

WORK-FAMILY CONFLICT AND JOB SATISFACTION AMONG FEMALE LECTURERS: THE ROLE OF SELF-EFFICACYHariza Hasyim¹, Yanti Ernalina², Aras Aira³Universitas Islam Sultan Syarif Kasim Riau¹²³Correspondent Author: hariza.hasyim@uin-suska.ac.id**Abstract**

This research investigates how job satisfaction among female faculty members in higher education is influenced by work-family conflict and self-efficacy. By employing a quantitative methodology, empirical data was gathered from 64 married female academics holding permanent positions via standardized surveys. The study utilized path analysis and multiple regression to evaluate both direct and indirect associations between these factors. The outcomes demonstrate that while work-family conflict detrimental impacts job satisfaction, self-efficacy exerts a notably favorable influence. Nevertheless, self-efficacy does not serve as a mediating factor in the link between family-related workplace stress and overall job contentment. These results imply that despite its psychological importance, self-efficacy alone cannot fully mitigate the adverse consequences of work-life imbalances. This inquiry adds to the field of higher education human resource management by offering new insights from an Indonesian perspective and emphasizing the necessity for organizational strategies that tackle systemic work-life hurdles.

Keywords: *Work Family Conflict, Self-Efficacy, Job Satisfaction, Human Resource Management, Female Lecturers*

Abstrak

Penelitian ini mengeksplorasi kaitan antara kepuasan kerja, efikasi diri, dan konflik peran antara pekerjaan dan keluarga pada dosen wanita di lingkungan perguruan tinggi. Melalui metode kuantitatif, informasi dihimpun dari 64 tenaga pengajar perempuan yang telah berkeluarga dan memiliki status kepegawaian permanen menggunakan instrumen kuesioner. Untuk mengevaluasi pengaruh langsung dan pengaruh antara terhadap variabel yang diteliti. Hasil studi mengungkapkan bahwa tingkat kepuasan kerja menurun secara signifikan akibat adanya konflik kerja-keluarga, sementara efikasi diri justru memberikan kontribusi positif yang nyata. Akan tetapi, ditemukan bahwa efikasi diri bukan merupakan faktor mediasi dalam hubungan antara stres peran keluarga dan kebahagiaan kerja. Fenomena ini mengindikasikan bahwa sekalipun efikasi diri menjadi instrumen psikologis yang krusial, kapasitas tersebut belum memadai untuk meredam pengaruh buruk dari ketimpangan antara tugas kantor dan rumah tangga. Riset ini memperkaya kajian manajemen SDM di sektor pendidikan tinggi dengan menyajikan data faktual dari perspektif Indonesia, sekaligus menekankan pentingnya regulasi organisasi yang berfokus pada solusi struktural bagi hambatan peran ganda.

Kata Kunci: *Konflik Peran Ganda, Efikasi diri, Kepuasan Kerja, Dosen Perempuan*

INTRODUCTION

Women's participation in the workforce is increasingly driven not only by economic necessity but also by aspirations for self-actualization, professional identity, and career advancement. As gender roles evolve, women are no longer confined to domestic responsibilities; instead, many actively engage in professional careers while simultaneously managing family obligations. In the higher education sector, expanded access to tertiary education and gender equality policies have significantly increased women's representation in academic professions over the past two decades (Shockley et al., 2017).

Globally, the growing presence of female lecturers has become a notable trend. However, empirical evidence suggests that increased participation does not automatically lead to improved well-being or higher job satisfaction. Recent studies consistently report that female academics experience higher levels of work strain, emotional exhaustion, and role overload compared to their male counterparts, particularly after marriage (Yang et al., 2024). Married female lecturers face more complex challenges as they are required to simultaneously fulfill professional responsibilities—such as teaching, research, and publication demands—while maintaining primary roles within the family.

From a human resource management perspective, this dual burden places female lecturers at greater risk of work–family conflict, which has been shown to negatively affect psychological well-being, job satisfaction, and work engagement in higher education settings (Shockley et al., 2017; Qiaolan & Man, 2023). Recent evidence further indicates that institutional demands in academia, including performance-based evaluation systems and the “publish or perish” culture, intensify work–family conflict among female lecturers, especially in developing country contexts where organizational support remains limited (Yang et al., 2024).

Therefore, grasping the complexities of work–life balance for female lecturers is essential for both increasing job contentment and shaping gender-responsive organizational policies in the academic sector. Addressing this issue is particularly important to ensure the sustainability of female lecturers' academic performance and their continued contribution to the core missions of higher education.

