# *WORK-FAMILY CONFLICT* WITH WORK STRESS MARRIED FEMALE LECTURER AT SATYA WACANA CHRISTIAN UNIVERSITY

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**Abstract (Indonesia)**

**Latar Belakang:** Fenomena *Corona Virus Disease* 2019 (COVID-19) belakangan ini mengguncang seluruh dunia dan berubah menjadi pandemi global.

**Tujuan:** Penelitian ini bertujuan untuk mengetahui hubungan antara *work-family conflict* dengan stres kerja pada dosen perempuan.

**Metode:** Metode penelitian yang digunakan dalam penelitian ini adalah pendekatan kuantitatif, dengan teknik *non-probability sampling* , khususnya *purposive sampling.*

**Hasil:** Ada dua alat ukur dalam penelitian ini, yaitu yang *pertama, Job Stress Scale* (Parker & Decotiis, 1984) yang terdiri dari dua aspek, yaitu *time stress* dan *anxiety* dengan *cronbach's alpha = 0,97.*   Kedua, *Work-Family Conflict Scale* (Carlson, Kacmar, & Williams, 2000) dikembangkan berdasarkan aspek Greenhaus & Beutell (1985) yaitu time-based conflict, *strain-based conflict, dan behavior-based conflict* with *cronbach's alpha = 0,85.*   Hasil perhitungan menggunakan teknik korelasi *momen produk pearson* dengan nilai koefisien korelasi r = 0,411; p<0,05. Hal ini menunjukkan bahwa terdapat hubungan positif yang signifikan antara *konflik keluarga* kerja dengan stres kerja dosen perempuan di Universitas Kristen Satya Wacana.

**Kesimpulan :** Berdasarkan hasil analisis data penelitian yang telah dilakukan, dapat disimpulkan bahwa terdapat hubungan yang positif dan signifikan antara *work-family conflict* dengan stres kerja dosen perempuan di UKSW.

**Kata kunci**: *work-family conflict*, stres kerja, dosen perempuan.

***Abstract (English)***

***Background:*** *The Corona Virus Disease 2019 (COVID-19)*

*phenomenon has recently shaken all citizens of the world and has turned into a global pandemic.*

***Objective:*** *This study aims to determine the relationship between work-family conflict and work stress in female lecturers.*

***Methods:*** *The research method used in this study is a quantitative approach, with non-probability sampling techniques, especially purposive sampling.*

***Results:*** *There are two measuring instruments in this study, namely the first, the Job Stress Scale (Parker & Decotiis, 1984) which consists of two aspects, namely time stress and anxiety with cronbach's alpha = 0.97 . Second, the Work-Family Conflict Scale (Carlson, Kacmar, & Williams, 2000) developed based on aspects of Greenhaus & Beutell (1985) namely time-based conflict, strain-based conflict, and behavior-based conflict with cronbach's alpha = 0.85. The calculation results using the pearson product moment correlation technique with the value of the correlation coefficient r = 0.411; p<0.05. This shows that there is a significant positive relationship between work family conflict and the work stress of female lecturers at Satya Wacana Christian University.*

***Conslusion:*** *Based on the results of the analysis of research data that has been carried out, it can be concluded that there is a positive and significant relationship between work-family conflict and work stress of female lecturers at UKSW.*

***Keyword****s: work-family conflict, work stress, female lecturer.*

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## INTRODUCTION

The *recent Corona Virus Disease* 2019 (COVID-19) phenomenon has shaken all citizens of the world and has turned into a global pandemic. Therefore, the Government of Indonesia has implemented one of the policies in the form of Large-Scale Social Restrictions (PSBB) to suppress the spread of Covid-19 (Indonesia, 2020). The implementation of Large-Scale Social Restrictions certainly affects various sectors of people's lives, one of which is in the education sector. The Ministry of Education and Culture during the emergency period of the spread of Covid-19 implemented a learning system from home which requires all education personnel to work and teach from home (*KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN. SURAT EDARAN NOMOR 15 TAHUN 2O2O TENTANG PEDOMAN*

*PENYELENGGARAAN BELAJAR DARI RUMAH DALAM MASA DARURAT PENYEBARAN CORONA YIRUS D/SEASE (COVID-19).*, n.d.). With these new conditions where the work of an educator can be done anywhere supported by technological facilities, this condition can be difficult for female educators, where she is required to perform two roles at once, namely as an educator and housewife at the same time and place (Purwanto et al., 2020) Women educators, especially those who have the responsibility of childcare,  has reported higher levels of stress and work-life challenges compared to fellow male educators (Alves et al., 2021). Conditions like this make female educators have to adapt to the new learning system so that they tend to experience uncomfortable, depressed and even stressful feelings while working from *home*.

