

The Impacts of Work-Family Conflict on Burnout among Female Lecturers

Zulkarnain*, Elvi Andriani Yusuf, and Annisa Vanya Pulungan

Faculty of Psychology, Universitas Sumatera Utara, Medan 20155, Indonesia

*E-mail: zulkarnain3@usu.ac.id

Abstract

Indonesian females lecture are expected to perform double roles to do their jobs and to take care of their families. This condition may create conflicts if female lecturers cannot perform their duties as expected by their employers and families. These conflicts then turn into mental pressure and experiences of burnout. The aim of this study is to find out the impacts of work-family conflicts and burnout among female lecturers. The subjects of this study are 160 lecturers who are female, are married, and have children. Research data are generated using family-work conflict scale and burnout scale. The data are analyzed using regression analysis technique. The results of data analysis also show that the conflict between work and family strongly associate with burnout among female lecturers. The result findings also show that there are two dimensions of work-family conflicts which may cause burnout: behavior-based conflict dan time-based conflict. By implication, this study can help expand the understanding of burnout among female lecturers which may lead to the improvement of the quality of their working environments. In this way, better understanding of the impacts of living environments and individual characteristics on burnouts can benefit the lecturers themselves and the institutions they work at.

Dampak Konflik Pekerjaan-Keluarga terhadap *Burnout* di Kalangan Dosen Wanita

Abstract

Tridarma perguruan tinggi menuntut dosen untuk lebih optimal menjalankan tugas di bidang pendidikan, penelitian, dan pengabdian pada masyarakat. Di sisi lain, wanita di Indonesia dituntut untuk menjadi ibu rumah tangga dan mengurus anak di rumah. Kondisi ini dapat menimbulkan konflik jika dosen wanita tidak mampu memenuhi kewajibannya di pekerjaan maupun di keluarga. Konflik yang terjadi akan menyebabkan tekanan yang pada akhirnya menimbulkan *burnout*. Penelitian ini bertujuan untuk mengetahui dampak konflik pekerjaan-keluarga terhadap *burnout* pada dosen wanita. Subjek pada penelitian ini adalah 160 dosen wanita, menikah, dan telah memiliki anak. Data penelitian diungkap dengan skala *work family conflict* dan skala *burnout*. Teknik analisis data yang digunakan adalah analisis regresi. Hasil analisis data menunjukkan bahwa konflik pekerjaan-keluarga berpengaruh terhadap *burnout* di kalangan dosen wanita. Hasil analisis juga menunjukkan ada dua dimensi konflik pekerjaan-keluarga yang berpengaruh terhadap *burnout* yaitu *behaviour-based conflict* dan *time-based conflict*. Implikasi dari studi ini dapat membantu meningkatkan pemahaman mengenai *burnout* yang bertujuan untuk meningkatkan kualitas kehidupan bekerja. Pemahaman akan pengaruh lingkungan dan pribadi terhadap *burnout* memiliki keuntungan bagi lembaga dan dosen.

Keywords: behaviour-based conflict, burnout, demographic factors, female lecture, work family conflict, time-based conflict

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1. Introduction

Nowadays, many women prefer to be lecturers, but, despite this noble aspiration, there are tendencies that they cannot fully and optimally perform their talents,

knowledge, and competency in their respective disciplines. One of the causes of this is the double role female lecturers have to perform besides their professional jobs: doing domestic chores and raising children at home (Junita, 2011). However, from time to

time, the criteria for lecturers' quality is getting higher and higher, in accordance with the Three Pillars (*Tridharma*) of Higher Education which consist of Teaching, Researching, and Community Service, as well as lecturer certification which has to be obtained. Law Number 14 Year 2005 regarding Teachers and Lecturers stipulates that lecturers, in addition to becoming professional educators, are also expected to be scientists, who have the duties of transforming, developing, and disseminating science, technology, and arts through education, research, and community service. This shows that professional lecturers require a high level of commitment to accomplishing their duties. Several reasons have led more women to enter the job market, such as to actualize themselves, to gain something that they can be proud of, and to yearn for achievements (Junita, 2011). In addition to that, women's higher level of education and the ever-rising prices of daily needs have forced women to take professional jobs while retaining their roles as wives or mothers in their respective families. This trend shows a shift of values from single career family—in which only the male member is expected work to sustain the family—to dual career family—in which both the male and the female members work (Alteza, 2011).