Women with higher educational attainment increasingly pursue professional careers while simultaneously maintaining family responsibilities. Although dual-income households may contribute to improved family welfare, women often continue to bear a disproportionate share of domestic and caregiving roles. As a result, working women frequently experience dual

role demands that require them to manage professional obligations alongside household responsibilities. This simultaneous role engagement places substantial demands on women's physical and psychological resources.

Recent empirical studies indicate that prolonged exposure to dual role pressures contributes to physical fatigue, emotional strain, and heightened psychological stress among working women. These conditions may manifest in increased irritability, emotional exhaustion, and reduced well-being, which can negatively affect both family harmony and work-related attitudes (Shockley et al., 2017; Thao & Giang, 2019). In the context of academic professions, female lecturers are particularly vulnerable to these pressures due to high workloads, performance expectations, and limited flexibility, all of which intensify work–family conflict and undermine psychological well-being (Yang et al., 2024)

Increasing work demands and responsibilities will impact personal lives and make it difficult for women to fulfill their responsibilities at home. Women in the workforce are under greater pressure and require flexibility in completing their work. Although men and women share the workload to meet the needs of life, women bear a greater burden in terms of family expectations, household management, childrearing, and caring for the elderly. This makes it more challenging for women to balance their personal and professional lives at work.

Work–family conflict is characterized by the friction between professional and domestic obligations, where the pressure from one sphere hinders the successful performance of the other, leading to psychological stress. Contemporary research emphasizes that work–family conflict is a multidimensional phenomenon affecting emotional well-being, role performance, and work attitudes (Shockley et al., 2017; Yang et al., 2024). Empirical evidence consistently shows that women experience higher levels of work–family conflict than men, primarily due to the unequal distribution of domestic and caregiving responsibilities that persist despite increased female labor force participation (Qiaolan & Man, 2023; Wazirman et al., 2022).

Although work–family conflict can affect both men and women, recent studies confirm significant gender differences in its intensity and consequences. Female employees, particularly married women, are more likely to perceive family responsibilities as a primary obligation, making them more vulnerable to role overload and psychological strain (Shockley et al., 2017). Prolonged exposure to work–family conflict has been associated with adverse outcomes such as emotional exhaustion, reduced family harmony, and lower job satisfaction (Dwi Nova Nauli et al., 2025; Yang et al., 2024).

Job satisfaction is defined as a favorable emotional condition arising from a comprehensive assessment of one's professional journey and the degree to which workplace results meet personal goals. Elevated levels of work contentment are frequently linked to enhanced commitment, robust motivation, and mental health, whereas failing to meet expectations leads to frustration and disengagement strategies. Previous literature highlights that social, physical, and mental factors act as primary drivers of satisfaction, with psychological assets being particularly vital for navigating professional stress and obligations.. (Yu et al., 2018). Prior research identifies social, physical, and psychological factors as key determinants of job satisfaction, with psychological resources playing a particularly critical role in managing job demands and stressors.

Within the realm of psychological attributes, self-efficacy is extensively regarded as a primary driver of professional contentment. This concept represents a person's internal confidence in their aptitude to effectively execute duties and navigate difficulties within the workplace Albrecht & Marty, 2024; Khadka & Khadka, 2023). In contrast, low self-efficacy is associated with reduced confidence, diminished motivation, and lower satisfaction in the workplace

Lecturer self-efficacy is also determined by the level of education they have taken. Lecturers who have completed doctoral education have better efficacy in the field of education than lecturers who have completed master's education. Lecturer self-efficacy is also influenced by educational attainment. Lecturers who have completed doctoral-level education tend to demonstrate higher levels of teaching-related self-efficacy compared to those holding only a master's degree (Hemming & Russell, 2019). Lecturer self-efficacy refers to university lecturers' beliefs about their capability to successfully perform teaching, research, and service activities, which influences psychological well-being and professional outcomes in higher education(Lai et al., 2025)

In the context of female lecturers, these professional demands often overlap with family responsibilities, giving rise to dual role conflict (work–family conflict). Recent research on university lecturers shows that work–family role conflict is more common among female lecturers than male lecturers, and this conflict negatively impacts job satisfaction and academic engagement.(Qiaolan & Man, 2023)

Based on the results of observations with lecturers at UIN Suska Riau, conducted by researchers that almost 90% of female permanent lecturers are married, meaning that female lecturers at UIN Suska Riau have a dual role, namely a wife and also as a mother or working

wife. From casual conversations with fellow female lecturers, it is known that young female lecturers admit to having less satisfaction with their work, related to dual roles at home (domestic roles) and outside the home (professional work). However, there are also some female lecturers who have job satisfaction by balancing family and work. To further improve job satisfaction in female lecturers, it is necessary to pay attention to whether a female lecturer has self-efficacy and dual role conflict in their work.