Satya Wacana Christian University is one of the universities that also implements a *work-from-home* system for its educators. Based on observations and interviews at the UKSW Human Resources Development Bureau, it was found that there were no reports of cases related to conflicts that occurred due to an imbalance in roles in work and family in UKSW female educators. This is contrary to the results found by the author in March 2022 where the author conducted interviews with 8 female lecturers related to Work Stress experienced while working from home. As a result 2 people were able to stay focused and not experience pressure in the division of working time. Meanwhile, the other 4 people experience pressure when working from home because it is balanced with other tasks that also take time to complete simultaneously. The other 2 people had difficulty when initially adjusting to the work from home system.  Another aspect that emerged was anxiety during WFH, 2 people admitted to being anxious about students who took part in online learning, such as students' understanding of the material provided and decreased student enthusiasm, 2 people experienced anxiety related to supporting facilities for the learning process such as internet networks that can interfere with performance in teaching. 2 people feel an anxiety where having to complete work on time but many tasks in other roles  Also to be done, and the other 2 people are not experiencing anxiety about the current system of working from home. Based on this information, the author suspects that there is a gap experienced by married female lecturers at Satya Wacana Christian University that leads to work stress.

The (Organization, 2020) stated that the stress caused by the COVID-19 pandemic affects various levels of society, including workers. The Covid-19 pandemic is an outbreak that is traumatic and tends to cause feelings of anger, depression and anxiety that can interfere with employee innovation (Montani & Staglianò, 2022). Furthermore, (Yu et al., 2021) add that with crisis situations caused by uncontrolled pandemic outbreaks, there is a perception that individuals cannot be protected from the state or organization, which causes fear and stress. A survey conducted by the Management Education and Development Foundation (PPM) found that approximately 80% of workers experienced symptoms of stress during the COVID-19 pandemic, the majority of stress experienced by workers occurred due to fear of being infected with the SARS-CoV-2 virus as much as 56% and concerns about the health of themselves and family members as much as 59% (Maziyya et al., 2021). With several *stressors* that arise related to worker stress during the Covid-19 pandemic, it is important to research the impact of work stress experienced by workers and related to the industrial and organizational world.

The stress experienced by workers certainly has various positive and negative impacts on their work. Research conducted by (Ramli, 2018) found that work stress negatively affects employee performance and organizational commitment, meaning that high work stress will decrease and employee performance and commitment directly. In line with research conducted by (Daniel, 2019) that negative factors that make employees depressed negatively affect employee performance, this proves that work stress has a negative effect that causes a decrease in employee performance. Another study explained that the implementation of working from home during the Covid-19 pandemic resulted in higher work stress experienced by workers because it was related to new challenges regarding work, work fatigue, and for female employees who also had responsibilities in the family, causing a role conflict (Hayes et al., 2021). However, during the Covid-19 pandemic, the stress experienced by educators during WFH has a positive impact because both teachers and lecturers can learn more deeply about technology and get used to managing and utilizing the technology so as to bring up productive creative ideas and help workers in adjusting work in the current new system (Muslim, 2020). Stress felt by individuals is generally divided into two, namely, stress that provides a demand and leads to negative impacts (*distress*) and stress that produces feelings of challenge and leads to positive energy and motivation (*eustress*) (Aamodt, 2015). Therefore, work stress has a positive and negative impact that affects the work and even the individual of each worker.