As both a worker and a housewife, these women bear great responsibilities to the point when clashes occur between duties at work and duties at home. (Nelson & Quick, 2010). Engagement and commitment to families are based on female's traditional responsibilities of performing domestic chores, including tending to their husbands and children, and such responsibilities often result in conflicts. This situation leads to fatigue: physically, mentally, and emotionally. Indonesian culture demands women to take the role of "good housewives," and this condition often makes those working women feel guilty and depressed, which develop into burnout experiences (Zamralita, 2007).

Bettina (2006) considers burnout as a syndrome of emotional tiredness, cynicism, and decrease in professional effectiveness which often happen among workers in various areas of social services. Burnout is not a symptom of work pressure, but the result of the the work pressure which cannot be controlled and therefore must be taken very seriously. Kokkinos (2007) explains that burnout among educators occurs because of high hopes and desires for better achievements. Burnout is related to an individual's affective reaction to a consistently depressing condition. Studies have shown that workers in human services experience burnout as a response to their work pressure. When workers feel that they cannot cope with their work pressure, they will show responses such as psychological self-withdrawal from their job, maintaining distance with their patients, or acting cynically towards their clients (Zulkarnain, 2011).

Burnout experienced by an educator during learning sessions has a great impact on the enthusiasm of the learners and causes negative feelings among students toward the education program as a whole. There are some conditions which can cause depression among educators such as lack of pleasant working environment, too much workload, lack of coordination among fellow educators, lack of facility, and learners' unacceptable behaviors (Kokkinos 2007). In addition to that, high workload and boringly routine tasks can also lead to burnout.

According to Leiter and Maslach (2009) burnout can also be caused by social and working environments. The structure and function of a workplace influence a worker's interaction with other people and deeply influence the outcome of their performance. Different understandings of professional dedication and too long or too much working hours can potentially create conflicts with other people. Conflicts can happen because of desires and challenges between those two roles which are often militating against each other. A woman who spends more time to fulfill her duties at home will find it difficult to fulfill her other duties at her workplace; the reverse also holds true. In addition to that, many studies have also found that the more a woman spends her time working, the more conflicts arise between her job and her family life. Moreover, Leiter and Maslach (2009) also find that the conflicts are most often caused by family pressure and work pressure which happen to come at the same time. This condition implies the multifarious responsibilities a woman must fulfill in order to successfully maintain her role at both domains. Sianturi and Zulkarnain (2013) explain that such conflicts happen because the pressure which comes from one domain is incompatible with the pressure which comes from the other domain (family or work). This conflict is called family-work conflict (Greenhaus & Beutell, 1985).

Family-work conflict may have impacts on female workers' performance at work and at home. Opposing desires and roles expected from these women create inter-role conflicts which may arise when they are required to fulfill her family's needs while at the same time she has to devote her time, stamina, and commitment to her work. Such conflicts happen when work pressure is not harmonious with family pressure, which saps resources from one domain of from both domains (Srivastava & Srivastava, 2012). Furthermore, Howard (2008) tells us that family-work conflicts happen when unsuitability occurs between one role and the other role, which is called an inter-role conflict in which different pressures arise from her roles at home and at work. An individual whose duties are more than her/his power limit, such as overtime jobs, would show signs of fatigue, stress, and negative emotion. On the other hand, individuals who spend their time working

the whole day would lose their desire to fulfill family expectations (Aslam, Shumaila, Azhar & Sadaqa, 2011).

Women tend to spend much of their time doing household chores, so this may create conflicts with their jobs (Shy, 2010) whereas men tend to spend much of their time at work, and this also creates conflicts with their families (Byron, 2005). In women, engagements and commitments to their families, which are based on their traditional responsibilities of doing domestic chores, of tending to their husbands, and of raising their children, increase the potential of their suffering from family-work conflict (Simon, Kummerling & Hasselhorn, 2004). The conflicts are somewhat escalating in cases where the women are formally employed by a particular institution because usually they are attached to and have to obey certain rules of their respective institutions in terms of working hours, job transfer, job target, and deadline.

