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## Impact of Work-School Conflict on Employee Performance: Moderation of Perceived Organizational Support and Job Characteristics

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### ABSTRACT

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**Objectives:** This study aims to analyze the role of perceived organizational support and job characteristics in the effect of work-school conflict on employee performance.

**Methodology:** The population of this study is employees who work in several agencies in Jakarta, who are also master's degree students in private universities which are excellence accredited, located in region of Jakarta, with a total sample of 275 respondents. The data analysis was conducted through Partial Least Square-Structural Equation Model (PLS-SEM).

**Finding:** The results showed that work-school conflict has a negative effect on employee performance. Perceived organizational support has a positive effect on employee performance. This study found that organizational support was not able to weaken the effect of work-school conflict on employee performance in employees who were also students. Job characteristics have a positive effect on employee performance.

**Conclusion:** The condition of a person playing multiple roles can cause stress, busy activities, and disturbances that have an impact on sub-optimal performance. Employees believe that the organization cares for and supports them, which is shown fairly in the decisions taken, the existence of good rewards, good working conditions, and support from superiors that will improve employee performance. Variation in skills, task identity, task autonomy, and feedback can affect employee performance, because the greater the diversity of work activities carried out, the more meaningful a person will feel. If a worker who is also a student is not able to manage the role conflict between work and school, the job characteristics will not be able to reduce the conflict, and it will impact to the decrease of employee performance.

**Keywords:** Perceived Organizational Support; Job Characteristics; Work-School Conflict; Employee Performance.

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## INTRODUCTION

The demands of jobs that require a highly educated workforce force employees to continue their education, including continuing at the master's degrees in many universities. The demands of work and school assignments that are very much can burden employees who have double roles also as a student. This can lead to conflict between their work and school. Furthermore, it can have an impact on decreasing employee performance (Bande et al., 2019). In fact, this role conflict has been identified by the European Agency for Safety, Health and Labor as one of the five emerging psychosocial hazards in the workforce (Bande et al., 2019).

Previous research has confirmed that workers are vulnerable to this role conflict, because it can have an impact on decreasing employee performance (Huang, 2019). Role conflict can occur because time spent on one role cannot be used to become another role (Olson, 2014). Role conflicts that cannot be managed properly can affect employee performance which is decreasing in quality of work, quantity of work that can be completed, timeliness of completing work, effectiveness at work, and independence at work (Huang, 2019). However, Soomro et al. (2018) found different results that the conflict between work and school did not affect employee performance. A worker who can manage conflicts well between work and school assignments will not have an impact on his performance decline.

Different results in previous research indicate that there are research gaps. The first possibility is because it has not taken into account that the impact of perceived organizational support can weaken the impact of conflict between work and school on declining performance. Perceived organizational support with components of fairness at work, superior support, and respect for working conditions (Caesens et al., 2019) will be able to encourage employees to feel more comfortable and interested in the organization, so that it can affect employee performance improvement, which consists of the quality of work, the quantity of work that can be completed, the timeliness of completing the work, the effectiveness of work, and independence in work (Huang, 2019).

Previous research has not examined the effect of job characteristics that can weaken the impact of conflict between work and school on decreasing employee performance. The characteristics of the job are relatively high if the work carried out is relatively diverse, the identity of the task from beginning to end is clear, there is independence in the task, and there is feedback from the work, which indicates the magnitude of the work responsibility. This can weaken work and school conflicts, both time-based conflicts, strain-based conflicts, and behavior-based conflicts, so as to improve employee performance, including improving quality, quantity, time, effectiveness and independence in the workplace (Sugianto et al., 2018). The phenomena that occur, as well as changes in knowledge, social, and current work contexts cause changes in the world of work. For example, work is becoming more complex and conscious, so workers respond to these demands by increasing their formal education (Peiróa et al., 2020). In the process, this conflict often occurs between work and school so that the impact on individual performance is not optimal (Setyowati & Nurhayati, 2019). However, the relationship between job characteristics and employee performance in the study of Peiro et al. (2020) found that there was no clear relationship, including mediator or moderator, in relation to conflict between work and school, so further analysis questioned this relationship.