(Cordes & Dougherty, 1993) posit that the factor that influences work stress is *job characteristics*. Job characteristics such as; *role conflict*, role *ambiguity*, and *role overload*. Role conflict according to (Kahn et al., 1964) is a form of conflict of various pressures in different roles. A specific example of a role conflict is the demands at work for overtime or bringing home work that can conflict with the role of wife or housewife (Kahn et al., 1964). Based on the explanation of the theory and form of role conflict according to (Kahn et al., 1964), *work-family* conflict is a form of *role* conflict in which the role pressures of the work and family domains conflict with each other (Greenhaus & Beutell, 1985). Another supporting research is research from (Judge & Colquitt, 2004) where *work-family conflict* is the main source of work stress caused by role imbalances at work and family. Other studies have also shown that *work-family conflict* is a predictor of work stress to administrative employees and semi-governmental organizations of Malaysia. Based on the explanation above, *work-family* conflict is a form of role conflict that can cause stress at work.

The challenge of role imbalance in work and family is vulnerable to workers including women. Supported by the results of an interview with the Human Resources Development Bureau (BPSDM) at UKSW, it shows that there is no data from female lecturers regarding conflict complaints that occur during WFH. The data also shows that BPSDM does not yet have a mechanism to accommodate direct complaints from lecturers regarding the teaching and learning process during WFH. Therefore, the authors conducted additional interviews with married female lecturers at UKSW to see if work- and family-related role conflicts arose while working from home. The results of the interview underscored complaints from 4 female lecturers that there were role conflicts between families and workers at the same time so that it tended to be difficult and not timely to resolve the demands of the role. In addition, participants also stated that there is a tendency to the emergence of irritability, fatigue, anxiety that makes them unfocused at work so as

to interfere with performance during role conflicts. Data from 1 female lecturer also shows a tendency to increase role conflicts during the pandemic due to *the existence of school from home* so that there is an additional role in educating children. Based on these data, it can be seen that the phenomenon of *work family conflict* during the pandemic is experienced by married female lecturers at UKSW so it is important to be a concern among organizations.

Previous studies have shown inconsistent results between *work-family conflict* and work stress. Research conducted by (Aijaz et al., 2020) on women working in Pakistan's aviation sector showed results that *work-family conflict* was positively correlated with work stress. Correspondingly, research on female teachers in Istanbul who are married and have children shows that there is greater work family *conflict* when WFH is due to the obligation of professional roles in work and family demands simultaneously (Kara et al., 2021). A similar study was also conducted in Indonesia and showed the results that *work-family conflict* was significantly related to work stress on workers on the island of Java during the COVID-19 pandemic. However, research conducted by Isfianadewy & Noordyani shows that there is no significant relationship between *work-family conflict* and work stress in restaurant employees in Yogyakarta. This is because restaurant employees rarely bring work problems at home and vice versa, and do not often feel upset because all the work rarely makes them tired of working and can still do the things they have to do at home.

Based on previous research on the instability of outcomes between *work-family conflict* and work stress, the authors are interested in conducting a similar study and reviewed several factors that distinguish it from previous studies. This research refers to (Parker & DeCotiis, 1983) theory of work stress and *work-family conflict* refers to the 1985 theory of Greenhaus & Beutell. In contrast to the research of (Agustina & Sudibya, 2018) using the same variables but referring to the theory of work stress according to Handoko and the theory of *work-family conflict* Frone et al,. Furthermore, this study uses a data collection method for workers in the higher education sector, namely lecturers, which until now are still doing a *work-from-home* system, while previous research by (Kara et al., 2021) targeted educators who are not from the higher education sector. The sample in this study was female and married lecturers who based on several previous studies tended to experience greater role conflicts than male workers, but in contrast to research by Isfianadewy and Noordyani which showed that neither women nor men working in Yogyakarta restaurants experienced role conflicts. If (Maziyya et al., 2021) conducted research on workers in the Java island area, then this research specifically took the place of research at Satya Wacana Christian University, Salatiga, Central Java. Furthermore, the measuring instrument used in this study refers to the theory previously presented using the Job Stress Scale (Parker & DeCotiis, 1983) and *Work-Family Conflict Scale* (Carlson et al., 2000) which refers to the three dimensions of the WFC (Greenhaus & Beutell, 1985) theory, in contrast to (Sadiq, 2022) where the *Job Stress* measuring instrument refers to Lemyre & Tessier's *Scale* and the measure of *Work-Family Conflict* refers to Netemeyer et al, *Scale*. Based on this, the author is interested in researching the Relationship of *Work-Family Conflict* with Work Stress in married female lecturers at Satya Wacana Salatiga Christian University.