Pressures both at work and at home are very exhausting, time-consuming, and emotionally taxing (Grzywacz, Arcury, Marin, Carrillo, Burke, Coates & Quandt, 2007). Such condition is a perfect source of burnout, which causes somebody to feel tired, both physically and mentally, which will eventually turn into inner conflicts. These inner conflicts manifest in situations when somebody does not fully engage and does not show full enthusiasm for fulfilling her roles (Leiter & Maslach 2009). Myriads of double-role duties which are expected to be fulfilled by woman give rise to conflicts which create even more pressures (Greenhaus & Beutell, 1985). Too much exposure to pressure caused by continuous conflicts at both domains may cause inconvenience. Pressures which women have to deal with both at home and at work may tire them both physically and mentally; and if experienced in a long period of time, such pressures may cause burnout (Leiter & Maslach 2009).

Leiter and Maslach (2009) mention three dimensions of burnout: (1) exhaustion, (2) cynicism, and (3) ineffectiveness. Firstly, exhaustion is marked by long period of tiredness physically, mentally, and emotionally. When a worker is experiencing exhaustion or tiredness, they tend to adopt overextended behaviors, both emotionally and physically. They can no longer solve their problems. They can still feel tired and unenergetic during their daily activities even though they have had enough rest. Secondly, cynicism is marked by cynical behaviors and tendency to withdraw from their colleagues during work. When the workers experience the feeling of cynicism, they tend to be cold-mannered, maintain distance, and tend not to be engaged in their working environment. Cynicism is also one way to avoid dissatisfaction. Such negative behaviors can have serious impacts on working effectiveness. Thirdly, ineffectiveness is marked by sense of powerlessness and feeling that all jobs are difficult to finish. When workers feel that their efforts

are ineffective, they tend to develop a sense of incapability, to feel that each job is difficult to handle and therefore impossible to be undertaken, and to lose self-confidence. At this point, workers no longer have faith in their jobs, while other people no longer trust the results of their work.

Jackson, Schwab, and Schuler (2006) explain that burnout happens because there is a gap between dreams and realities. Lecturers who have high expectations and try very hard to attain them are most likely to experience burnout (Kokkinos, 2007). Some studies mention some variables which can cause burnout among educators: time pressure to teach, decrease in their professionalism, lack of career achievements, and small wages (Yolari & Bostanci, 2012). Furthermore, Salami (2010) also explains that high workload, great work pressure, and too many number of classes can also cause burnout among educators.

According to Greenhaus and Butell (1985), the conflicts that occur among working females are inter-role conflict. This conflict happens because both job and family require attention while the expectations of both domains must be accomplished equally well. Family-work conflicts may also happen because the responsibilities of a housewife and of a working female oppose each other, and both cannot be done perfectly well. In addition to that, family-work conflicts might also happen because the time spent to fulfill one role must be allocated to serve the other role, and vice versa (Greenhaus & Beutell, 1985). The time spent to fulfill any one of these roles may have negative impacts on both family and job. That is why studies of family-work conflict are important because they can illustrate the correlation between work life, family life, health, and general prosperity of the workers. Some studies show that high levels of family-work conflicts or work-family conflicts have various consequences related to (1) job, such as low level of work satisfaction, lack of commitment to the organization, and the high level of turnover; (2) family, such as lack of happiness in marriage; and (3) physical and psychological health problems, such as depression and bad physical health (Zhang, Griffith & Fried, 2011). The commitment of female scholars in various activities such as teaching and researching has contributed to larger work expectations which in turn give rise to family-work conflicts (Bragger, Rodriguez-Srednicki, Kutcher, Indovino, & Rosner, 2005). Those female scholars' inability to manage family-work conflicts and work-family conflicts has caused considerable pressure on the scholars. According to above explanation, we can now propose a hypothesis related to the impacts of family-work conflicts on burnout among female lecturers (H1).

Greenhaus and Beutell (1985) states that there are three dimensions in family-work conflicts which consist of

three types of conflict: time-based, strain-based, and behavior based. Firstly, time-based conflict which happens when the time allocated for one domain is not enough for the individual to fulfill her duties in the other domain. In other words, a women who is undergoing a family-work conflict turns out not to be able to accomplish both jobs or to fulfill more than one roles at the same time. Examples such as long working hours, inflexible working hours, and overtime jobs significantly decrease the time which should be allocated for fulfilling demands at home (Byron, 2005). Secondly, strain-based conflict happens when pressure in one domain makes it difficult for an individual to fulfill the expectations of her other role. For example, an employee who has to work all day long can suffer from fatigue, and the situation makes it difficult for her to do her domestic chores. Such strain can cause an increasing level of blood pressure, anxiety, fatigue, anger, and depression. Thirdly, behavior-based conflict occurs when the pattern of behavior that is expected in one domain is incompatible the pattern of behavior that is expected in the other domain. For example, a well-functioning manager, when at work, is expected to show high self-confident, stable emotion, and objective attitude. However, at home, she must be able to adjust her attitude to different roles, and these roles might militate against each other if the individual is unable to keep them in balance.

