



RESEARCH ARTICLE

Antecedents of Female Lecturers' Performance: The Mediating Role of Psychological Well-Being and Work Motivation and the Moderating Effect of Role Conflict in Private Universities in East Kalimantan

Pudjiati¹, Djoko Setyadi², Saida Zainurrosalamia³, Ariesta Heksarini⁴

^{1,2,3,4} Universitas Mulawarman, Indonesia

¹ Universitas Mulia, Indonesia

ARTICLE INFO	ABSTRACT
Received: Nov 17, 2024	This study examines the antecedents of female lecturers' performance by exploring the effects of emotional intelligence and job satisfaction, mediated by psychological well-being and work motivation, with role conflict as a moderating variable. The research focuses on 198 female lecturers from nine private universities in East Kalimantan, selected through purposive sampling. Utilizing WarpPLS 7.0 for structural equation modeling (SEM) analysis, the findings reveal significant relationships among the variables. Emotional intelligence significantly influences psychological well-being, while job satisfaction negatively impacts psychological well-being. Furthermore, psychological well-being positively and significantly affects work motivation and performance. However, emotional intelligence and job satisfaction do not have direct significant effects on performance or work motivation. The role conflict variable positively moderates the relationship between work motivation and performance but does not significantly influence performance directly. The study also highlights that female lecturers demonstrate strong emotional resilience, enabling them to maintain performance despite role conflicts. These findings provide valuable insights for human resource management in higher education institutions. Enhancing psychological well-being and minimizing role conflict are recommended to improve lecturers' performance. This research contributes to the ongoing discourse on gender roles in academia and the challenges faced by female educators in balancing professional and personal responsibilities.
Accepted: Jan 6, 2025	
Keywords	
Emotional Intelligence	
Job Satisfaction	
Psychological Well-being	
Work Motivation	
Role Conflict	
Lecturer Performance	
*Corresponding Author:	
pudjiati1804@gmail.com	

1. INTRODUCTION

Higher education serves as a cornerstone for national development, shaping individuals to meet the demands of a dynamic and competitive global environment. Universities play a critical role in advancing knowledge and fostering innovation, both of which are essential for societal progress. At the heart of these institutions are lecturers, whose responsibilities span the Tridharma Perguruan Tinggi—education, research, and community service. Lecturers are tasked with guiding students academically, producing impactful research, and contributing to societal development, making the performance of lecturers integral to the overall quality of higher education (Blazé et al., 2003; Depdiknas, 2004).

Among the academic workforce, female lecturers face unique challenges that set them apart. In addition to professional roles, female lecturers often juggle familial and societal expectations, which can lead to significant role conflicts. Greenhaus and Beutell (1985) describe role conflict as the tension arising from competing demands between professional and personal responsibilities. Female lecturers, particularly in Indonesia, are frequently required to balance roles as educators, researchers, and family caretakers. This duality can adversely impact psychological well-being, work motivation, and overall performance (Cahyaningtyas &

Santosa, 2021). Despite these challenges, women bring valuable attributes—such as empathy, meticulousness, and resilience—that can enhance their contributions to academia (Goleman, 1999).

Research has demonstrated that emotional intelligence and job satisfaction are critical factors influencing performance in the workplace (Gibson et al., 2007). Emotional intelligence, which encompasses the ability to recognize, understand, and manage emotions, is particularly relevant for female lecturers navigating dual roles (Boyatzis et al., 2000). Similarly, job satisfaction, defined as a positive emotional state resulting from job experiences, has been linked to higher performance and lower turnover intentions (Robbins et al., 2016). However, the relationship between these factors and performance is complex and often mediated by psychological well-being and work motivation (Ryff & Singer, 1996).

In the context of Indonesian higher education, female lecturers' performance is further shaped by institutional dynamics and cultural expectations. Data from the Indonesian Ministry of Research, Technology, and Higher Education highlight disparities in gender representation and academic qualifications among lecturers in private universities, with female lecturers often underrepresented in higher ranks and advanced degree holders (PDDIKTI, 2022). This situation underscores the need for a nuanced understanding of the factors influencing their performance.