## RESEARCH METHODS

### A. Research Design
The research design used in this study is quantitative research with a correlational research design that aims to see the relationship between two variables.

### B. Research Variables
There are two variables in the study, including:
Variable X: *Work Family Conflict*
Variable Y: Work Stress.

### C. Operational Definition
1. Work stress is a condition that deviates from normal functioning experienced by workers due to *time* stress and *anxiety* in facing opportunities, constraints and demands of work.
2. *Work-Family Conflict* is a role conflict that occurs due to an imbalance in roles at work and the role of a housewife which is characterized by time-based conflict, strain-based conflict, and *behavior-based conflict*.

### D. Population, Sample and Sampling Techniques
The population in this study was married female lecturers who worked at Satya Wacana Christian University which numbered 156 people. Researchers determined the sampling technique in this study by using the *nonprobability* sampling technique using *the purposive sampling* method, which is a sample determination technique with certain considerations (Martono, 2010). The consideration of the criteria for participants in this study include:
1. Have children
2. Live together with husband and children during *work from home.*

### E. Data Collection Methods
The data collection technique used in this study used *random sampling technique,* where all individuals in the population had an equal opportunity to become participants in the study. Researchers chose this technique intended to minimize the absence of bias in the study. The method used in collecting this data is a survey by means of the dissemination of questionnaires. A questionnaire is a series of written questions used to obtain information from respondents in the form of self-reports or knowledge (Arikunto, 2006). In the process of collecting data, the authors will distribute questionnaires to subjects that include two scales, namely the first using the *Job-Stress Scale* by Parker & Decotiis 1984 which has a reliability value of 0.97 and item validity of 0.84. Furthermore, the *Work-Family Conflict Scale* by (Carlson et al., 2000) was developed from three aspects of *work-family conflict* according to (Greenhaus & Beutell, 1985) with a reliability value of 0.85 and an item validity value of 0.73. Furthermore, the measuring instruments were modified by the authors to be translated into Indonesian and to adapt to the research participants.

The *Job Stress* and *Work-Family Conflict* scale consists of two types of statements, namely *favorable* and unfavorable using a likert scale and has 4 kinds of answer choices, namely very appropriate (SS), appropriate (S), *non-appropriate* (TS),

very inappropriate (STS). In the process of scoring systematic scoring for favorable items, the highly appropriate answer (SS) scores 4 and moves towards a score of 1 for a very inappropriate answer (STS). Likewise with unfavorable items, the very non-conforming answer (STS) scores 4 and moves towards a score of 1 for the highly appropriate answer (SS).

## 1. Job Stress Scale

(Parker & DeCotiis, 1983) used to measure the work stress experienced by workers, in this study Women Educators. This scale amounts to 13 aitems consisting of two dimensions, namely *stress time* and *anxiety*. This scale was developed by being translated into Indonesian and adjusted to the research participants so that this scale totals 24 aitems and consists of two types of statements, namely *favorable* and *unfavorable* using a likert scale and has 4 kinds of answer choices, namely very appropriate (SS), appropriate (S), non-appropriate (TS), very inappropriate (STS).

**Table 3.1: Parker & Decotiis Job Stress Blueprint (1984)**

| Aspects | Items |
|---|---|
| **Time Stress** | 1. *Working here makes it hard to spend enough time with my family.* |
| | 2. *My jobs gets to me more than it should* |
| | 3. I *spend so much time at work, I can't see the fore st for the trees* |
| | 4. *There are lots of times when my job drives met rig up the wall* |
| | 5. *Working here leaves little time for activities* |
| | 6. *I have too much work and too little time to do it in* |
| **Anxiety** | 7. *I have felt fidgety or nervous as a result of my job* |
| | 8. *Sometimes when I think about my job, I get a tight feeling in my chest* |
| | 9. I *frequently get the feeling I am married to the company* |
| | 10. I *feel guilty when I take time off from job* |
| | 11. *I sometimes dread the telephone ringing at home because the call might be job-related* |
| | 12. I *feel like I never have a day off* |
| | 13. *Too many people at my level in the company get burned out by job demands.* |

## 2. *Work Family Conflict Scale*

(Carlson et al., 2000) work-family conflict scales were used to measure conflicts experienced by workers, in this study Women Educators. This scale amounts to 18 items developed from three aspects of *work-family* conflict according to (Greenhaus & Beutell, 1985), namely time-based conflict, *strain-based conflict,* and *behavior-based conflict.* This scale was developed by translating into Indonesian and adjusting the research participants so that there were 31 aitems, consisting of two types of statements, namely *favorable* and unfavorable using the likert scale and

having 4 kinds of answer choices, namely very appropriate (SS), appropriate (S), non-appropriate (TS), very inappropriate (STS).

