



Performance Challenges for Female Teachers: Dissecting Workload and Dual Role Conflict

Rahul Chauhan¹, Umi Nurhamidah², Eka Pariyanti³, Susi Sulastri⁴, Yolla Zelika desastra⁵

¹Karnavati University, India

²Institut Bakti Nusantara, Lampung, Indonesia

Email: ekapariyanti10@gmail.com

Abstract

The purpose of this research is to understand how workload and dual role conflict affect the performance of married female teachers in junior high schools in East Lampung. Data were collected through questionnaires and interviews. The research was conducted in junior high schools in East Lampung, with 138 respondents as samples from the same population. Samples were taken using a non-probability method with saturated census sampling. Data analysis used multiple linear regression run through SPSS v23 software for Windows. The research results indicate that: (1) Workload has a negative and significant effect on the performance of female teachers. (2) Dual Role Conflict also has a negative and significant effect on the performance of female teachers. (3) Together, workload and dual role conflict have a significant effect on the performance of female teachers.

Keywords: *Workload, Dual Role Conflict, Teacher Performance*

Introduction

The performance of female teachers has a very important role in the world of education, not only as teachers but also as role models who influence the overall development of students (Dina et al, 2022). Female teachers often serve as role models for students in developing values such as patience, empathy and emotional intelligence (Tsany, & Setiawan, 2019). Apart from that, the presence of female teachers also provides a strong representation of gender equality in the educational space, inspiring students, especially female students, to pursue their dreams and overcome gender stereotypes (Kurniawan, 2020).

Performance is influenced by various factors, one of which is workload. As defined by Monika (2018), workload refers to the tasks undertaken by an individual to fulfill job responsibilities or a set of positions within a specified timeframe under typical conditions. Rosalina and Fuady (2021) concluded in their study that workload adversely impacts

performance. However, this finding contrasts with the conclusion of Abang et al. (2018), who suggested a relationship between workload and performance. This indicates a gap in understanding the correlation between workload and performance. Further research is needed to explore the nuanced dynamics of workload and its effects on performance across different contexts and job roles. Addressing this gap can contribute to developing more effective strategies for optimizing productivity and well-being in various professional settings.

Another factor that influences teacher performance is dual role conflict, where the demands of being a mother and wife at home collide with the demands of being an employee at work. This conflict occurs when someone tries to fulfill the demands of both roles but finds it difficult to balance (Frone, 2020). Career women often face this conflict, with skill and higher education as their main motivation for entering the world of work (Teichler, 2019). This research explores how women deal with multiple roles, supporting factors and their impact, as well as strategies for overcoming these obstacles. Most female teachers cannot fully fulfill their roles as wives and parents during working hours (Sinurata & Fransiskaa, 2022). Research by Yusuf & Hasnidar (2019) and Kuswinarno & Indirawati (2021) shows that work and family role conflict (Work Family Conflict) has a negative and significant impact on the performance of female employees. However, Riyanto & Juanah (2020) found different results, namely that multiple role conflict had a positive and significant impact on the performance of female employees.

Apart from the GAP research results, the importance of carrying out this research is that there are still very few similar studies, here is an overview:



Source: Open Knowledge Maps (OKM), 2024

Mapping results using the Open Knowledge Maps (OKM) application show that there are 15 clusters, where teacher competency and leadership style are the largest clusters. These findings show the complexity of teacher performance research with a main focus on these two aspects. However, there are still several clusters with a smaller number of items, indicating that there are still many areas that need further research, especially workload and dual role conflict.

Based on existing gaps and mapping, the contribution of this research is to provide a better understanding of the factors that influence teacher performance and highlight the importance of paying attention to workload and dual role conflict in the educational context. It is hoped that the results of this research can provide input for educational policy makers, schools and teachers themselves to improve their performance and welfare.

