

The Effect Of Work-Family Balance On Job Satisfaction Of Female Education Personnel At Yogyakarta State University: A Quantitative Study

Anik Pralestiningsih¹, Siti Rohmah Nurhayati²

Master of Psychology and Science Study Program, Faculty of Education, Universitas Negeri Yogyakarta, Indonesia¹

Master of Psychology and Science Study Program, Faculty of Education, Universitas Negeri Yogyakarta, Indonesia²

E-mail: anikp@ymail.com¹, sitinurhayat@gmail.com²

Correspondent Author: Anik Pralestiningsih, anikp@ymail.com

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Abstract

This study aims to examine: (1) the work-family balance among female educational staff at Yogyakarta State University, (2) job satisfaction among female educational staff at Yogyakarta State University, and (3) the influence of work-family balance as a predictor of job satisfaction among female educational staff at Yogyakarta State University. This research employed a quantitative approach. The population consisted of all married female educational staff across 17 divisions at Yogyakarta State University, totaling 222 individuals. The sample, comprising 140 respondents, was selected using a proportional random sampling method. Data were collected using a work-family balance scale and a job satisfaction scale. Construct validity and reliability were tested using Cronbach's Alpha. Data were analyzed using simple linear regression analysis. The results showed that: (1) the majority of respondents had a high level of work-family balance (84 individuals or 60.0%), (2) the majority had a high level of job satisfaction (81 individuals or 57.9%), and (3) simple linear regression analysis revealed a significant effect of work-family balance on job satisfaction ($\beta = 1.215$; $p < 0.001$), with a contribution of 34.7%, while the remaining 65.3% was influenced by other factors not included in the study variables. These findings highlight the importance of implementing work flexibility policies to enhance job satisfaction among female educational staff.

Keywords: work-family balance, job satisfaction, universitas negeri yogyakarta

Abstrak

Penelitian ini bertujuan untuk mengetahui: (1) work-family balance pada tenaga kependidikan perempuan Universitas Negeri Yogyakarta, (2) kepuasan kerja pada tenaga kependidikan perempuan Universitas Negeri Yogyakarta, dan (3) pengaruh work-family balance sebagai prediktor kepuasan kerja pada tenaga kependidikan perempuan Universitas Negeri Yogyakarta. Jenis penelitian ini adalah penelitian kuantitatif. Populasi dalam penelitian ini adalah seluruh tenaga kependidikan perempuan yang sudah menikah di Universitas Negeri Yogyakarta, yang terdiri atas 17 divisi dengan total 222 orang. Teknik pengambilan sampel menggunakan metode proportional random sampling, dengan jumlah sampel sebanyak 140 orang. Teknik pengumpulan data menggunakan skala work-family balance dan skala kepuasan kerja. Uji validitas dilakukan menggunakan teknik validitas konstruk dan reliabilitas diuji menggunakan rumus Cronbach Alpha. Teknik analisis data yang digunakan adalah analisis regresi linier sederhana. Hasil penelitian menunjukkan bahwa: (1) work-family balance mayoritas berada pada kategori tinggi sebanyak 84 orang (60,0%), (2) kepuasan kerja mayoritas berada pada kategori tinggi sebanyak 81 orang (57,9%), dan (3) analisis regresi linier sederhana menunjukkan adanya pengaruh signifikan keseimbangan kerja-keluarga terhadap kepuasan kerja ($\beta = 1,215$; $p < 0,001$), dengan kontribusi sebesar 34,7%, sementara sisanya sebesar 65,3% dipengaruhi oleh faktor lain di luar variabel penelitian. Temuan ini menyoroti pentingnya penerapan kebijakan fleksibilitas kerja dalam rangka meningkatkan kepuasan kerja pada tenaga kependidikan perempuan.