In East Asian contexts, particularly China, studies have demonstrated that work–family conflict among female university lecturers significantly reduces work engagement and increases emotional strain, reflecting strong institutional performance pressures (Qiaolan & Man, 2023). Comparable findings have also been reported in Vietnam, where work–family conflict negatively affects job satisfaction and well-being among higher education employees, with social support acting as a mitigating factor (Thao & Giang, 2019). In the Indonesian context, empirical evidence indicates that dual role conflict remains a significant predictor of job satisfaction among female lecturers. Studies published in nationally accredited journals report that dual role pressures negatively affect psychological well-being and work attitudes, particularly among married female academics (Saragih et al., 2020).

Even with existing studies, there is still a scarcity of quantitative research that concurrently analyzes work-family conflict, self-efficacy, and professional fulfillment among female faculty members. This lack of empirical evidence is especially pronounced in Indonesia's higher education sector, where traditional cultural norms deeply influence gender-based role expectations, strong family obligations, and increasing institutional demands related to performance evaluation and academic productivity. Consequently, it is imperative to conduct empirical research that combines psychological factors with work–family dynamics. Such studies are essential for providing a solid foundation for developing more effective human resource management strategies in the Indonesian higher education sector there is a clear need for empirical studies that integrate psychological resources and work–family dynamics to better inform human resource management policies within Indonesian universities.

Literature review

Recent studies further indicate that work–family conflict among academics is strongly associated with reduced job satisfaction and increased emotional strain, particularly in professions characterized by high cognitive and emotional demands (Haar et al., 2018).

Specifically, academic staff experience heightened work–family conflict due to performance pressures and role overload (Bell et al., 2021).

Extensive studies on dual role conflict consistently illustrate how it negatively affects the perspectives and conduct of staff members. Conflicts between professional and domestic demands have been shown to reduce job satisfaction and organizational citizenship behavior, particularly in contexts where institutional support and decision-making autonomy are limited (Yu et al., 2018). Such findings reinforce the notion that role conflict is a strategic concern in human resource management, as it directly shapes the quality of employees' work experiences.

Additional studies emphasize that the friction between professional and family life is linked to reduced mental health and a decrease in professional contentment. For instance, a study published in *BMC Psychology* reported that work–family conflict negatively affects subjective happiness and work engagement, which in turn reduces job satisfaction (Yang et al., 2024). These results emphasize that role conflict influences not only structural aspects of work but also the psychological resilience of employees.

Beyond its direct relationship with job satisfaction, scholars have underscored the importance of individual psychological resources, particularly self-efficacy. According to Rahman et al., self-efficacy is a crucial factor that enables individuals to manage work–family conflict effectively and sustain a healthy balance between their professional and personal. Individuals with higher self-efficacy are better equipped to manage competing demands and sustain professional performance (Auliyah & Kawuryan, 2025). Similarly, studies on female employees confirm that greater conflict between career and family roles consistently lowers job satisfaction (Nauli et al. (2025)).

Extensive evidence suggests that work–family conflict frequently impairs work–life balance, which serves as a fundamental factor in achieving professional fulfillment. Research in the banking sector revealed that high levels of role conflict undermine work–life balance and negatively affect employees' attitudes toward their jobs (Wazirman et al., 2022). Other studies further suggest that role conflict influences job satisfaction through psychological and motivational pathways, especially in occupations requiring flexibility (Sovya Melati & Rizkillah, 2022). Latest findings within the context of Indonesia's plantation industry indicate that the influence of work-family conflict and organizational fairness on the quality of work life is a widespread occurrence. In their study, (Zulkarnain et al., 2024) highlight that these dynamics do not show significant disparity between male and female employees. Instead, the research emphasizes that the structural demands of labor-intensive industries create a shared

challenge for the entire workforce. Consequently, the study concludes that regardless of gender, the presence of interactional justice and the mitigation of time-based conflict are the most critical determinants of employee well-being and organizational efficiency.