To address this gap, it is important and interesting to study the role of perceived organizational support and job characteristics in reducing the impact of conflict at work schools on employee performance. This research is expected to contribute to the development of organizational

performance models, in particular staff performance as a result of conflicts between school and work and the factors that cause them, in addition to providing information to organizations dealing with staff other than workers, continue their education to a higher level.

## LITERATURE REVIEW

### *Employee Performance*

The term of employee performance refers to the completion of an individual's work after making the required effort in the work related to obtaining a meaningful job and interactive profile and owner or co-supporting partner (Pradhan, & Jena, 2017). This employee behavior aims to make maximum use of human resources and increase organizational success. An effective employee performance management system is very important for managing a business, and as a measure of innovation generated by individuals, as a contribution made by individuals in implementing new ideas (Fogaça et al., 2018). Job performance, as in the form of performance appraisal and management, is an important part of effective HR management and is the most requested intervention in the HR portfolio, reflecting the acquisition of competencies (Pradhan & Jena, 2017).

### *Work-School Conflict*

In explaining work-school conflict, this study uses the concept of work-family conflict, as a condition of individuals who feel guilty in carrying out their roles as responsible people in the family or on campus and as workers (Gonçalves et al., 2018; Zhang et al., 2019). Work-school conflict records situations in which work conflict with family roles and school roles, especially for students, depends on pressures and commitments specific to each field (Dakas, 2011). Specifically, work-school conflict refers to the division of work roles that leads to stress, scheduling restrictions, and impaired performance in the school field.

Work-school conflict has an impact on decreasing employee performance (Caesens et al., 2019). By using an attribution theory approach, this theory emphasizes how individuals interpret different events and how it relates to thinking and behavior, where in the conditions or outcomes that are not as expected will be perceived negatively, then the sense of responsibility imposed on them causes tension, regret, and guilt (Zhang et al., 2019). This negative pressure will have an impact on the role that is attached to him, both as a student and a worker, resulting in a less than optimal performance, as research findings by Caesens et al. (2019). Based on this description, the following hypotheses can be formulated:

H1: Work-school conflict has a negative effect on employee performance.

### *Perceived Organizational Support (POS)*

POS is defined as employees' general belief that the organization cares and supports them in relation to their responsibilities (Eisenberger & Stinglhamber, 2011). POS helps to strengthen employees' perceptions of the level of favorable treatment (Colquitt et al., 2013).

Based on social exchange theory, employees who get high support from the organization will show better perceptions, attitudes and behaviors, and make greater efforts to meet organizational goals (Cheng & Yang, 2018). Reciprocal relationships lead employees to focus on organizational needs and enhance organizational identity.

POS differences affect employees' perceptions of the support provided by the organization, and can affect their work results (Cheng & Yang, 2018). An increase in POS in the organization indicates that the organization will offer support to meet employee goals. Therefore, employees will optimize their work, being more motivated, being active in their work activities, not thinking about making mistakes, or behaving inappropriately. A supportive climate will motivate employees towards higher engagement at work (Cheng & Yang, 2018; Peiro et al., 2020). Therefore, it is concluded that POS tends to increase employee performance, and is expected to reduce the effect of work-school conflict on employee performance decline. Based on this description, the following hypotheses can be proposed:

H2: Perceived organizational support has a positive effect on employee performance.

H3: Perceived organizational support is able to moderate the effect of work-school conflict on employee performance.