**Table 3.4: Blueprint *Work-Family Conflict* Carlson, Kacmar &William (2000)**

| Dimension | Indicators | Items |
|---|---|---|
| *Time based conflict* | *Time-based work interference with family* | 1. *My works keeps me from my family activities more than I would like.* |
| | | 2. *The time I must devote to my job keeps me from participating equally in household responsibilities and activities.* |
| | | 3. I *have to miss family activities due to the amount of time I must spend on work responsibilities.* |
| | *Time-based family interference with work* | 4. T*he time I spend on family responsibilities often interfere with my work responsibilities.* |
| | | 5. *The time I spend with my family often causes me not to spend time in activities at work that could be helpful to my career* |
| | | 6. I *have to miss work activities due to the amount of time I must spend on family responsibilities* |
| *Strain-based conflict* | *Strain-based work interference with family* | 7. *When I get home from work I am often too frazzled to participate in family activities/ responsibilities* |
| | | 8. I *am often so emotionally drained when I get home from work that it prevents me from contributing to my family* |
| | | 9. *Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy* |
| | *Strain-based family interference with work* | 10. *Due to stress at home, I am often preoccupied with family matters at work* |
| | | 11. *Because I am often stressed from family responsibilities, I have a hard time concentrating on my work* |
| | | 12. *Tension and anxiety from my family life often weakens my ability to do my job* |
| *Behavior-based conflict* | *Behavior-based work* | 13. *The problem-solving behaviors I use in my job are not effective in resolving problems at home* |

| | | |
|---|---|---|
| | *interference with family* | |
| | | 14. *Behavior that is effective and necessary for me at work would be counterproductive at home* |
| | | 15. *The behaviors I perform that make me effective at work do not help me to be a better parent and spouse* |
| | *Behavior-based family interference with work* | 16. *The behaviors that work for me at home do not seem to be effective at work* |
| | | 17. *Behavior that is effective and necessary for me at home would be counterproductive at work* |
| | | 18. *The problem-solving behavior that work for me at home does not seem to be as useful at work.* |

### F. Data Analysis Techniques
#### 1. *Aitem* Selection Test and Reliability

*The aitem* selection technique is carried out by calculating the correlation coefficient between the distribution of the item score and the *distribution* of the scale score itself so that it will produce the total item correlation coefficient (Azwar, 2017). In this study, the authors used a correlation coefficient limit of 0.3 so that using this standard prevented the number of fallout items. The calculation is carried out with the help of the SPSS program. Meanwhile, reliability tests are carried out with the *Alpha Cronbach* technique which will also be calculated with the help of the SPSS program.

#### 2. Test Classical Assumptions
a. Normality Test

Normality tests are carried out to find out whether the requirements of parametric statistical analysis techniques are met. The normality test was carried out with the *Kolmogorov-Smirnov* technique. In the Kolmogorov-Smirnov test, the distribution of data can be said to be normally distributed when the significance value is $p>0.05$. Normality tests are also carried out with the help of the SPSS program.

b. Linearity Test

The linearity test is carried out to find out whether the data obtained has a linear relationship or not. Linearity tests are also carried out with the help of the SPSS program.

#### 3. Test the Hypothesis

Hypothesis test was carried out using the *pearson product moment* technique to see the relationship between *work-family conflict* and work stress that scales intervals or ratios (parametric)

This study is to see the relationship between *work-family conflict* and work stress by using a correlational hypothesis testing technique, namely the *Pearson Product Moment* technique. As stated by (Santoso, 2001) that *pearson product*

*moment* is used because the sample data used is more than 30. The hypothesis test will be carried out with the help of the SPSS program.