Furthermore, Greenhaus and Beutell (1985) also explains that conflicts occur when (i) the time required to fulfill one role hinders the fulfillment of the other role, (ii) the pressure of one role relatd to stress, fatigue, and anger may influence somebody's ability to fulfill the other role, (iii) the expectations of one role clashes against the expectations of the other role. A study conducted by Amstad, Meier, Fasel, Elfering and Semmer (2011) shows that conflicts at work must associate with things happening within the working environment, including work-related outcomes, such as work satisfaction, organizational commitment, and job performance. On the other hand, conflicts at home must associate with things happening within the family, which is called family-related conflict, such as marriage happiness, house-related stress, and family satisfaction. For married women, dealing with her newborn may make it difficult for her to do her professional jobs (O'Neal, 2008). Byron (2005) states that conflicts at home will make it hard for the individual to concentrate at work. This situation creates an imbalance between expectations at work and expectations at home (Greenhaus & Beutell, 1985). A study conducted by Kim and Ling (2001) shows that conflicts ensuing from working environment take the form of time and work pressure, whereas conflicts ensuing from family environment take the form of parental roles. If this condition is kept unresolved and happens consistently, the workers will suffer from burnout. Hence, based on

abovementioned findings, we can offer these hypotheses: (1) time-based conflict positively correlates with burnout among female lecturers (H2); (2) strain-based conflict positively correlates with burnout among female lecturers (H3); and (3) behavior-based conflict positively correlates with burnout among female lecturers (H4). According to Leiter dan Maslach (2009), there are several factors which can affect burnout, which are situational and individual factors. Situational factors include too much workload, lack of facility, and lack of social support. Individual factors are related to personal characteristics and demographical factors such as gender, age, work experience (amount of time spent working at the institution), and marital status. Some studies of burnout show that there are certain demographical factors which correlate with burnout experiences (Kord, 2012; Salami, 2010). Demographical factors such as age, marital status, and teaching experience correlate significantly with burnout. Furthermore, Lieter and Maslach (2009) reports that gender, age, level of education, work experience, marital status, and income also correlate with burnout among female lecturers. Timms, Graham, and Caltabiano (2006) also reports that female educators are more likely to experience burnout than male educators. According to these findings, we can hypothesize that age correlates positively with burnout among female lecturers (H5), work experience correlates positively with burnout among female lecturers (H6), and number of children correlates positively with burnout among female lecturers (H7).

2. Research Method

In this study, 198 questionnaires were distributed to female lecturers who have married, have children, and have the status of permanent lecturers. There were 160 questionnaires which were returned wuth complete answers and therefore can be utilized as data for further analysis. The response rate of this study is 81%. Data were obtained using non-probability sampling in the form of purposive sampling.

Data analysis method. The data in this study was measured using burnout scale and family-work conflict scale. The validity of the measurement tools was measured using construct validity which is designed to measure whether certain factors are really capable of fulfilling their functions. Analysis test of the factors begins by measuring its Keiser-Meyers-Olkin (KMO) value to assess the adequacy of the samples. According to Field (2009), the KMO value must be over 0.5, and any item with KMO value less than 0.5 must be excluded from the analysis. Next, the construct validity must be measured according to value of the loading factor, and this measurement can show the discrepancy between the value of the original variables and the constructed factors. Construct validity is considered

acceptable if the value of the loading factor ± 0.5 (Field, 2009).

Items or factors in burnout scale are chosen according to the three-dimension burnout model which is designed by Leiter and Maslach (2009). Those dimensions are *exhaustion*, *cynicism*, and *ineffectiveness*. This scale uses the Likert model with five answer choices which consist of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). For favorable items, the score is 1 for Strongly Disagree (SD), 2 for Disagree (D), 3 for Neutral (N), 4 for Agree (A), and 5 for Strongly Agree (SA). On the other hand, for unfavorable items, the score is 1 for Strongly Agree (SA), 2 for Agree (A), 3 for Neutral (N), 4 for Disagree (D), and 5 for Strongly Disagree (SD). Analysis of burnout factor scale shows that (1) the MSA value for *exhaustion* dimension ranges from 0.516 to 0.731 and that the loading factor value ranges from 0.691 to 0.848; (2) that the MSA value for *cynicism* dimension ranges from 0.651 to 0.801 and that the loading factor value ranges from 0.500 to 0.803; and (3) that the MSA value for *ineffectiveness* dimension ranges from 0.769 to 0.833 and that the loading factor value ranges from 0.517 to 0.833. Factor analysis yields 20 items with Alpha coefficient as high as 0.740.