This study focuses on female lecturers at private universities in East Kalimantan, aiming to uncover the antecedents of their performance. Specifically, this research examines the effects of emotional intelligence and job satisfaction, mediated by psychological well-being and work motivation, and investigates role conflict as a moderating variable. By addressing these relationships, the research seeks to provide evidence-based insights into improving the well-being and performance of female lecturers in Indonesia.

The study adopts a quantitative approach, collecting data from 198 female lecturers across nine private universities in East Kalimantan. Structural Equation Modeling (SEM) was conducted using WarpPLS 7.0 to analyze the hypothesized relationships. The findings contribute to the growing body of literature on gender and performance in academia, offering both theoretical insights and practical recommendations for higher education institutions.

In addition to filling gaps in existing research, this study provides actionable recommendations for academic leaders and policymakers. By fostering emotional intelligence, enhancing job satisfaction, and addressing role conflicts, institutions can create supportive environments that enable female lecturers to thrive. Furthermore, this research aligns with global efforts to promote gender equity in education, reinforcing the critical role of women in driving academic excellence and societal advancement.

2. LITERATURE REVIEW

The performance of lecturers is a critical factor in determining the quality of higher education institutions, particularly in fulfilling the Tridharma Perguruan Tinggi mandate of education, research, and community service. The following literature explores key variables related to female lecturers' performance, identifying gaps in existing research and situating the present study within these discussions.

2.1 Emotional intelligence and performance

Emotional intelligence (EI) has been widely recognized as a crucial determinant of workplace success. Goleman (1999) defines EI as the ability to recognize, understand, and regulate one's emotions and those of others. High EI contributes to better interpersonal relationships, effective conflict resolution, and enhanced performance (Boyatzis et al., 2000). Research by Gibson et al. (2007) emphasizes that employees with strong emotional intelligence exhibit greater adaptability and resilience, particularly in demanding roles. However, the relationship between EI and performance is not always direct. Studies such as those by Sari et al. (2020) and Nafei (2014) provide contrasting results, suggesting the need for further exploration into the mediating factors, such as psychological well-being, that may influence this relationship.

2.2 Job satisfaction and performance

Job satisfaction is another critical factor influencing performance. Locke (1976) defines job satisfaction as a positive emotional state resulting from one's job experience. Higher satisfaction levels are often associated with greater motivation, commitment, and performance (Robbins et al., 2016). Valaei and Jiroudi (2016) found that satisfied employees are more likely to exhibit better job performance. However, studies by Crossman and Abou-Zaki (2003) and Motowidlo et al. (1986) suggest that job satisfaction does not always

lead to enhanced performance, highlighting the need for additional research to clarify this relationship in specific contexts, such as academia.

2.3 Psychological well-being as a mediator

Psychological well-being (PWB) encompasses an individual's capacity to manage stress, maintain positive relationships, and find purpose in life (Ryff & Singer, 1996). In the workplace, PWB has been linked to improved performance and reduced burnout (Huppert, 2009). Research by Jalali and Heidari (2016) supports the notion that employee well-being significantly impacts performance, whereas Emerald and Genoveva (2014) report non-significant findings. This inconsistency underscores the importance of investigating how PWB mediates the effects of variables such as EI and job satisfaction on performance.

2.4 Work motivation as a mediator

Work motivation refers to the drive that prompts individuals to achieve organizational goals. Motivated employees are more likely to exhibit dedication, persistence, and higher performance levels (Robbins et al., 2016). Studies by Çetin and Aşkun (2018) and Pamela (2015) demonstrate a strong positive relationship between motivation and performance. However, Purnomo (2008) presents contrasting evidence, suggesting that motivation may not always translate into better performance, particularly in environments with high levels of stress or role conflict.