**RESULTS AND DISCUSSION**

**A. Research Results**

**A. Research Orientation & Research Data Collection**
Researchers conducted research at the Satya Wacana Salatiga Christian University Institute by taking lecturers as research participants. UKSW conducts teaching and learning activities held online / *work from home* during the Covid-19 pandemic. This results in lecturers doing their jobs, namely teaching and performing other roles at home. Data collection is carried out using *nonprobability* sampling techniques using *the purposive sampling* method , which is a sample determination technique with certain considerations. This research was conducted from July 24, 2022 to August 5, 2022. Obstacles experienced by researchers include differences in policies within each faculty in obtaining direct contact or access to lecturers. In addition, the obstacle experienced by researchers is the number of lecturers who do not respond to the researcher's email or *whatsapp* in disseminating data.

**B. Research participants**
Participants in this study were female lecturers at Satya Wacana Christian University, which has a population of 156 people. Based on the existing population, researchers apply participant criteria, including; have children and live together with husband and children during *work from home.* After the data was disseminated, the data collected was 31 participants. (Azwar, 2017) stated that research samples are suitable for research if there are at least 30.

**C. Research Results**
**1. Reliability and Validity**
   a. Work Stress Scale

*Table 1: Reliability of Work Stress scale*

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| ,901 | ,898 | 13 |


The results of the item selection test conducted 2 rounds on the work stress scale showed that out of 24 question items, there were 13 valid items and 11 fallen items. After the reliability test, the result of the *Cronbach alpha* coefficient value was 0.901. This suggests that the scale of work stress is reliable.

   b. *Work-Family Conflict* Scale

*Table 2: Work-Family Conflict Scale Reliability*

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**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| ,913 | ,917 | 18 |

The results of the item selection test conducted for 1 round on the *work-family conflict* scale showed that out of 31 question items, there were 18 valid items and 13 fallen items. After the reliability test, the results of the *Cronbach alpha* coefficient value of 0.913 were obtained. This suggests that the scale of work stress is reliable.

## 1. Descriptive Statistical Results

Descriptive statistical testing is carried out with the aim of seeing an overview of the calculation of work stress scale data and *work-family comflict.* The tests carried out will look at the results of average, minimal, maximum calculations and also the standard deviation of both scales.

**Descriptive Statistics**

*Table 3: Results of descriptive analysis*

| | N Statistics | Minimum Statistics | Maximum Statistics | Mean Statistics | Std. Error | Std. Deviation Statistics |
|---|---|---|---|---|---|---|
| Stres_Kerja | 31 | 21 | 49 | 34,94 | 1,350 | 7,519 |
| Work_Family_Conflict | 31 | 20 | 49 | 35,94 | 1,382 | 7,694 |
| Valid N (listwise) | 31 | | | | | |

Based on table 3 above, the average score obtained on the work stress variable is 34.94 with a standard deviation of 7.519. Furthermore, the average score obtained on the *work-family conflct* variable was 35.94 with a standard deviation of 7.694.

## 2. Scale description statistics

*Table 4: Categorization of Work stress scale measurements*

| Category | Value Prone | Frequency | Percentage | Mean | Stdev |
|---|---|---|---|---|---|
| Tall | $40 \leq x < 49$ | 10 | 32.3% | | |
| Keep | $30 \leq x < 40$ | 13 | 41.9% | 35 | 4.6 |
| Low | $21 \leq x < 30$ | 8 | 25.8% | | |

Based on the table above, it can be seen that 10 subjects had work stress scores that were in the high category with a percentage of 32.3%, 13 subjects had a work stress score that was in the moderate category with a percentage of 41.9% and 8 subjects who were in the low category with a percentage of 25.8%. Based on the Mean value of 35, it can be said that the average work stress of female lecturers of Satya Wacana Christian University is in the moderate category with a standard deviation of 4.6.

*Table 5: Categorization of Work-family conflict scale measurements*

| Category | Value Prone | Frequency | Percentage | Mean | Stdev |
|---|---|---|---|---|---|

| Tall | 39≤ x<49 | 13 | 41.9% | | |
|------|----------|----|----|------|------|
| Keep | 30 ≤ x<39 | 11 | 35.5% | 34.5 | 4.83 |
| Low | 20≤ x<30 | 7 | 22.6% | | |

Based on the table above, it can be seen that as many as 13 subjects have a *work-family* conflict score which is in a high category with a percentage of 41.9%, as many as 11 subjects have a work-family conflict score which is in the moderate category with a percentage of 35.5% and as many as 7 subjects have a *work-family conflict* score which is in the low category with a percentage of 22.6%. Based on the mean value of 34.5, it can be said that the average *work-family* of female lecturers of Satya Wacana Christian University is in the moderate category with a standard deviation of 4.83.

