

## Female Lecturers' Psychological Well-being and Performance are Impacted by Work-family Conflict and Self-efficacy

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### ABSTRACT

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**Objectives:** This study aims to examine the influence of work-family conflict (WFC) and self-efficacy on the psychological well-being and performance of female lecturers in Bandung. It also explores the mediating role of psychological well-being in these relationships to provide a comprehensive understanding of how these factors interact to affect the productivity of female lecturers.

**Methodology:** This quantitative study used a survey and Structural Equation Modeling (SEM) via SmartPLS 4 to examine relationships between WFC, self-efficacy, psychological well-being, and performance. WFC and self-efficacy were the exogenous variables, psychological well-being was the mediator, and performance was the endogenous variable. A sample of 140 married female lecturers from West Java and Banten with at least three years of experience was selected using purposive and accidental sampling.

**Findings:** Work-family conflict (WFC) negatively affects both psychological well-being and performance, while self-efficacy positively influences both. Psychological well-being significantly enhances performance and partially mediates the effects of WFC and self-efficacy on performance, with mediation effects of 32.27% and 26.67%, respectively.

**Conclusion:** This research highlights the importance of addressing work-family conflict and fostering self-efficacy to enhance psychological well-being and performance among female lecturers. Institutions can improve lecturer performance by supporting mental health initiatives and helping lecturers manage WFC. Additionally, increasing self-efficacy through confidence-building programs can contribute significantly to both psychological well-being and productivity. This study fills gaps in previous research by offering a nuanced understanding of the mediating role of psychological well-being in the academic context, particularly for female lecturers balancing work and family responsibilities.

**Keywords :** Work-Family Conflict, Self-Efficacy, Psychological Well-Being, Performance of Female Lecturers

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## INTRODUCTION

Employee performance in numerous businesses, especially colleges, is the primary goal for attaining organizational objectives. Compiling a history of individual work performance is essential to comprehending how various factors—such as health conditions—affect worker productivity. Studies have indicated that several variables, including psychological distress, body image, occupational stress, and chronic pain, can impact an employee's ability to perform at work (Tanaka et al., 2021). It is further noted that performance, as work behavior, is an outcome of job-related private traits such as dependability, honesty, dedication, expertise, mindset, and affection, which, while not easily measured, significantly to comprehensive achievement. At that point, lecturers are qualified teachers and experts whose main task is to evolve, develop, and split science, technology, and art through training, investigation, and volunteerism (Keputusan Dirjen Dikti R.I., 2021). Lecturer performance is primarily based on several criteria, chief among them being their behavior and the quality of their work. Studies have demonstrated the enormous impact that lecturer biographical variables, including age, education level, and teaching experience, have on the implementation of syllabi at universities (Rudhumbu & du Plessis, 2022). Thus, hypothetically, the performance of a lecturer, male or female, has substantial hurdles or is heavily impacted by several elements. The topics discussed include those influenced by their families, notably married employees (lecturers), and a conflict between work self-confidence, and happiness at work.

The barriers imposed by both domains create a huge obstacle of conflict between work and family life, which in turn leads to identity disputes that affect the well-being of employees (Therese Mukanyangezi, 2024). According to the description, as a professor, you may face demands in two domains: job and family, with the former potentially compromising with the latter. This syndrome can affect the mentality and work performance of employees, especially lecturers. The conflict between work and family roles in dual-career families is also exacerbated by social norms and traditional gender role expectations, necessitating coordination and outside support to manage the balance of conflict (X. Xie, 2023). Aside from that, numerous research findings (such as Novitasari et al., 2020; Adirinekso & Zeppelin, 2022) show that conflict between work and home life has a major adverse effect on worker productivity. At this point, Radita et al., (2021) discovered that conflicts between work and family (WFC) did not affect job performance. Finally, work-family conflict may have a direct effect on one's mental wellness. Anggarwati & Thamrin (2019), and Fridayanti & Yulinar (2021) discovered that WFC has a detrimental impact on the emotional well-being of women employees in Bandung and Tangerang. However, there is also research that shows a negligible detrimental influence on psychological well-being (Farradinna et al., 2020). Apart from these factors, an individual's self-efficacy can do a task well which ultimately has an impact on his performance. Furthermore, it has been discovered that self-confidence mediates the effects of anxiety and depression on psychological wellness, highlighting its function in lowering depression and enhancing general well-being (Hong et al., 2022). Thus, we think during difficult situations, those without little confidence may reduce seeking or quit out, although individuals with a lot of confidence may fight longer to overcome the problem. The study's findings point to a positive and significant association between confidence and employee productivity (Abun et al., 2021; Astuti & Arraniry, 2024; and Hidayat & Panjaitan, 2022). Aside from that, self-efficacy might affect psychological well-being. Suranto & Sugiarti (2021), and Kamil & AL-Hadrawi (2022) found that employees' mental health can be influenced by their self-confidence levels. Employees in all types of firms who experience psychological well-being can improve or degrade their performance. Several study findings

(for example Shahzadi et al., 2021; Handayani et al., 2023; and Hong et al., 2022) show self-confidence has a considerable impact on psychological well-being. In contrast to the findings of Dinesh et al., (2023) self-efficacy did not influence psychological well-being.

**Research gaps:** Research by Obrenovic et al., (2020), and Fridayanti & Yulinar (2021) indicate that work-family conflict (WFC) is a factor that can affect employee performance. Therefore, companies need to understand and implement systematic preventive measures to ensure organizational success. This study focuses on female lecturers as they often face unique challenges in balancing professional roles and family responsibilities. Female lecturers, especially those who are married, experience significant WFC, which can negatively impact their performance. Afni et al., (2023) show that married women are more susceptible to experiencing WFC, which affects their psychological well-being and professional performance. The performance conditions of female lecturers are a primary concern as their performance is a key factor in the success of educational institutions. Wijayati et al., (2020) found that female teachers tend to experience WFC, which reduces their effectiveness in teaching. By understanding how WFC affects the performance of female lecturers, this research aims to provide deeper insights into the challenges they face and offer recommendations for educational institutions to support their performance. Afni et al., (2023) note that married women are more vulnerable to experiencing WFC; however, if this conflict is well managed, its impact can be minimized, which in turn affects subjective well-being. In line with this argument, Riski & Ticoalu (2024) explain that the psychological well-being of female workers can be achieved with full support from their surrounding environment. On the other hand, work-family conflicts that cannot be effectively managed by individuals or organizations can diminish psychological well-being. A study by Huang et al., (2024) indicates that WFC has a significant impact on psychological safety, although it does not directly affect psychological well-being. Huang's findings provide important information for companies on how to improve employee productivity and enhance performance by reducing WFC.

