



## Factors Affecting *Work-Life Balance* in Women Academics in Tasikmalaya

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### Abstract

**Background.** Work-life balance is something that is highly coveted by female academics. Conditions that allow employees to work optimally in the office and still be able to carry out their personal lives as social beings. The number of female lecturers in Tasikmalaya is increasing from year to year. For female academics, work-life balance is a costly luxury. Obligations as housewives and the need to express themselves outside as female academics need understanding from the campus to facilitate this need.

**Aims.** Based on this description, it is necessary to conduct a study on the factors that affect Work-Life Balance in female academics in Tasikmalaya.

**Methods.** The research method used is a survey method, with data collection techniques using a questionnaire given to female academics in Tasikmalaya as respondents, amounting to 129 of 384 registered at PDDIKTI. Data analysis and hypothesis testing in this study used Multiple Regression Analysis.

**Result.** The research results indicate that emotional intelligence, burnout, work facilities, role conflicts, and commitment to the work-life balance of female academics in Tasikmalaya are influenced simultaneously and partially.

**Conclusion.** Based on the regression equation, work facilities contribute the most to the work-life balance of female academics in Tasikmalaya. This shows that female academics in Tasikmalaya have support in balancing their work lives amid role conflicts and a tendency to experience burnout.

**Implementation.** With the ability to overcome burnout and handle role conflicts that arise with the support of work facilities, emotional intelligence, and high commitment, women academics in Tasikmalaya can still create a work-life balance.

**Keywords:** work life balance; emotional intelligence; burnouts; work facilities; commitment; role conflict

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### INTRODUCTION

Lecturers are professional educators and scientists who should carry out the Tridharma of higher education. Implementing this principal obligation must be reported every semester as a form of performance accountability. It is not new that scholars in Indonesia are burdened with administrative regulations (Sucahyo in Musdalifah & Rahmawati, 2021). This academic

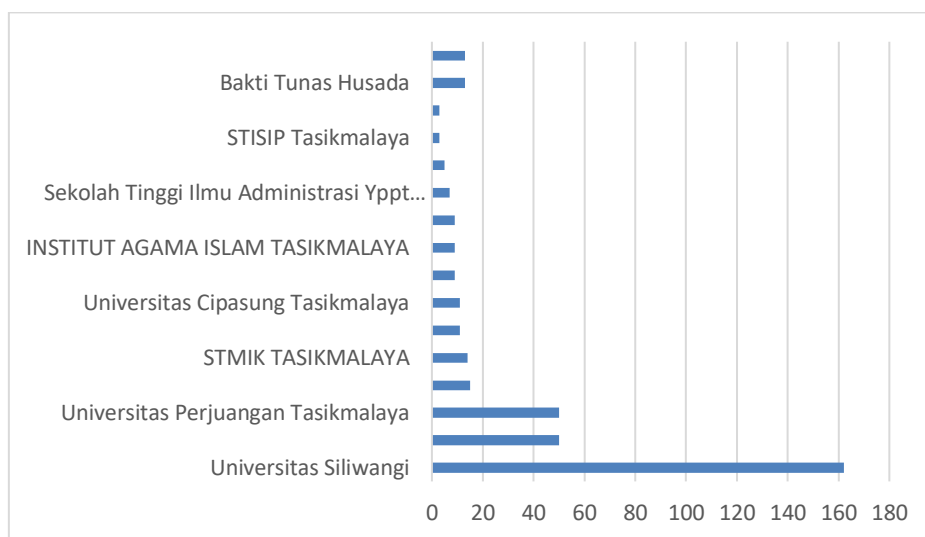
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obligation increased during the Covid-19 pandemic. The Covid-19 pandemic has affected almost all aspects of human life. The campus finally implemented a policy that allowed its lecturers to work online from their own homes, which is commonly called work from home (WFH). Implementing online teaching and learning activities and WFH policies has increased the demands and burdens for academics, especially lecturers, who have a double burden (Widyaningrum in Musdalifah & Rahmawati, 2021). Even before the COVID-19 pandemic hit, working women shouldered a double burden, namely, workload and family burden (Alqahtani, 2020). So, in the era of the Covid-19 pandemic, female academics are increasingly burdened with a double burden. Increased academic obligations during the pandemic and WFH policies blurred the line between work and home. Also, as mothers, lecturers must face that their children must attend school online. Parents, especially mothers, play an important role in supervising and supporting their children through online learning. This, of course, adds to the workload of female lecturers.

