

Work-Life Balance and Supervisor Support on Lecturer Performance: A Systematic Review

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Abstract

The increasing demands of higher education require lecturers to balance teaching, research, publication, and community service, making work-life balance (WLB) and supervisor support (SS) critical factors in enhancing performance. This study systematically reviews empirical research published between 2022 and 2025 to examine the effects of WLB and SS on lecturer performance. Using the PRISMA 2020 guidelines, articles were identified from ScienceDirect, PubMed, and Google Scholar. Of 850 records initially retrieved, ten peer-reviewed studies met the inclusion criteria for qualitative synthesis. The findings consistently show that WLB and SS positively influence lecturer performance by improving job satisfaction, work engagement, organizational commitment, and academic productivity. Evidence from Indonesian higher education also indicates that these factors strengthen lecturers' ability to fulfill the Tri Dharma of Higher Education through better teaching, research, and community service. These findings support Social Exchange Theory and Role Balance Theory, emphasizing that supportive leadership and balanced work-life conditions contribute to higher lecturer performance. The review concludes that higher education institutions should promote flexible work policies and effective supervisory practices to enhance lecturer well-being and institutional performance.

Keywords

Work-life balance; supervisor support; lecturer performance; higher education; systematic literature review.

Introduction

Higher education institutions worldwide have experienced substantial changes in their academic and organizational environments over the past decade. Rapid technological advancement, digital transformation, globalization, and increasing accountability have significantly expanded the responsibilities of university lecturers. In addition to teaching, lecturers are now expected to conduct high-quality research, publish in reputable international journals, obtain research funding, supervise students, participate in community service activities, and contribute to institutional development. These multiple responsibilities have increased work demands and created greater challenges in maintaining productivity while

Submission: 5 February 2026; **Acceptance:** 24 July 2026 **Available online:** July 2026



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preserving personal well-being. The importance of lecturer performance has become increasingly evident because it directly influences educational quality, research productivity, student learning outcomes, and institutional competitiveness. In many countries, universities are evaluated based on research publications, international collaborations, graduate employability, and global university rankings. Consequently, lecturers frequently experience increasing workloads, time pressure, and performance expectations. According to UNESCO (2022), higher education systems continue to adapt to post-pandemic educational transformations, requiring lecturers to adopt flexible teaching methods while maintaining research and community engagement activities. Similarly, reports from Times Higher Education (2023) indicate that a considerable proportion of academics experience burnout and work-related stress due to increasing administrative and professional responsibilities.

In Indonesia, lecturers are required to fulfill the Tri Dharma of Higher Education, consisting of education, research, and community service. These responsibilities are regulated by the Ministry of Education, Culture, Research, and Technology and constitute the primary performance indicators for academic staff. Although the Tri Dharma framework promotes comprehensive academic development, balancing these multiple roles often presents significant challenges. Lecturers must simultaneously achieve teaching excellence, research productivity, publication targets, and community engagement while maintaining family responsibilities and personal well-being. Consequently, work-life balance has become an increasingly important issue in Indonesian higher education institutions. Work-life balance (WLB) refers to the ability of individuals to effectively manage work responsibilities alongside personal and family life without excessive conflict between these domains (Greenhaus & Allen, 2011). Employees who achieve better work-life balance generally demonstrate higher job satisfaction, stronger organizational commitment, lower stress levels, and improved work performance. Within higher education, lecturers who successfully balance academic and personal responsibilities are more likely to maintain teaching quality, sustain research productivity, and contribute positively to institutional development.

Another important organizational factor influencing lecturer performance is supervisor support (SS). Supervisor support includes emotional encouragement, professional guidance, constructive feedback, resource provision, and recognition provided by department heads, deans, or other academic leaders. According to Social Exchange Theory (Blau, 1964), employees tend to reciprocate organizational support by demonstrating greater commitment and improved performance. Rhoades and Eisenberger (2002) further argued that supportive organizational environments enhance employee motivation, job satisfaction, and organizational commitment. Recent empirical studies have consistently reported that supportive leadership positively influences lecturers' engagement, innovation, productivity, and overall academic performance.

