



## WORK-LIFE BALANCE OF JEMBER UNIVERSITY LECTURERS

### WORK LIFE BALANCE PADA DOSEN UNIVERSITAS JEMBER

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#### ABSTRACT

**Background:** Work-life balance is a condition that occurs when the demands of work and the demands of personal life are balanced. Previous research stated that work-life balance for lecturers was achieved during the Work-from-Home (WFH) or online learning. However, it is known that the current learning system has returned to the offline system. **Purpose:** The purpose of the research was to determine factors of work-life balance among Jember University lecturers. **Method:** This type of research is observational analytics using a cross-sectional research design. The instrument used in the research was a work-life balance questionnaire developed by Fisher. The population for this research was 376 Jember University lecturers who were actively teaching. 128 respondents were taken as the sample. Sample selection in the research used a proportional random sampling technique and used the contingency coefficient and Chi-square statistical test. **Result:** The results showed that most respondents were male (54.7%), aged 28 to 46 years (64.1%), married (91.4%), had  $\leq 2$  children (62.5%), had functional positions of lecturers (35.2%), had no structural positions (59.4%), and had no side jobs (68.8%). There was no significant relationship between sex (0.252), age (0.502), marital status (0.682), number of children (0.145), functional positions (0.312), structural positions (0.509), and side jobs (0.094) with work-life balance. **Conclusion:** Demographic and job characteristics do not affect the work-life balance among lecturers at University of Jember.

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#### ABSTRAK

**Latar belakang:** Work-life balance merupakan kondisi yang terjadi saat tuntutan pekerjaan (*work*) dan tuntutan kehidupan pribadi (*life*) seimbang. Penelitian terdahulu menyebutkan *work-life balance* tercapai pada masa adanya kebijakan *Work-from-Home* (WFH) atau pembelajaran daring (*online*) pada dosen. Namun, diketahui saat ini sistem pembelajaran saat ini telah kembali pada sistem luring (*offline*). **Tujuan:** Tujuan penelitian yang dilakukan adalah untuk mengetahui gambaran *work-life balance* pada dosen Universitas Jember serta faktor yang mempengaruhinya. **Metode:** Jenis penelitian ini yaitu analitik observasional dengan menggunakan desain penelitian *cross-sectional*. Instrumen pengukuran *work-life balance* menggunakan kuesioner yang dikembangkan oleh Fisher. Populasi penelitian ini yaitu Dosen di Universitas Jember yang aktif mengajar dengan jumlah 376 dosen sedangkan sampel yang diambil yaitu 128 responden. Pemilihan sampel dilakukan dengan teknik *proportional random sampling* dan menggunakan tes statistik *Chi-square* dan *contingency coefficient*. **Hasil:** Hasil penelitian menunjukkan responden terbanyak berjenis kelamin laki-laki (54,7%); kategori umur 28 - 46 tahun (64,1%); menikah (91,4%); jumlah anak  $\leq 2$  (62,5%); jabatan fungsional lektor (35,2%); tidak mempunyai jabatan struktural (59,4%); dan tidak mempunyai pekerjaan sampingan (68,8%) serta tidak terdapat hubungan yang signifikan antara jenis kelamin ( $p$ -value= 0,252); umur (0,502); status perkawinan (0,682); jumlah anak (0,145); jabatan fungsional (0,312); jabatan struktural (0,509); dan pekerjaan sampingan (0,094) dengan *work-life balance*. **Kesimpulan:** Karakteristik demografi dan karakteristik pekerjaan tidak berpengaruh terhadap *work-life balance* dosen di Universitas Jember.

**Kata kunci:**  
Karakteristik individu, Dosen,  
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## INTRODUCTION

Education is one of the three sectors with the most significant risk of exposure to mental health. It is known that a total of 50.4% of workers in the education sector are exposed to mental risk each year (Eurostat, 2021). Exposure to mental risks among workers in the sector was shown to be related to the level of work-life balance (Kotera *et al.*, 2019). On the other hand, it is known that workers in the education sector with higher levels of education are closely related to the quality of the workforce with specialized qualifications in various scientific fields. Thus, they can significantly impact a country's economy (Husin, 2018). Jember University is a notable higher education institution in Jember Regency and is the largest state university in the region, with 11.566 graduates between 2019 - 2021 (Datin BPKH UNEJ, 2022; Mahani *et al.*, 2020). Many graduates of Jember University are expected to contribute in the national economy. The quality of graduates is known to be influenced by the quality of educators. Therefore, further studies on work-life balance of lecturers are needed, particularly at Jember University.