After that, the family-work conflict scale is designed according to the dimensions of family-work conflict as stated by Greenhaus dan Beutell (1985), which consists of *time-based conflict*, *strain-based conflict* dan *behavior-based conflict*. This family-work conflict scaling system requires distribution of questionnaires with five answer choices, which consist of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). For favorable items, the score is 1 for Strongly Disagree (SD), 2 for Disagree (D), 3 for Neutral (N), 4 for Agree (A), and 5 for Strongly Agree (SA). On the other hand, for unfavorable items, the score is 1 for Strongly Agree (SA), 2 for Agree (A), 3 for Neutral (N), 4 for Disagree (D), and 5 for Strongly Disagree (SD). Analysis of family-work conflict scale shows (1) that the MSA value for time-based conflict dimension ranges from 0.612 to 0.797 and that the

loading factor value ranges from 0.633 to 0.900; (2) that the MSA value for strain-based conflict dimension ranges from 0.707 to 0.842 and that the loading factor value ranges from 0.650 to 0.862; and (3) that the MSA value for behavior-based conflict dimension ranges from 0.586 to 0.743 and that the loading factor value ranges from 0.607 to 0.827. Analysis of factors yields 23 items with Alpha coefficient as high as 0.841. The data analysis method which was utilized to test the hypotheses was the Pearson correlation and multiplied regression analysis.

3. Results and Discussion

General overview of the research subjects. This study involves 160 females who work as permanent lecturers. In terms of age, most of the participants (110 participants or 68.7%) are included in the category of “young-adults.” In terms of working experience, most participants have worked less than five years (54 participants or 33.8%). In terms of number of children, most participants have one to two children (99 participants or 61.9%). More detailed information can be seen in Table 1.

Results of statistical analysis. The results of Pearson correlation analysis of the data show that family-work conflicts significantly correlate with experience of burnout. Moreover, the dimensions of family-work conflicts also significantly correlate with experience of burnout. More detailed results can be seen in Table 2. Besides that, in order to discover the dimensions of family-work conflict which contribute most to burnout, we also conducted a regression analysis. The results of the regression analysis show that, of the three dimensions of family-work conflict dimensions, only time-based conflict and behavior-based conflict serve as positive predictors to burnout. The analysis yields a value of $F=35.913$, $p<0.01$, from which we can stipulate that the regression equation is “good of fit.” The estimation model is Y (burnout) = $15.113 + 1.438$ (BBC) + 0.307 (TBC) + e . More detailed results can be seen in Table 3.

Table 1. Description of Subjects’ Characteristics

Subjects’ Characteristic	Profile	Frequency	Percentage
Age	25-30 years old	37	23.1
	31-35 years old	42	26.3
	36-40 years old	31	19.3
	41-45 years old	50	31.3
Work experience	Under 5 years	54	33.8
	6-10 years	36	22.5
	11-15 years	22	13.7
	16-20 years	48	30.0
Number of children	1-2 child(ren)	99	61.9
	3-4 children	56	35.0
	5-6 children	5	3.1

Table 2. Summary of Pearson Correlation

Variable	Min	SD	1	2	3	4	5	6	7	8
Burnout	43.675	9.098								
Wfc	53.906	11.409	.588**							
Time	19.487	4.336	.535**	.913**						
Strain	21.106	5.666	.458**	.910**	.721**					
Behavioral	13.312	2.914	.616**	.786**	.685**	.545**				
Age	36.650	6.297	.168*	.047	.041	.096	-.064			
Work experience	10.418	6.676	.210**	.069	.068	.089	-.007	.844**		
Number of children	2.306	1.052	.027	-.005	-.025	.038	-.058	.292**	.249**	