Female academics, particularly at junior and mid-career levels, often perceive work-life balance as a struggle. Work-life balance is something that female academics crave. It is a magic word that describes the ideal conditions expected to be created in the work environment. Conditions that allow employees to work optimally in the office and still be able to carry out their personal lives as social beings. Humane working hours and workloads that do not exceed the capacity of lecturers are the benchmarks for creating this work-life balance (Toffoletti & Starr, 2016).



Source: pddikti.kemdikbud.go.id, 2022

**Figure 1.** Number of Female Academics (Lecturers) in Tasikmalaya

Tasikmalaya has 16 universities, and the number of female academics (lecturers) is increasing yearly. For female academics, work-life balance is a costly luxury item. The obligation of being a housewife and the need to still be able to express themselves outside as female academics need understanding from the campus to facilitate this need. After the Covid-19 pandemic that forced all our habits to change, the work-life balance for female academics has also adjusted. Work systems are becoming more Work From Home (WFH) than Work From Office (WFO). Mom spends more time at home. At first glance, this situation is more favorable. But in reality, it is not as easy as imagined. The task of female academics has become increasingly difficult. Office tasks must still be completed within working hours, so office hours must be adjusted. Meanwhile, the duties of a housewife cannot be ignored. All must go hand in hand at the same time. With such a situation, the work-life balance of female academics can be said to have been achieved in time. More time to meet the family. From some of the opinions of mothers, on average, they face mental fatigue and mental burden (Toffoletti & Starr, 2016).

Numerous studies have been conducted on work-life balance, examining various influencing variables, including those by Mani (2013), who identified role conflicts, lack of recognition, organizational politics, gender discrimination, caregiving challenges for the elderly and children, health quality, and time management issues. The absence of adequate social support is a primary factor influencing the work-life balance of women professionals in India. A study by Shanafelt et al. (2015) revealed that Burnout, Satisfaction, and Work-Life Balance among physicians in the US deteriorated from 2011 to 2014. Over fifty percent of physicians in the United States currently endure professional burnout. A study is required to examine the elements influencing work-life balance (WLB). The research aims to identify and analyze 1) the factors influencing work-life Balance among women academics in Tasikmalaya and 2) the impact of these factors on their work-life Balance.

## **LITERATURE REVIEW**

### **Work-Life Balance**

Work-life balance refers to employees' ability to utilize flexible working hours to harmonize their professional responsibilities with other commitments, including family, hobbies, artistic pursuits, and education, rather than solely concentrating on their work (Frame

and Hartog, 2003). Work-life balance occurs when an individual effectively manages their tasks and experiences fulfillment in these roles, evidenced by minimal work-family conflict and significant work-family facilitation or enrichment (Sirgy & Lee, 2017). Work-life balance refers to the ability of individuals to effectively manage and allocate their time between professional obligations, familial duties, and other responsibilities, thereby preventing conflicts between personal and career pursuits, while enhancing motivation, productivity, and organizational loyalty. Work-life balance pertains to working hours, flexibility, well-being, family dynamics, demographics, migration, and leisure activities, among other factors (Alqahtani, 2020; Sirgy & Lee, 2017).