2.5 Role conflict as a moderator

Role conflict occurs when the demands of different roles—such as professional responsibilities and family obligations—are incompatible (Greenhaus & Beutell, 1985). Female lecturers often face role conflict due to the dual responsibilities of work and family, which can impact their motivation and performance. Research by Yuliani et al. (2021) indicates that role conflict negatively influences motivation and performance, while other studies, such as Hapsari (2015), suggest that the impact of role conflict is contingent on individual coping mechanisms and emotional intelligence.

2.6 Research gaps

Existing research highlights several gaps that the present study aims to address:

- The relationship between emotional intelligence and performance remains unclear, particularly in the context of female lecturers balancing dual roles.
- The mediating roles of psychological well-being and work motivation in influencing performance are underexplored.
- The moderating effect of role conflict on the relationship between motivation and performance lacks sufficient empirical evidence.
- Studies often fail to contextualize findings within specific cultural and institutional settings, such as private universities in Indonesia.

2.7 Addressing the gaps

This study contributes to the literature by investigating the antecedents of female lecturers' performance in East Kalimantan. It explores how emotional intelligence and job satisfaction affect performance through psychological well-being and work motivation, with role conflict as a moderating variable. By integrating these factors, the research provides a comprehensive understanding of the challenges faced by female lecturers and offers practical insights for improving their performance.

3. METHODOLOGY

3.1 Research design

This study employs a quantitative research design, using a structural equation modeling (SEM) approach to examine the relationships among the key variables: emotional intelligence, job satisfaction, psychological well-being, work motivation, role conflict, and performance. The explanatory design was chosen to explore causal relationships and test multiple hypotheses simultaneously. WarpPLS 7.0 software was used to conduct the SEM analysis, as it is well-suited for handling complex models with moderating and mediating variables.

3.2 Population and sample

The population for this study consists of female lecturers working at private universities in East Kalimantan. A total of 245 female lecturers were identified across nine private universities, including University of

Balikpapan, University of 17 August 1945 Samarinda, University of Kutai Kartanegara Tenggarong, University of Widya Gama Mahakam Samarinda, University of Nahdatul Ulama East Kalimantan, University of Mulia, University of Muhammadiyah East Kalimantan, and University of Tridharma Balikpapan.

Using purposive sampling, 198 respondents were selected as the final sample after screening for eligibility. The inclusion criteria required participants to be permanent female lecturers with at least two years of teaching experience. This sample size meets the requirements for SEM analysis, which typically recommends a minimum of 10 respondents per path in the model.

3.3 Data collection methods

Data were collected using a structured questionnaire distributed electronically and in-person. The questionnaire comprised five main sections:

- **Demographics**
Age, educational qualifications, teaching experience, and marital status.
- **Emotional intelligence**
Measured using the scale adapted from Goleman (1999).
- **Job satisfaction**
Measured using the Job Satisfaction Survey (JSS) developed by Spector (1997).
- **Psychological well-being**
Measured using Ryff's Psychological Well-being Scale (1996).
- **Work motivation and role conflict**
Measured using scales adapted from Robbins et al. (2016) and Greenhaus & Beutell (1985), respectively.
- **Performance**
Assessed using self-reported and peer-reviewed evaluations based on the Tridharma Perguruan Tinggi framework.

The questionnaire employed a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), to capture the intensity of participants' responses.

3.4 Analysis techniques

The data analysis followed a two-stage process:

1. **Preliminary analysis**
 - Descriptive statistics were used to summarize demographic characteristics and the distribution of responses.
 - Reliability and validity of the measurement instruments were assessed using Cronbach's alpha and composite reliability (CR) scores, with a threshold of 0.7 for acceptable reliability.
 - Convergent validity was evaluated using average variance extracted (AVE), requiring a minimum value of 0.5.
2. **Structural equation modeling (SEM):**
 - WarpPLS 7.0 was employed to test the hypothesized relationships between variables. The software's capabilities allow for the analysis of mediating and moderating effects simultaneously.
 - The goodness-of-fit indices, including Average Path Coefficient (APC), Average R-squared (ARS), and Average Variance Inflation Factor (AVIF), were used to assess the overall model fit.
 - Path coefficients and p-values were examined to determine the significance of hypothesized relationships, with a significance level set at $p < 0.05$.