Work-life balance is generally described as the condition achieved when workers are able to manage the demands of their work and personal lives. This balance is then translated into a sense of satisfaction by the individual in each role (Bataneh, 2019; Riffay, 2019). The interaction between personal life and work is further explained through role theory by Kahn (1964) and resource conservation theory by Hobfoll (1989). Role theory states that humans accumulate roles in their lives. Work-related example of role accumulation is the role of a supervisor, whereas an example of personal life role is the role of a spouse (Sirgy and Lee, 2018).

Resource conservation theory states that humans will react when they experience or are in situations where there is a potential for resource elimination or hindrance to obtain them. The theory also states that both personal life and work have equal potential to give rise to these two situations. Generally, the resources in question are money, time, and energy (Sirgy and Lee, 2018). Four factors influence the work-life balance of a worker. These factors are individual factors, organizational factors, social and environmental factors, and other factors. Furthermore, other factors consist of characteristics, including type of work, age, total burden, marital status, experience, income, parental status, and views related to work-life balance (Poulose and Sudarsan, 2014)

Previous study on work-life balance in the education sector workforce, particularly higher education, has been conducted by several researchers. In their study, Musa *et al.* (2022) stated that lecturers could achieve a work-life balance during the implementation of online learning policies. Another study by Dara *et al.* (2020) stated that millennial lecturers' *Work-From-Home* (WFH) system was well-lived by millennial lecturers since they were able to work and interact with their

families at the same time. However, it is currently known that the education system has shifted offline since the 2022/2023 odd semester academic year (Kristina, 2022). Changes in the learning system certainly provide a different situation compared to previous study. Therefore, this research aimed to analyze the work-life balance of lecturers at Jember University, describing individual characteristics factors including gender, age, marital status, number of children, functional position, structural position, and side jobs.

## MATERIAL AND METHOD

This research is an observational analytical with a quantitative approach and uses a cross-sectional research design. The research was conducted at Jember University and the research population consisted of 376 active and registered lecturers. A sample of 128 lecturers was obtained for the research. Sample selection in the research used a proportional random sampling technique. The instrument used in the research was a work-life balance questionnaire developed by Fisher to measure workers' work-life balance levels. This instrument consisted of 6 favorable statements and 6 unfavorable statements. The workers' work-life balance levels based on the questionnaire measurement results were further grouped into good and sufficient categories. This research was approved under ethics review number No.304/KEPK/FKM-UNEJ/II/2023. The research used the contingency coefficient and *Chi-square* tests to determine the relationship between variables. The independent variables in this research were sex, age, marital status, number of children, functional positions, structural positions, and side jobs.

## RESULT

Research on 128 lecturers at Jember University reported most respondents had a moderate work-life balance. One respondent (0.8%) had a low work-life balance. Eighty five respondents (66.4%) had a moderate work-life balance. Forty two respondents (32.8%) had a high work-life balance. A medium level work-life balance can be achieved by Jember University lecturers despite long working hours can be seen in Table 1.

**Table 1.** Respondents' work-life balance levels

Work life balance level	Total (n=128)	Percentage (%)
Low	1	0.8
Moderate	85	66.4
High	42	32.8

Based on Table 1, it is known that most lecturers at Jember University have a moderate level of work-life balance. A moderate level of work-life balance

can be achieved by lecturers at Jember University even though the lecturer profession involves long working hours with flexible work design options (Musa *et al.*, 2022). Furthermore, a study by Johnston *et al.* (2022) and Subramaniam *et al.* (2020) states the flexible work design for lecturers positively affects the level of work-life balance. However, for Jember University lecturers, the existence of flexible work design has yet to help lecturers achieve the ideal condition of work-life balance, namely high category work-life balance.

Based on the questionnaire results on individual characteristics, the data shows that the age group of respondents at Jember University lecturers is 28 - 46 years old, with a total of 82 people (64.1%). Based on gender, it is known that there are more male respondents, with a total of 70 people (54.7%). Most respondents are known to be married, with a total of 117 respondents (91.4%). Respondents who have had

children mostly have  $\leq 2$  children, with a total of 80 respondents (62.5%). Most respondents hold functional positions as lecturers, that is 45 people (35.2%). Most respondents are also known not to have structural positions at Jember University. Seventy six respondents do not hold structural positions (59.4%). This also applies to side jobs, 88 respondents do not have side jobs (68.8%).