Although numerous empirical studies have investigated work-life balance and supervisor support separately, relatively limited research has systematically synthesized their combined influence on lecturer performance. Existing literature reviews frequently focus on healthcare professionals, school teachers, or employees in corporate settings, while systematic evidence specifically addressing university lecturers remains limited. Furthermore, studies conducted in different countries report varying findings regarding the relative contribution of work-life balance and supervisory support, indicating the need for a comprehensive synthesis of current empirical evidence.

This systematic literature review addresses this gap by integrating recent empirical studies published between 2022 and 2025 concerning the influence of work-life balance and supervisor support on lecturer performance. Unlike previous studies that examine these variables independently, this review evaluates their complementary roles in improving lecturers' productivity, job satisfaction, work engagement, and institutional commitment.

Particular attention is also given to evidence from Indonesian higher education institutions to provide contextual insights relevant to the implementation of the Tri Dharma of Higher Education. Therefore, this study aims to systematically synthesize existing empirical evidence regarding the effects of work-life balance and supervisor support on lecturer performance, identify key research trends, discuss theoretical and practical implications, and provide recommendations for higher education institutions seeking to improve academic performance through supportive organizational policies and leadership practices.

Methodology

Research Design

This study employed a Systematic Literature Review (SLR) to synthesize empirical evidence regarding the influence of work-life balance (WLB) and supervisor support (SS) on lecturer performance in higher education. The review was conducted in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines (Page et al., 2021), which provide a transparent and standardized framework for identifying, screening, assessing, and reporting relevant studies.

Search Strategy

A comprehensive literature search was conducted using three major academic databases: ScienceDirect, PubMed, and Google Scholar. These databases were selected because they provide broad coverage of peer-reviewed publications in education, management, psychology, and organizational behavior.

The search was limited to articles published between January 2022 and March 2025 to ensure that the review reflected recent developments in higher education research. The search was performed using combinations of the following keywords and Boolean operators:

- "work-life balance" AND "lecturer performance"
- "supervisor support" AND "lecturer performance"
- "work-life balance" AND "supervisor support"
- "higher education" AND "academic staff"
- ("work-life balance" OR "supervisor support") AND ("lecturer performance" OR "faculty performance")

Reference lists of eligible studies were also examined to identify additional relevant publications.

Eligibility Criteria

Studies were included if they met the following criteria:

- Published between 2022 and 2025.
- Published in peer-reviewed journals.
- Written in English or Indonesian.
- Focused on lecturers, academic staff, or university faculty members.
- Examined the relationship between work-life balance, supervisor support, and lecturer performance.
- Reported empirical findings using quantitative, qualitative, or mixed-methods research.

Studies were excluded if they:

- Were conference papers, editorials, book chapters, dissertations, or opinion articles.
- Did not focus on higher education.
- Did not examine lecturer performance as an outcome variable.
- Were duplicate publications across databases.
- Were unavailable in full text.