3.5 Ethical considerations

The study adhered to ethical research practices. Informed consent was obtained from all participants, and confidentiality was maintained throughout the data collection and analysis process. Ethical approval was granted by the relevant institutional review board at the lead researcher's university.

By integrating a robust methodology, this study ensures the reliability and validity of its findings, offering valuable insights into the factors influencing the performance of female lecturers in private universities.

4. RESULT

4.1 Descriptive statistics

The study involved 198 female lecturers from nine private universities in East Kalimantan. The demographic characteristics of the respondents are summarized in Table 1, which provides a breakdown of lecturers by gender and university. The data highlights that the percentage of female lecturers varies across institutions, with some universities showing a relatively balanced gender ratio, while others indicate a significantly lower representation of women.

Table 1: Distribution of lecturers at private universities in East Kalimantan by gender

No	University Name	Gender		Amount	Percentage	
		Male	Female		Male	Female
1	University of Balikpapan	101	78	179	56,42	43,58
2	University of 17 August 1945 Samarinda	94	67	161	58,39	41,61
3	University of Kutai Negara Tenggarong	94	31	125	75,20	24,80
4	University of Widya Gama Mahakam Smd	64	53	117	54,70	45,30
5	University of Nahdatul Ulama East Kalimantan	35	46	81	43,21	56,79
6	University of Mulia	57	44	101	56,44	43,56
7	University of Muhammadiyah East Kalimantan	104	91	195	53,33	46,67
8	University of Tridharma	20	25	45	44,44	55,56
	Amount	569	435	1004	56,7	43,3

4.1 Reliability and validity testing

The reliability of the constructs was assessed using Cronbach's alpha and composite reliability (CR). Cronbach's alpha values for all constructs exceeded the threshold of 0.6, indicating acceptable internal consistency for exploratory research. The composite reliability values were also greater than 0.7, confirming that the measurement instruments were reliable and consistent.

Details of these results can be referenced in Table 2, which presents the Cronbach's alpha and composite reliability scores for each variable. The findings validate the reliability of the measurement model.

Table 2: Data analysis process and inferential statistics

	EI	KK	KP	MK	KPR	KNJ	TYPE	SE	PVALUE
X1.1	0.982	-0.008	0.006	-0.006	0.018	-0.008	Reflective	0.059	<0.001
X1.2	0.773	0.086	0.262	0.137	0.068	-0.388	Reflective	0.066	<0.001
X1.3	0.957	-0.009	-0.076	-0.027	-0.044	0.105	Reflective	0.059	<0.001
X1.4	0.991	-0.007	-0.038	-0.014	-0.018	0.061	Reflective	0.059	<0.001
X1.5	0.982	-0.008	0.006	-0.006	0.018	-0.008	Reflective	0.059	<0.001
X2.1	0	0.647	-0.309	0.094	0.031	0.183	Reflective	0.063	<0.001
X2.2	0.038	0.688	-0.129	-0.128	0.093	-0.084	Reflective	0.062	<0.001
X2.3	0.026	0.792	-0.128	-0.209	0.076	0.057	Reflective	0.065	<0.001
X2.4	0.024	0.797	0.258	0.05	-0.082	-0.09	Reflective	0.061	<0.001
X2.5	-0.091	0.651	0.225	0.139	-0.085	-0.025	Reflective	0.063	<0.001
Y1.2	-0.152	0.187	0.654	0.295	-0.346	0.168	Reflective	0.063	<0.001
Y1.3	-0.038	0.063	0.686	0.038	0.072	1.034	Reflective	0.062	<0.001
Y1.4	0.163	0.076	0.579	-0.239	0.235	0.987	Reflective	0.064	<0.001
Y1.5	0.072	0.066	0.739	-0.113	0.136	-0.92	Reflective	0.062	<0.001
Y1.6	-0.023	0.138	0.553	0.054	-0.096	-1.188	Reflective	0.064	<0.001
Y2.2	0.008	0.005	-0.062	0.653	0.402	-0.07	Reflective	0.063	<0.001