The three components of work-life balance are as follows: Time balance denotes the equilibrium between the time allocated by an individual to their profession and the time devoted to family or other non-career parts of life. The duration required to do duties within the business and its significance in an individual's life; for instance, an employee requires time not just for work but also for leisure since socializing with friends contributes to family time— involvement equilibrium: The equilibrium of individual psychological engagement in meeting the obligations of professional and familial roles. Balance pertains to the individual's stress management and engagement in both professional and personal spheres. Satisfaction equilibrium: The degree of contentment both in professional and personal spheres. The individual experiences happiness from being at ease with his career and personal life (Hudson, 2005).

Four dimensions of work-life balance: work Interference with personal life (WIPL). This dimension refers to how work can interfere with an individual's personal life; for example, working can make it challenging to manage time for his or her personal life. Personal Life interference with work (PLIW). This dimension refers to how an individual's personal life interferes with his or her work life, for example, if an individual has problems in his or her personal life, this can interfere with the individual's performance at work. personal life enhancement of work (PLEW). This dimension refers to the extent to which a person's personal life can improve an individual's performance in the world of work; for example, if an individual feels happy because his personal life is pleasant, this can make the individual's mood at work enjoyable. Work enhancement of personal life (WEPL). This dimension refers to the extent to which work can improve the quality of an individual's personal life. For example, the skills individuals acquire while working allow them to utilize them daily (Fisher, et al., 2009).

Various factors influence an individual's work-life balance, as detailed below: Personality traits that affect both professional and personal life. A correlation exists between the type of attachment individuals form in childhood and their work-life balance. Individuals with secure attachments exhibit a favorable spillover effect in contrast to individuals with insecure attachments. Familial features are a crucial factor that can influence the presence of conflict between professional and personal life. Role disputes and role ambiguity within the family might impact work-life balance. Work characteristics, such as routines, workload, and time commitment, can incite disputes in both professional and personal spheres. Attitude assesses multiple facets of job satisfaction within the social context. Attitude comprises components including knowledge, emotions, and a propensity to act. Each individual's attitude is one factor that affects work-life balance (Schabracq, et al., 2003).

### **Emotional Intelligence**

Emotional intelligence (EQ) is acknowledged and valued for its utility. Research indicates that an executive or professional possessing technical superiority and elevated emotional intelligence can effectively resolve conflicts, identify gaps requiring attention, recognize concealed relationships that offer opportunities, engage with others, and demonstrate consideration, yielding more valuable, well-prepared, agile, and expedited outcomes than their peers. Emotional intelligence encompasses many complementary skills, whereas academic intelligence is solely based on cognitive ability measured by IQ. Numerous intellectually gifted individuals, despite their education, sometimes find themselves subject to those with lower IQs but higher emotional intelligence capabilities. Emotional intelligence is the capacity to utilize emotions adeptly for self-management and positively impact interpersonal interactions. Goleman (2000) presents several definitions of emotional intelligence. Emotional intelligence is the ability in the field of emotions, namely, the ability to face frustration, control emotions, be optimistic, and establish relationships with others or empathy (Purba, 1999). Emotional intelligence is the ability to feel emotions, receive and build emotions well, and understand emotions and emotional knowledge so that it can improve emotional and intellectual development (Salovey & Mayer, 1999). Emotional intelligence refers to the ability to recognize our feelings and the feelings of others, the ability to motivate ourselves, and the ability to manage emotions well in ourselves and about others (Goleman, 2000). Emotional intelligence recognizes and manages emotional terms and information (Robbins & Coulter, 2010).

Emotional intelligence is a combination of skills and abilities such as self-awareness, self-control, empathy, and sensitivity to the feelings of others (Ivancevich, 2011).

Emotional intelligence encompasses the capacity to identify our own emotions and those of others, be self-motivated, and effectively regulate emotions in oneself and in interpersonal relationships. It can be assessed through various established dimensions. Goleman (2000) identified five fundamental competencies in emotional intelligence: self-awareness, self-management, motivation, social awareness, and relationship management.