### *Job Characteristics*

High levels of motivation related to work experience three psychological states at work, namely job meaningfulness, responsibility, and feedback or knowledge of results. Empirical investigations from Peiró et al. (2020) have recapitulated that work design that is enriched and motivated gives employees the opportunity to use various skills and talents to perform tasks, associate or identify themselves in a way that close to completion of work, feel empowered to do work through autonomy gained from work, and get adequate feedback from work done. In essence, enriched and complex work is associated with positive attitude outcomes. This status determines the incumbent's work performance. Job characteristics have a positive influence on job performance among employees. In line with research conducted by Yahya (2016) that job characteristics have a positive effect on employee performance. As someone works, changes in work positions become more cognitive demanding and complex, the demands of workers by increasing their formal education (Hernaus & Mikulic, 2013; Peiró et al., 2020). In the process, often the emergence of work-school conflicts is increasingly strong which results in declining individual performance (Setyowati & Nurhayati, 2019). Based on the description above, the hypotheses are:

H4: Job characteristics have a positive effect on employee performance.

H5: Job characteristics are able to moderate the effect of work-school conflict on employee performance.

From the description above, the conceptual framework of this study is illustrated in Figure 1.

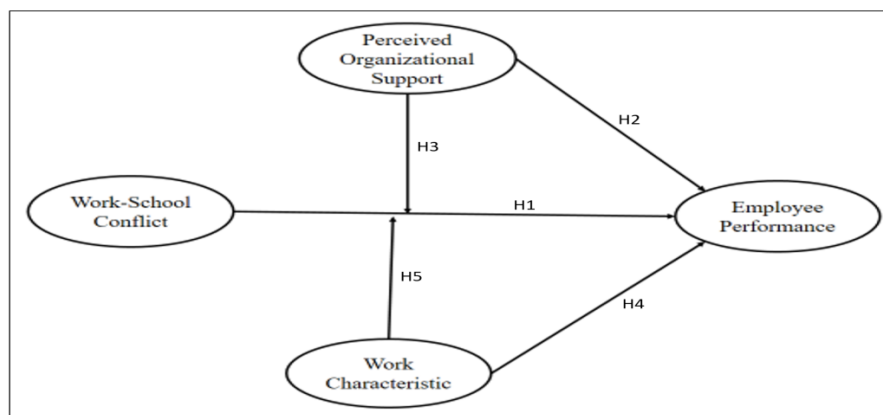


Figure 1. Conceptual Framework

## METHOD

### *Research Design*

This study examines the role of perceived organizational support and job characteristics in the effect of work-school conflict on employee performance. The study was conducted with a quantitative approach based on the level of explanation, more specifically causal associative research. The data collection method uses survey method with questionnaire instrument. Before the questionnaire was distributed, a pilot survey was conducted to test the research instrument on a number of 50 respondents of master's degree students in Universitas Mercu Buana who were working full time. If they were respondents in the pilot survey, he was no longer allowed to become the research sample. This pilot survey aims to see the validity and reliability of the instrument, whether the research questionnaire used is appropriate to measure the variable (validity test) and can be trusted consistently (reliability test). The data analysis was conducted through Partial Least Square-Structural Equation Model (PLS-SEM).

### *Population and Sample*

The population of this research is all employees who work in agencies or companies located in Jakarta, and are completing Master Degree schools in several accredited tertiary institutions A. The research sample requires the students who are permanent employees and working fulltime. Due to the requirements above, the sampling procedure is done by purposive sampling. The sample size needed in this study was obtained from the Hair et al. (2014) approach with a calculation of 5 to 15 times from the number of parameters. The number of parameters is 55, so the sample size is 5 times from 55, which is 275 respondents.

### *Measurement*

Based on the literature review, the concepts used in the measurement of each variable are detailed in dimensions and items. Each item was evaluated using a 5 Likert scale category with answer categories from 1 as strongly disagree to 5 as strongly agree. Employee performance is measured using Campbell (1990) measurement, consisting of 5 dimensions, namely work quality, work quantity, work accuracy, effectiveness, and independence. Work-school conflict is measured using Olson (2014) with 3 dimensions, namely time-based conflict, strain-based conflict, and behavior-based conflict. Perceived organizational support is measured using Eisenberger et al. (2011) with 4 dimensions. Job characteristic was measured using Johari et al. (2009) with 5 dimensions, namely skill variety, task identity, task significance, task autonomy, and feedback.