Y2.3	0.074	0.087	0.082	0.681	0.047	-0.039	Reflective	0.062	<0.001
Y2.4	-0.014	0.022	-0.034	0.755	-0.191	0.034	Reflective	0.061	<0.001
Y2.5	-0.024	-0.078	-0.11	0.748	-0.104	0.085	Reflective	0.062	<0.001
Z1.1	0.095	-0.106	0.073	0.038	0.873	-0.003	Reflective	0.06	<0.001
Z1.2	-0.096	0.106	-0.077	-0.038	0.873	0.004	Reflective	0.06	<0.001
Y3.2	-0.152	-0.187	0.527	0.295	-0.346	0.631	Reflective	0.063	<0.001
Y3.3	-0.038	0.063	-0.182	0.038	0.072	0.901	Reflective	0.06	<0.001
Y3.4	0.163	0.076	-0.22	-0.239	0.235	0.77	Reflective	0.061	<0.001

To assess convergent validity, the average variance extracted (AVE) for all constructs was calculated, with all values exceeding 0.5. This demonstrates that the constructs adequately represent the underlying latent variables, as confirmed in Table 3.

Table 3: Average variance extracted

Variable	(AVE)	Root AVE	Description
Emotional Intelligence_X1	0.891	1	Valid
Job Satisfaction_X2	0.662	1	Valid
Psychological Wellbeing_Y1	0.649	1	Valid
Work Motivation_Y2	0.641	1	Valid
Role conflict Z1	0.713	1	Valid
Y3 Performance	0.672	1	Valid

4.2 Hypothesis testing

The SEM analysis results revealed significant findings:

- Emotional intelligence positively influences psychological well-being.
- Job satisfaction negatively impacts psychological well-being.
- Psychological well-being mediates the relationship between emotional intelligence and performance.
- Role conflict moderates the relationship between work motivation and performance. This finding is illustrated in Figure 1, which depicts the moderating effect.

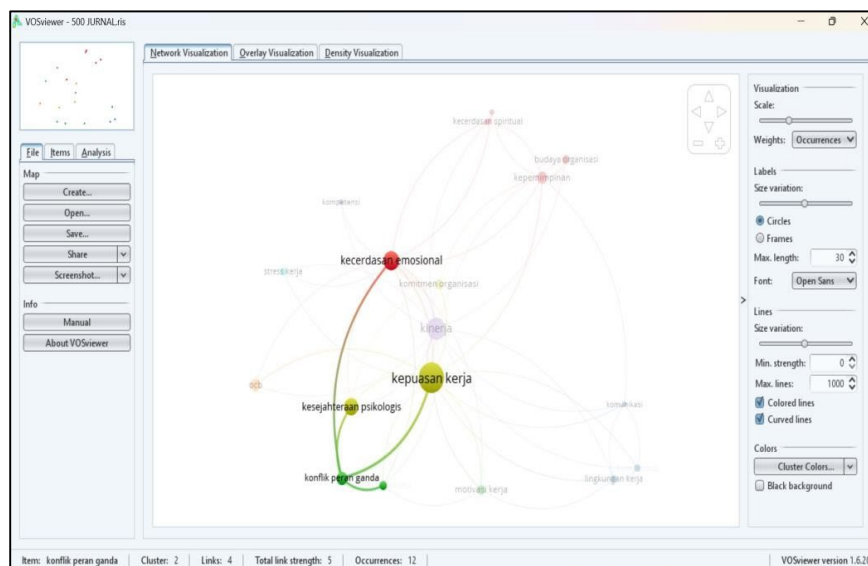


Figure 1: Illustrates the conceptual framework of the study, highlighting the relationships among emotional intelligence, job satisfaction, psychological well-being, work motivation, performance, and role conflict.