The use of psychological well-being as a mediator in this study is very important. Psychological well-being not only encompasses emotional aspects but also reflects an individual's ability to cope with stress and challenges. In the context of WFC, psychological well-being can influence how female lecturers manage the conflict between work and family responsibilities. Riski & Ticoalu (2024) emphasize that support from the surrounding environment can enhance psychological well-being and, thus, help reduce the negative impact of WFC. Therefore, this study aims to explore how psychological well-being functions as a link between WFC and the performance of female lecturers. In the context of employee performance, Wijayati et al., (2020) found that female teachers tend to face WFC, which reduces their effectiveness. They argue that school organizations should assist teachers through counseling (interviews and discussions) to address difficulties or provide appropriate solutions. However, evidence from Asbari et al., (2020) shows that there is no significant relationship between WFC and the performance of female employees. Furthermore, WFC does not always have a positive impact on the performance of lecturers, as other factors, such as organizational support, also play a role in resolving conflicts faced by employees (Saputro et al., 2022). Asbari also states that female employees tend to pay less attention to family issues at work.

On the other hand, Munawi et al., (2023) and Suci & Febriyantoro (2023) claim that WFC has the potential to decrease the performance of female employees. Anggriansyah et al., (2022) explain that an employee (teacher) who successfully balances work and family life is not always guaranteed to perform well. Meanwhile, García-Álvarez et al., (2021) emphasize that

an individual's self-confidence is an important factor in determining their mental health. According to Xiyun et al., (2022), self-efficacy may have a greater influence on a teacher's psychological well-being than other characteristics. They argue that a high level of self-efficacy in teaching is related to increased job satisfaction and positive career aspirations. The argument regarding self-efficacy as an important factor in this research needs to be strengthened. Self-efficacy, or an individual's belief in their ability to achieve goals, can contribute to improved performance and psychological well-being. García-Álvarez et al., (2021) emphasize that self-confidence has a significant impact on mental health. Xiyun et al., (2022) show that high self-efficacy in the teaching context is related to increased job satisfaction. Therefore, this study aims not only to identify the relationship between WFC and the performance of female lecturers but also to examine how self-efficacy can moderate that relationship, thus contributing to the existing literature.

Bandura's (1986) view that “human achievement is highly relevant to the company and the individual concerned” is supported by research by Arifin et al., (2021), which shows that self-confidence has a significant impact on increasing work productivity. This aligns with the findings of Christensen-Salem et al., (2020), who states that creative self-efficacy can enhance creative performance (including process, product, and personality traits). Astuti & Arraniry (2024) emphasize that a teacher with self-efficacy or belief in their success in performing tasks has the potential to achieve performance as planned. In other words, creative self-efficacy can enhance individual performance creativity within a work team (Park et al., 2021). Therefore, every employee in any organization needs high self-confidence to improve their performance (Hidayat & Panjaitan, 2022). de Oliveira et al., (2023) highlight that emotional fulfillment and relationships with coworkers are significant variables in developing the ability to understand how and why work-life balance occurs to improve employee performance. Mental health and staff productivity are closely interrelated. Similar explanations from Ahmad & Al-Shbiel (2019) and Fraboni et al., (2023) indicate that mental health has a tangible impact on improving staff performance, leading organizational leaders to formally attend to employee well-being. Kundi & Aborama (2020) explain that psychological well-being, which encompasses hedonic and eudaimonic well-being, has a direct influence on employee commitment and performance.

This research also contributes to the existing literature. Although several previous studies, such as those conducted by Obrenovic et al., (2020) and Fridayanti & Yulinar (2021), have highlighted the importance of WFC in influencing performance, they do not include additional variables or the analytical techniques used in this study. The limitations of simpler analytical methods in earlier studies make the Structural Equation Modeling (SEM) approach in this research a significant innovation. Furthermore, this study focuses on female lecturers in the public sector, a group that has been less attended to in previous studies, thus offering a new perspective on the impact of WFC and self-efficacy on performance in an academic context. This research identifies several gaps in the existing literature regarding the relationship between WFC, self-efficacy, psychological well-being, and the performance of female lecturers. Although previous studies, such as those conducted by Obrenovic et al., (2020) and Fridayanti & Yulinar (2021), have highlighted the significance of WFC in influencing employee performance, they do not include additional variables or the analytical methods used in this study. Obrenovic et al., (2020) focused on psychological safety measures, which are not part of this study, and examined a sample from the corporate sector. In contrast, Fridayanti & Yulinar (2021) only used WFC as an independent variable and did not apply the Structural Equation Modeling (SEM) technique utilized in this research.

Furthermore, studies such as Suci & Febriyantoro (2023) and Asbari et al. (2020), which consider factors like job satisfaction and rewards, as well as the impact of WFC on performance, do not delve deeply into psychological well-being aspects. By integrating psychological well-being as a mediator, this study provides new insights into how these factors interact with one another. Thus, this research not only fills gaps in the existing literature but also offers novelty with a more sophisticated analytical approach and focuses on a group that has often been overlooked in previous studies. The findings of this study are expected to provide beneficial recommendations for educational institutions to enhance the well-being and performance of female lecturers.

## **LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT**

### **Work-Family Conflict (WFC)**

Role conflict arises when people struggle to carry out several responsibilities at once because of competing demands, which impairs their capacity to function well (Wahab et al., 2019; Rukundo et al., 2020). Various factors, including work-family conflict, time constraints, role ambiguity, and a lack of motivation, might lead to this conflict Amiruddin (2019). For instance, time constraints, and role conflicts are predictive of bad effects in the context of job-related stress, emphasizing the influence of these stressors on work engagement and results (Rukundo et al., 2020). According to Frone, quoted by Khursheed et al., (2019); and Sunatar (2023) family and work disputes are problems that represent the extent to which perception of an individual's participation in one role interferes with his or her ability to fulfill the responsibilities of another role. Work and family are 2 essential realms domains incompatible and there is usually a conflict between the two (Xing et al., 2023). Work-family conflict is a significant issue that can affect an individual's psychological well-being. The incompatibility between work and family demands creates stress that can worsen employees' mental conditions, especially when faced with conflicts in the workplace (Soelton et al., 2021). This means that there is a relationship between work-family conflict and the time demands of work. High-time demands at work can make it difficult for individuals to meet family needs and maintain a balanced personal life (Saratian et al., 2019).

Various literature reviews produce three categories of work-family conflict: (1) Time-based conflict, which concerns how to balance time with family, relaxation, and other activities not linked to the job. (2) Strain-based conflict, which causes stress (pressure) when conflict spills over from one domain to another. For example, domestic issues, financial troubles, and the loss of loved ones. (3) Role behavior conflict, which develops when a person's attitude is expected to be different at work and off the job (Rumijati & Arifiani, 2024; Wang, 2024; Peng et al., 2024). People who behave analytically and interpersonally at business find it challenging to transition to a more emotive style of behavior in their personal lives.

### **Self-efficacy**

Self-efficacy is known as social cognitive theory or social learning theory. According to social cognitive theory and social learning theory, self-efficacy is the conviction that one can do a task successfully (Tuzcuoğlu et al., 2024; Yildirim et al., 2024). A person's ability to believe in themselves is crucial for many things, including training one's views and conduct and helping oneself adapt to society (Tuzcuoğlu et al., 2024). Thus, in challenging situations, we believe that persons with low self-efficacy may lower their efforts or give up, whereas those with strong self-efficacy will work harder to conquer the issue. Self-confidence affects behavior and output, which impacts a range of facets of life, including education, resocialization, and

professional training (Garcia et al., 2020). Self-efficacy is not just a person's belief in their ability to deliver good work results; it covers a wider spectrum of psychological elements. Self-efficacy refers to an individual's belief in their capacity to carry out certain actions effectively (Affandi & Sutianingsih, 2023). According to Bandura's social cognitive theory, having high levels of self-efficacy helps you manage anxiety, sadness, and other emotional states (Lu et al., 2023).