**p<0.01; *p<0.05

Table 3. Summary of Variable Regression Analysis to Burnout

Variable	B	SE B	β	R ²	ΔR^2	F
				0.346	0.346	35.913**
Constant	15.113	2.835				
Behavior-based conflict (BBC)	1.438	0.265	.461**			
Time-based conflict (TBC)	0.307	0.216	.146**			
Strain- based conflict (SBC)	0.163	0.144	.102			

**p<0.01

Discussion. The aim of this study is to examine the impacts of family-work conflicts on burnout experiences among female lecturers. Results show that family-work conflicts positively correlate with burnout. This results is in line with Greenhaus dan Beutell's (1985) who state that family-work conflicts is a mode of inter-role conflict which makes it difficult for individuals to fulfill all of their roles. Working women are more susceptible to suffer from family-work conflicts because of their workloads and family expectations, especially in the matter of child rearing which imposes great commitment (O'Neal, 2008). Family-work conflicts create clashes within the family and trigger physiological and psychological disorders. A study carried out by Srivastava and Srivastava (2012) observes that workers who experience a high level of family-work conflicts also show low level of mental health, job performance, and marital satisfaction. Furthermore, Karatepe and Uludag (2008) find that, if a worker cannot effectively manage their commitments and fulfill their responsibilities to their employers and family, they will experience burnout.

There are several conditions which can explain the positive correlation between family-work conflicts and experience of burnout. Firstly, people who experience burnout are they who cannot fulfill expectations at home, expectations at work, or both (Greenhaus & Beutell, 1985). Alteza (2011) explains that family-work

conflicts have many negative impacts on not only the working women but also their social environment (their family members or colleagues). Negative impacts on the working women, which often take the forms of psychological disorders and health disorders, will affect her ability to accomplish their jobs, both at their workplaces and at home. Family members are also affected because they feel neglected or think that their wife or mother does not pay enough attention to them. Leiter and Maslach (2009) state that pressures from both family and work which often come concurrently make it really difficult for working women to fulfill their roles in a satisfactory way. There are female workers who feel that they fail in both domains of work and family. This is because, in order to fulfill the criteria of ideal employees (being able to work 40 hours per week, for instance), these female workers have to sacrifice their role as mothers and even sacrifice their desire to have children (Noe, 2002).

Secondly, family-work conflicts can create burnout in female lecturers because they feel that their daily jobs have interfered in their individual responsibilities at home, or, the other way around, that their roles at home have interfered in their activities as lecturers. Previous studies show that female workers in Indonesia are experiencing family-work conflicts in two forms, in which "work affects home" and "home affects work" (Nurmayanti, Thoyib, Noermijati & Irawanto, 2014).

These two conflicts occur in different levels. This difference in family-work conflicts is caused by various factors, such as environment, motivation, characteristics related to teaching skills, workloads, and culture. Expectations at home and at work are often opposing each other in such a way that the increasing fulfillment in one domain is automatically marked by the decreasing fulfillment in the other domain. Guitian (2009) explains that family-work conflicts strongly correlate with fatigue, psychological distress, depression, or marital problems, which decrease workers' performance and well-being. If workers' well-being decreases, they will no longer be able to provide excellent service to their clients and tend to have frequent absences (Zulkarnain & Akbar, 2013).

As reported by Byron (2005), family conflicts will make it difficult for any individual to concentrate at their workplace, which in turn will decrease their working performance. For married female lecturers, the time they should have allocated to have quality time with their family members will decrease while family responsibilities and chores are not performed in a satisfactory way. Long working hours also create conflicts both at work and at family (Greenhaus & Beutell, 1985). Family-work conflicts on working women do have negative impacts on the individual in the forms of psychological or health complaints. Negative impacts are also suffered by those who live under the same roof, as well as those do not, such as husband, children, parents-in-law, and other members of the extended family. In addition to that, negative impacts are also experienced by the organization at which the women work, and these impacts arise in the forms of decreasing productivity and deteriorating social relationships with colleagues at work (Higgins, Duxbury, & Lyons, 2007). Family-work conflicts can sap someone's time and energy to the point where they develop feelings of insecurity and counterproductive behaviors in their working environment. Negative behaviors is also one symptom of somebody who is experiencing burnout (Leiter & Maslach, 2009).

