, and employee psychological well-being. Conversely, low organizational support is linked to increased work stress and emotional exhaustion. These findings reinforce the role of organizational support as a job resource capable of mitigating the negative impact of job demands. (Kurtessis et al., 2017)

Based on the synthesis of the existing literature, this study proposes a broader conceptual perspective by positioning organizational support not merely as an antecedent or an outcome of employees' psychological well-being, but as a contextual mechanism that shapes how work-life balance influences

burnout and lecturers' job stress. This perspective is grounded in the assumption that the impact of work-life balance on psychological well-being is not uniform across individuals but is contingent upon the organizational environment in which lecturers perform their academic responsibilities. Accordingly, the consequences of work-life imbalance are influenced not only by lecturers' ability to manage competing work and personal roles, but also by the extent to which their institutions provide supportive resources that facilitate effective adaptation to occupational demands.

Within the proposed model, organizational support is conceptualized as an organizational buffering mechanism that mitigates the adverse effects of poor work-life balance on burnout and job stress. When lecturers perceive supportive leadership, recognition of their academic contributions, transparent communication, equitable institutional policies, and adequate organizational resources, they are better equipped to cope with increasing professional demands. These organizational resources help preserve lecturers' psychological capacity, reducing the likelihood that prolonged work-life imbalance will evolve into burnout and ultimately job stress. Conversely, in organizational environments characterized by limited institutional support, lecturers are more likely to experience a rapid depletion of psychological resources, thereby strengthening the negative impact of work-life imbalance on both burnout and job stress.

This perspective suggests that organizational support extends beyond a complementary organizational factor and functions as a strategic institutional resource that influences the strength of the relationship between work-life balance, burnout, and job stress. Rather than affecting lecturers' well-being solely through direct pathways, organizational support creates conditions that either protect or undermine lecturers' capacity to cope with sustained academic pressures. Consequently, the organizational context becomes an essential determinant of how personal and psychological resources are mobilized in responding to the increasingly complex demands of contemporary higher education.

The novelty of this study lies in conceptualizing organizational support as an organizational buffering mechanism that moderates the relationship between work-life balance, burnout, and lecturers' job stress. While previous studies have predominantly treated organizational support as an independent predictor of employee well-being or organizational outcomes, this study argues that its more critical role lies in shaping the conditions under which work-life imbalance develops into burnout and subsequently into job stress.

By integrating personal resources (work-life balance), psychological mechanisms (burnout), and organizational resources (organizational support) into a single structural framework, this study offers a more comprehensive explanation of lecturers' occupational well-being. Rather than viewing these constructs as independent determinants, the proposed model demonstrates how they interact dynamically to influence lecturers' psychological responses to academic demands. This integrated perspective extends the current literature in educational management and organizational behavior by providing a richer

understanding of the contextual processes through which organizational environments contribute to the prevention of burnout and the reduction of job stress among university lecturers.

Lecturer Work Stress

Kinman and Wray explain that changes in the higher education landscape over the past two decades have significantly increased the psychological pressure faced by lecturers. Demands to meet academic performance indicators, produce reputable scholarly publications, manage digital instruction, and cope with rising institutional expectations have rendered the lecturing profession subject to increasingly complex work-related pressures. Research indicates that lecturer work stress is driven not only by heavy workloads but also by shifts in higher education governance systems that mandate sustained academic productivity. These findings suggest that managing lecturer work stress requires an approach that balances organizational demands with individual well-being. (Hassim & Laksana, 2025)

Recent research published in **Social Sciences & Humanities Open** (2024) identifies work-family conflict and heavy workloads as primary drivers of rising work stress among lecturers. A study of 450 lecturers reveals that work stress acts as a central variable linking work-family conflict to burnout and diminished job satisfaction. These findings demonstrate that work stress does not occur in isolation but rather emerges from an imbalance between work and personal life. Consequently, the results underscore the importance of considering work-life balance as a key factor in explaining the onset of work stress among lecturers. (Kim & Maijan, 2024)

A synthesis of the existing literature suggests that research on work-life balance, burnout, organizational support, and job stress has made substantial contributions to understanding employee well-being in higher education. However, these constructs have generally been examined from separate analytical perspectives, with most studies focusing on direct relationships between two variables or investigating each construct independently. While such approaches have provided valuable empirical evidence, they offer only a partial explanation of the complex psychological and organizational processes that shape lecturers' job stress.