To determine whether an individual has high or low self-efficacy, it is necessary to determine a measure or indicator. According to Bandura as quoted by Park et al., (2021) measuring self-efficacy specifically consists of: (1) level, which is related to a person's conviction in their capability to reach specific outcomes; (2) strength, namely the individual's belief in the certainty of being able to achieve work results at a better level; and (3) generalization, namely an individual's belief in certain abilities that can be achieved in various situations.

### **Psychological Well-being**

According to the research of Gurin et al., quoted by Rîglea et al., (2021) subjective (or emotional) well-being is defined as a set of occurrences, including emotional reactions, that are related to individual enjoyment. According to Diener as cited by Rîglea et al., (2021) people with high subjective well-being are typically content with their life, have pleasant feelings, and seldom have negative emotions (for example, sad, angry, dissatisfied, etc.). The subjective perception of good psychological states includes happiness, life fulfillment, and purpose. Psychological well-being is a broad notion that includes many facets of a person's mental and emotional health, such as healthy relationships, personal growth and development, positive self-esteem, and a sense of control over one's life (Dhanabhakym & Sarath, 2023).

According to García-Álvarez et al., (2021), there are six components of psychological well-being. (1) Self-acceptance, which is also a key component of healthy functioning. People with high self-acceptance have a good attitude toward themselves, are at ease with their history, and embrace diverse elements of their personality, both positive and bad; (2) good connections with others; This relates to the ability to feel love, empathy, and closeness with people, as well as having excellent connections with them; (3) Autonomy refers to the ability to maintain one's uniqueness in a variety of social situations, such as rejecting social pressure and managing one's own behaviour, enjoying autonomy, and preserving personal independence and authority; (4) Knowledge of the natural world, which refers to managing surroundings and prospects to meet one's unique requirements and capacities, plus the ability to influence the context in which one finds oneself; (5) Living mission, known as the ability to set goals and establish a sequence of targets that give a person's life a sense of meaning; and (6) Growth in oneself, involving an interest for maximize opportunities, evolving as a person, and achieving one's talent.

### **Employee (Lecture) Performance**

Performance essentially involves an individual's attitude and behavior at work aimed at achieving organizational goals (Chaidir & Zulfikar, 2023; Illahi et al., 2023). It encompasses not just the final output but also how one contributes mentally and physically to their duties (Soelton et al., 2019); (Ariani et al., 2023). Along with attitudes and output, professional (lecturer) performance is a critical component of corporate success. It shows how successful particular acts were over a given amount of time (Jauzi, 2022). Achievement is a complex idea with a history of data that may be quantified using a variety of data sources, including self-reported surveys (Choi et al., 2023). Comprehending accomplishments is crucial as it influences work outcomes and conduct about worker performance and duties (Dwi Handoko

et al., 2022). This reinforces this viewpoint by stating that employee performance is a combination of attitude and results, in which movement originating from an individual is changed into action, and action is also a result generated mentally and physically that generates a consequence (Tanaka et al., 2021). Lecturers who work at a university are also employees whose performance needs to be measured based on work results and behavior. Therefore, as a professional educator, a lecturer needs to be evaluated according to his main duties, namely: disseminating science, technology, and art through education, research, and community service (Keputusan Dirjen Dikti R.I., 2021). In conclusion, lecturer performance is the results and work behavior that a lecturer can achieve through implementing education and teaching, planning and carrying out research, and devoting himself to society.

Musharianto & Aditya (2022); Lamatinulu & Setiawati (2023) and Rizana et al., (2023) explained that employee performance can be seen based on: Lecturer performance indicators including (a) Quality of work in planning, explaining, guiding, and evaluating teaching; (b) Quantity of work, meeting the minimum performance standard; (c) Job knowledge in explaining key tasks in performance reports; (d) Personal qualities such as personality, leadership, and integrity; (e) Cooperation in working with colleagues and leaders; (f) Initiative in proactively achieving goals, solving problems, and developing plans beyond core tasks, including community service.

### **Research Hypothesis and Framework**

#### **The Impact of Work-family Conflict on Psychological Well-being**

Mental health, which frequently serves hedonic pleasure, influences a person's overall psychological functioning (Obrenovic et al., 2020). Work-family conflict can trigger psychological strain, which directly affects a worker's psychological well-being (Rajak & Soleman, 2022). Psychological well-being encompasses emotional and mental states, work satisfaction, and general life satisfaction (Huang et al., 2024). According to the definition, someone who is dissatisfied with their employment might disrupt or impair their mental health. Aside from that, employee mental health issues stem not only from the workplace but also from family. This is consistent with Frone's perspective in Khursheed et al., (2019), which states that work-family conflict occurs when an individual's perception of one job interferes with his capacity to adapt to the duties of another function. When employees experience conflict between work and family, they tend to experience increased stress, which can disrupt their psychological well-being (Nanda et al., 2020). Therefore, by providing effective work-life balance programs, organizations can help employees manage work-family conflict, which in turn can reduce stress and enhance individual psychological well-being (Soelton et al., 2020). This suggests that someone experiencing family or job conflict may harm their mental health. According to Li & Wang's (2022) research findings, work-family efforts such as reduced working hours, flexible scheduling, and remote work can increase female workers' emotional well-being. Furthermore, Huang et al., (2024) discovered that conflict among work and family exhibited an impact on mental security but not well-being. Other researchers, however, discovered a negative and substantial link Linking family-work tension and mental health (Anggarwati & Thamrin, 2019; Faisah et al., 2023; and Riski & Ticoalu, 2024). Consequently, the hypothesis of this study is:

**H1:** Work-family tensions have a bad effect on Psychological Well-being.

#### **The Influence of Work-Family Conflict on Lecture Performance**

According to research, work-family conflict can harm academic attainment by raising stress levels, which in turn can lead to decreased academic achievement (Deng et al., 2022).