## **Burnout**

Burnout is a complex syndrome recognized as an occupational phenomenon by the World Health Organization, characterized by chronic workplace stress that has not been successfully managed (Demerouti, 2024; Calitz, 2022; Passos et al., 2023; Khan et al., 2023). It is primarily defined by three dimensions: exhaustion, cynicism, and inefficacy. These dimensions are consistently identified across various contexts, including healthcare, education, and other professional environments (Demerouti, 2024). Exhaustion dimension is the most prominent and is characterized by feelings of being overextended and depleted of emotional and physical resources. It is often the result of chronic work overload and personal conflicts at the workplace (Tharani et al., 2023) (Calitz, 2022). In academic settings, exhaustion manifests as physical, mental, and emotional fatigue due to excessive academic pressure (Juanda & Rosiana, 2024). Cynicism (Depersonalization) dimension involves a negative, callous, or excessively detached response to various aspects of the job, leading to a loss of idealism and dehumanization of others (Tharani et al., 2023). In healthcare, this can manifest as increased mental distance from one's job or feelings of negativism (Passos et al., 2023). In academic settings, it is reflected in a lack of interest and motivation (Juanda & Rosiana, 2024). Inefficacy (Reduced Professional Efficacy) dimension refers to feelings of incompetence and a lack of achievement and productivity in work (Tharani et al., 2023). It is a self-evaluation component where individuals feel ineffective in their roles, which can lead to decreased professional accomplishment (Picoli & Velten, 2024) (Moreira et al., 2020).

The syndrome has significant implications for both individual well-being and organizational performance, necessitating comprehensive strategies for prevention and management. While burnout is predominantly discussed in the context of occupational settings, it is important to recognize that it is not classified as a medical condition but rather an

occupational phenomenon. This distinction emphasizes the role of workplace factors in its development and management (Passos et al., 2023). Additionally, the concept of burnout has evolved over time, with some contemporary definitions suggesting it as an existential quest for meaning, highlighting the misalignment between individual values and workplace demands (Khan et al., 2023). This perspective suggests that addressing burnout requires not only individual coping strategies but also systemic changes in organizational culture and policies.

### **Work Facilities**

The definition and dimensions of work facilities encompass a broad range of elements that contribute to the functionality, comfort, and efficiency of a workplace. Work facilities are not only about the physical space but also include the tools, equipment, and environmental conditions that support employees in performing their tasks effectively. Work facilities are defined as the physical environments that support an organization's operational needs, aligning with its strategic business plans (Then, 1999). Work facilities refer to the physical environments where employees perform their tasks, encompassing various office concepts such as open-plan offices (OPO), activity-based working (ABW), and single offices. The dimensions of work facilities include office concept, work, personality fit, satisfaction, health, control paradigm, and enabling paradigm. Each dimension influences individual and organizational performance, highlighting the importance of aligning the workspace with employees' needs and preferences to enhance productivity and well-being (Gerlitz & Hülsbeck, 2023). Work facilities is strategic resources that enable organizations to achieve competitive advantage and operational efficiency. Key dimensions of work facilities include space utilization, cost efficiency, and the integration of technology to enhance productivity. Effective workspace management involves optimizing these dimensions to support daily work activities while ensuring employee satisfaction. The evolving nature of work facilities reflects changes in organizational structures and practices, necessitating a proactive approach to space management in response to technological advancements and globalization (Jayantha & Oladinrin, 2019).

Work facilities are essential resources that enable employees to do their everyday tasks. The work facilities of any company will vary in form and type, contingent upon the nature of the business and the organization's size (Pangarso, 2016). The current amenities will thereafter assist employees in their tasks. The metrics of workplace amenities in an organization comprise

Spatial design, specifically the organization of the workstation, which may undergo various modifications to create a novel ambiance that enhances the comfort of the work environment. Safety and comfort, including spatial planning, cleanliness, air circulation, and workplace safety, are carefully evaluated to ensure employees feel secure and at ease in their work environment. The equipment and facility support, namely the condition and quantity of the equipment, are sufficiently adequate to facilitate the execution of responsibilities.