Kata kunci: work family balance, kepuasan kerja, universitas negeri yogyakarta

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INTRODUCTION

Work-family balance is a crucial issue in labor dynamics, particularly for women who juggle dual roles as workers and household managers. In the context of Indonesia, attention to work-family balance among female educational staff is still relatively minimal, both in terms of academic studies and policy implementation. The lack of research specifically addressing how female educational staff face work-family balance challenges in higher education settings highlights a gap in the literature that needs to be filled. Moreover, Universitas Negeri Yogyakarta (UNY), as a renowned educational institution, has not been extensively studied in relation to this issue, despite the fact that a significant proportion of its educational staff are married women with considerable domestic responsibilities. An imbalance in this area can negatively impact job satisfaction and overall institutional performance.

Job satisfaction among female educational staff reflects their emotional condition, whether positive or negative, toward their work. Female educational staff who are satisfied with their jobs tend to exhibit positive attitudes, while those who are dissatisfied tend to display negative attitudes toward their work (Wiliandari, 2015). Job satisfaction is a key factor that plays a crucial role in determining the success or failure of an organization for female educational staff. Therefore, creating optimal job satisfaction is essential to improving work morale, dedication, loyalty, and discipline among female educational staff.

In general, job satisfaction is individual, as each person has varying levels of satisfaction depending on their characteristics. The issue of job satisfaction is crucial to address, as a high level of satisfaction can create a more conducive work environment and motivate female educational staff to achieve better performance. This is consistent with research by Eslami & Gharakhani (2012), which revealed that female educational staff who are satisfied with their work tend to show stronger commitment to the organization. Additionally, research by Hendra & Handoyo (2013) explains that the higher the job satisfaction felt by female educational staff, the greater their motivation to work.

Maintaining and enhancing job satisfaction among female educational staff is a critical factor that can affect the sustainability of an organization. This is because female educational staff who are satisfied with their work tend to bring positive outcomes, such as increased productivity and work efficiency (Kanwar et al., 2009). Suryani (2022) explains that job satisfaction refers to the extent to which individuals feel positive or negative about various aspects of their job and how they respond to the working conditions. For female educational staff, job satisfaction plays a crucial role, as a high level of satisfaction fosters positive feelings about their work, while low satisfaction leads to dissatisfaction (Ayu et al., 2018). Furthermore, job satisfaction is not only related to comfort at work but also closely tied to an individual's happiness (Sunarta, 2019).

Job satisfaction is an individual aspect experienced by female educational staff, reflecting their level of acceptance or dissatisfaction in performing their duties. High levels of job satisfaction tend to contribute to improved performance, while dissatisfaction can have the opposite effect. Thus, female educational staff who are satisfied with their work will be more motivated in carrying out their tasks, which ultimately affects their work effectiveness. Overall, job satisfaction represents the attitude of female educational staff toward their profession, which ultimately influences the quality of their work outcomes (Indrasari, 2017: 39).



According to Sypniewska (2014), job satisfaction is defined as the comfort experienced by female educational staff at work, which arises from the support of their work environment. This satisfaction is formed due to comfort influenced by factors such as positive interpersonal relationships within the organization, such as harmonious interactions with colleagues, good relationships with supervisors, and effective communication with others in the workplace.

In Indonesia, a 2022 survey conducted by the Faculty of Science and Mathematics at Diponegoro University revealed that educational staff had varying levels of job satisfaction, depending on the aspect being assessed. For example, in terms of competency development services, 53 respondents stated that the facilities for further studies were rated as Excellent, while 19 rated them as Good, 4 rated them as Satisfactory, and 2 rated them as Poor. The average rating for this aspect was 3.58, which falls under the Excellent category. These findings highlight the importance of addressing job satisfaction among female educational staff, particularly in the context of work-life balance. Imbalance in this area can negatively impact job satisfaction and, in turn, affect their performance and productivity. Therefore, research on work-family balance as a predictor of job satisfaction among female educational staff is highly relevant to ensure their well-being and work effectiveness.

Organizations that prioritize their employees' job satisfaction, particularly female educational staff, tend to foster a more comfortable and supportive work environment. Female educational staff will feel more satisfied with their work, which ultimately has a positive impact on the organization. Conversely, when female educational staff experience job dissatisfaction, their motivation decreases, resulting in lower productivity and suboptimal performance. This situation can have a negative impact on the organization, particularly in the current era of increasing competition (Diyah & Widiastini, 2021; Suciadi & Wijaya, 2017).