Furthermore, it has been discovered that work-family conflict enhances sustained creative performance through job crafting, particularly in those who show a greater regulatory focus on advancement (Zhang et al., 2020). Moreover, the association between long commutes and employees' anxiety and insomnia has been examined, highlighting the mediation function of work-family conflict and the negative impacts of extended commutes on mental health and performance (Baek et al., 2023). In theory, lecturer performance in terms of outcomes and work behavior may be improved by implementing education and teaching, planning and conducting research and serving the community. According to a study comparing working officers' psychological health, quality of life, and work-family conflict, women are more likely than males to face high levels of work-family conflict (Khan et al., 2023). As a result, a female professor with family expectations will influence her career, and the converse might happen if she has excessive professional demands as a lecturer. This can degrade the lecturer's performance. According to the research findings, work-family conflict has a considerable negative influence on employee performance, implying that WFC contributes negatively to employee performance (Novitasari et al., 2020). The study's finding by Enrique et al., (2023) demonstrates a negative relationship between WFC and work performance. Consequently, the hypothesis of this study is:

**H2:** Work-family Conflict harms lecture performance.

### **The influence of Self-Efficacy on Psychological Well-being**

Although there are two distinct ideas, self-efficacy, and self-confidence are closely related. According to research by Johanna Hultqvist et al., self-confidence is the belief held by employees in their capacity to accomplish duties, particularly when it comes to helping coworkers who have common mental illnesses (CMD) (Matwiejczuk et al., 2023). Nevertheless, as noted in a study show that self-efficacy reflects a person's belief in their capacity to carry out advised actions to attain desired outcomes, including sticking to a home exercise program (HEP) (Picha & Mills, 2022). As a result, an employee's confidence, including that of lecturers, is dependent on their belief that their performance successes would increase their psychological well-being. This is as explained by Rîglea et al., (2021) psychological well-being includes emotional responses, which are related to the area of personal life satisfaction. In keeping with this, the study results of Suranto & Sugiarti (2021) show that an employee's psychological well-being can be increased or have a positive value if they have high self-efficacy. Rippon et al., (2022) in their investigation revealed that self-efficacy has a significant direct effect on psychological well-being, and can mediate the relationship between perceived functional support and the psychological well-being of people with a mental health diagnosis. Therefore, the hypothesis of this study is:

**H3:** Self-confidence promotes psychological well-being.

### **The Implications of Self-Efficacy on Lecture Performance**

Self-confidence can improve employee performance. Yanita (2023) stated that there is a direct influence between Self-efficacy on Lecturer Performance. Self-efficacy can indirectly influence Lecturer Performance (Yanita, 2023). Aside from that, Munir & Arifin's (2021) findings indicate a favorable correlation between self-confidence and performance among workers. Apart from that, self-efficacy also has a significant positive relationship with employee performance creativity (Christensen-Salem et al., 2020). Accordingly, self-efficacy should improve an employee's performance, including that of lecturers. As a result, the hypothesis of this study is:

**H4:** Self-efficacy increases lecture performance.

### The consequences of Psychological Well-being through Lecture Performance

Ultimately, psychological well-being will influence employee performance Shahzadi et al., (2021) discovered that mental health, which comprises confidence in oneself, beneficial connections with everyone else, freedom, situational proficiency, meaning in life, and private advancement, enhances worker productivity. Ahmad & Al-Shbiel's (2019) research findings show that there is a positive and substantial association between psychological well-being and employee performance, and psychological well-being can buffer the relationship between other factors and employee performance. In his research, Ahmad emphasized that every organizational leader must pay attention to psychological well-being regularly to improve work efficiency. As a result, the hypothesis for this investigation is:

**H5:** Psychological Well-being improves effect on Performance of female Lecturers.

### Psychological Well-being as a Mediator of the Link Throughout the work-family Conflict, self-efficacy, and Performance of Female Lecturers.

As previously explained, work-family conflict, self-efficacy, and psychological well-being consequences affect performance at work. This is following a review of previous research. However, psychological well-being is not only influenced and directly influences employee performance, but can act as an intervening factor (mediator). Tsalasah et al., (2019) found that psychological well-being mediates the influence concerning occupational stress on performance among workers, however, the effect is considerably unfavorable. In contrast to the findings of Ahmed & Malik, (2019); and Faisal et al., (2022) psychological well-being has a positive and substantial impact on employee performance via psychological empowerment and work-life balance. Several prior investigations have found that psychological well-being has the potential to moderate the link between exogenous and endogenous factors. This indicates that the exogenous factors in this study may have direct or indirect impacts on psychological well-being. As a consequence, the hypothesis for this investigation is:

**H6:** The role of psychological well-being in mediating the connection between conflict at work and home and the performance of female lecturers.

**H7:** psychological well-being represents an intermediate component of the link between self-efficacy and lecture performance.

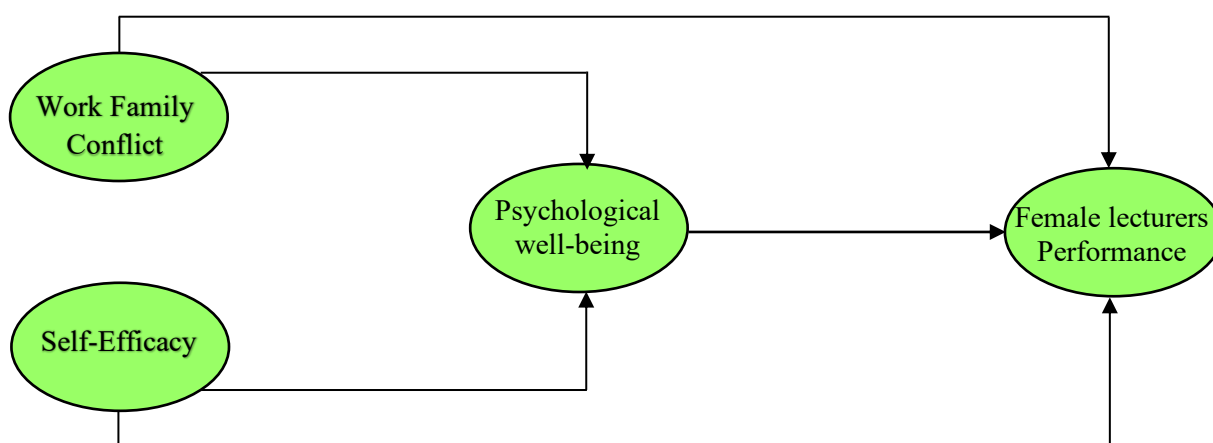


Figure 1. Research Framework

## RESEARCH METHODS

The goal of this study is to identify the causal link between exogenous and endogenous factors. As a result, the technique is quantitative, using a survey as the study design. The analysis model is SEM, with SmartPls 4 as a multivariate statistical technique that compares exogenous variables such as work-family conflict (X1-WFC) = 8 indicators and self-efficacy (X2-SfE) = 9 items, as well as mediating and endogenous variables such as psychological well-being (Y-PsyW) = 14 items and female lecturers' performance (Z-PFL) = 10 indicators. The sample size in this study is based on Hair et al., (2019) view that the research sample is produced by multiplying the number of exogenous variable research indicators (the greatest number) in the structural model trajectory by ten. According to the Higher Education Statistics report, there are 9,329 women lecturers at LLDIKTI IV West Java and Banten Region. The participants in this study are female lecturers who are married and have been working for at least three years. Sampling employs accidental sampling and Purposive or Judgement sampling, which is based on the number of respondents who complete the instrument and must adhere to the sample percentage specified in the SEM-SmartPls model. For example, in this study, the number of indicators with the most arrows in the exogenous/mediation variable is psychological well-being, which has 14 indicators, so multiplying by 10 (14 x 10) yields 140. The minimal sample size is 140 female university lecturers (Hair et al., 2019).