## **Commitment**

Every business seeks to accomplish its objectives while minimizing impediments, including the optimization of public services. Nonetheless, attaining objectives is not as straightforward as the organization perceives. The primary challenges that emerge often originate from personnel within the firm. The effectiveness of human resource management critically influences the success of organizational management. The extent of employee commitment to their organization is crucial for attaining its objectives. In the professional realm, employee commitment to the organization is crucial, as a dedicated workforce tends to be more productive. Consequently, some organizations incorporate commitment as a prerequisite in their job advertisements for available positions.

Experts provide the following definitions of organizational commitment: Organizational commitment beyond just passive loyalty; it encompasses active engagement and the aspiration of employees to render significant contributions to their organization (Mowday, Porter, and Steer, 1982). Organizational commitment refers to the degree of trust and acceptance that employees have towards the organization's objectives, as well as their inclination to remain with the business (Sopiah, 2008). An employee's commitment to an organization constitutes an individual's psychological attachment, encompassing job engagement, loyalty, and trust in the business's principles. Organizational commitment refers to employees' inclination to retain their affiliation with the organization and their readiness to exert considerable effort to attain organizational objectives. Organizational commitment is a psychological bond between employees and the organization, characterized by robust trust and acceptance of the organization's goals and values, a readiness to pursue the organization's interests, and a strong desire to retain membership within the organization. The three components of organizational commitment are affective commitment, continuance commitment, and normative commitment.

## **Role Conflict**

In general, conflicts in a company or organization can occur if there are differences between two or more people, such as differences in perceptions, knowledge, goals, and other differences between individuals, groups, or organizations. Conflict can have a good impact, depending on how the manager controls the conflict. The positive impact that occurs with conflicts, for example, triggers employees to be more productive and improve employee performance. Meanwhile, the adverse effects that arise, for example, cause pressure on other individuals or groups so that they can interfere with or hinder employee performance, as well as commit unethical actions. In the context of role conflicts, everyone has different backgrounds, norms, and roles in their lives, which affects the completion of their respective jobs and often impacts the performance produced.

Role conflict refers to a perceived incongruence between the demands of a role imposed on an individual and the individual's own orientations, interests, and values, or those of an external entity outside the organization in which they are employed. Role conflict occurs when the organizational bureaucratic control mechanism is misaligned with established norms, regulations, ethics, and professional autonomy. This scenario typically arises when two distinct instructions are received concurrently, leading to the execution of one order at the expense of the other. Role conflicts can induce discomfort in the workplace and diminish motivation, as they adversely affect individual behavior, leading to increased work tension, frequent employee transfers, and diminished job satisfaction, ultimately impairing overall performance (Fanani, 2007). Role conflict refers to the degree to which an individual's work necessitates a task they believe should not be included in their responsibilities. Role conflict occurs when an individual encounters conflicting expectations associated with several positions (Sharma, 2011). Role conflict occurs when persons encounter two or more simultaneous demands, such that the satisfaction of one precludes the satisfaction of another.

Role conflicts occur due to the simultaneous receipt of two distinct directives, where the execution of one directive necessitates the disregard of the other. Conflict arises from a discrepancy between expectations associated with a position, wherein, under extreme circumstances, the existence of two or more opposing role expectations or demands renders the fulfillment of one function impossible (Cahyo and Ghozali, 2002). The concept of role conflict by Katz and Khan, as presented in Winardi (2014), is straightforward. They assert that conflicts may arise between the demands of the designated position and the individual's self-centered

role. This definition was established in a review of research by Van Sell et al. in Novalien (2013), which adopts a comprehensive perspective on war and interpersonal conflicts, highlighting that certain role conflicts arise directly from a confluence of external and internal pressures, and illustrating instances of conflicts between personal needs and values and role demands.