Literature Review

a. The Influence of Workload and Performance of Female Teachers

Based on the research conducted by Rohman & Ichsan (2021), workload encompasses a series of tasks assigned to an organizational unit or an individual within a specific timeframe. It is essential that workload allocations align with the individual's capabilities or competencies to prevent future performance issues stemming from imbalance. Hence, meticulous planning and effective organization of workload are imperative to bolster overall organizational efficiency and effectiveness. Workload, being an external factor, plays a significant role in causing performance challenges, particularly when the workload exceeds manageable levels. This situation necessitates employees to expend greater effort than usual in completing their tasks. Notably, individuals vary in their ability to withstand the pressure exerted by workload, suggesting that task completion efficacy hinges on individual resilience. This assertion is supported by (Soelton at all, 2021), who highlights that the perception of workload pressure varies among individuals, ultimately influencing task outcomes.

Meanwhile, according to Supriadi (2022), performance can be interpreted as the results achieved by an employee that are aligned with the plans and targets set during a specific period. This performance indicates how well the employee has fulfilled their responsibilities. Previous studies by Kadek (2023) and Rosalina &

Fuady (2021) have demonstrated that workload negatively and significantly impacts employee performance. These findings suggest that workload is a crucial factor influencing employee performance outcomes. Excessive or unbalanced workload may lead to decreased efficiency and effectiveness in fulfilling responsibilities, thereby affecting the outcomes achieved by employees. Consequently, workload planning and management are vital aspects to consider to ensure that employees can perform optimally and attain the desired level of performance. Drawing from the existing evidence and literature, it is hypothesized that proper workload planning and management positively influence employee performance by allowing them to focus on tasks effectively, leading to improved productivity and achievement of organizational goals. Drawing from the existing evidence and literature, it is hypothesized that:

H1: Workload has a negative and significant effect on the performance of female teachers.

b. Work Family Conflict and the Performance of Female Teachers

Work-Family Conflict in female teachers refers to an imbalance between work demands and family responsibilities which can interfere with their performance and well-being. This occurs when women experience difficulty in dividing time and attention between work and family, causing stress, tension, and fatigue that affects performance at work and interactions at home (Hermanto & Rustina 2016) The presence of dual responsibilities between taking care of family at home and duties - office duties for workers have created a situation of dual role conflict, which is more technically known as 'work-family conflict'. Findings from several previous studies, such as those conducted by Kadek (2023), Tsabitah (2022), Yudhaningsih (2021), and Kuswinarno & Indirawati (2021), show that this conflict has a negative and significant impact on employee performance. Awareness of the importance of balance between personal and professional life is increasing among companies. Many organizations are starting to implement policies and programs to reduce the negative impact of this dual role conflict. Based on existing references, the following hypothesis can be obtained:

H2: Work family conflict has a negative and significant effect on the performance of female teachers.

c. Workload, Work Family Conflict and Female Teacher Performance

Studies investigating the influence of work-family conflict and workload on the performance of female teachers highlight the complexities faced by educators in maintaining a balance between work duties and family needs. Work-family conflict, which includes an imbalance between work demands and family responsibilities, has been shown to have a significant negative impact on performance, as highlighted by Elanuari Ni Kadek (2023) and Rosalina & Fuady (2021).

The research found that increasing workload had a significant negative effect on individual performance. High workload is also associated with increased levels of job stress and reduced efficiency in completing educational tasks, which directly affects female teachers' performance in the workplace. This finding is in line with the results of previous research by Ni Kadek (2023), Tsabithah (2022), Yudhaningsih (2021), and Kuswinarno and Indirawati (2021), which also showed that conflict between work and family life has a significant negative impact on performance.

Therefore, these findings consistently highlight the importance of paying attention to both workload and multiple role conflict in the context of improving individual performance in the work environment. This shows the need to develop strategies and policies that support the balance between work and personal life of women teachers to improve their performance in the educational context. Based on existing references, it can be hypothesized:

H3: Workload and work family conflict simultaneously have a negative and significant effect on the performance of female teachers.