To analyze quantitative research using SEM, Hair et al. (2019) state that PLS-SEM is applied in two models: the measurement model (outer model) and the structural model (inner model). In the reflective measurement model, indicator loadings should be  $\geq 0.708$ , convergent validity (AVE) must be  $\geq 0.50$ , discriminant validity assessed by the Fornell-Larcker criterion and HTMT should be  $< 0.90$ , and composite reliability should range from  $\geq 0.60$  to  $0.70$ . For the structural model, collinearity is evaluated with a VIF value between 3 and 5. The  $R^2$  value measures predictive strength, categorized as substantial (0.75), moderate (0.50), and weak (0.25). The text emphasizes the assessment of predictive quality in Partial Least Squares Structural Equation Modeling (PLS-SEM) through  $Q^2$  values and PLSpredict analysis. The  $Q^2$  value indicates a model's predictive relevance, with higher values signifying better accuracy. PLSpredict compares the Mean Absolute Error (MAE) and Root Mean Square Error (RMSE) against Linear Model (LM) values for each indicator, helping evaluate model performance relative to a simple linear regression. A goodness-of-fit index within 0.08 to 0.10 is deemed acceptable, signifying that the model adequately captures relationships in the data.

## RESULT AND DISCUSSION

### Result

#### Outer Model

Table 1 demonstrates the loading factor, average variance extracted (AVE), composite reliability (CR), and Cronbach's alpha. The outer version of the experiment with SEM-SmartPls 4.1.0.3 was the first to reveal signs with loading factors less than 0.708, including PFL1, PFL2, PsyW2, PsyW7, PsyW9, PsyW10, WFC1, and WFC5. Additionally, the other indicators have a loading factor (LF) that is more than 0.70. According to Hair et al., (2019), criteria require a reflective indicator loading of  $> 0.708$  and an HTMT score below 0.90. The second loading factor test removes indicators from exogenous and endogenous variables that do not match these requirements. However, indications with an LF larger than 0.70 yet lead to worse HTMT quality are excluded from the second LF test. The indications are PFL10, PFL3, PFL5, PsyW1, PsyW4, PsyW5, PsyW11, PsyW12, PsyW13, PsyW14, SfE1, SfE2 SfE5, SfE6 SfE7, WFC3, WFC4, and WFC6. This means that indicators like PFL10, PFL3, and others have strong

loadings but do not meet the required HTMT quality, leading to their removal from the second Loading Factor test. This testing aims to refine the model by ensuring only valid indicators are considered. Findings from this second analysis, reflecting adjustments made after excluding problematic indicators, are presented in Table 1, demonstrating ongoing efforts to enhance model reliability and accuracy.

**Table 1. Statistical Fit of Outer Models (Reflective)**

Latent Variable	Indicators	Loading Factor	AVE	CR	Cronbach's alpha
Work-Family Conflict (X1-WFC)	My profession as a lecturer currently conflicts with my family and home life (WFC2)	0.850	0.748	0.899	0.831
	I have difficulties altering my attitude at work (campus) when I return home or away from work (WFC7)	0.815			
	The stress of being an RT mother interferes with my capacity to perform my main tasks (WFC8)	0.925			
	I feel I have work abilities (SfE3)	0.943			
Self-Efficacy (X2-SfE)	I am certain that my existing talents can finish work that satisfies the organizational goals (SfE4)	0.913	0.819	0.947	0.927
	I continue to try to learn from many sources and speak with peers about my work (SfE8)	0.932			
	I am confident and constantly attempt to respond to varied events with a good attitude (without injuring others) (SfE9)	0.827			
Psychological Well-Being (Y-PsyW)	I can understand my personality both positive and negative (PsyW3)	0.867	0.794	0.920	0.870
	I am able to understand other people's shortcomings (PsyW6)	0.917			
	I focus more on my personal life than other people's personal lives (PsyW8)	0.888			
Performance of Female Lecturers (Z-PFL)	I am able to carry out duties with a minimum restriction of 12 credits as a professor (PFL4).	0.888	0.794	0.939	0.913
	I understand how to report lecturer/LKD performance (PFL 6)	0.910			
	I can interact with colleagues to solve lecturers' key job concerns (PFL7)	0.863			
	I strive to grasp the goals and objectives of my work unit (PFL 9)	0.903			

Source: Processed by the Authors, 2024.

The information displayed in the first table indicates the study's convergence accuracy, as measured by reflective indicators, is statistically significant. This is indicated by the fact that the factor loading of certain indicators on both exogenous and endogenous variables exceeds 0.70. Moreover, the variation in mean values for the loading indicator elements work-family tension (X1), self-efficacy (X2), self-efficacy (X2), psychological well-being (Y), and Performance of Female Lecturers (Z) exceed the recommended loading factor value of 0.50. Consequently, all indicators of both exogenous and endogenous variables are appropriate for use in this study.

**Table 2. Fornell-Larcker Criterion**

	X1-(WFC)	X2-(SfE)	Y-(PsyW)	Z-(PFL)
X1-(WFC)	<b>0.865</b>			
X2-(SfE)	-0.624	<b>0.905</b>		
Y-(PsyW)	-0.636	0.619	<b>0.891</b>	
Z-(PFL)	-0.742	0.742	0.759	<b>0.891</b>

Source: The investigators analyzed the data in 2024.

The second table shows that the work-family conflict variable has a Fornell-Larcker criterion value (AVE) of 0.865, indicating a strong distinction from other constructs. It correlates significantly with self-efficacy (-0.624), psychological well-being (-0.636), and performance of female lecturers (-0.742). The self-efficacy variable significantly impacts psychological well-being, with an AVE of 0.905, exceeding 0.619, while psychological well-being has an AVE of 0.891, surpassing 0.759. These results confirm the validity of the research components for further assessment.

According to Henseler & Schuberth (2020), the Fornell Lc criterion is not accurate, especially when the indicator parameter values have relatively small fluctuations (e.g., all loading indicators range between 0.65 and 0.85). In contrast, HTMT is defined as the average number of item associations across constructs divided by the geometric mean of items measuring related structures (Hair et al., 2019). Hair also stated that validation of the discriminant level of valid data relates to the findings of the Ratio Monotrait analysis with a standard ratio of 0.85 as the highest ratio, albeit the standard ratio can be lower, namely 0.90.

**Table 3. Heterotrait-monotrait Ratio (HTMT)**

	X1-(WFC)	X2-(SfE)	Y-(PsyW)	Z-(PFL)
X1-(WFC)				
X2-(SfE)	0.674			
Y-(PsyW)	0.733	0.663		
Z-(PFL)	0.847	0.780	0.842	

Source: Processed by the Authors, 2024.

So, based on table 3, it offers information that the full distribution of HTMT values, namely: 0.674, 0.733, 0.663, 0.847, 0.780, and 0.842, is less than 0.90. This suggests that the data has a high level of validity. This means that the average value of the items in the overall construct when compared to the geometric average correlation of indicators measuring the same construct is extremely excellent (high discriminant validity). The third stage is justifying the model's internal consistency dependability using Jöreskog's theory. This hypothesis establishes thresholds of 0.60 and 0.70, indicating that study data is credible (Hari et al., 2019). Smart partial last square program identifies constructions with higher values (range from 0.60 to 0.70). Apart from that, the Cronbach value is equal to (or greater than) 0.60. As a result, we can conclude that this construct has quality reliability because its value exceeds Joreskog's norms.