## RESULTS AND DISCUSSION

### *Result*

The research unit is employees who work at several agencies or companies in Jakarta and are currently completing their master's degree in several accredited universities A. The demographic characteristics of the 275 research respondents indicate that 60% of the respondents are male and 40% are female, with 30% in less than 25 years old and 32.3% in between 25-30 years old. Length of work of respondents between 1 to 5 years is at most in 55.7%, with the most respondents' job positions as staff in 63%.

This research uses PLS-SEM data analysis method using the SmartPLS 3.0 program. The analysis begins with an evaluation of the measurement model (outer model). Based on the

results of outer model analysis calculations in Table 1, the convergent validity test found that all indicators of each construction had an outer loading value above 0.7 which indicates that all indicators are the right measuring tools to measure the variables. The AVE (Average Variance Extracted) value for all variables is greater than 0.5 which indicates that the convergent validity value is high. The discriminant validity test using cross loading shows that the loading factor value of each indicator in one construct has a greater value than the other variables, which indicates that the measurement of each measured variable has high validity.

**Table 1.** Mean, Convergent Validity, Discriminant Validity, Construct Reliability

Variable	Indicators	Mean	Outer Loading			Cross loading			AVE	Reliability	
			EP	JC	WSC	POS	CA	CR			
EP	Work quality	3,85	0.812	0.812	0.528	0.708	0.453	0.751	0.915	0.938	
	Work quantity	3,75	0.926	0.926	0.484	0.726	0.444				
	Work accuracy	3,86	0.973	0.973	0.654	0.551	0.470				
	Effectiveness	3,90	0.795	0.795	0.589	0.542	0.485				
	Independence	3,65	0.814	0.814	0.607	0.662	0.419				
JC	Skill variety	3,76	0.704	0.717	0.704	0.488	0.468	0.654	0.867	0.904	
	Task identity	4,10	0.803	0.692	0.803	0.512	0.430				
	Task significance	3,95	0.838	0.665	0.838	0.470	0.343				
	Task autonomy	3,86	0.880	0.562	0.880	0.426	0.312				
	Feedback	4,09	0.806	0.577	0.806	0.447	0.337				
WSC	Time-based conflict	4,1	0.843	0.626	0.510	0.843	0.418	0.756	0.769	0.862	
	Strain-based conflict	4,24	0.874	0.646	0.481	0.874	0.376				
	Behavior-based conflict	4,23	0.745	0.684	0.548	0.745	0.404				
POS	Fairness	4,21	0.855	0.469	0.345	0.270	0.855	0.677	0.893	0.925	
	Superiors support	4,00	0.854	0.517	0.422	0.439	0.854				
	Rewards	4,04	0.896	0.460	0.369	0.472	0.896				
	Working conditions	4,10	0.873	0.519	0.398	0.379	0.873				

Source: Results of data processing using PLS 3.0, 2022.

Abbreviation: EP = Employee performance, JC = Job characteristic, WSC = Work-school conflict, POS = Perceived organizational support, CA = Cronbach's Alpha, CR = Composite Reliability

The next analysis is the inner model as shown in Table 2. The first step is to evaluate the model by testing R-square,  $Q^2$ , and GoF. The R-square value has a value of 0.441 which is included in the moderate category. This means that the model built is able to explain 44.1% of the variation of the dependent variable, while 55.9% is explained by the unanalyzed variable. The  $Q^2$  value is 0.441, which is greater than 0. It indicates the model has high predictive relevance. The GoF (goodness of fit) value has a value of 0.519 which means that the overall level of suitability of the model with existing data is strong, because it has a value greater than 0.38, as the minimum limit for a good model suitability.

**Table 2.** Inner Model: R Square,  $Q^2$ , GoF

	R Square	R Square Adjusted	$Q^2$	GoF
EP	0.441	0.441	0.441	0.519

Source: Results of data processing using PLS 3.0, 2022.