One factor that is expected to influence job satisfaction among female educational staff is work-family balance. This finding is consistent with research by Tarigan & Ratnaningsih (2018), which showed a significant positive relationship between work-family balance and job satisfaction using simple regression analysis. The effective contribution of work-family balance to job satisfaction was found to be 37.2%. Greenhaus et al. (2012) also revealed that female educational staff can achieve a work-family balance if they feel satisfied and are able to perform their roles effectively in both work and family aspects. Therefore, factors that support satisfaction and effectiveness in both work and family will strengthen this balance, while factors that hinder it will contribute to a decline in work-family balance.

Work-family balance can be achieved when a woman, who plays the roles of wife and mother, manages her time effectively, allocates her attention proportionally, and optimally divides her energy so that both her work and family responsibilities are well fulfilled. This balance is achieved because women are able to regulate their roles and prioritize aspects of their lives. Hairina & Fadhila (2019) revealed that mothers have the ability to set priorities and adjust the various roles they play. Work-family balance consists of several main components: (1) balance in time allocation, meaning there is an equal proportion of time between work and family; (2) balance in involvement, which refers to the balanced level of psychological participation in both the work and domestic spheres; and (3) balance in satisfaction, which refers to the balanced level of satisfaction in performing both professional and domestic roles.



According to Singh & Khanna (2011), work-family balance is a broad concept related to an individual's ability to prioritize appropriately between "work" (including career and ambitions) and "life" (including happiness, leisure, family, and spiritual development). In many cases, individuals who enter the workforce often experience an imbalance in their lives. The higher the career level or the larger the business being managed, the more difficult it becomes for them to enjoy life. As a result, the time that should be allocated for family or personal activities is reduced, which can lead to emotional instability and deteriorating health.

This study will be conducted on female educational staff at Universitas Negeri Yogyakarta (UNY). UNY was chosen as the research location because the majority of its academic staff are married women. Furthermore, no similar research has yet been conducted on this topic. This study introduces novelty by specifically analyzing the work-family balance dynamics of female educational staff at UNY, who face a distinct set of challenges compared to their male counterparts. This difference may be due to the dual roles that women generally play, both in the workplace and in domestic life. In the context of this study at UNY, female educational staff are not only required to perform administrative and academic tasks with high professionalism but also face challenges in maintaining a balance between work and family responsibilities. Therefore, this study contributes new insights by highlighting how female educational staff at UNY maintain this balance and its impact on individual job satisfaction.

Based on preliminary interviews with four educational staff members, it was found that married women working as educational staff at UNY play dual roles as both professional workers and housewives. Ideally, every worker, especially women with dual roles, should achieve high job satisfaction. However, in reality, women often experience conflicts between work and family responsibilities, known as the double burden, which can lead to obstacles in their work and a decrease in job satisfaction (Fellegi et al., 2023). If female educational staff are satisfied with their work, they will be more motivated to show greater loyalty and commitment to the institution where they work. This will ultimately enhance their contribution to the organization. Moreover, job satisfaction that aligns with individual expectations also plays a crucial role in supporting the optimal achievement of organizational goals (Egenius et al., 2020).

According to RN, female educational staff who are married and have children bear heavier roles and responsibilities than single women. RN explained that sometimes she has to arrive late to the office because she must first drop off her children. In another instance, the RN had to return home late due to last-minute meetings as instructed by her superiors. Similarly, ST, a married woman with one child, also mentioned that although she never arrives late at the office, the random meeting schedules leave her with little time to spend with her family. AP explained that she considers the working hours at UNY to be flexible, depending on the situation and conditions. AP also mentioned that last-minute meetings often cause female educational staff to go home after 6 PM. RA shared in her interview that she often has to cancel family events because of sudden meetings on weekends. This situation led her child to express anger, feeling neglected, and even saying, "Mom is crazy about work."

The statements of RN, ST, AP, and RA illustrate not only the lack of work-family balance but also highlight the importance of achieving it. When the dual roles are unbalanced, it can lead to conflicts between family and work (Hairina & Fadhila, 2019). Women who play dual roles in work and family face more severe life consequences,



making it even more challenging to balance these roles. This often leads to conflicts or issues related to their dual roles.