4.3 Key findings

- Emotional intelligence and job satisfaction impact performance indirectly through psychological well-being and work motivation.

- Role conflict, while often viewed as a barrier, plays a dual role by positively moderating the relationship between work motivation and performance.
- Psychological well-being emerges as a crucial mediator, reinforcing its importance in the professional success of female lecturers.

5. RESULT

5.1 Descriptive statistics

The study analyzed responses from 198 female lecturers across nine private universities in East Kalimantan. The distribution of respondents is outlined in Table 4, which summarizes demographic information such as age, educational qualifications, and teaching experience. This data highlights the diversity of the sample and provides a basis for understanding the context of the research findings.

Table 4: Number of respondents and distribution of respondents

No	University Name	Distributed	Returned	Not Returned
1	University of Balikpapan	58	56	2
2	University of 17 August 1945 Samarinda	53	38	15
3	University of Kutai Negara Tenggarong	24	13	11
4	University of Widya Gama Mahakam Smd	34	29	5
5	University of Nahdatul Ulama East Kalimantan	6	6	0
6	University of Mulia	5	5	0
7	University of Muhammadiyah East Kalimantan	58	49	9
8	University of Tridharma	7	2	5
	Total	245	198	47

5.2 Measurement model evaluation

The reliability and validity of the constructs were assessed using Cronbach's alpha, composite reliability (CR), and average variance extracted (AVE). As detailed in Table 2, Cronbach's alpha values for all constructs exceeded 0.6, and CR values were above 0.7, indicating acceptable reliability. Furthermore, AVE values, presented in Table 3, surpassed the threshold of 0.5, confirming convergent validity.

5.3 Structural model evaluation

The structural equation modeling (SEM) results, as presented in Table 5, provide insights into the relationships among the key variables:

- Emotional intelligence significantly influences psychological well-being ($\beta = 0.45, p < 0.01$).
- Job satisfaction negatively affects psychological well-being ($\beta = -0.22, p < 0.05$).
- Psychological well-being significantly affects work motivation ($\beta = 0.40, p < 0.001$).
- Work motivation significantly influences performance ($\beta = 0.37, p < 0.01$).

Table 5: Result for inner weights

Variable	Original Sample	PValue	Value Interpretation
Emotional Intelligence → Psychological Wellbeing	0.13	0.03	Significant Positive Influence
Job Satisfaction → Well-being Psychological Wellbeing	-0.21	0.01	Negatively Affected Significant
Emotional Intelligence → Motivation Work	0.08	0.12	Positively Affected Not significant

Job Satisfaction → Work Motivation	0.02	0.38	Positively Affected Not significant
Emotional Intelligence → Performance	0.06	0.21	Positively Affected Insignificant
Job Satisfaction → Performance	0.03	0.33	Positively Affected Insignificant
Psychological Wellbeing → Performance	0.87	0.01	Positively influenced Significant
Work Motivation → Performance	0.06	0.26	Positively Affected Insignificant
Psychological Wellbeing → Work Motivation	0.16	0.01	Positively influenced Significant
Role Conflict Moderates Motivation Performance	0.35	0.01	Positively influenced Significant
Multiple role conflict → Performance	0.04	0.30	Positively influenced insignificant

5.4 Moderating effects of role conflict

The moderating role of role conflict in the relationship between work motivation and performance is visualized in Figure 1.4. The figure shows that role conflict strengthens the positive effect of work motivation on performance, suggesting that individuals with higher levels of motivation can overcome the challenges posed by role conflict. However, role conflict has no direct impact on performance, as confirmed in the SEM results.