The research model depicts the relationship between the independent variables, namely Workload and Dual Role Conflict, and the dependent variable, Teacher Performance.

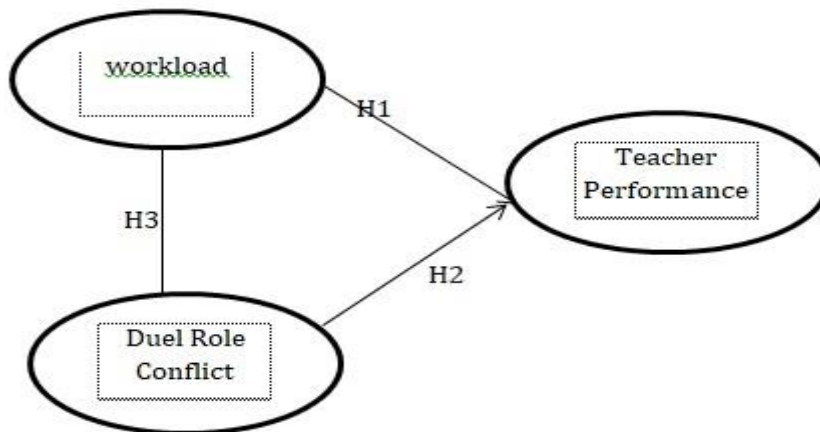


Figure 1. Framework of Thought

METHODS

The research method used in this study is a quantitative method. The population that was the focus of the research were all teachers who were married and worked in junior high schools in East Lampung Regency. This district consists of 17 junior high schools, with a total of 138 subjects. The number of respondents taken as research samples was also 138 people, who were selected representatively from the population.

To collect data, researchers used a questionnaire consisting of 30 questions. These questions are divided into three main variables which are the focus of the research, namely workload, dual role conflict, and teacher performance. Each variable has a different number of question items, namely workload with 10 question items, dual role conflict with 9 question items, and teacher performance with 11 question items.

The data analysis technique used in this research is multiple linear regression analysis. This analysis allows researchers to evaluate the relationship between several independent variables (in this case, workload and dual role conflict) on the dependent variable (teacher performance), as well as to identify how much each independent variable contributes to the dependent variable. By using multiple linear regression analysis, researchers can understand in more depth how these factors interact with each other and influence teacher performance in the context studied.

FINDING AND DISCUSSIONS

This research was carried out through several stages, firstly validity and reliability testing, classical assumption testing and finally hypothesis testing. The following are the results of the validity and reliability tests:

Table 1. Validity and Reliability Test

Variable	indicator	Validity	Reliability		
Workload	bk1	0.73 1	0.86 2 > 0.6		
	bk2	0.7 5 8			
	bk3	0.7 65			
	bk4	0.8 21			
	bk5	0.7 12			
	bk6	0.7 5 8			
	bk7	0.83 4			
	bk8	0.7 8 6			
	bk9	0.7 0 2			
	bk10	0.80 2			
Multiple Role Conflict	kpg2	0.710	0.80 7 > 0.6		
	kpg3	0.7 76			
	kpg4	0.7 8 2			
	kpg5	0.7 1 6			
	kpg6	0.7 6 2			
	kpg7	0.7 2 4			
	kpg8	0,672			
	kpg9	0.7 2 4			
	Teacher Performance	kg1		0.78 4	0.90 1 > 0.6
		kg2		0.727	
kg3		0.7 7 6			
kg4		0.73 4			
kg5		0.74 2			
Kg6		0.7 1 6			
Kg7		0.80 1			
Kg8		0, 6 6 8			
Kg9		0.7 6 2			
Kg10		0.8 25			
Kg11		0.76 4			