The initial term pertains to discordant expectations, suggesting a more limited conception. The mismatch between individual wants and ideals and the expectations of one's role indicates a broader issue, namely, the basic incompatibility of individuals with their environment. An individual possesses expectations for a role, indicating that regardless of their source, the array of wants and values constitutes an aspect of the job's identity. Each individual possesses a certain role, and the degree to which their needs and ideals diverge from the expectations of that job within a corporation or organization is crucial to the conflict associated with an individual's position.

Role conflict is a perceived discrepancy between the demands of a role and an individual's orientation, interests, and values. Role conflict refers to the degree to which an individual's work necessitates a task they believe should not be included in their responsibilities. The aforementioned explanation indicates that role conflict arises when a person encounters demands inside an organization that contradict their values, conventions, and expected duties. Conflicts occur in a person who performs both roles simultaneously, so one role cannot be fulfilled due to the fulfillment of the other.

Role conflict comprises three indicators: Time-based conflict arises when the time allocated to one role precludes the fulfillment of another role, resulting in an individual unable to simultaneously perform multiple tasks. Strain-based conflict arises when the obligations of one function hinder an individual's ability to fulfill the requirements of another role. The induced tension will impact the overall quality of life. These role tensions encompass stress, elevated blood pressure, anxiety, impatience, and headaches; Behavior-based conflict occurs when actions that are effective in one role prove ineffective in another. The ineffectiveness of this activity may stem from an individual's unawareness of its repercussions for others.

## **METHODS**

This study uses a survey method. To achieve the research objectives in accordance with the formulation of the proposed problem, the data and information obtained about female

lecturers will be collected by distributing questionnaires whose data are collected from a sample of the population.

To determine the size of the sample taken, the researcher is guided by the theory put forward by Slovin with the following formula:

$$n = \frac{N}{N(0,1)^2 + 1}$$

Information:

N = Population Size

n = Sample size

d = 10% (error rate)

To determine the number of samples to be studied, the researcher took the number of female lecturers in Tasikmalaya as many as 384 people which is a population size in this study, from the population a minimum sample was taken with the sample withdrawal formulation that has been proposed so that the number of sample members is as follows:

$$n = \frac{384}{1+384(0,1)^2} = 79.3 \longrightarrow 80 \text{ people (rounded)}$$

Based on the minimum sample size above, in this study, the sample size was determined to be 80 respondents. The sampling technique uses Simple Random Sampling. The selection was carried out by a table of random numbers or using a computer program.

The population in this study is 389 female academics (lecturers) in Tasikmalaya. The details are as follows:

**Table 1.** Women Academics (Lecturers) in Tasikmalaya

College Name	Number of Female Lecturers
Siliwangi University	162
University of Muhammadiyah Tasikmalaya	50
Tasikmalaya University of Struggle	50
Tasikmalaya Ministry of Health Polytechnic	15
STMIK Tasikmalaya	14
BSI Tasikmalaya University	11
University of Cipasung Tasikmalaya	11
Triguna Tasikmalaya Polytechnic	9
Tasikmalaya Islamic Religious Institute	9
STIE Latifah Mubarokiyah Suryalaya Tasikmalaya	9
Yppt Tasikmalaya College of Administrative Sciences	7
LP3I Tasikmalaya	5
STISIP Tasikmalaya	3

Mayasari Business Polytechnic	3
Bakti Tunas Husada	13
STIKES Respati	13
TOTAL	384

Source: PD Dikti (2022)

Stages of data analysis:

1. Analysis of questionnaires  
The data processing technique used to determine the weighting of respondents' answers was the Likert scale, which was used with five scales.
2. Validity and reliability tests
  - The validity test was carried out by calculating the correlation of each question through the total score; the formula used was the Product Moment Correlation Coefficient.
  - The reliability test in this study uses the Cronbach technique.
3. Successive interval method  
The data analysis used in this study is the Successive Interval method, which is the data obtained is ordinal data, so that to increase the level of measurement from ordinal to interval, the Successive Interval method can be used. Conversion of data using Microsoft Excel 2010 software tools.
4. Classical assumption test
  - Normality Test
  - Multicollinearity Test
  - Heteroscedasticity Test
  - Autocorrelation Test
5. Multiple Regression Analysis
6. Hypothesis testing