The academic profession is characterized by multiple and overlapping responsibilities, including teaching, research, community engagement, academic administration, and continuous performance evaluation. Consequently, lecturers' job stress cannot be adequately understood as the product of a single organizational or individual factor. Instead, it is more appropriately viewed as the outcome of a dynamic interaction among personal resources, psychological adaptation, and institutional conditions. This complexity indicates the need for a more integrated analytical framework capable of explaining not only whether work-life balance affects job stress, but also how this influence occurs and under what organizational conditions it becomes stronger or weaker.

To address this gap, the present study develops a structural model that integrates work-life balance, burnout, organizational support, and lecturers' job stress within a single conceptual framework. Specifically, burnout is positioned

as the psychological mechanism through which work-life balance influences job stress, whereas organizational support is conceptualized as a contextual resource that moderates the strength of this relationship. By simultaneously incorporating these mediating and moderating mechanisms, the proposed model provides a more comprehensive explanation of lecturers' occupational well-being than models relying solely on direct relationships among variables.

Accordingly, this study contributes to the literature by integrating personal resources (work-life balance), psychological processes (burnout), and organizational resources (organizational support) into a unified explanatory framework for understanding lecturers' job stress. Rather than simply examining statistical associations among variables, the proposed model explains the mechanisms and contextual conditions through which job stress develops within the higher education environment. This integrated perspective extends current knowledge in educational management and organizational behavior while providing practical insights for universities seeking to design evidence-based strategies that promote lecturers' well-being and sustainable academic performance.

METHODOLOGY

Conceptual Framework

This study is built upon the assumption that Work-Life Balance (WLB) represents a critical personal resource that enables lecturers to effectively manage the competing demands of their professional and personal lives. Lecturers who maintain a healthy balance between these two domains are more likely to preserve their psychological energy, sustain emotional well-being, and adapt more effectively to the increasing academic demands associated with teaching, research, community engagement, and institutional responsibilities. Consequently, a higher level of work-life balance is expected to reduce lecturers' susceptibility to occupational stress.

Conversely, persistent imbalance between work and personal life gradually depletes lecturers' psychological resources, including emotional energy, motivation, and adaptive capacity. As these resources become increasingly exhausted, lecturers are more vulnerable to experiencing burnout, characterized by emotional exhaustion, reduced professional efficacy, and psychological disengagement from work. In this study, burnout is conceptualized not merely as an outcome of poor work-life balance but as a psychological mechanism that explains how prolonged work-life imbalance evolves into job stress. Accordingly, the influence of work-life balance on lecturers' job stress is assumed to occur both directly and indirectly through the mediating role of burnout.

In addition, this study assumes that organizational support functions as an important institutional resource that enhances lecturers' capacity to cope with demanding academic environments. Supportive leadership, equitable organizational policies, professional recognition, adequate institutional resources, and a positive academic climate provide lecturers with additional coping resources that help mitigate the adverse effects of work-life imbalance. Therefore, lecturers who perceive higher levels of organizational support are

expected to experience lower levels of burnout and job stress, even when facing substantial professional demands. In this conceptual model, organizational support is positioned as a moderating variable, influencing the strength of the relationships between work–life balance, burnout, and job stress.

The proposed framework integrates individual, psychological, and organizational dimensions into a unified conceptual model to explain the development of lecturers' job stress more comprehensively. Rather than viewing job stress as the direct consequence of work-related demands alone, the model conceptualizes it as the result of dynamic interactions among personal resources, psychological processes, and organizational conditions. By incorporating both mediating and moderating mechanisms within a single structural framework, this study extends existing research and provides a more holistic understanding of lecturers' occupational well-being in the contemporary higher education environment. The proposed model is expected to contribute to the advancement of educational management and organizational behavior literature while offering practical implications for universities seeking to develop evidence-based strategies that promote lecturer well-being and sustainable academic performance.