### 3. Uji Asumsi results
#### a. Normality Test

In normality testing, if the signification number is p<0.05, the data distribution is abnormal. Conversely, if the signification number is p>0.05, the data distribution is normal. Normality test results are as follows:

*Table 6: One-Sample Kolmogorov-Smirnov Test*

**One-Sample Kolmogorov-Smirnov Test**

| | | Stres_Kerja | Work_Family _Conflict |
|---|---|---|---|
| N | | 31 | 31 |
| Normal Parameters[a,b] | Mean | 34,94 | 35,94 |
| | Std. Deviation | 7,519 | 7,694 |
| Most Extreme Differences | Absolute | ,087 | ,149 |
| | Positive | ,087 | ,128 |
| | Negative | -,072 | -,149 |
| Test Statistics | | ,087 | ,149 |
| Asymp. Sig. (2-tailed) | | ,200[c,d] | ,080[c] |

Based on the normality test conducted using the One-Sample Kolmogorov-Smirnov, sig results were obtained. (2-tailed) of 0.200 (p> 0.05) for the variables Work Stress and sig. (2-tailed) of 0.0 80 (p<0.05) for *Work-family conflict* variables. Thus, it can be said that the distribution of data from the Work Stress variable is normally distributed and the *Work-family conflict* variable is also normally distributed. Therefore, researchers use pearson correlation tests to test hypotheses.

#### b. Linearity Test

Uji linearity is done tofind out two variables, namely the variable Work stress is linearly related to the *variable Work-family conflict* has a significant linear relationship or not, then the following ANOVA table can be seen:

*Tabel 7 :Anova Table*

**ANOVA Table**

| | | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| | Between Groups | (Combined) | 582,254 | 16 | 36,391 | ,457 | ,932 |
| | | Linearity | 286,161 | 1 | 286,161 | 3,598 | ,079 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Stres_Kerja * Work_Family_Conflict | Deviation from Linearity | 296,093 | 15 | 19,740 | ,248 | ,994 |
| | Within Groups | 1113,617 | 14 | 79,544 | | |
| | Total | 1695,871 | 30 | | | |

Based on the table above, there is a linear relationship between Work Stress and *Work-Family Conflict* for female lecturers at Satya Wacana Christian University with a different F value of 0.248 and a p value = 0.994 (p>0.05).

## 4. Results of Uji Hipotesis

Based on the assumption tests that have been carried out, it is known that the data obtained are normally distributed and the relationship between research variables is linear. Furthermore, a correlation test was carried out to determine the relationship between *work-family conflict* and work stress at female lecturers at Satya Wacana Christian University.

*Table 8: Test the correlation between work-family conflict variables and work stress.*
**Correlations**

| | | Stres_Kerja | Work_Family _Conflict |
|---|---|---|---|
| Stres_Kerja | Pearson Correlation | 1 | ,411[*] |
| | Sig. (2-tailed) | | ,022 |
| | N | 31 | 31 |
| Work_Family_Conflict | Pearson Correlation | ,411[*] | 1 |
| | Sig. (2-tailed) | ,022 | |
| | N | 31 | 31 |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | |

From the results of the correlation test conducted showing the value of r = 0.411 and sig of 0.022 (p<0.05), it can be interpreted that there is a positive and significant relationship between *work-family conflict* and work stress.
Based on the hypothesis that has been made by researchers, $H_0$ diterima, because there is a positive significant relationship between work family conflict and work stress which means that if the *work-family* conflict variable increases, the work stress variable will also increase, and vice versa if the work family conflict variable decreases, the work stress variable also decreases .

## B. Discussion

Based on the results of data analysis of research that has been carried out regarding the relationship between *Work-Family Conflict* and Work Stress, it shows a positive and significant correlation between *work-family conflict* and work stress with a correlation coefficient value of r = 0.411; p<0.05. This means that the higher the *work-family conflict*, the higher the work stress. Conversely, the lower the work *family conflict*, the lower the work stress. Thus *work-family conflict* has a significant role in increasing and decreasing work stress.