Uncertainty in the work culture, which is often poorly scheduled, contributes to decreased job satisfaction among RNs, STs, APs, and RAs. This is further supported by interviews with the four informants, who revealed that a lack of effective coordination, suboptimal time allocation, and incorrect distribution of tasks and responsibilities result in poor job performance standards. Another challenge they face is the lack of agility among female educational staff in completing their tasks, such as determining the sequence of work processes systematically. Additionally, the high frequency of family-related leave during working hours can impact task completion, often requiring employees to work overtime unexpectedly.

The low work-family balance and suboptimal job satisfaction among some educational staff at UNY can be explained by the dual roles played by married women. As individuals balancing professional and family responsibilities, they face challenges in managing both aspects simultaneously. Furthermore, married women who work also have expectations for job satisfaction.

Based on the descriptions above, the research problems addressed in this study are:

1. What is the work-family balance like among female education staff at Universitas Negeri Yogyakarta?
2. How is job satisfaction among female education staff at Universitas Negeri Yogyakarta?
3. Is there an influence of work-family balance as a predictor of job satisfaction among female education staff at Universitas Negeri Yogyakarta?

In line with the problems raised, the objectives of this study are to understand:

1. The Work-Family Balance among Female Education Staff at Universitas Negeri Yogyakarta.
2. The job satisfaction of female education staff at Universitas Negeri Yogyakarta.
3. The influence of work-family balance as a predictor of job satisfaction among female education staff at Universitas Negeri Yogyakarta.

RESEARCH METHODS

This study is a quantitative research aimed at testing a theory through clearly formulated hypotheses. The research focuses on examining the influence of work-family balance as a predictor factor for job satisfaction among female educational staff at Universitas Negeri Yogyakarta (UNY). The study was conducted at UNY in July 2024, targeting married female educational staff. UNY was selected because the majority of its educational staff are married women, and no similar study has been previously conducted.

This study involves an independent variable, namely work-family balance (X), and a dependent variable, job satisfaction (Y). Work-Family Balance (X) refers to an individual's balance between work and family roles, as measured by a questionnaire that encompasses time balance, involvement, and satisfaction. Work-Family Balance is measured using 6 items, and the results of confirmatory factor analysis (CFA) showed that all indicators on the Work-Family Balance (WFB) scale had factor loadings ranging from 0.57 to 0.91. Therefore, it can be concluded that the items meet the convergent validity criteria in measuring the WFB construct. This is further supported by an Average Variance Extracted (AVE) value of 0.530, which exceeds 0.5, indicating good convergent



validity of the construct. Job Satisfaction (Y) refers to the positive attitude of educational staff towards their job, measured using a questionnaire that includes aspects such as work, salary, promotion, supervision, and relationships with coworkers. Job satisfaction is measured using 12 items, and the reliability of these indicators was found to be 0.895, indicating that the instrument is reliable for further research.

Population: All married female educational staff at UNY, totaling 222 individuals from 17 faculties at UNY. Sample: Based on the Krejcie-Morgan table, the sample size is 140 people, selected using proportional random sampling. During the sampling process, the researcher created a lottery system based on the attendance numbers of married female educational staff in each division. The researcher then drew lots to determine the ideal sample size per division based on previous sample calculations. Attendance numbers were recorded along with the names of the female educational staff, and their willingness to participate as research samples was then confirmed.

In this study, data were collected using a scale method. The scales used include the Work-Family Balance Scale and the Job Satisfaction Scale, with five response options provided: SS (strongly agree), S (agree), U (undecided), D (disagree), and SD (strongly disagree). For positively worded items, the scoring system was as follows: 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree, and 1 for strongly disagree. For negatively worded items, the reverse scoring system was used: 1 for strongly agree, 2 for agree, 3 for undecided, 4 for disagree, and 5 for strongly disagree.