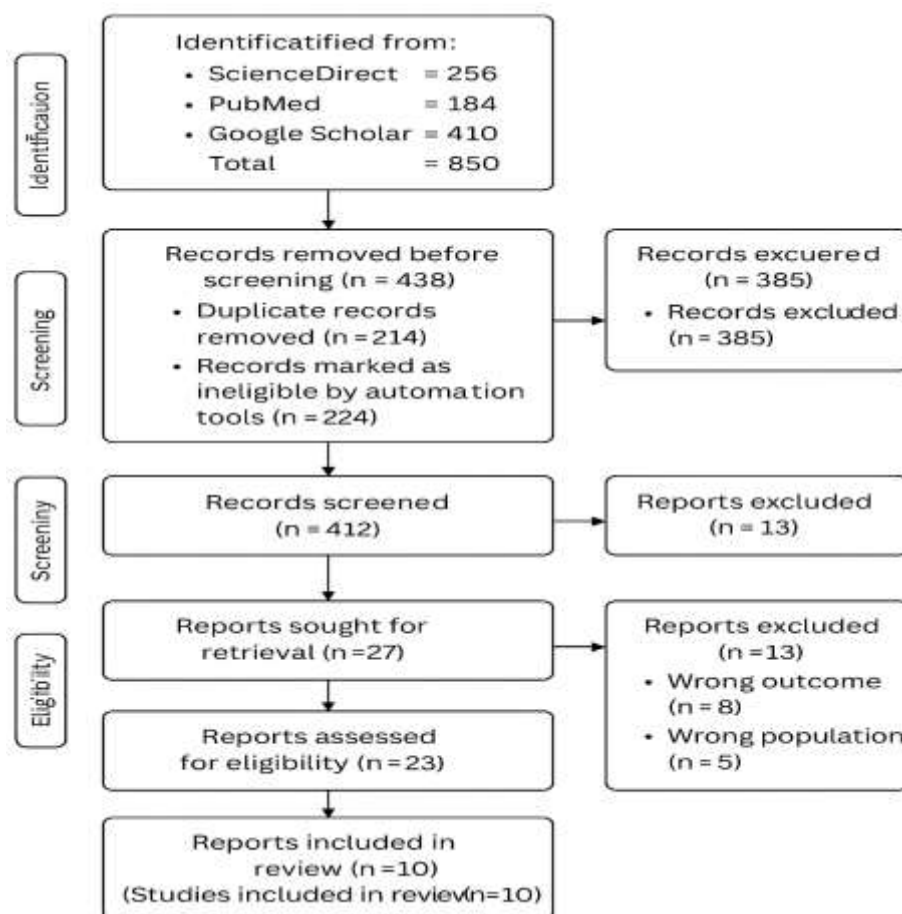
Study Selection Process

The study selection followed the four stages recommended in the PRISMA 2020 framework:

1. Identification: A total of 850 records were identified through database searching.
2. Screening: Duplicate articles were removed, and titles and abstracts were screened for relevance.
3. Eligibility: Full-text articles were assessed using the predefined inclusion and exclusion criteria.
4. Inclusion: Ten studies satisfied all eligibility criteria and were included in the qualitative synthesis.

The complete selection process is illustrated in **Figure 1 (PRISMA Flow Diagram)**

Figure 1. PRISMA diagram: Systematic research article selection flow



Data Extraction

Relevant information from each included study was extracted using a standardized data extraction form. The following information was recorded:

- Author(s)
- Year of publication
- Country
- Research design
- Sample characteristics
- Variables examined
- Key findings
- Main conclusions

This standardized approach ensured consistency during data collection and facilitated comparison across studies.

Result

Table 1. Summary of Reviewed Studies

No	Author (Year)	Country	Method	Variables	Key Findings
1	Ali et al. (2022)	Pakistan	Quantitative	WLB, SS	Both WLB and SS positively influenced lecturer performance.
2	Nguyen & Tran (2022)	Vietnam	Qualitative	WLB	Work-life balance improved academic well-being and output.
3	Rahman et al. (2023)	Bangladesh	Quantitative	SS	Supervisor support increased motivation and productivity.
4	Sari et al. (2023)	Indonesia	Mixed Methods	WLB, SS	The combination enhanced work effectiveness.
5	Lee et al. (2024)	South Korea	Quantitative	WLB	WLB strongly related to job satisfaction.
6	Simanjuntak et al. (2024)	Indonesia	Quantitative	SS	Supervision correlated with improved performance.
7	Martinez et al. (2023)	Philippines	Qualitative	WLB, SS	Leadership support and flexibility fostered outcomes.
8	Kumari et al. (2022)	India	Quantitative	WLB, SS	Both variables significantly correlated with productivity.
9	Smith & Hall (2025)	Australia	Mixed Methods	SS	Supportive supervision strengthened work engagement.
10	Yuliana et al. (2025)	Indonesia	Quantitative	WLB, SS	WLB and SS combination improved tridharma outcomes.

The initial database search identified 850 records from ScienceDirect, PubMed, and Google Scholar. After duplicate removal and title and abstract screening, potentially relevant studies were subjected to full-text assessment according to the predefined eligibility criteria. Following the PRISMA 2020 selection process, ten peer-reviewed studies published between 2022 and 2025 were included in the qualitative synthesis. The selected studies represented diverse geographical contexts, including Indonesia, Pakistan, Vietnam, Bangladesh, South Korea, the Philippines, India, and Australia. Most studies employed quantitative research

methods, while several adopted qualitative or mixed-methods approaches. Despite differences in research design and institutional settings, the findings consistently demonstrated positive relationships between work-life balance (WLB), supervisor support (SS), and lecturer performance.