However, the increasing demands for academic publications—often encapsulated in the “publish or perish” culture—have intensified stress among academics, as the obligation to continuously produce scholarly work significantly increases workload and psychological pressure (González Flores, 2025). Likewise, digital transformation in higher education, while intended to enhance efficiency, has added complexity to lecturers’ tasks when not supported by adequate technological resources, thereby exacerbating dual role conflict (Bond et al., 2018).

Prolonged exposure to dual role conflict can deplete psychological resources, reduce self-efficacy, and diminish job satisfaction. For female lecturers, this dual burden is particularly challenging, as academic demands often clash with family responsibilities, leading to decreased energy, focus, and engagement in the Tri Dharma of higher education (Thao & Giang, 2019). Regression-based studies confirm that role conflict is significantly related to both job satisfaction and self-efficacy, with work–life balance serving as a predictor of individual satisfaction (Khadka & Khadka, 2023). Other findings also show that increased role conflict reduces psychological resources such as self-efficacy, which in turn lowers job satisfaction (Albrecht & Marty, 2024).

Psychological resources play a crucial role in shaping employees’ responses to professional employee and Household responsibilities. Xanthopoulou et al. (2018) argue that self-efficacy enhances individuals’ capacity to cope with role stressors, thereby strengthening job satisfaction and work engagement. Employees with high self-efficacy are more likely to maintain positive work attitudes despite experiencing work–family conflict.

Professional fulfillment among educators in higher education is closely linked to how they manage dual-role conflicts and their perceived self-efficacy. Regression results indicate that role conflict is significantly related to job satisfaction and self-efficacy, and a moderate work-life balance is able to predict individual job satisfaction. (Khadka & Khadka, 2023). Other studies show that dual role conflict has a negative relationship with job satisfaction and is associated with a decrease in psychological resources such as self-efficacy, which ultimately decreases job satisfaction when the conflict increases.

RESEARCH HYPOTHESIS

Work–Family Conflict and Self-Efficacy

From a human resource management perspective, work-family conflict is viewed as a job demand that can drain an individual's psychological resources. When work and family demands conflict, individuals can potentially experience psychological stress, which can lead to decreased confidence in their ability to complete work tasks. Self-efficacy, defined as an individual's belief in their abilities, is strongly influenced by supportive or inhibiting work conditions. Therefore, the greater the dual role conflict experienced by female lecturers, the lower their perceived level of self-efficacy.

H1: The presence of role interference between professional and domestic life detrimentally impacts the self-belief and confidence of female lecturers.

Work–Family Conflict and Job Satisfaction

Job satisfaction is an important indicator in human resource management because it is related to an individual's positive attitude toward their work. Dual role conflict can decrease job satisfaction because individuals experience difficulty balancing work and family demands, thus affecting perceptions of work satisfaction and meaningfulness. In the context of female lecturers, high levels of role conflict have the potential to decrease job satisfaction and the overall quality of the work experience.

H2. Job satisfaction among female faculty members is adversely influenced by the presence of work–family conflict.

Self-Efficacy and Job Satisfaction

Self-efficacy is an important psychological resource in dealing with job demands. Individuals with high self-efficacy tend to have strong beliefs in completing tasks, managing work pressure, and maintaining a positive attitude toward their work. From an HR perspective, self-efficacy contributes to increased job satisfaction because individuals feel capable of managing job demands and achieving professional goals.

H3: Self-efficacy has a positive effect on the job satisfaction of female lecturers.

Self-Efficacy's Function as a Mediator

The Intervening Influence of Self-Efficacy: Theoretically, the way dual-role tension affects professional fulfillment is mediated by self-efficacy. High levels of role interference can erode an individual's confidence in their capabilities, resulting in lower job satisfaction.

Consequently, self-efficacy is positioned as a mediator that links the experience of conflict to its emotional outcomes at work

METHOD

This inquiry adopts a quantitative methodology utilizing primary data sources. Information was gathered through the distribution of structured surveys to female faculty members at UIN Suska. This research applied a non-probability approach through purposive sampling, selecting participants specifically because they meet the established requirements for the investigation.. To be included in the study, respondents had to be married female academics with permanent status and a minimum of two years of professional experience at the institution. Based on these established parameters, a final group of 64 lecturers was successfully recruited for the analysis.

RESULTS AND DISCUSSION

Direct Effect: Dual Role Conflict on Self-Efficacy

Statistical analysis presented in Table 3 demonstrates that work–family conflict has a direct and significant adverse effect on job satisfaction. This is supported by a p-value of 0.022, which falls below the established significance threshold of 0.05. These findings suggest that reducing the intensity of dual-role challenges can lead to an improvement in self-efficacy levels. Consequently, the initial hypothesis stating The hypothesis that work–family conflict exerts a significant and negative influence on self-efficacy is firmly validated by the study's empirical results.