The next step is hypothesis testing by assessing the t-statistic or p-value on the algorithm bootstrapping report. First, if the t-statistic value is greater than the critical value  $\alpha$  0.05 (1.96),

the hypothesis is accepted. Second, the determination of significance can also be determined by comparing the p-value with the level of uncertainty ( $\alpha$ ) 0.05. If the p-value is smaller than alpha ( $\alpha$ ) 0.05, the hypothesis is accepted, if the p-value is greater than alpha ( $\alpha$ ) 0.05, the hypothesis is rejected. The results of hypothesis testing are shown in Table 3 and Figure 2. This study proposes 5 hypotheses, and the results show 3 hypotheses are accepted, and 2 hypotheses are rejected.

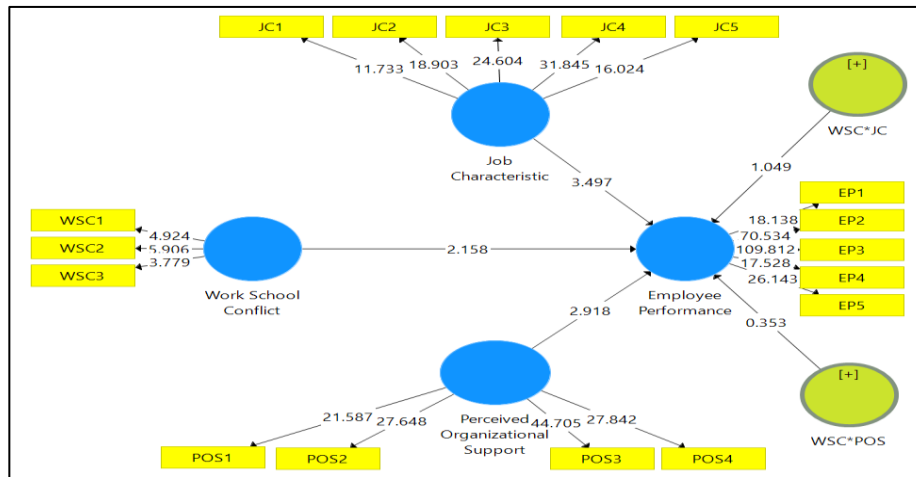


Figure 2. Hypothesis Testing Results

Source: Results of data processing using PLS 3.0, 2022.

Table 3. Hypotheses Testing Results

	Original Sample	Standard Deviation	t Statistic	p Value	Conclusion
WSC → EP	-0.129	0.103	1.049	0.031	H1: accepted
POS → EP	0.336	0.115	2.918	0.004	H2: accepted
WSC*POS → EP	-0.038	0.089	2.158	0.724	H3: rejected
JC → EP	0.368	0.105	3.497	0.000	H4: accepted
WSC*JC → EP	0.108	0.106	0.353	0.295	H5: rejected

Source: Results of data processing using PLS 3.0, 2022.

Discussion

The results showed that work-school conflict had a negative effect on employee performance. The condition of someone who feels guilty in carrying out a dual role, because they have responsibilities as a student and a worker (Zhang et al., 2019). It refers to the division of work roles that can cause stress, busy schedule of activities, and disruption on the performance at work and at school. The existence of role conflict depends on the specific pressure and commitment for each field (Dakas, 2011). Work-school conflict has an impact on reducing employee performance (Caesens et al., 2019). The attribution theory approach explains how individuals interpret different events and how it relates to thinking and behavior when conditions or results do not meet expectations and being perceived negatively, because their sense of responsibility causes tension, regret, and feelings of guilt (Zhang et al., 2019). This negative pressure will not have a maximum impact on the role inherent in him, both as a student and a worker, so that performance is less than optimal (Caesens et al., 2019).