The review revealed that work-life balance was associated with higher job satisfaction, lower occupational stress, improved psychological well-being, and stronger teaching and research performance. Lecturers who successfully balanced professional and personal responsibilities reported greater motivation, higher productivity, and improved overall academic effectiveness.

Similarly, supervisor support emerged as a critical organizational factor influencing lecturer performance. Supportive supervisors who provided constructive feedback, emotional encouragement, adequate resources, and professional recognition contributed to higher levels of work engagement, organizational commitment, and academic productivity. Studies conducted in Indonesia further indicated that the combination of work-life balance and supervisor support strengthened lecturers' ability to fulfil the Tri Dharma of Higher Education, encompassing teaching, research, and community service. Overall, the reviewed evidence suggests that work-life balance and supervisor support complement one another. While work-life balance primarily enhances lecturers' psychological well-being and personal resilience, supervisor support creates an organizational environment that enables lecturers to perform effectively. Together, these factors contribute to sustainable academic performance and institutional success.

Because the included studies varied in research design, measurement instruments, and analytical approaches, a qualitative narrative synthesis was conducted rather than a meta-analysis. The findings were grouped into recurring themes related to work-life balance, supervisor support, lecturer performance, work engagement, organizational commitment, and job satisfaction. Similarities and differences across studies were identified and interpreted to provide a comprehensive understanding of the relationships among the variables. The synthesis also examined the theoretical implications of the findings using Social Exchange Theory and Role Balance Theory, enabling interpretation of how supportive organizational environments and balanced work and personal roles contribute to improved lecturer performance.

Discussion

The findings of this systematic literature review demonstrate that work-life balance (WLB) and supervisor support (SS) consistently contribute to improving lecturer performance across different higher education contexts. Among the ten studies reviewed, seven investigated both variables simultaneously, while the remaining studies focused on either work-life balance or supervisor support. Despite differences in research settings, countries, and methodologies, all studies reported a positive relationship between these organizational factors and lecturer performance. The reviewed evidence indicates that work-life balance positively influences lecturers' academic performance by improving psychological well-being, reducing work-related stress, and increasing job satisfaction. Studies conducted by Nguyen and Tran (2022) in Vietnam and Lee et al. (2024) in South Korea found that lecturers who maintained a healthier balance between professional and personal responsibilities demonstrated better academic well-being, higher job satisfaction, and greater work effectiveness. Similar findings were reported by Ali et al. (2022), Kumari et al. (2022), and Sari et al. (2023), which showed that work-life balance contributes significantly to lecturer productivity when combined with supportive organizational practices. These findings are consistent with Greenhaus and Allen (2011), who

argued that balancing work and non-work roles reduces role conflict and enhances individual effectiveness.

Supervisor support emerged as another critical determinant of lecturer performance. Across the reviewed studies, supervisors who provided professional guidance, constructive feedback, emotional encouragement, and recognition contributed to higher levels of motivation and academic productivity. Rahman et al. (2023) demonstrated that supportive supervision significantly increased lecturers' motivation and productivity in Bangladeshi universities. Similarly, Simanjuntak et al. (2024) reported that supervisor support positively predicted lecturer performance in Indonesian private universities, while Smith and Hall (2025) found that supportive leadership strengthened lecturers' work engagement in Australian higher education institutions. These findings support the concept of perceived organizational support proposed by Rhoades and Eisenberger (2002), which suggests that employees who perceive organizational support develop stronger commitment and are more willing to contribute to organizational success. The synthesis further reveals that work-life balance and supervisor support should not be viewed as separate organizational practices. Instead, both variables interact to create a supportive academic environment that enables lecturers to achieve higher levels of performance. Ali et al. (2022), Kumari et al. (2022), Martinez et al. (2023), Sari et al. (2023), and Yuliana et al. (2025) consistently reported that the combination of flexible work arrangements and supportive leadership produced stronger improvements in lecturer effectiveness than either factor alone. This finding suggests that institutional policies promoting work-life balance require complementary supervisory practices to achieve optimal outcomes.