The interpretation of the proof of this hypothesis is that the increase in dual role conflict felt by respondents as a result of problems in the work environment and family has a direct impact on the decline in the level of optimism and self-confidence of female lecturers. This is because there is fear and worry, to act, because they are worried that the action will actually cause new problems so that this is an indication that the level of self-efficacy of respondents has decreased with the increase in dual role conflict.

Table 1.Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	29,580	1,146		25,808	.000
CONFLICT	-.188	.053	-.415	-3,587	.001

a. Dependent Variable: Self-Efficacy

The findings reveal a negative and statistically significant correlation between dual-role tensions and the levels of self-belief among female lecturers, indicating that higher conflict leads to diminished confidence. This is in line with Job Demands–Resources Theory, which states that high role demands can drain an individual's psychological resources, thereby reducing self-confidence in carrying out professional duties. Previous research has also found that role conflict is associated with decreased individual efficacy because excessive role pressure disrupts work-life balance (work rhythm & well-being) and impacts perceptions of self-efficacy.

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Standard Error Of The Estimate
1	.415a	.172	.159	2,850

A. Predictors: (Constant), Konflikpg

Table 2 shows that dual role conflict explains 17.2% of self-efficacy, while the remaining 82.8% is explained by other variables. The test results also show that an error value of 1 is obtained from the r-square calculation using the formula: $\sqrt{1 - r^2} = \sqrt{1 - 0.172} = 0.909$. Based on these results, the following diagram is obtained:

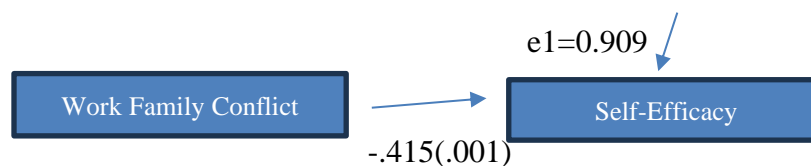


Figure 1. The Effect of Dual Role Conflict on Self-Efficacy

Direct Effect: Work Family Conflict on Job Satisfaction

Based on the data in Table 3, it is evident that work-family conflict exerts a direct and statistically significant negative impact on job satisfaction, evidenced by a p-value of 0.022, which is lower than the 0.05 alpha level. These results suggest that minimizing dual-role tensions can effectively enhance an individual's level of professional fulfillment. Consequently, the hypothesis asserting The hypothesis that work–family conflict exerts a significant and negative influence on self-efficacy is firmly validated by the study's empirical results. Consequently, these findings highlight how the burden of managing simultaneous professional

and domestic roles can lead to a decline in professional confidence and satisfaction and domestic responsibilities can diminish a respondent's sense of optimism and self-assurance. Rather than fostering a productive environment, these conflicts introduce additional stressors that ultimately lead to a decline in overall workplace contentment.

Table 3. Coefficients

Model		Unstandard ized Coefficient s Std. Error	Standar dized Coeffici ents Beta	T	Sig.
(Constant)	16,603	3,815		4,352	.000
Conflict	-.132	.056	-.281	-2,347	.022
Self-Efficacy	.353	.123	.343	2,862	.006

a. Dependent Variable: Satisfaction

According to the regression analysis, it is evident that the tensions arising from dual roles significantly shape the level of job satisfaction experienced by individuals. The e^2 value is obtained from the r-square calculation using the formula: $\sqrt{1-r^2} = \sqrt{1-0.76} = 0.850$. The findings of this study also indicate that dual role conflict negatively impacts female lecturers' job satisfaction. Other empirical research supports this finding, stating The results indicate that higher levels of role interference between career and home life are directly associated with lower career contentment. As a primary stress factor, dual-role conflict exerts a direct influence on the psychological state and professional fulfillment of employees Work–family conflict is a stress factor that directly impacts psychological well-being and job satisfaction components. Other studies also reported similar results that high role conflict is related to decreased subjective well-being and job satisfaction, especially if institutional support is low.(Yang et al., 2024).

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Standard Error Of The Estimate
1	.525a	.276	.252	2,768

A. Predictors: (Constant), Self-Efficacy, Conflict

Table 4 shows that work family conflict and self-efficacy explain 27.6% of female lecturers' job satisfaction. The remaining 72.4% of job satisfaction is explained by variables other than the variables studied.