### The Measurement of the Overall Study Model

An overview of the findings of collinearity estimates using variance inflation factor (VIF) is seen in the fourth table as follows:

**Table 4. Evaluation of the Inner Model**

Structural Model	VIF	R <sup>2</sup>	R <sup>2</sup> adjusted	Effect Size- f <sup>2</sup>	Q <sup>2</sup> predict
X1-(WFC) -> Y-(PsyW)	1.639	Y = 0.486 Z = 0.744	Y = 0.481 Z = 0.741	0.199	Y = 0.474 Z = 0.673
X1-(WFC) -> Z-(PFL)	1.965			0.191	
X2-(SfE) -> Y-(PsyW)	1.639			0.157	
X2-(SfE) -> Z-(PFL)	1.896			0.219	
Y-(PsyW) -> Z-(PFL)	1.944			0.261	

Source: Processed by the Authors, 2024.

Table 4 informs that the research model does not contain elements of collinearity because it has a VIF value that is smaller than  $\geq 3-5$ . For example, X1 (work-family conflict) against Y (psychological well-being) has a VIF value of  $1.639 < 3$ , as do other model structures. Based on table 4, also reveals that: (1) The amount of variance in the variable (R<sup>2</sup>) psychological well-being (Y) which is explained by work-family conflict (X1) and self-efficacy (X2) is 48.60%. This indicates that exogenous factors can predict endogenous factors by 48.60%, which falls into the range of intermediate values. and (2) The magnitude of the variation in the Performance of Female Lecturers (Z) variable which is explained by work-family conflict (X1) self-efficacy (X2), and psychological well-being (Y) is 71.10%. This demonstrates that the anticipated independent variable has a 71.10% predictive power on the dependent variable (lecturer performance). This connection or strength is consistent with the usual value given by experts (for example, Hari et al., 2019), which classifies the strength of influence in the structural model (R<sup>2</sup>) as 0.75 (strong), 0.50 (medium), and 0.25 (weak). The fourth table presents the impact size (f<sup>2</sup>) for various variables: (1) The work-family conflict variable (X1) has an f<sup>2</sup> of 0.190 on psychological well-being (Y) and 0.191 on the performance of female lecturers (Z), indicating a medium influence; (2) The self-efficacy variable (X2) shows an f<sup>2</sup> of 0.157 on psychological well-being (Y) and 0.219 on performance (Z), also at a medium level; (3) The psychological well-being variable (Y) has an f<sup>2</sup> of 0.261 on the performance of female lecturers (Z), reflecting a medium influence. According to Hair et al. (2019), f<sup>2</sup> values of 0.02, 0.15, and 0.35 represent small, medium, and large influences, respectively.

The Q<sup>2</sup> value is a symbol that shows whether this research model has good data or not. The results of the model evaluation show (see Table 4) that the predictive value (Q<sup>2</sup>) of psychological well-being (Y) and Female Lecturer Performance (Z) are 0.474 and 0.673, respectively. This means that this value indicates the existence of abilities at different levels, namely (Q<sup>2</sup>= 0.50  $\geq$  0.50), and (Q<sup>2</sup>=0.67  $\geq$  0.50). The good quality of the Fit Index (GoF Level) is the next step in the model review process, which includes a rating of the combined measurement and structural models. The model in this research can be reflected based on the GoF value. The results of this research inform (see table 4) that the Gof value of the dependent variable (psychological-Y) is Y is  $\sqrt{0.486 \times 0.481} = 0.4832$ , and GoF Z (performance of female lecturers) is 0.7424. This indicates that the overall degree of the measurement model and structural model is in the quality category. Apart from that, it can also be seen that the Standardized R.M. The Residual Square obtained from the partial least square software is

0.105, and the Estimation Model = 0.105 (output algorithm), which means the structured model follows research data or the threshold is in line with expert recommendations, namely 0.08 - 0.10.

### Hypothesis Test

#### Test the Direct Influence Hypothesis

Predictors connected with this study model pertain to t student output, which is examined using partial least square software. The estimation results obtained with this software are shown in Table five and Image 1.

**Table 5. Structural Equation Model Calculation Results**

Indirect Hypothesis	$\beta$	t-statistic	$\rho$	2.50%	97.50%
H <sub>1</sub> : X <sub>1</sub> -(WFC) -> Y-(PsyW)	-0.409	6.336	0.000	-0.526	-0.268
H <sub>2</sub> :X <sub>1</sub> -(WFC) -> Z-(PFL)	-0.309	6.774	0.000	-0.392	-0.213
H <sub>3</sub> :X <sub>2</sub> -(SfE) -> Y-(PsyW)	0.364	5.019	0.000	0.228	0.511
H <sub>4</sub> :X <sub>2</sub> -(SfE) -> Z-(PFL)	0.326	6.811	0.000	0.240	0.428
H <sub>5</sub> :Y-(PsyW) -> Z-(PFL)	0.360	7.743	0.000	0.266	0.448

Source: Output SmartPLS “(PLS-SEM bootstrapping)” 4 Version 4.1.0.3, 2024

Table five and the two figures serve as input for the analysis in determining whether the hypothesis is accepted or rejected. The first hypothesis (H1) of this study is accepted, as the t student is 6.336, which is more than the t table of 1.971. WFC has a negative impact of -0.409 on psychological well-being at a significance level of 0.000, less than the  $\alpha$  value of 5%. The second hypothesis (H2) is accepted at a significance level of 0.000, which is smaller than  $\alpha$  5%. This suggests that WFC has a negative impact of -0.309 (t student = 6.774) on the performance of female lecturers. The third (H3) hypothesis, that the self-efficacy of female lecturers in Bandung positively contributes to their performance, is supported by ( $\beta$ ) = 0.364 (t student 5.019) with a probability of 5% higher than the significant value in the regression model. Similarly, the proof of H4 is that Self-Efficacy has a positive contribution to the performance of female lecturers with ( $\beta$ ) = 0.326. At a 5% confidence level, the student's t-value is 6.811, which exceeds the t-table. The fifth hypothesis (H5) suggests that psychological well-being positively impacts female lecturers' performance ( $\beta$  = 0.360). The student's t value is 7.743, which is greater than the t table at a 5% confidence level. Variations in t values indicate the influence of exogenous variables on endogenous variables in the study model.