Based on Table 2, it is known that most data (mode) are based on individual characteristics including male gender, being in the age category of 28 - 46 years, married marital status, number of children  $\leq 2$ , lector functional positions, not having structural positions, and not having a side job. Based on the contingency coefficient and *Chi-square* relationship test, there is no relationship between age, marital status, number of children, gender, functional position, structural position, and work-life balance of Jember University lecturers.

**Table 2.** Test the relationship between individual characteristics and work-life balance

Individual characteristics	Category work-life balance				Total		<i>p-value</i>	Contingency coefficient
	Enough		Good		n	%		
	n	%	n	%				
<b>Age</b>								
28 - 46 years	58	45.3	24	18.8	82	64.1	0.502	0.103
47 - 58 years	16	12.5	11	8.6	27	21.1		
59 - 77 years	12	9.4	7	5.5	19	14.8		
<b>Marital status</b>								
Unmarried and divorced	8	6.3	3	2.3	11	8.6	0.682	0.036
Marry	78	60.9	39	30.5	117	91.4		
<b>Number of children</b>								
$\leq 2$	50	39.1	30	23.4	80	62.5	0.145	0.128
$> 2$	36	28.1	12	9.4	48	37.5		
<b>Gender</b>								
Male	44	34.4	26	20.3	70	54.7	0.252	0.101
Female	42	32.8	16	12.5	58	45.3		
<b>Functional position</b>								
No job title	8	6.3	8	6.3	16	12.5	0.312	0.190
Expert assistant	25	19.5	11	8.6	36	28.1		
Lector	34	26.6	11	8.6	45	35.2		
Associate professor	15	11.7	8	6.3	23	18.0		
Professor	4	3.1	4	3.1	8	6.3		
<b>Structural position</b>								
None	49	38.3	27	21.1	76	59.4	0.509	0.102
Other	29	22.7	10	7.8	39	30.5		
Rector, vice chancellor, dean, vice dean	8	6.3	5	3.9	13	10.2		
<b>Side job</b>								
Yes	31	24.2	9	7.0	40	31.3	0.094	0.146
No	55	43.0	33	25.8	88	68.8		
<b>Total</b>	86	67.2	42	32.8	128	100		

## DISCUSSION

### Age and work-life balance

Based on these statistical tests, it is known that there is no significant relationship between age group variables and the level of work-life balance of Jember University lecturers. Padmasiri and Mahalekamge's (2016) study showed similar results. Specifically, there was no significant relationship between age and work-life balance among lecturers at Kelaniya University in Sri Lanka. Okiko's (2020) study, the lecturers at universities in the East African region and stated the same thing. Furthermore, Bhadana *et al.* (2022) found that according to lecturers in the Uttar Pradesh Region, age is not a predictor of work-life balance level given the conditions of the work environment. Other studies with similar results were conducted by Chandrasekar *et al.* (2013), Mitra *et al.* (2022), and Tomer *et al.* (2015).

The discussion of respondents' ages was then grouped into three categories based on the generation concept. These generations include generation Y (1995-1977), generation X (1976-1965), and Baby Boomer generation (1964-1946) (Bejtkovsky, 2016). Each generation group is known to have different characteristics and perceptions related to work and work-life balance (Fishman, 2016; Neville and Brochu, 2019). Generation Y views academic professionalism as someone's appropriateness in appearance, interaction with students, and behavior in the academic environment. Generation Y has a work ethic and believes that getting compensated according to the amount of work done is essential. The work ethic is similar to generation Y's perception of work-life balance. Generation X views academic professionalism as doing what is suitable for students. The work ethic of generation X leads to completing the job and fulfilling what is expected of them or meeting the expectations imposed on them regarding the profession in the academic field. The meaning of "balance" in work-life balance by generation X is translated to better work and personal life through time management skills.

### Marital status and work-life balance

Based on the results of the statistical test, it is known that there is no significant relationship between marital status and the level of work-life balance in Jember University lecturers. A study by Marhamah *et al.* (2020) on lecturers at several State Universities in Malang, and Okiko (2020) on lecturers in the East African region stated that marital status does not have a significant relationship with the level of work-life balance.