From the test results, each question exhibits an r value greater than the r table value (0.3202) and is positively correlated, indicating the validity of all the question items. The reliability test results presented in Table 1 demonstrate that Cronbach's alpha for each variable is as follows: workload = 0.862, multiple role conflict = 0.807, and teacher performance = 0.901. These values surpass the threshold of 0.6 for Cronbach's alpha, indicating a satisfactory level of reliability for each variable. Therefore, the variables Workload, Multiple Role Conflict, and Teacher Performance

can be deemed to possess a reliable level of internal consistency. This implies that the measurements for these variables are consistent and dependable, thereby enhancing the robustness of the study's findings and conclusions. Additionally, the high reliability coefficients suggest that the instruments used to assess these variables are effective in capturing the intended constructs accurately. Consequently, researchers and practitioners can have confidence in utilizing these variables for further analysis and decision-making processes.

Furthermore, when checking the normality of data, often the results of graphical analysis are inconsistent with statistical tests. Even though the graph shows a normal distribution, statistical tests may indicate otherwise. Therefore, the Kolmogorov-Smirnov test was used with a significance level (2-tailed). If the significance value (2-tailed) is greater than 0.05, then the residual data is normally distributed ($\text{sig} > 0.05$); if it is smaller than 0.05, then the data is considered not normally distributed ($\text{sig} < 0.05$). In addition, a Variance Inflation Factor (VIF) test was carried out to check multicollinearity. A VIF of less than 10 and a tolerance of less than 0.1 indicates freedom from multicollinearity problems. However, the VIF for the Workload Variable and the Dual Role Conflict Variable is 1.12, and the tolerance value is 0.858, exceeding the threshold. This indicates that there is no multicollinearity problem in this study. In addition, the Heteroscedasticity Test shows that observations are evenly distributed above and below the zero line on the Y axis, indicating the absence of heteroscedasticity in the regression model.

Hypothesis Test Results

The next stage after testing validity and reliability is hypothesis testing, which is carried out using the regression formula, with the SPSS analysis tool:

Table 2. Hypothesis test results

Variables	B	P Value	Conclusion
Workload->Teacher performance	-. 532	0,000	<i>accepted</i>
Dual Role Conflict -> Teacher performance	-. 4 9 2	0,000	<i>accepted</i>
Workload and Dual Role Conflict,-> Teacher Performance	Fh(5 7.72 3)	0,000	<i>accepted</i>

Data source: processed SPSS output (2024)

Based on Table 2, the test can be explained using a partial test (t test) and simultaneous test (f test) for each variable: The study delves deep into the intricate relationship between workload, dual role conflict, and teacher performance, offering valuable insights into the dynamics at play within educational environments. Firstly, the analysis uncovers a compelling negative correlation between workload and teacher performance. With a regression coefficient (B) of -0.532 and a remarkably low p-value (P Value) of 0.000, the findings strongly suggest that as workload intensifies, the performance of teachers tends to decline. This highlights the critical importance of workload management strategies in optimizing teacher effectiveness and ensuring sustained performance levels.

Similarly, the investigation into dual role conflict reveals a significant negative association with teacher performance. The regression coefficient (B) of -0.492 coupled with a p-value (P Value) of 0.000 underscores the detrimental impact of conflicting roles on teachers' ability to perform effectively in their professional roles. This underscores the imperative for educational institutions to recognize and address the challenges posed by dual role conflicts, thereby fostering an environment conducive to optimal teacher performance and well-being. Moreover, the examination of the interaction between workload and dual role conflict sheds light on its profound implications for teacher performance. The substantial F value of 57.723 and a statistically significant p-value (P Value) of 0.000 emphasize the synergistic effect of these factors, wherein the simultaneous experience of high workload and dual role conflict exacerbates the challenges faced by teachers, ultimately hindering their performance.

Discussion

Based on the results of the calculations above, it can be explained the influence of workload, work family conflict on the performance of female teachers at junior high schools in East Lampung as follows:

Workload and Performance of Female Teachers

According to the research findings, it is evident that the workload adversely affects the performance of female teachers in junior high schools in East Lampung.