The structural model test findings in Table 5 above may also be depicted in the graphic below:

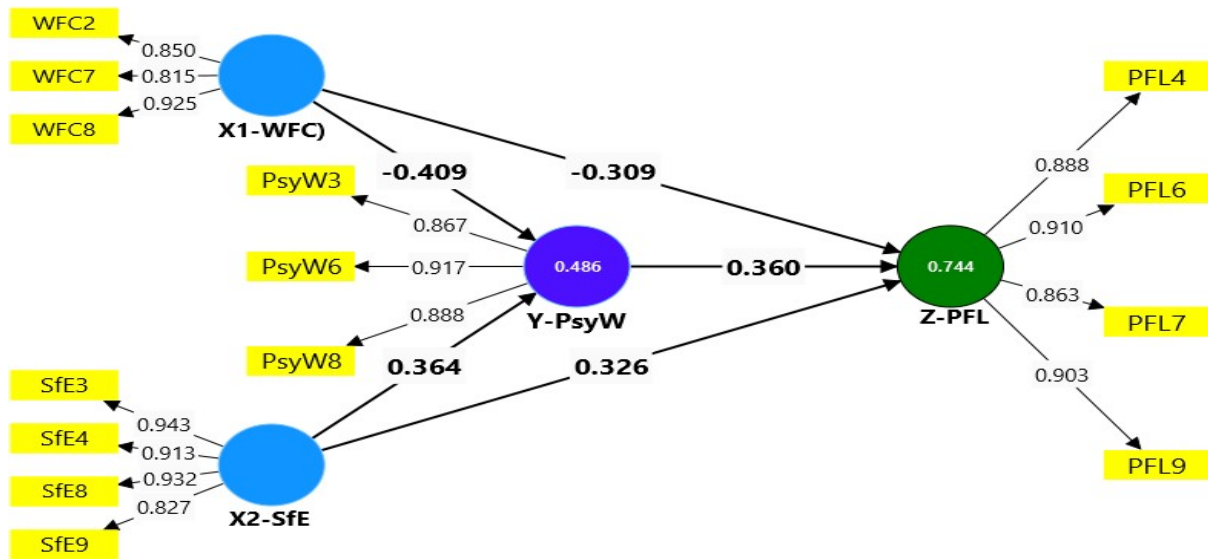


Figure 2. Output *bootstrapping* t-value and Path Coefficient, Second test  
Source: Data Processing using Partial Least Squares Applications, 2024

Additionally, within the 95% confidence interval, the degree of WFC's impact on PsyW ranged from -0.526 to -0.268. WFC's impact on female lecturers' performance ranges from -0.392 to -0.213. The influence of SfE on PsyW varies from 0.228 to -0.511. SfE's impact on women's performance ranges from 0.240 to 0.428. The effect of psychological well-being on women's performance ranges between 0.266 to 0.448. This suggests that the impact of exogenous factors is too diverse to be a concern in performance management for conflict management.

### Mediation Hypothesis Analysis

The Matlab program procedure provided the following results, which are a key source of information about the role of psychological well-being as a mediator in intervening in the link between the variables WFC and PFL, as well as SfE and PFL.

Table 6. Test of Mediation

Indirect Hypothesis	$\beta$	STDEV	t	$\rho$
H <sub>6</sub> : X1 (WFC)→Y (PsyW)→Z (PFL)	-0.147	0.033	4.446	0.000
H <sub>7</sub> : X2 (SfE)→Y (PsyW)→Z (PFL)	0.131	0.027	4.939	0.000

Source: Output SmartPLS “(PLS-SEM bootstrapping)” 4 Version 4.1.0.3, 2024

The sixth table shows that psychological well-being has a major adverse effect on female lecturers' achievements due to work-family conflict. The T-statistic value (4.446) is higher than the t-table (1.97) and the  $\rho$ -value (0.000) is less than 0.05. This shows that the sixth suggestion (H6) is approved, and (2) psychological well-being significantly mediates the secondary effect of self-efficacy on the academic success of female lecturers, since the T-statistic value (4.939) > t table (1.97) and the  $\rho$ -value 0.000 is lower than 0.05. This indicates that the seventh thesis (H7) has been approved. The next step is to compute the amount of mediation amongst exogenous and endogenous components "whether full mediation or partial mediation" using



the formula of VAF. Based on the calculation findings of the Assess the variance accounted for (VAF) mediation test, the results are 32.27% (H6), and 26.67% (H7). So, the strong indirect impact of WFC and SfE on PFL through PsyW is in the partial mediation group. This is based on the VAF value =  $20\% \leq \text{VAF}$  (32.27% & 26.67%  $\leq 80\%$ ).

## **RESULTS AND DISCUSSION**

### **Discussion**

#### **Work-Family Conflict and Psychological Well-being**

The research results reveal that there is a considerable detrimental effect of work-family conflict on the psychological well-being of lecturers in the city of Bandung. These results corroborate the notion of Wahab et al., (2019), and Rukundo et al., (2020) that role conflict arises when there are two demands concurrently which make it impossible to perform both tasks in stimulation. This indicates that the role conflict faced by lecturers happens because there are roles that must be accomplished at the same time. For example, responsibilities as a housewife demand a female lecturer to meet them, and at the same time must fulfill her commitments as a lecturer. A lecturer who suffers from time-based conflict, strain-based conflict, and role behavior produces a reduction in psychological well-being. This is also still pertinent to the perspective of Xing et al., (2023) that work and family always can interfere with each other, work may interfere with family life, and inversely family can interfere with work. So, female lecturers in the City of Bandung experience WFC due to pressures in the family and job domains occurring simultaneously, producing a reduction in psychological well-being. This conclusion supports earlier literature (including Fridayanti & Yulinar, 2021; Riski & Ticoalu, 2024); Obrenovic et al., 2020); Anggarwati & Thamrin, 2019). For example, Fridayanti & Yulinar (2021) demonstrated that a considerable drop in the psychological well-being of female workers was attributed to greater work-family conflict.

#### **Work-Family Conflict on the Performance of Female Lecturers**

The research results reveal that there is a considerable detrimental effect of work-family conflict on the performance of female lecturers in the City of Bandung. These results validate the perspective of Obrenovic et al., (2020) that work-family conflict is a factor that might affect employee performance, hence companies need to assist prevention consistently for work goals. Other writers also indicate that the conflict experienced by a teacher at work and home has a major detrimental influence on diminishing the quality of work (Aguirre et al., 2023). This indicates that the role conflict experienced by lecturers happens because the responsibilities that must be accomplished at the same time not only influence psychological health, but concurrently have an impact on the performance of female lecturers. So, female professors in the city of Bandung face WFC because demands in the household and work domains occur simultaneously, resulting in impaired lecturer performance. The results of this research are related to prior research like Wijayati et al., (2020); Anggriansyah et al., (2022); Novitasari et al., (2020); and Saputro et al., (2022). For example, Wijayati et al., (2020) indicated that the performance of female instructors reduced by -0.56% owing to the presence of WFC.

#### **Self-Efficacy on Psychological Well-being**

The research results reveal that self-efficacy has a favorable and substantial influence on the psychological well-being of lecturers in the City of Bandung. These results corroborate the conclusion of Tuzcuoğlu et al., (2024) that confidence or self-assurance to execute a job is an ability that contributes to work success. This suggests that the lecturer's self-confidence to perform a task is a positive emotional reaction that influences psychological wellness. These

data demonstrate that self-efficacy among lecturers reveals that they can work, and constantly attempt to respond to varied situations with a positive attitude. This shows that there is a favorable psychological reaction so that lecturers can contribute to psychological well-being. A lecturer who has confidence, strength, and the capacity to adapt to the surroundings has a favorable influence on psychological well-being. This was proven by García-Álvarez et al., (2021) that a person's sense of self-worth is a key factor for creating and producing psychological well-being. In fact, according to Xiyun et al., (2022), self-efficacy can transcend other factors in creating an improvement in the psychological well-being of a teaching staff. So, female lecturers in the city of Bandung feel psychological well-being owing to self-efficacy which comprises of level, strength, and universality of self-confidence. In addition, these findings support previous literature (including Xie et al., 2020; Rippon et al., 2022; Hong et al., 2022; Xiyun et al., 2022; and García-Álvarez et al., 2021) revealing that, the self-efficacy of a female worker (including lecturers) has a positive impact on psychological well-being. For example, Xiyun et al., (2022) data suggest that a teacher who can control self-efficacy tends to have psychological well-being, and who is unable to manage self-efficacy and regulate his emotions feels job burnout more rapidly.