Issues outside work, such as having a spouse and children, are not necessarily followed by a shift in work-life balance (Amazue and Onyishi, 2016; Panisoara and Serban, 2013). The increase in male participation in household activities, both domestic (cooking, washing, cleaning the house, etc.) and childcare activities, also

plays a role in maintaining one's work-life balance despite having a partner. Additionally, the unaffected balance also occurs due to the rising number of female workers, resulting in more couples with double income (Afrianty, 2013; Yuliantini, 2018).

### Number of children and work-life balance

There is no significant relationship between the number of children and work-life balance among lecturers at Jember University. The result is similar to study by Panisoara and Serban (2013), which stated that the number of children does not affect work-life balance. The factor that needs more attention than the number of children in the worker's work-life balance is the working time regulation.

Factors related to children that need attention to achieve work-life balance are the child's age and childcare support. The age of children that most affects the work-life balance status of working parents is the age of children when they are still dependent on their parents (Lendák-Kabók, 2022; Starmer *et al.*, 2019). Children still at that age generally need more parental supervision, so parenting support is needed either from a partner or a work organization (Diego-Medrano and Ramos Salazar, 2021)

Lecturer professions often demand teaching and learning activities outside working hours, publications or seminars, and other activities that support functional promotion, thus university support for childcare is required. As a work organization for the lecturer profession, the university has the responsibility to help lecturers achieve work-life balance for lecturers as their workforce. This can be done by providing childcare facilities within universities. Child care in universities had proven crucial in achieving work-life balance for lecturers who worked in the Western Region of the United States (Diego-Medrano and Ramos Salazar, 2021). A study on lecturers in Bangladesh explained that lecturers were often burdened with high teaching hours and difficulty obtaining leave approvals. This condition triggered problems in lecturers with children who were still dependent on their parents (Basak, 2022; Clemen *et al.*, 2018).

### Gender and work-life balance

Based on the results of the contingency coefficient and *Chi-square* tests, there is no significant relationship between gender and work-life balance at Jember University lecturers. A study by Walia (2015) and Liu *et al.* (2021) showed similar results stating no significant relationship between sex and work-life balance. Furthermore, study by Fapohunda (2014) explained that both male and female workers have difficulty achieving a high work-life balance. It is known that Only a small percentage of male and female workers have achieved a high-category work-life balance (Starmer *et al.*, 2019). These results support research on Jember University lecturers that stated only a tiny percentage can achieve

high category work-life balance. Male lecturers who achieved a high work-life balance category were 26 people (20.3%). Female lecturers who achieved a high work-life balance category were 16 people (12.5%).

The discrepancy between these research results that state a significant relationship between sex and work-life balance can be described due to different points of view or populations studied. Most research on work-life balance today uses the point of view of personnel or personnel managers of work organizations. A total of 40,921 studies were conducted in 36 countries with a research population of personnel or personnel managers of work organizations. Most of the study's results stated significant differences in workers' work-life balance based on gender. The study population from countries with low gender equality showed lower work-life balance levels for women. Furthermore, a multivariate analysis was carried out with the results that the number of company personnel research population was more than the study population of workers who conducted self-reports or self-assessments of work-life balance (Lyness and Judiesch, 2014). Meanwhile, it is known that research conducted on Jember University lecturers employs a working population that conducts self-assessment regarding their level of work-life balance.

#### **Functional position and work-life balance**

The statistical test results state no significant relationship between functional positions and the level of work-life balance in Jember University lecturers. A study by Elvandari *et al.* (2016) at Uşak University lecturers showed similar results. There was no relationship between functional positions and work-life balance.

The significant relationship between structural positions and work-life balance in lecturers was described in study by Husin (2018) and Prasetyo (2022). The study results explained that structural organizational positions provide a set of obligations and demands according to the position level. The higher the functional position held, the higher the responsibilities or obligations related to academic activities imposed on lecturers. High obligations and demands correlate with the low work-life balance of lecturers.