This discovery aligns with previous studies by Kadek (2023), Hanafi and Ahmad (2016), Artadi & Furqon (2016), and Rosalina & Fuady (2021), all of which indicate that workload has a detrimental impact on overall employee performance. This highlights the persistent challenge faced by educators in managing their workload effectively (Banal, at all, 2021). A person who has excessive tasks is believed and felt to be a burden, who will gradually experience fatigue, both physically and mentally. This fatigue can then lead to a gradual decline in performance. Thus, these findings underscore the importance of proper workload management to improve the performance and well-being of teachers, especially in the school environment. Efforts to reduce disproportionate workloads can help increase the productivity and welfare of teaching staff, which in turn will have a positive impact on the quality of education provided.

Dual Role Conflict and Performance of Female Teachers

The results of research conducted on female teachers at East Lampung Middle School show that Dual Role Conflict has a negative influence on their performance. Dual role conflict is a form of conflict that arises when an individual has to carry out two roles at once, namely as a worker and a housewife (Safrizal, at all, 2020). This phenomenon affects the performance of female teachers negatively and significantly. When someone is in a position that requires carrying out two roles at once, namely as a worker and as a housewife, this requires greater energy use and can cause work fatigue (Al-Alawi at all, 2021). Maintaining a balance between time, energy and thought is very important in dealing with multiple role conflicts as stated by Putrid and Mulyana (2019:2). Individuals who are unable to handle multiple role conflicts well will experience negative impacts, both for themselves, their families and the surrounding environment. Therefore, handling dual role conflicts is an important key in efforts to improve the performance and welfare of female teachers in schools, as well as maintaining a balance between their professional roles and their roles as family members.

Workload, Dual Role Conflict and Performance of Female Teachers

This research highlights the workload and dual role conflict among female teachers in East Lampung, illustrating the significant challenges in maintaining a balance between professional duties and family roles. Experts such as Kadek (2023) and researchers Rosalina & Fuady (2021) have highlighted that increasing workload can lead to a decrease in individual performance. They highlight that conflict between work and family responsibilities also has a significant negative impact on performance, which is also confirmed by previous research results.

In the context of female teachers in East Lampung, high workloads are often associated with large student numbers, limited resources, and complex administrative demands. This can increase stress levels and reduce efficiency in carrying out educational tasks. Research by Tsabitah (2022), Yudhaningsih (2021), and Kuswinarno and Indirawati (2021) also confirms that conflict between work and family life has a significant negative impact on the performance of female teachers. Thus, an in-depth understanding of the workload and dual role conflicts faced by female teachers in East Lampung is important for designing appropriate strategies to support their well-being. Measures such as reducing unnecessary workload, providing psychological support, and promoting policies that support work-family balance can help ensure that women teachers can make maximum contributions to education without having to sacrifice their personal well-being.

Conclusion

Based on the results of the discussion in research regarding the influence of workload and dual role conflict on teacher performance, it can be concluded as follows:

Workload has a significant negative influence on teacher performance, as shown by the significance value of 0.000 which is smaller than the alpha value (0.05). This shows that the higher the workload felt by teachers, the lower their performance. Multiple role conflict also has a significant negative influence on teacher performance, as shown by the significance value which is both less than alpha (0.05). This indicates that the higher the dual role conflict experienced by teachers, the lower

their performance. The results of the f test show that together, both workload and dual role conflict have a significant influence on teacher performance. This is reinforced by the calculated F value which is much greater than the table F value. Thus, the conclusion that can be drawn is that both workload and dual role conflict have a significant negative impact on the performance of female teachers in junior high schools in East Lampung. Therefore, efforts need to be made to manage workload and reduce multiple role conflicts in order to improve teacher performance in these schools.

The results of this research have significant implications. Theoretically, this research strengthens theories which state that workload and dual role conflict negatively influence teacher performance. Practically, these findings provide a basis for school management in designing policies that support managing workload and teacher dual role conflict. Measures such as task redistribution and time management training can help improve teacher well-being and the overall quality of education.

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