### **Self-Efficacy on Performance of Female Lecturers**

The study's findings show that self-confidence has a favorable and substantial influence on the performance of female lecturers in the city of Bandung. The study's findings show that self-confidence has a significant positive impact on the performance of female lecturers in Bandung. The findings of this study are extremely relevant to a professional's performance, like that of a lecturer, is crucial to the success of the organization (Faizuddin et al., 2020). Accordingly, self-confidence affects female lecturers' confidence in their ability to accomplish teaching-related tasks, which means it has a significant impact on their performance (Almgren et al., 2021). Studies have demonstrated the significance of self-efficacy not just for nursing students' academic achievement and health promotion (Shorey & Lopez, 2021), but also for underrepresented women in STEM disciplines like information technology (Ashlock et al., 2022). What this implies is the ability of an individual (including lecturers) to have positive beliefs in accomplishing a task, not only influencing the physical but also on the psychological. This was also validated by Astuti & Arraniry (2024) who underlined that a teacher who has self-efficacy or has confidence in his success in carrying out his task can create performance as anticipated. This indicates that a lecturer's self-confidence to finish a task apart from creating physical outcomes, is also possible to induce happy emotions which immediately contribute favorably to the lecturer's performance. Apart from that, the results of this study confirm several previous studies, namely: (Na-Nan & Sanamthong, 2020; Arifin et al., 2021; Hidayat & Panjaitan, 2022; Yanita, 2023; Astuti & Arraniry, 2024) this essentially show that substantial and beneficial self-efficacy has an impact on worker performance (including lecturer performance). As an illustration, Yanita's (2023) findings show that instructors who can regulate their self-efficacy may generate and improve their lecturing performance. Self-efficacy can motivate employees to improve their performance (Na-Nan & Sanamthong, 2020).

### **Psychological Well-being on Performance of Female Lecturers**

The study's findings show that psychological well-being has an important and beneficial effect on the academic achievement of female lecturers in Bandung. These results are pertinent to the idea of (Dhanabhakya & Sarath, 2023), the concept of psychological well-being encompasses numerous facets of individual mental and emotional health, including healthy connections, and personal growth and development. This suggests that a lecturer who has positive relationships

(as work behavior) with colleagues can operate following corporate goals. This was also proven by de Oliveira et al., (2023) that psychological well-being and employee performance have a tight association and are critical determinants in boosting the ability to comprehend how to enhance individual performance. The meaning contained in this research is that a female lecturer has psychological well-being including Self-acceptance, beneficial connections with another person, independence, management of the environment, mission in existence, and oneself development, is better able to manage emotions, and is satisfied with what he has now. This consequently drives female employees or lecturers to consistently enhance their performance. Apart from that, the research results are relevant to prior literature, notably de Oliveira et al., (2023); Ahmad & Al-Shbiel (2019); Kundi & Aboramadan (2020); and Huo & Jiang (2023) which fundamentally demonstrated that there is a considerable effect of psychological health on employee performance. For example, Yanita's (2023) studies demonstrate that employee performance may be increased through psychological well-being.

### **The Influence of WFC and Self-Efficacy on the Performance of Female Lecturers Through Psychological Well-being**

The study's findings indicate that mental health partially and significantly mediates the negative influence of WFC on the academic achievement of female lecturers, as the P-value of 0.000 is less than 0.05 and the VAF value is greater than, and/or equal to, 20% but less than, and/or greater than 80%. Meanwhile, self-efficacy has a considerably favorable effect on female lecturers' performance due to their partial mental health. The findings of this investigation are comparable to Ahmed & Malik, (2019); and Faisal et al., (2022) psychological well-being positively and significantly mediates endogenous variables on employee performance. This means that previous research and this research apply psychological well-being as a mediator, even though the exogenous variables are different. However, the purpose of this research's mediator test is to look at the ability of the mediator variable to mediate the relationship between variables. This indicates that the WFC experienced by female lecturers in Bandung, both private and state universities, is indirectly negative for lecturers' performance. However, the negative relationship is only -0.147 (-14.70%) which is smaller than the direct relationship between WFC and PsyW, which is -0.409 (-40.90%). This comparison shows that female lecturers who experience work-family conflict tend to reduce their psychological health and individual performance, but this decline can be suppressed or it is possible to reduce the negative impact when the lecturer can manage his emotions as a whole.

Apart from that, there is a difference in the intermediary impact of psychological well-being in the correlation between self-efficacy and female lecturers' productivity; namely, the relationship is positive. This means that lecturers who have high confidence or self-confidence in completing their work better manage their psychological health, thus contributing to individual performance. However, the indirect relationship is 0.131 (13.10%) smaller than the direct relationship of 0.326 (32.60%). This means that the findings of this research indicate that female lecturers in the city of Bandung are more likely or focus on achieving individual performance, or pay less attention to how to manage emotions. This behavior can result in a decline in key performance as a lecturer.

### **CONCLUSION**

This study found that work-family conflict (WFC) has a significant negative impact on the psychological well-being and performance of female lecturers in Bandung City. Additionally, self-efficacy levels show a substantial positive influence on their psychological well-being and

performance. Psychological well-being plays an important mediating role, whereby the negative impact of WFC on performance decreases when lecturers can maintain their psychological well-being. These findings indicate that WFC is an important factor influencing the psychological well-being and performance of female lecturers, suggesting that educational institutions need to take steps to reduce such conflicts, including providing support for the psychological well-being of lecturers. Therefore, educational institutions should implement policies focused on reducing WFC, such as more flexible work arrangements and mental support for female lecturers. Additionally, training on time management and self-efficacy development should be considered so that lecturers can better cope with the demands of work and family. Educational institutions should also adopt transparent and equitable policies in compensation, ensuring that all lecturers feel valued regardless of their gender, enabling them to maintain their well-being and optimal task performance.

Future research could explore other factors influencing WFC and lecturer performance, such as work environment, institutional policies, and socio-cultural aspects. Longitudinal studies are particularly needed to understand changes in WFC, psychological well-being, and the performance of female lecturers over time, as well as to identify causal relationships between these variables and evaluate the effectiveness of implemented interventions. Moreover, longitudinal research allows researchers to track changes in work-family conflict (WFC) and lecturer performance over time, helping to identify patterns and trends that may not be visible in cross-sectional studies. This approach also aids in determining causal relationships between WFC and performance, as well as exploring the role of self-efficacy in influencing both variables.

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