## DISCUSSION

The magnitude of the influence of emotional intelligence ( $X_1$ ), burnout ( $X_2$ ), work facilities ( $X_3$ ), role conflict ( $X_4$ ), and commitment ( $X_5$ ) on the work-life balance ( $Y$ ) of female academics in Tasikmalaya can be seen from the indicators used by each variable using multiple regression analysis, with the results and data processing through SPSS version 20.

**Coefficients a**

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.788	3.291		4.493	.000
Emotional Intelligence	.184	.061	.235	3.022	.003
Burnout	-.192	.068	-.223	-2.809	.006
Work Facilities	.198	.064	.230	3.069	.003
Role Conflict	.187	.090	.150	2.076	.040
Commitment	.108	.056	.166	1.935	.055

a. Dependent Variable: Work Life Balance

$$Y = 14,788 + 0,184 X_1 - 0,192 X_2 + 0,198 X_3 + 0,187 X_4 + 0,108 X_5$$

Information:

- Y = Work-life balance
- X<sub>1</sub> = Emotional Intelligence
- X<sub>2</sub> = Burnout
- X<sub>3</sub> = Work facilities
- X<sub>4</sub> = Role conflicts
- X<sub>5</sub> = Commitment

Based on the regression equation, it is known that the variables of emotional intelligence (X<sub>1</sub>), burnout (X<sub>2</sub>), work facilities (X<sub>3</sub>), role conflicts (X<sub>4</sub>), and work facilities (X<sub>5</sub>) influence the work-life balance (Y) of female academics in Tasikmalaya. The variable of emotional intelligence (X<sub>1</sub>) contributed positively to the variable of work-life balance (Y) of 0.184, the variable of burnout (X<sub>2</sub>) contributed negatively to the variable of work-life balance (Y) of 0.192, the variable of work facilities (X<sub>3</sub>) contributed positively to the variable of work-life balance (Y) of 0.198, the variable of role conflict (X<sub>4</sub>) contributed positively to the variable of work-life balance (Y) of 0.187. In contrast, the commitment variable (X<sub>5</sub>) made a positive contribution to the work-life balance (Y) variable of 0.108. The positive regression coefficient shows that the better the emotional intelligence (X<sub>1</sub>), work facilities (X<sub>3</sub>), role conflicts (X<sub>4</sub>), and commitment (X<sub>5</sub>), the work-life balance of female academics in Tasikmalaya will increase. The negative regression coefficient shows that the higher the burnout, the lower the work-life balance of female scholars in Tasikmalaya. Based on the regression coefficient, it is known that work facilities contribute the most to the work-life balance of female academics in Tasikmalaya. This shows that female academics in Tasikmalaya have support in balancing their

work life during role conflicts and a tendency to experience fatigue, leading to burnout. With the ability to overcome burnout and handle role conflicts that arise with the support of work facilities, emotional intelligence, and high commitment, women academics in Tasikmalaya can still create a work-life balance.

### Coefficient of Determination

To find out how much influence emotional intelligence ( $X_1$ ), burnout ( $X_2$ ), work facilities ( $X_3$ ), role conflicts ( $X_4$ ), and commitment ( $X_5$ ) have a positive influence on the work-life balance variable ( $Y$ ), a determination coefficient analysis was used or using the formula  $Kd = r^2 \times 100\%$ . For more clarity, it can be seen from the output of SPSS as follows:

Model Summary				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.674a	.454	.432	2.34571

a. Predictors: (Constant), Commitment, Role Conflict, Work Facility, Burnout, Emotional Intelligence