The data analysis techniques used in this study include descriptive analysis, classical assumption tests, and simple regression analysis. Descriptive analysis was employed to present the data in the form of tables and graphs, providing an overview of the collected data. Classical assumption tests were conducted to ensure that the assumptions for regression analysis were met, including normality testing using the Kolmogorov-Smirnov test and linearity testing. The normality test was conducted to determine whether the data followed a normal distribution, using the Kolmogorov-Smirnov test in SPSS version 26.0. If the p -value > 0.05 , the data were considered normally distributed; if $p \leq 0.05$, the data were considered not normally distributed. The linearity test aimed to evaluate the relationship between the independent and dependent variables using analysis of variance in SPSS version 16.0. If the p -value > 0.05 , the relationship was considered linear; if $p \leq 0.05$, the relationship was considered non-linear. Simple regression analysis was employed to investigate the impact of the independent variable on the dependent variable. The test was conducted by examining the coefficient of determination (R^2) and the significance of the regression coefficient through the t -test. The results of the analysis indicated that the research model met the validity and reliability criteria and could be used to test the proposed hypotheses.

FINDING AND DISCUSSION

Work-Family Balance in Female Educational Staff at Yogyakarta State University

There are six statement items in the work-family balance data, which were completed by 140 respondents. The respondents were asked to choose from 5 alternative responses, with the highest score being 5 and the lowest score being 1. The results obtained show the highest score of 28.00, the lowest score of 12.00, with an average (M) of 21.17 and a standard deviation (SD) of 3.52.



Tabel 1.
 Work-Family Balance Categorization

Kategori	Interval Skor	FFrekuensi	Persentase (%)
Very High	$X \geq 24,00$	34	24,3
High	$18,00 \leq X < 24,00$	84	60,0
Moderate	$12,00 \leq X < 18,00$	22	15,7
Low	$X < 12,00$	0	0,0
Jumlah		140	100.00

Source: Primary Data 2024

The findings obtained in this study indicate that the majority of respondents have a good work-family balance, with 24.3% falling into the very high category and 60.0% in the high category. This suggests that most individuals can maintain a good balance between work and family life. However, 15.7% of respondents fall into the moderate category, indicating that their balance still requires improvement.

When compared with the theory of Greenhaus et al. (2003), which states that work-family balance serves as a mediator between job stress and quality of life, these findings align with that theory. Greenhaus suggests that individuals who manage to maintain a balance between work and personal life tend to experience lower job stress and have a higher quality of life. In this case, most respondents in the very high and high categories can be said to have successfully managed their dual roles, consistent with Greenhaus's view that a good balance reduces conflicts between work and personal life, as well as stress.

However, the results of this study also show that 15.7% of respondents fall into the moderate category, suggesting that other factors may influence an individual's ability to achieve an ideal balance. This aligns with the statement in the study by Musarofah & Suhermin (2021), which mentions that dominant factors other than work-family balance, such as compensation, can affect an individual's well-being in the context of work and family. For example, respondents in the moderate category may be facing challenges related to inadequate compensation, heavy workloads, or lack of family support, which can hinder them from achieving an optimal balance.

Salsabila's study (2023) also provides a relevant perspective in this regard. Salsabila found that social support and work-time flexibility play a significant role in improving work-family balance, which in turn can reduce job stress and enhance overall well-being. Based on this finding, external factors such as compensation, social support, and work flexibility are essential aspects in creating a better balance between work and family life. Therefore, although the findings of this study indicate a good balance for most respondents, there is still room for improvement, particularly in addressing the challenges faced by those in the moderate category.

Overall, these findings support Greenhaus's (2003) theory regarding the role of work-family balance in reducing job stress, while also highlighting the need to consider other factors, such as compensation and social support, which can affect the quality of that balance.

Job Satisfaction in Female Education Personnel of Yogyakarta State University

The job satisfaction data comprise 12 statements, with a total of 140 respondents. There are 5 alternative responses, with the highest score being 5 and the lowest score



being 1. The collected job satisfaction scores range from a high value of 57.00 to a low value of 25.00, with a mean (M) of 40.00 and a standard deviation (SD) of 7.26.

Table 2.