The results of this review can also be interpreted through the lens of Social Exchange Theory (Blau, 1964). According to this theory, lecturers who perceive that their institutions and supervisors value their contributions are likely to reciprocate through increased organizational commitment, higher motivation, and improved job performance. Supportive supervisory relationships therefore become an important organizational resource that encourages lecturers to perform beyond minimum expectations. Likewise, Role Balance Theory (Marks & MacDermid, 1996) explains that lecturers who successfully manage multiple professional and personal roles experience lower levels of role conflict and emotional exhaustion, allowing them to sustain higher academic performance. The findings are particularly relevant to Indonesian higher education institutions. Studies conducted by Sari et al. (2023), Simanjuntak et al. (2024), and Yuliana et al. (2025) indicate that work-life balance and supervisor support facilitate lecturers in fulfilling the *Tri Dharma of Higher Education*, which includes teaching, research, and community service. Considering the increasing expectations for research publications, accreditation, and community engagement, universities should recognize lecturer well-being as a strategic factor influencing institutional performance. Policies such as flexible workload management, mentoring programs, regular performance feedback, and leadership development for academic supervisors may help create healthier and more productive academic environments.

From a practical perspective, universities should integrate work-life balance initiatives into their human resource management strategies. Flexible scheduling, equitable workload distribution, mental health support, and family-friendly policies can help lecturers manage competing responsibilities more effectively. In parallel, leadership development programs should strengthen supervisors' competencies in communication, coaching, mentoring, and employee support. Such organizational initiatives are expected to improve lecturer satisfaction, increase work engagement, reduce burnout, and ultimately strengthen institutional effectiveness. This review has several limitations. First, only studies published between 2022 and 2025 were included, which may have excluded relevant earlier evidence. Second, the review was limited to three electronic databases and ten eligible studies. Third, variations in

research design and measurement instruments prevented quantitative synthesis through meta-analysis. Future research should expand the scope of databases, include longitudinal studies, and examine additional variables such as organizational culture, transformational leadership, psychological well-being, and digital competence to obtain a more comprehensive understanding of factors influencing lecturer performance.

Conclusion

This systematic literature review demonstrates that work-life balance (WLB) and supervisor support (SS) are two important organizational factors that consistently influence lecturer performance across higher education institutions. The evidence synthesized from ten empirical studies published between 2022 and 2025 indicates that lecturers who experience a healthy balance between professional and personal responsibilities, together with supportive supervision, are more likely to achieve higher levels of job satisfaction, work engagement, organizational commitment, and academic productivity. These findings suggest that lecturer performance is shaped not only by individual competence but also by the organizational environment in which academic activities are carried out.

The review further highlights that work-life balance and supervisor support are complementary rather than independent factors. Flexible work arrangements become more effective when accompanied by supportive leadership, while supervisory support is strengthened when institutions implement policies that reduce work-life conflict. Within the Indonesian context, the reviewed studies indicate that these two factors support lecturers in fulfilling the Tri Dharma of Higher Education through improved teaching, research, and community service performance.

From a theoretical perspective, the findings reinforce the relevance of Social Exchange Theory and Role Balance Theory in explaining how supportive organizational environments and balanced role management contribute to improved lecturer performance. Practically, higher education institutions should develop comprehensive human resource policies that promote work-life balance, equitable workload distribution, leadership development, mentoring, and supportive supervisory practices. Such initiatives are expected to enhance lecturer well-being while simultaneously improving institutional effectiveness and educational quality.

This review is subject to several limitations. It includes only studies published between 2022 and 2025 and focuses on articles retrieved from three electronic databases. In addition, methodological differences among the reviewed studies prevented quantitative synthesis through meta-analysis. Therefore, future research should expand the range of databases, include more diverse geographical contexts, and examine additional organizational and psychological variables, such as organizational culture, transformational leadership, psychological well-being, job autonomy, and digital competence. Future systematic reviews incorporating meta-analysis are also recommended to provide stronger empirical evidence regarding the magnitude of the relationships between work-life balance, supervisor support, and lecturer performance.

Acknowledgements

There is no grant or funding bodies to be acknowledged for preparing this paper.

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