Some of the possibilities from the findings above can be caused by the first, some female lecturers in carrying out their duties experience *work-family conflict,* so that in carrying out home and work tasks on campus can increase the emergence of work stress. This statement is supported by the findings of (Rahmadianti & Rozana, 2022) which states that female lecturers who work from home during the COVID-19 pandemic experience positive and significant *work-family conflict*. Second, some female lecturers realize that *work-family conflict* is a part of daily life in the family that can make them continue to perform tasks in the campus even though they show high work stress. This statement is supported by (Perwita et al., 2020) where *work family conflicts* experienced by female lecturers have a significant positive relationship with the emergence of work stress.

Work-family conflicts that arise and are experienced by some female lecturers of Satya Wacana Christian University include; *time-based conflict* where UKSW female lecturers have difficulty in managing work time and their duties when at home so that this can increase work stress. This is supported by the research of (Munda & Yuniawan, 2018) where the subject experiences conflicts will have difficulty dividing time in work and family activities so that the subject often misses family activities due to work. The next conflict experienced by some UKSW female lecturers is a *strain-based conflict* where pressure, fatigue and other psychological symptoms arise that lead to an increase in work stress experienced. Research by (Dharmapatni & Mujiati, 2019) which also showed that subjects experienced fatigue after work so that they failed to carry out their role in the family. The last conflict that arises is a *behavior-based conflict* where behavior that does not match the expectations of others arises regarding their roles both in the family and work that can increase the stress of some female lecturers. Based on the conflicts that arise, that is one of the factors that cause and can increase the work stress of female lecturers.

In this study based on the results of descriptive tests, the highest percentage of *work-family conflict* of UKSW female lecturers was in the high category with results of 41.9% and frequency of 13 people. Furthermore, for the medium category by 35.5% and frequency by 11 people, and for the low category by 22.6% by 7 people. Furthermore, based on the results of the descriptive test, based on the results of the descriptive test, it was found that the highest percentage of work stress experienced by UKSW female lecturers was in the moderate category with results of 41.9% and frequency of 13 people. For the high category of work stress experienced by UKSW female lecturers by 32.3% and as many as 10 people. Meanwhile, UKSW female lecturers who have work stress with a low category are 8 people with a percentage of 25.8%.

**CONCLUSION**

Based on the results of the analysis of research data that has been carried out, it can be concluded that there is a positive and significant relationship between *work-family conflict* and work stress of female lecturers at UKSW. With these results, the research hypothesis is accepted. This means that the higher the *work-*

*family conflict*, the higher the work stress. Conversely, the lower the work *family conflict*, the lower the work stress.

**Suggestion**

Based on the results of the research that has been obtained, and considering the many limitations in this study, the researcher gave several suggestions as follows:

1. Women Lecturers at UKSW

With this research, it is hoped that every female lecturer can have the opportunity to be able to adapt optimally in facing *work-family conflicts* between family and work so that work stress levels can be neutralized. This can be done by *sharing* and discussing with the community of married female educators, or even consulting with professionals such as counselors and psychologists.

2. Institution

It is hoped that with this research, institutional leaders can provide support to married female lecturers who have *work-family conflict* and work stress so that they can maintain work productivity.

3. Next Researcher

For subsequent researchers, in researching this topic can be developed to various other universities. In addition, if the researcher then conducts research again on educators, it is hoped that it can add data on other demographic factors that are in accordance with other role personality types and explore also related to the comparison of the background of the functional position of educators. So that the research is more in-depth and complex.

It is undeniable that in this study there are limitations that affect the research process directly or indirectly. The first limitation is that researchers have difficulty in taking data directly on female UKSW lecturers. This is because the condition of lectures is still online which causes some female lecturers not to be in their respective faculty office areas. The next obstacle is that in some faculties, researchers have difficulty being given direct access to participants even though the researcher has brought a letter of introduction from the faculty, so researchers try to find the participant's contact person himself. In response to this, researchers took data using *google forms* that were distributed via *email* and *whatsapp media.* The next obstacle was due to the indirect data collection process, the researcher had to confirm the participants repeatedly to ask for their willingness to fill out the questionnaire so as to achieve the applicable sampling target.

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