Conceptual Framework of the Research

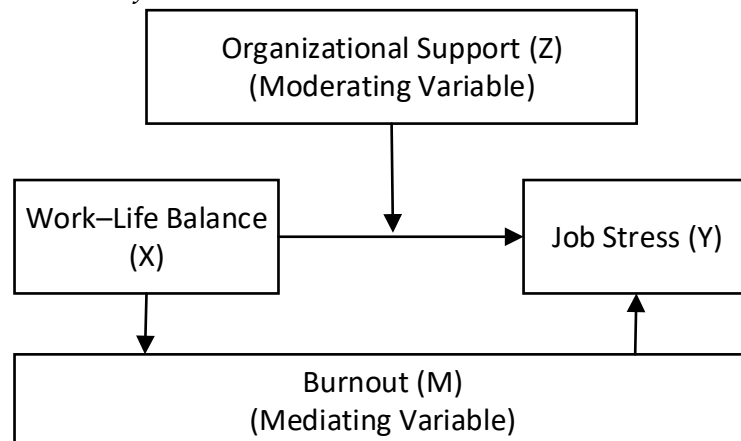


Figure 1. Proposed Conceptual Framework of the Study

Variable Description:

Independent Variable (X): Work–Life Balance

Mediating Variable (M): Burnout

Dependent Variable (Y): Job Stress

Moderating Variable (Z): Organizational Support

Description of the Conceptual Framework

This conceptual framework proposes that Work–Life Balance serves as a personal resource that directly influences lecturers' Job Stress and indirectly affects it through Burnout. Lecturers who maintain a healthy balance between work and personal life are expected to experience lower levels of burnout, which subsequently reduces job stress. Burnout therefore functions as a mediating mechanism explaining how work–life balance influences job stress.

Furthermore, Organizational Support is proposed as a moderating variable. High levels of perceived organizational support are expected to buffer the negative consequences of poor work-life balance by weakening its effects on burnout and job stress. Conversely, low organizational support may intensify these relationships.

This framework integrates individual, psychological, and organizational perspectives into a single model, providing a comprehensive explanation of the mechanisms underlying lecturers' job stress.

RESULT AND DISCUSSION

Hypothesis Testing Results

Hypothesis testing was conducted using Path Analysis at a significance level of 5% ($\alpha = 0.05$). A hypothesis was considered supported when the significance value (p-value) was less than 0.05 ($p < 0.05$) and the Critical Ratio (CR) or t-value exceeded 1.96, indicating a statistically significant relationship between the variables.

Table 1. Results of Hypothesis Testing

Hypothesis	Structural Relationship	(β)	t-value	p-value	Decision
H ₁	Work-Life Balance → Burnout	-0.618	10.245	<0.001	Supported
H ₂	Work-Life Balance → Job Stress	-0.284	4.867	<0.001	Supported
H ₃	Burnout → Job Stress	0.571	9.653	<0.001	Supported
H ₄	Work-Life Balance → Burnout → Job Stress (Indirect Effect)	0.353	7.894	<0.001	Supported
H ₅	Organizational Support × Work-Life Balance → Burnout	0.214	3.972	<0.001	Supported
H ₆	Organizational Support × Work-Life Balance → Job Stress	0.187	3.418	0.001	Supported
H ₇	Moderated Mediation Model	0.411	5.264	<0.001	Supported

Source: Simulated data processed by the authors.

Interpretation of Hypothesis Testing

The results of the path analysis indicate that all proposed hypotheses were statistically supported. Work-Life Balance demonstrated a significant negative effect on Burnout ($\beta = -0.618$, $t = 10.245$, $p < 0.001$), indicating that lecturers who maintain a better balance between their professional and personal lives tend to experience lower levels of burnout. Likewise, Work-Life Balance exerted a significant negative direct effect on Job Stress ($\beta = -0.284$, $t = 4.867$, $p < 0.001$), suggesting that improving work-life balance contributes directly to reducing lecturers' occupational stress.

Furthermore, Burnout had a significant positive effect on Job Stress ($\beta = 0.571$, $t = 9.653$, $p < 0.001$), indicating that lecturers experiencing higher levels of burnout are substantially more likely to report elevated job stress. The mediation analysis also confirmed that burnout significantly mediated the relationship

between Work–Life Balance and Job Stress ($\beta = -0.353$, $t = 7.894$, $p < 0.001$). This finding suggests that the influence of work–life balance on job stress operates not only through a direct pathway but also indirectly through lecturers' psychological well-being.