From the summary model table, the R square figure is 0.450. The result was obtained from the quadratic coefficient of correlation or  $0.674 \times 0.674 = 0.454$ . R square can also be called a determination coefficient ranging from 0 to 1, with the note that the smaller the R square number, the smaller the influence and the weaker the relationship between the independent and dependent variables. In this study, an R square of 0.454 or 45.4% was obtained, which in this case means that emotional intelligence ( $X_1$ ), burnout ( $X_2$ ), work facilities ( $X_3$ ), role conflict ( $X_4$ ), and commitment ( $X_5$ ) had an influence of 45.4% on the work-life balance of female academics in Tasikmalaya. The better the emotional intelligence ( $X_1$ ), burnout management ( $X_2$ ), work facilities ( $X_3$ ), handling role conflicts ( $X_4$ ), and commitment ( $X_5$ ), the work-life balance of female academics in Tasikmalaya will increase. The rest, namely  $100\% - 45.4\% = 54.6\%$ , were influenced by other variables that had not been studied.

### Hypothesis Testing

Variable	Sig	$\alpha$	Information
Emotional intelligence ( $X_1$ )	0,003	0,1	Ho rejected
Burnout ( $X_2$ )	0,003		Ho rejected
Work Facilities ( $X_3$ )	0,003		Ho rejected
Role conflicts ( $X_4$ )	0,040		Ho rejected
Commitment ( $X_5$ )	0,055		Ho rejected

Based on the results of the calculation, it is known that the variables of emotional intelligence ( $X_1$ ), burnout ( $X_2$ ), work facilities ( $X_3$ ), role conflict ( $X_4$ ), and commitment ( $X_5$ ) are smaller than  $\alpha$  (0.1), so  $H_0$  is rejected, meaning that there is a partial influence of emotional intelligence ( $X_1$ ), burnout ( $X_2$ ), work facilities ( $X_3$ ), role conflict ( $X_4$ ), and commitment ( $X_5$ ) on the work-life balance of female academics in Tasikmalaya.

ANOVA <sup>b</sup>						
Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	563.274	5	112.655	20.474	.000a
	Residual	676.788	123	5.502		
	Total	1240.062	128			
a. Predictors: (Constant), Commitment, Role Conflict, Work Facility, Burnout, Emotional Intelligence						
b. Dependent Variable: Work Life Balance						

In the Anova Table, the F calculation is 20.474 with a significance level of 0.000, seen in the sig/significance column, or the probability is much smaller than 0.1. Based on these results at an error rate of 10%, it can be concluded that the variables of emotional intelligence ( $X_1$ ), burnout ( $X_2$ ), work facilities ( $X_3$ ), role conflict ( $X_4$ ), and commitment ( $X_5$ ) are simultaneously able to explain changes in the variables of the work-life balance of female academics in Tasikmalaya or the model is declared suitable or fit.

## CONCLUSION

Based on the results of the research, a conclusion can be drawn; namely, there is an influence of emotional intelligence ( $X_1$ ), burnout ( $X_2$ ), work facilities ( $X_3$ ), role conflict ( $X_4$ ), and commitment ( $X_5$ ) on the work-life balance of female academics in Tasikmalaya both simultaneously and partially. Based on the regression equation, it is known that work facilities contribute the most to the work-life balance of female scholars in Tasikmalaya. This shows that female academics in Tasikmalaya have support in balancing their work lives during role conflicts and a tendency to experience burnout. With the ability to overcome burnout and handle role conflicts that arise with the support of work facilities, emotional intelligence, and high commitment, women academics in Tasikmalaya can still create a work-life balance.

The advice that can be given to universities is to provide more support to female academics to create a balanced work-life by enforcing work from anywhere to provide more flexible working hours, providing child-friendly work facilities for female lecturers who still have toddlers, and managing a non-excessive workload so that they can complete their work

responsibilities well and avoid fatigue. The following research is to add other research variables that can affect the work-life balance of female academics and expand the locus not only in Tasikmalaya.

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