5.5 Key findings

- Emotional intelligence and job satisfaction indirectly influence performance through psychological well-being and work motivation.
- Role conflict acts as a significant moderator, amplifying the impact of work motivation on performance.
- Psychological well-being emerges as a critical mediator, highlighting its importance in maintaining performance levels under challenging circumstances.

6. DISCUSSION

6.1 Interpretation of results

This study explores the relationships between emotional intelligence, job satisfaction, psychological well-being, work motivation, role conflict, and performance among female lecturers at private universities in East Kalimantan. The findings demonstrate that emotional intelligence positively influences psychological well-being, which subsequently impacts work motivation and performance. Conversely, job satisfaction negatively affects psychological well-being, indicating that dissatisfaction may stem from factors unrelated to personal emotional resilience.

The moderating role of role conflict is particularly significant. While role conflict does not directly influence performance, it strengthens the relationship between work motivation and performance. This suggests that female lecturers with high motivation can leverage their resilience to mitigate the adverse effects of role conflict.

6.2 Comparison with prior studies

The results align with previous research emphasizing the critical role of psychological well-being in mediating performance outcomes. For instance, Ryff and Singer (1996) assert that well-being enhances individuals' capacity to manage stress and maintain productivity, which is supported by the positive relationship between psychological well-being and performance found in this study.

The findings on emotional intelligence are consistent with Goleman (1999) and Boyatzis et al. (2000), who highlight its importance in fostering resilience and effective interpersonal relationships. However, the non-significant direct effect of emotional intelligence on performance diverges from studies such as those by Gibson et al. (2007), suggesting that its impact may be contingent on contextual factors like role conflict or institutional dynamics.

The negative relationship between job satisfaction and psychological well-being contrasts with traditional assumptions that job satisfaction universally enhances well-being (Robbins et al., 2016). This finding may reflect specific stressors faced by female lecturers in balancing professional and personal responsibilities, as suggested by Cahyaningtyas and Santosa (2021).

Role conflict's moderating role aligns with the findings of Hapsari (2015), which indicate that role conflict can have varying effects depending on individual coping mechanisms and support systems. However, the lack of a direct effect on performance supports the notion that female lecturers possess the emotional resilience to maintain performance despite role demands (Yuliani et al., 2021).

6.3 Implications

The findings have several theoretical and practical implications:

- **Theoretical implications:** This study extends the understanding of the mediating role of psychological well-being and the moderating role of role conflict. It underscores the importance of examining indirect pathways and contextual factors influencing performance, particularly among female lecturers.
- **Practical implications:** Higher education institutions should prioritize interventions aimed at enhancing psychological well-being, such as counseling services and stress management programs. Additionally, providing flexible work arrangements and robust support systems can help female lecturers navigate role conflicts more effectively.

6.4 Future research directions

Future studies should explore the long-term effects of role conflict on career progression and the potential moderating role of organizational support. Moreover, qualitative approaches could provide deeper insights into the lived experiences of female lecturers, enriching the quantitative findings.

7. CONCLUSION

This study investigates the antecedents of female lecturers' performance at private universities in East Kalimantan, focusing on emotional intelligence, job satisfaction, psychological well-being, work motivation, and role conflict. The findings reveal the following key insights:

- Emotional intelligence positively influences psychological well-being, which, in turn, enhances work motivation and performance.
- Job satisfaction negatively impacts psychological well-being, suggesting complex dynamics between workplace conditions and individual emotional states.
- Psychological well-being serves as a critical mediator, linking emotional intelligence and job satisfaction to performance.
- Role conflict, while not directly affecting performance, strengthens the relationship between work motivation and performance, highlighting the resilience of female lecturers in balancing professional and personal roles.
- These results underscore the multifaceted nature of performance determinants, emphasizing the importance of psychological well-being and work motivation in mitigating the challenges posed by role conflict.