Job Satisfaction Categorization			
Kategori	Interval Skor	Frekuensi	Persentase (%)
Very High	$X \geq 48,00$	23	16,4
High	$36,00 \leq X < 48,00$	81	57,9
Moderate	$24,00 \leq X < 36,00$	36	25,7
Low	$X < 24,00$	0	0,0
Total		140	100,00

Source: Primary Data 2024

The findings of this study indicate that the majority of respondents are satisfied with their work, with 57.9% falling into the high job satisfaction category and 16.4% into the very high category. This suggests that most female educational staff at Universitas Negeri Yogyakarta (UNY) have a positive perception of their work, encompassing aspects such as the work environment, relationships with colleagues, and their perceptions of assigned tasks.

According to the job satisfaction theory proposed by Noorrena & Baehaqi (2021), job satisfaction reflects workers' feelings about the work they do, as well as their interactions with the work environment and colleagues. In the context of these findings, respondents in the very high and high categories indicate that they experience a positive and supportive work environment. Good engagement in their work and harmonious relationships with colleagues can enhance their overall satisfaction, which aligns with the theory. Job satisfaction depends not only on individual factors, such as commitment to work, but also on conducive environmental factors, including social support and mutually beneficial relationships with colleagues.

In this regard, the theory by Noorrena & Baehaqi (2021) also emphasizes that job dissatisfaction often arises due to tension or conflict among colleagues or the inability to achieve a good balance between work and personal life. This finding is relevant, as although most respondents are satisfied, 25.7% fall into the moderate category, indicating that there is a group of individuals who, although not extremely dissatisfied, feel that certain aspects of their job still do not meet their expectations. This could be due to an imbalance between work demands and personal needs, or dissatisfaction with other factors, such as an excessive workload or a lack of support from supervisors.

Furthermore, this theory can help explain the factors underlying job satisfaction among female educational staff. For example, a supportive work environment without conflicts, as exemplified in the theory by Noorrena & Baehaqi, provides a solid foundation for increasing job satisfaction. For female educational staff at UNY, a harmonious work atmosphere, along with mutual understanding and support, is a key element in achieving high job satisfaction.

Overall, the findings of this study support the theory proposed by Noorrena & Baehaqi (2021), which states that job satisfaction is influenced by both internal and external factors, especially a supportive work environment and positive interpersonal relationships. This suggests that although the majority of female educational staff at UNY are satisfied with their work, there is still room for improvement in certain aspects that could further enhance their satisfaction.



The Effect of Work-Family Balance on Job Satisfaction Among Female Educational Staff at Universitas Negeri Yogyakarta

Based on the analysis conducted, it was found that work-family balance has a significant influence on job satisfaction among female educational staff at Universitas Negeri Yogyakarta. This is evidenced by the t-value being greater than the t-table value ($8.562 > 1.977$), the significance value being less than 0.05 ($0.000 < 0.05$), and the positive regression coefficient of 1.215. This indicates that work-family balance contributes 34.7% to job satisfaction, while the remaining 65.3% is influenced by other factors not examined in this study.

The findings of this research indicate that work-family balance has a significant effect on job satisfaction among female educational staff at Universitas Negeri Yogyakarta. This reflects that the balance between work demands and family responsibilities is a crucial factor in creating a conducive work environment for academic staff.

At UNY, female educational staff face various challenges, including high administrative workloads, professional demands in academic services, and the dual roles in their families that require them to balance work and personal life. An imbalance in this aspect can lead to decreased job satisfaction, affect productivity, and increase the risk of work-related stress.

With a contribution of 34.7% from work-family balance to job satisfaction, the results emphasize the importance of institutional policies that support work-family balance, such as flexible working hours, social support in the workplace, and welfare programs for educational staff. Meanwhile, the other factors contributing 65.3% show that aspects such as compensation, work environment, and career advancement also need to be considered to improve overall job satisfaction.

The findings align with existing theories, which state that the balance between work and family life can affect an individual's job satisfaction. Based on the statistical test results, which show that the t-value is greater than the t-table value ($8.562 > 1.977$), the significance value is less than 0.05 ($0.000 < 0.05$), and the positive regression coefficient of 1.215, it can be concluded that work-family balance plays a significant role in improving job satisfaction among female educational staff at Universitas Negeri Yogyakarta.