Direct Influence: Self-efficacy on Workplace gratification

Analysis of Table 3 provides empirical support for the positive correlation between self-efficacy and job satisfaction. Given that the p-value (0.006) is lower than the alpha level of 0.05, the findings indicate that as an individual's self-efficacy strengthens, their level of career fulfillment increases significantly, so that higher self-efficacy will increase job satisfaction. The interpretation of this proven hypothesis is that the self-efficacy felt by female lecturers increases, so that the level of ability and responsibility as lecturers has a direct impact on the level of optimism and self-confidence. Thus, high self-efficacy will result in high job satisfaction.

This is based on the view that individuals who are confident in their abilities tend to possess a greater capacity to manage the stresses and expectations inherent in their professional roles, thus maintaining a positive attitude toward their work. Self-efficacy is seen as an important psychological resource in dealing with work challenges and role conflict.

Indirect Effect: The Indirect Impact of Work–Family Conflict on the Professional Contentment of Female Lecturers: The Mediating Role of Self-Efficacy.

In evaluating how self-efficacy mediates the relationship between work–family conflict and job satisfaction, the analysis considers the direct path coefficient = -0.281\$). The indirect effect is subsequently calculated by determining the product of the path coefficients from X to Z and Z to Y = $-0.415 \times 0.343 = -0.1424$, then the total influence given by X to Y is the direct influence plus the indirect influence is: $-0.281 + (-0.1424) = -0.42$. Analysis suggests that the link between role conflict and job satisfaction is not bridged by self-efficacy. Despite the direct significance of self-efficacy, the substantial direct pressure from work–family conflict on satisfaction persists, functioning independently of the individual's perceived self-capabilities.

In terms of human resource management, these findings imply that merely enhancing self-efficacy is insufficient to mitigate the negative impact of work–family conflict on professional fulfillment. Organizational interventions need to be a key strategy—for example, through more flexible job design, family-friendly policies, or comprehensive well-being support. These policies have been recommended in literature studies that show that Institutional

assistance can neutralize the adverse effects of role conflict on various workplace outputs and employee productivity.

As illustrated in Figure 2, the direct influence of dual-role conflict on satisfaction (-0.281) remains more substantial than its indirect influence through self-efficacy (-0.1424). Consequently, the mediation hypothesis is not empirically supported, as the self-efficacy pathway does not serve as a primary bridge for this relationship

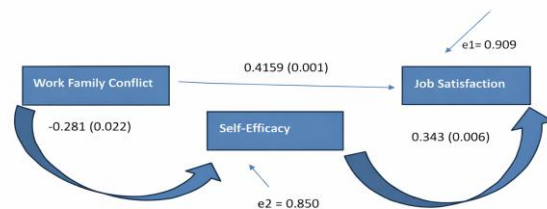


Figure 2. Direct and Indirect Influences

In Table 4. The error value 2 is obtained from the r square calculation with the formula $\sqrt{1-r^2} = \sqrt{1-0.276} = 0.850$. The relationship and influence between work family conflict, self-efficacy, and job satisfaction in university lecturers are in line with the regression results showing that role conflict is significantly related to job satisfaction and self-efficacy, and moderate work-life balance is able to predict individual job satisfaction (Khadka, and Khadka 2023). Other studies show that dual role conflict has a negative relationship with job satisfaction and is associated with a decrease in psychological resources such as self-efficacy, which ultimately decreases job satisfaction when conflict increases (Albrecht & Marty 2024).

Conclusion

Path analysis findings demonstrate that work–family conflict significantly undermines both the self-efficacy and job satisfaction of female faculty members. While self-efficacy remains a vital psychological asset that promotes career contentment, it fails to function as a mediator in this model. This indicates that the adverse impact of dual-role interference on job satisfaction is predominantly direct and robust, rather than being channeled through an individual's perceived capability. From an HRM perspective, this finding highlights that addressing female lecturers' role conflict requires structural and organizational interventions rather than relying solely on individual psychological factors.

Suggestion

Higher education institutions are encouraged to design HRM policies that are responsive to the needs of female lecturers. Recommended strategies include flexible working arrangements, equitable workload distribution, and institutional support programs that promote work–life balance. In addition, initiatives to strengthen self-efficacy—such as professional development, mentoring, and career advancement support—should be integrated into HRM practices. By combining organizational interventions with individual capacity-building, universities can enhance female lecturers’ job satisfaction and ensure the sustainability of their contributions to the Tri Dharma of higher education.

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