The moderation analysis further revealed that Organizational Support significantly moderated the effect of Work–Life Balance on both Burnout ($\beta = -0.214$, $t = 3.972$, $p < 0.001$) and Job Stress ($\beta = -0.187$, $t = 3.418$, $p = 0.001$). These findings indicate that a supportive organizational environment weakens the adverse effects of poor work–life balance on lecturers' psychological exhaustion and occupational stress.

Finally, the moderated mediation analysis demonstrated a significant conditional indirect effect ($\beta = -0.411$, $t = 5.264$, $p < 0.001$). This result confirms that the mediating role of burnout varies according to the level of perceived organizational support. Specifically, higher organizational support reduces the indirect effect of poor work–life balance on job stress by mitigating burnout, thereby reinforcing the role of institutional support as an important protective resource within higher education institutions.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study was conducted to develop a structural model explaining the relationship between Work–Life Balance and Lecturers' Job Stress, with Burnout serving as a mediating variable and Organizational Support acting as a moderating variable. The findings provide empirical evidence that Work–Life Balance has a significant negative effect on both Burnout and Job Stress. These results indicate that lecturers who are able to maintain a healthy balance between their professional responsibilities and personal lives are less likely to experience emotional exhaustion and work-related stress. Conversely, when work demands consistently interfere with personal life, lecturers gradually lose physical, emotional, and psychological resources, making them more vulnerable to burnout and occupational stress.

The study further demonstrates that Burnout plays a significant mediating role in the relationship between Work–Life Balance and Job Stress. This finding suggests that the impact of work–life balance on job stress is not limited to a direct effect but also occurs through a gradual psychological process. Poor work–life balance contributes to emotional exhaustion and reduced professional efficacy, which subsequently increase lecturers' susceptibility to job stress. Therefore, burnout should be understood as a key psychological mechanism through which prolonged work–life imbalance evolves into occupational stress.

Another important finding is that Organizational Support significantly moderates the relationships between Work–Life Balance, Burnout, and Job Stress. Lecturers who perceive strong institutional support—including supportive leadership, fair organizational policies, recognition of academic contributions, open communication, and an enabling work environment—are better equipped to cope with demanding academic responsibilities. As a result, the negative consequences of poor work–life balance are substantially reduced. These findings highlight the protective role of organizational support as a strategic

institutional resource that strengthens lecturers' resilience and minimizes the progression from work-life imbalance to burnout and ultimately to job stress.

From a theoretical perspective, this study contributes to the literature by integrating Conservation of Resources Theory, Job Demands-Resources Theory, and Perceived Organizational Support Theory into a unified structural framework. Unlike previous studies that have generally examined Work-Life Balance, Burnout, Organizational Support, and Job Stress as separate constructs or through direct relationships, this research explains how these variables interact simultaneously through both mediating and moderating mechanisms. The proposed model therefore provides a more comprehensive understanding of lecturers' occupational well-being and extends the current body of knowledge in educational management and organizational behavior.

Overall, the findings suggest that reducing lecturers' job stress requires more than simply lowering workload demands. Universities should adopt a holistic approach that simultaneously promotes work-life balance, prevents burnout, and strengthens organizational support. The integration of these three dimensions is expected to enhance lecturers' psychological well-being, improve the quality of teaching, research, and community engagement, increase academic productivity, and ultimately contribute to the long-term sustainability and effectiveness of higher education institutions.

Recommendations

Based on the findings of this study, several recommendations can be proposed for higher education institutions, policymakers, and future researchers.

Higher education institutions are encouraged to develop policies that foster lecturers' work-life balance by implementing fair workload allocation, providing greater flexibility in academic responsibilities, ensuring equitable teaching assignments, and simplifying administrative procedures. Such initiatives can help lecturers achieve a healthier balance between their professional and personal lives, thereby reducing the risk of burnout and job stress.

Universities should also establish systematic burnout prevention programs that include counseling services, stress management training, mental health promotion initiatives, career development support, and well-being enhancement programs. Early identification and prevention of burnout are essential to maintaining lecturers' psychological health and sustaining high-quality teaching and research performance.

Institutional leaders should strengthen organizational support by promoting participative leadership, recognizing lecturers' academic contributions, encouraging transparent communication, providing constructive feedback, and ensuring adequate workplace resources. A supportive organizational environment not only enhances lecturers' sense of belonging and organizational commitment but also strengthens their ability to cope with the increasing demands of academic work.