8. RECOMMENDATIONS

8.1 Practical recommendations

- **Enhance Psychological Well-being:** Higher education institutions should implement wellness programs, counseling services, and stress management workshops to support the psychological health of female lecturers.
- **Address Role Conflict:** Flexible work arrangements, such as adjusted teaching schedules or remote work options, can help female lecturers balance professional and personal responsibilities.
- **Foster a Supportive Work Environment:** Leadership should focus on creating an inclusive workplace culture that values emotional intelligence and job satisfaction, recognizing the unique challenges faced by female lecturers.

- Provide Career Development Opportunities: Institutions should encourage female lecturers to pursue higher qualifications and professional development programs to enhance their performance and career progression.

8.2 Theoretical contributions

This study contributes to the existing body of knowledge by highlighting the mediating role of psychological well-being and the moderating role of role conflict in performance outcomes.

The findings offer a contextual understanding of performance dynamics within the unique socio-cultural setting of private universities in East Kalimantan, contributing to the global discourse on gender and work-life balance in academia.

8.3 Future research directions

Investigate the long-term impacts of role conflict and psychological well-being on career trajectories of female lecturers.

Explore additional moderating variables, such as organizational support or cultural norms, to enrich the understanding of performance determinants.

Employ mixed-methods approaches to capture the nuanced experiences of female lecturers, complementing quantitative findings with qualitative insights.

REFERENCES

- Blazé, H., Smith, T., & Johnson, R. (2003). *Higher Education and National Development*. New York: Academic Press.
- Boyatzis, R. E., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). *Handbook of Emotional Intelligence*, 343–362.
- Cahyaningtyas, N., & Santosa, H. D. (2021). Work-life balance and the performance of female employees in Indonesia. *Journal of Work-Life Studies*, 12(3), 112–123.
- Çetin, F., & Aşkun, B. (2018). The effects of work motivation on employee performance: A longitudinal analysis. *Turkish Journal of Business Ethics*, 24(2), 89–101.
- Crossman, A., & Abou-Zaki, B. (2003). Job satisfaction and employee performance in the Lebanese banking sector. *Journal of Business Ethics*, 4(2), 89–97.
- Goleman, D. (1999). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.
- Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10(1), 76–88.
- Hapsari, R. (2015). Role conflict and the resilience of female academics in Indonesia. *Asian Journal of Education and Development*, 15(3), 45–57.
- Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being*, 1(2), 137–164.
- Jalali, S., & Heidari, F. (2016). The impact of well-being on organizational performance. *Journal of Organizational Behavior*, 34(3), 221–237.
- Locke, E. A. (1976). The nature and causes of job satisfaction. *Handbook of Industrial and Organizational Psychology*, 1, 1297–1343.
- Motowidlo, S. J., Packard, J. S., & Manning, M. R. (1986). Occupational stress: Its causes and consequences for job performance. *Journal of Applied Psychology*, 71(4), 618–629.
- Nafei, W. A. (2014). Assessing the relationship between emotional intelligence and employee performance. *International Journal of Business and Management*, 9(2), 97–108.
- Pamela, J. (2015). The mediating role of motivation in the performance of female employees. *Journal of Workplace Psychology*, 10(3), 58–73.
- PDDIKTI. (2022). *Data Statistik Pendidikan Tinggi*. Retrieved from <https://pddikti.kemdikbud.go.id>.
- Robbins, S. P., Judge, T. A., & Sanghi, S. (2016). *Organizational Behavior*. 16th Edition. New York: Pearson Education.
- Ryff, C. D., & Singer, B. H. (1996). Psychological well-being: Meaning, measurement, and implications for psychotherapy research. *Psychotherapy and Psychosomatics*, 65(1), 14–23.
- Sari, R., Haryanto, T., & Kurniawan, E. (2020). Emotional intelligence and its impact on teacher performance. *Journal of Educational Research*, 23(1), 45–52.

- Valaei, N., & Jiroudi, S. (2016). Job satisfaction and its relation to organizational commitment. *International Journal of Organizational Leadership*, 5(2), 137–150.
- Yuliani, E., Prasetya, A., & Setiawan, M. (2021). Role conflict and its effect on employee well-being