According to relevant theories, individuals who achieve a good balance between work and personal life tend to feel more satisfied with their jobs because they are not burdened by personal issues that interfere with their performance, or vice versa. This has a positive impact on the quality of work and relationships with colleagues. In the context of this research, the positive regression coefficient of 1.215 indicates that the better the balance between work and family, the higher the job satisfaction level of female educational staff at Universitas Negeri Yogyakarta.

Additionally, the results of this study also show that work-family balance influences 34.7% of job satisfaction, while the remaining 65.3% is influenced by factors not studied in this research. This suggests that, although work-family balance makes a significant contribution, various other factors also affect job satisfaction, such as the work environment, relationships among colleagues, and company policies, which may also influence how female educational staff feel about their work.

Overall, the findings of this study emphasize the importance of striking a balance between work and personal life in enhancing job satisfaction. Therefore, educational



institutions, particularly Universitas Negeri Yogyakarta, should consider policies that support work-family balance, such as flexible working hours, support for family roles, and a supportive work environment, to improve job satisfaction and the well-being of female educational staff.

Married women who work often face difficulties in managing their dual roles due to the demands from both roles (Pujiastuti & Retnowati, 2004). According to Greenhaus et al. (2003), women generally experience a heavier caregiving burden compared to men. Even if they work outside the home, women continue to be responsible for most household chores and child-rearing (Sayer & Bianchi, 2000). The division of time between work and family presents a significant challenge for working women, increasing their susceptibility to role conflict (Mache et al., 2016). Although work and family life may appear separate, they influence each other (Katz & Kahn, 1978).

Job satisfaction for female educational staff can be achieved if the institution provides attractive schemes, such as a match between basic salary and job responsibilities. In case of emergencies, such as overtime, female educational staff should receive appropriate incentives. Additionally, in the event of a work accident, they should have access to insurance, and in case of illness, they should have access to healthcare facilities for recovery. In special circumstances, such as holiday allowances, female educational staff should be able to enjoy them without any concerns. Lastly, if the institution performs well, female educational staff should also be entitled to receive incentives or bonuses (Musarofah & Suhermin, 2021).

The findings of this study are consistent with those of Salsabila (2023) in her research titled "The Relationship Between Work-Family Balance and Job Satisfaction Among Teachers at Foundation X." Her study shows a positive relationship between work-family balance and job satisfaction among teachers at Foundation X. The better the teachers are at balancing work and family, the higher their job satisfaction. Conversely, when work-family balance is disrupted, job satisfaction tends to decrease.

CONCLUSION

Based on the results of the research and discussion, the following conclusions can be drawn:

1. The majority of female academic staff at UNY fall into the high category of work-family balance.
2. The majority of female academic staff at UNY fall into the high category of job satisfaction.
3. There is an influence of work-family balance as a predictor of job satisfaction among female academic staff at Universitas Negeri Yogyakarta. Job satisfaction is influenced by work-family balance by 34.7%, while the remaining 65.3% is influenced by other factors not examined in this study.

Based on the findings of this research, it is suggested that UNY should consider implementing flexible policies, such as hybrid working arrangements or daycare support, to help female academic staff balance job demands and family responsibilities. Additionally, UNY can enhance workplace social support by providing forums or support groups and introducing more comprehensive welfare policies, including incentives, rewards, and improved health facilities. These steps will create a more supportive work environment, reduce stress, and ultimately increase job satisfaction among female academic staff at Universitas Negeri Yogyakarta.



The findings of this research should encourage institutions to pay more attention to work-family balance, particularly for female academic staff who are married or have been married. Organizations can implement several programs, such as providing flexibility in work schedules and assignments, as well as offering other welfare programs that reflect the institution's concern for the families of female academic staff. For future research, it is recommended that this study be expanded by exploring other variables that may influence job satisfaction, such as salary, promotion opportunities, supervision, benefits, appreciation for work outcomes, standard operating procedures, relationships with colleagues, job characteristics, and communication aspects. By doing so, the research results can become more comprehensive and in-depth.

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