The abovementioned analysis is supported by the results of regression analysis, which finds that there are two dimensions of family-work conflicts which positively correlate with burnout experience: time-based conflict and behaviour-based conflict. In terms of time-based conflict, the amount of time needed to fulfill one role (at work or at home) can decrease the amount of time needed to fulfill the other role, and vice versa. In terms of behavior-based conflict, there is a discrepancy between behaviors or actions expected from women in the two domains (at home or at work) which may lead to family-work conflicts. Behaviors and values developed to fulfill one role will influence those of the other role (Greenhaus & Beutell, 1985). Furthermore, the amount of time devoted to professional jobs will create family-work conflicts. Cinamon (2006) finds that the amount of time spent on doing domestic chores and

doing professional jobs—which are aggravated by lack of support from spouses or other family members—can trigger family-work conflicts. This current study, however, proves that time-based conflict and behavior based conflict are the only two (out of three) factors which positively correlate with burnout.

The results of Pearson correlation analysis show that age positively correlates with burnout. The older the age, the higher their potential for experiencing burnout. This result is similar to that of the study conducted by Antoniou, Polychroni, and Vlachakis (2006) who find that age correlates with burnout, especially in the forms of emotional fatigue and depersonalization. Furthermore, their study also shows that elder educators tend to experience more depressions than the younger ones. A study conducted by Kord (2012) shows that elder people experience burnout more often than younger individuals.

The results of data analysis show a correlation between work experience and burnout. This shows that a female lecturer's length of work experience can cause burnout. This conclusion is similar to another study conducted by Amelia and Zulkarnain (2005) which show that workers who have worked for 11 years to 20 years tend to experience burnout. New workers tend not to develop burnout because they are still very enthusiastic and have many great expectations about their new jobs, which later prove to be too difficult to attain. A study conducted by Gavrilovici (2009) reports that educators who have worked for more than 17 years experience burnout more often than those who are still underexperienced. One reason for this is because almost all workers who experience burnout are previously those who were energetic, enthusiastic, and optimistic; they also had strong principles and were willing to work very hard to attain high goals. However, chronic and continuous pressures gradually demotivate them, which culminates in burnout experiences (Amelia & Zulkarnain, 2005).

In this study, the number of children does not correlate with the level of burnout experienced by female lecturers. However, this conclusion is not in line with another study conducted by Mauno, Kinnunen, and Ruokolainen (2006) which find that number and age of children influence women's ability to cope with their double roles. The more the number of children and the younger their age, the more they demand their mother's care, devotion, and attention. Because of this, their double-role pressure is also escalating. A study conducted by Mukundan (2011) shows that female educators who have more than two children show a higher degree of burnout than those who have less than two children or those who are childless. In this study, most respondents have only one to two children, so our results are different in some ways from Mukundan's (2011). Bearing in mind this difference, our results nevertheless prove that number of children does not

associate with burnout experience. Besides that, we should not forget that a large majority of Indonesian cultures rely much on the support of extended families in terms of child rearing, so, generally, working women in Indonesia do not need to worry about raising their children. Female workers who get social support from their family can cope with pressure in a better way than those who lack such support (Taylor, 2011).

4. Conclusions

Protracted and continuous pressures in life can lead people to experiences of burnout. In this condition, somebody might feel tired and bored both physically and mentally as a consequence of work and family expectations. Fatigue may attack anybody, especially employees who work in human service industry such as lecturers. This may happen because a lecturer is required to provide service in the form of education to their students. Female lecturers are also considered career women. Their moral responsibilities as educators, obligation to increase their teaching quality, compounded with domestic chores and various other duties at home and at organizations at which they work can become stressors which may cause burnout. If female lecturers adopt a more positive perception of their jobs and their families and are able to balance between their work and family responsibilities, they would be more enthusiastic and able to avoid stress and burnout, which can eventually improve the quality of their jobs. Based on these conclusions, we would also like to give some suggestions. Firstly, we recommend organizations, especially education institutions, to maintain more pleasant and friendlier working atmosphere. They should also open more opportunities to female lecturers, so that they may be able to develop themselves in various ways. In this way, burnout can hopefully be avoided. Secondly, the managers at education institutions must always give clear information regarding reinforcement (pay raise) and the expected outcome, so that false hopes regarding additional workload and wages can be eradicated among the workers. Thirdly, female lecturers are expected to be able to fulfill and balance between their responsibilities as both worker and wife/mother. Effective priority list, wise time management, and good social support will make it easier for them to fulfill both roles. We also hope that family members can understand the conditions that female lecturers have to experience, which sometimes require them to choose between the two roles. Being aware of this situation, it is hoped that the family members can also support their wife/mother by distributing domestic chores to ease her burden.

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