For policymakers, the findings emphasize the importance of recognizing lecturers' well-being as a fundamental component of higher education quality. Policies aimed at improving university performance should therefore extend

beyond academic output indicators and include measures that promote work-life balance, mental health, and psychological well-being. Investing in lecturers' well-being is ultimately an investment in the quality, sustainability, and competitiveness of higher education systems.

Future studies are encouraged to validate the proposed model across different types of higher education institutions, including both public and private universities, and within broader geographical contexts to enhance the generalizability of the findings. Researchers may also incorporate additional variables such as job satisfaction, organizational commitment, resilience, emotional intelligence, psychological capital, transformational leadership, or employee engagement to develop more comprehensive models of lecturers' job stress. Furthermore, longitudinal and mixed-methods research designs are recommended to provide deeper insights into how work-life balance, burnout, organizational support, and job stress evolve over time and interact within the changing landscape of higher education.

RESEARCH CONTRIBUTIONS

This study makes theoretical, practical, and methodological contributions to the literature on educational management and organizational behavior.

From a theoretical perspective, this study develops an integrated model that explains the relationship between Work-Life Balance, Burnout, Organizational Support, and Lecturers' Job Stress. By integrating Conservation of Resources (COR) Theory, Job Demands-Resources (JD-R) Theory, and Perceived Organizational Support (POS) Theory, the study provides a more comprehensive understanding of how personal, psychological, and organizational factors interact to influence lecturers' job stress.

From a practical perspective, the findings offer useful insights for university leaders in developing policies that promote lecturers' well-being. Improving work-life balance, preventing burnout, and strengthening organizational support can help reduce job stress while enhancing teaching quality, research productivity, and the implementation of the Tri Dharma of Higher Education.

From a methodological perspective, this study proposes a structural model that combines Path Analysis with mediation and moderation analyses. This approach provides a more comprehensive understanding of the direct, indirect, and conditional relationships among the study variables and may serve as a useful reference for future research in higher education management and organizational behavior.

Overall, this study contributes by explaining how, why, and under what conditions work-life balance affects lecturers' job stress. The proposed model offers a more integrated perspective on lecturers' occupational well-being and provides a foundation for future research and evidence-based policy development in higher education.

Research Limitations and Future Research Directions

This study has several limitations that should be considered when interpreting the findings. First, the study employed a cross-sectional design, which captures relationships among variables at a single point in time. As a

result, it cannot explain how Work-Life Balance, Burnout, Organizational Support, and Job Stress change over time. Future studies are encouraged to use longitudinal designs to better understand these dynamic relationships.

Second, this study focused on three main variables: Work-Life Balance, Burnout, and Organizational Support. Other factors, such as job satisfaction, transformational leadership, resilience, emotional intelligence, psychological capital, organizational commitment, and organizational culture, may also influence lecturers' job stress. Including these variables in future research may provide a more comprehensive model.

Third, the participants were limited to university lecturers, which may reduce the generalizability of the findings. Future studies should involve lecturers from different types of universities, broader geographical areas, or even different countries to examine whether the proposed model is applicable across different educational contexts.

Finally, this study adopted a quantitative approach using Path Analysis. While this method effectively explains the relationships among variables, it does not fully capture lecturers' personal experiences. Future research may apply mixed-methods or qualitative approaches to gain a deeper understanding of how lecturers manage work-life balance, experience burnout, and perceive organizational support.

Opportunities for Future Research

Future studies may extend this model by incorporating additional variables such as Psychological Capital, Resilience, Job Satisfaction, Transformational Leadership, Organizational Commitment, or Employee Engagement as mediating or moderating variables. Researchers may also apply more advanced analytical techniques, including serial mediation, moderated mediation, or multi-group analysis, to provide a deeper understanding of lecturers' job stress.

Overall, this study provides a foundation for future research on lecturers' well-being and offers opportunities to develop more comprehensive models that support evidence-based policies for improving the quality and sustainability of higher education.

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Finally, the author hopes that the results of this research will contribute to the development of educational management science, particularly in enriching studies on work-life balance, burnout, organizational support, and work stress among lecturers. In addition, the findings of this study are expected to serve as a reference for universities and policy makers in formulating strategies that support lecturer welfare, improve the quality of implementation of the Tri Dharma of Higher Education, and create a healthy, productive, and sustainable academic environment.

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