Lecturers have different obligations based on their functional positions in their academic activities. However, these five lecturer obligations must be fulfilled: education, research, community service, and task support. The activities will be divided into sub-elements of compulsory activities converted into credit figures with minimum criteria adjusting the level of functional academic positions (Regulation of the Minister for Administrative Reform and Bureaucratic Reform, 2013)

The demands for fulfilling these activities to achieve a minimum credit score for functional academic positions require individual self-management abilities to achieve adequate work arrangements. One of the self-management abilities is influenced by individual emotional intelligence (Putra and Darmawan, 2022). Emotional intelligence is generally described as an individual's ability to feel and manage emotions within themselves and feel the emotions of other individuals. Such emotional intelligence includes self-motivation and emotional control in communicating with oneself and others (Soelton *et al.*, 2021). The high emotional intelligence possessed by workers has a positive relationship with a low-conflict work environment and relatively shorter working time due to the creation of work efficiency (Putra and Darmawan, 2022).

A study on lecturers at Lambung Mangkurat University shows showed that good emotional intelligence impacts the ability to manage work demands. This ability raises the perception of individual lecturers that their work demands could be better and can be met in the stage (Ariono *et al.*, 2020). Thus, the existing work demands do not interfere with personal life and do not cause a gap in demands or obligations of the roles undertaken between work and life so that work-life balance can be achieved with a high category.

#### **Structural position and work-life balance**

Based on the results of the contingency coefficient and *Chi-square*, there is no significant relationship between holding structural positions and work-life balance of Jember University lecturers. The research results align with the results of Rahmawati and Gunawan's (2019) study, stating that holding structural positions in work organizations is not significantly related to work-life balance.

Structural positions in organizations create job demands that reflect position levels. The existing demands will directly affect the workload (Prasetyo, 2022). Kaur (2017) that the amount of responsibility received in the work environment also affects work-life balance. Furthermore, Rahmawati and Gunawan (2020) showed that the number of job responsibilities and controls held could reduce the work-life balance. Putra (2021) stated that lecturers with strategic university positions have yet to achieve work-life balance. This finding follows the research's results, which stated that 37 respondents (71.2%) of the total respondents of Jember University lecturers with structural positions have a moderate level of work-life balance but have yet to reach the high category.



High category work-life balance is the ideal condition for workers. One aspect that is influential and needs attention to achieve the ideal conditions for workers with strategic or structural positions is the existence of social support either from family or work organizations (Dilly, 2019). A study by Rahmawati and Gunawan (2020) stated that social support from organizations positively influences high work-life balance. Furthermore, Arenofsky (2017) mentioned the social support that can be provided by work organizations, providing services or consulting facilities for workers who experience problems or difficulties in work and personal life.

### Side jobs and work-life balance

This research defines side jobs as other activities outside the main job as lecturers that can generate additional income or wages. Side jobs have several word equivalents, namely side jobs and moonlighting (Fattah *et al.*, 2020). Based on the results of the contingency coefficient and *Chi-square* test, it is known that there is no significant relationship between side jobs and work-life balance among Jember University lecturers. These results follow the study by Kumar and Chaturvedi (2018), which shows that side jobs do not significantly affect the level of work-life balance among lecturers in the Indian region. The absence of a significant relationship between side jobs and work-life balance is discussed in the study by Caza and Moss (2015). It was explained that various types of jobs due to side jobs provide opportunities for one to be more creative and become a place to express themselves. Okiko (2020) supported this statement in the research results, stating that side jobs can increase work-life balance.

Another study by Benson and Beach (2019) explained that in addition to being related to creativity and self-expression, the absence of a significant relationship can also be seen in the reasons for taking side jobs and the amount of work time. In Magadley (2021) the population of Palestinian-Israeli lecturers stated that the reason for taking side jobs for female lecturers was self-development, while for male lecturers was financial reasons. Regardless of the reasons, the side jobs performed are still closely related to academic activities. Additionally, the accumulation of low side job work time (0 - 44 hours per month) also contributes to the blending of side jobs and does not affect work-life balance.

### CONCLUSION

Most of Jember University lectures have a moderate level of work-life balance. Most individual characteristics (modes) are male are in the age category of 28 - 46 years, are married, have  $\leq 2$  children, hold functional positions of lecturers, do not hold structural positions, and do not have side jobs. There is no relationship between age,

marital status, number of children, gender, functional position, structural position, and work-life balance in Jember University lecturers. Jember University is expected to conduct Resilience Training, provide consultation facilities as social support, and provide child care facilities within the university. Further research is expected to involve variables in coping strategies as mediators between variables.

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