The results of this study indicate that the perceived organizational support has a positive effect on employee performance. Employees believe that the organization cares for and supports them, which is shown fairly in the decisions taken, the existence of good rewards, good working conditions, and support from superiors that will encourage employee performance to increase (Eisenberger & Stinglhamber, 2011). Organizational support strengthens employee perceptions about the level of favorable treatment (Colquitt et al., 2013). In accordance with the social exchange theory, employees who receive high support from the organization will show better perceptions, attitudes and behaviors, then trying to be more active and work accurately to achieve organizational goals (Cheng & Yang, 2018). Organizational support affects employees' perceptions of the support provided by the organization and can affect their work results (Cheng & Yang, 2018). Increased organizational support indicates that the organization will offer support to meet employee goals. Therefore, employees' motivation to optimize their work will increase, and they will be more active in their work activities, do not think about making mistakes or behave inappropriately. A supportive climate will motivate employees towards higher performance at work (Cheng & Yang, 2018).

This study also found that for employees who were also students, organizational support was not able to weaken the effect of work-school conflict on employee performance. The tension generated by one role as a worker makes it difficult for a person to fulfill the demands of another role as a student, when the expectations of one behavior are different from the expectations of other role behaviors (Olson, 2014). These things can have an impact on quality, quantity, timeliness, effectiveness, and independence at work (Huang, 2019). However, justice at work, support from superiors, rewards, and work conditions that employees feel more comfortable and feel cared for by the organization (Caesens et al., 2019), apparently unable to reduce the effect of work-school conflict on quality, quantity, effectiveness, and independence at work.

The results show that job characteristics have a positive effect on employee performance. Each core dimension of work which includes major aspects of job material, skill variation, task identity, task autonomy, and feedback can affect employee performance, because the greater the diversity of work activities carried out, the more meaningful a person will feel (Setyowati & Nurhayati, 2019). These job characteristics will affect three important psychological conditions for employees, namely the meaning of duties, responsibilities, and knowledge of work results, thus encouraging employee performance to increase (Peiró et al., 2020). Empirical investigations by Zhao et al. (2019) have recapitulated that enriched work designs provide opportunities for employees to use various skills and talents to perform tasks, associate or identify themselves, feel empowered to do work through the autonomy that work gets, and get adequate feedback on the work done. In essence, enriched and complex work has an impact on positive attitude outcomes.

During its development, a worker experiences a change in work position that becomes more cognitively demanding and increasingly complex. The demands of workers require increasing formal education (Peiró et al., 2020). In the process of improving education, often the emergence of work-school conflicts is getting stronger which results in decreased individual performance. In this study, the existence of work-school conflict has an impact on the decline in employee performance, and this decline cannot be weakened by their job characteristics. If a worker who is also a student is not able to manage the role conflict between work and school, the job characteristics are not able to reduce the conflict, and have an impact on employee performance decline (Peiró et al., 2020).



## CONCLUSION

The results showed that work-school conflict had a negative effect on employee performance. The condition of someone who feels guilty in carrying out a dual role, as a student and a worker, can cause stress, busy activities, and disturbances that have an impact on their performance. Perceived organizational support has a positive effect on employee performance. Employees believe that the organization cares about and supports them, which is shown fairly in the decisions they make, good rewards, good working conditions, and support from superiors that will improve employee performance. Organizational support is not able to weaken the effect of work-school conflict on employee performance. The existence of fairness in work, support from superiors, respect, and working conditions that make employees feel more comfortable and feel cared for by the organization, are not able to reduce the effect of work-school conflict on quality, quantity, timeliness, effectiveness and independence at work. Job characteristics have a positive effect on employee performance, where work material, skill variations, task identity, task autonomy, and feedback can affect employee performance. The existence of work-school conflict has an impact on the decline in employee performance. If a worker who is also a student is not able to manage role conflict between work and school, job characteristics are not able to reduce conflict, and have an impact on employee performance decline.

The limitation of this study is the moderating variable that is not able to play a role in weakening the effect of work-school conflict on employee performance.

Recommendations for further research are to separate the population groups used by distinguishing between groups of workers who function as staff and other groups that function as manager, to capture whether they experience the same work-school conflict or not. In addition, it is recommended to add a variable of teamwork effectiveness, because it is hoped that effective teamwork can reduce work-school conflict on employee performance.

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