

How Does the Impact of Work-Family Enrichment on Work-Family Conflict and Psychological Well-Being Among Academics' Female In Indonesia?

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Abstract:

Academics' female who married for instance, have to balance the demands of work and family. The reverse theory explains the role of work-family interactions reflect the diversity of coherence between the demands of work and family domains. Past studies have shown the reverse process of work-family enrichment affected family-work conflict and psychological well-being. A total of 492 academics involved as a volunteer in this research. Respondents were selected using purposive sampling technique. The questionnaire in this study consists of a multidimensional perception of work-family enrichment. Then, it is used to assess the work-family enrichment. The hypothesis was tested by using multiple regression analysis. The analysis showed that family conflict to work mediating between the enrichment work to family ($\beta = -.094$) and family to work ($\beta = -.096$) on psychological well-being. These findings prove that family conflict to work should be given serious attention by the academic staff of the organization, so that female get psychological well-being in the workplace. Human resource management departments need to formulate policies or guidelines to provide the Workers' Counseling Program (EAP), then they can balance the quality of life between work and family.

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INTRODUCTION

Increasing female enrolled and graduated in large numbers associated with an increased participation of female in various sectors. However, the number of female workers are still small and there are not any who hold management positions in some sectors of employment. For the most professional part jobs are still dominated by men such as

engineering and environmental construction (Nilan dan Utari, 2008). This situation indicates that it seems female workers in Indonesia prefer to work without reducing time with family. This has created a gender gap in most of female's involvement in outdoor activities including being a university academic staff (Bakker & Schaufeli, 2008). The Ministry of Research and Technology on Higher Education of

Indonesian Republic (KemenRistekDIKTI) has provided opportunities for academics across Indonesia to access various funding sources such as research funding and community service about US\$ 21813.64 annually. In fact, financing the publication of articles in high impact journals at about US\$ 682.78 to US\$ 2048.34 (Kementerian Riset dan Teknologi Perguruan Tinggi, 2017).

The Indonesian government hopes to produce high quality academics as a major contribution factor in learning, as it is believed to have an impact on high quality student output (Safaria, 2013). Academics in Indonesia are faced with additional tasks that interfere with the teaching and research process, including the need to upgrade their programs of study or manage administration centers better. This situation shows the overlap between the work based on the three pillars of higher education (Tridharma Perguruan tinggi) namely teaching, research, and community service, as well as the administrative management of the entire faculty for promotion posts. The ambiguity of this condition is found to cause significant intrinsic and extrinsic stress at work, which often creates role conflict (Achour & Boerhannueoddin, 2011). Research funding spent by Indonesian Government has not been able to develop the academic intent of producing quality publications. In fact, the results of the final assessment until April 2016 showed that the number of articles published in Scopus by academics in Indonesia was only 2,062 articles compared to ASEAN countries such as Malaysia with 6,630 articles published, while Thailand had 3,864 articles (Lukman, Yaniasih, Maryati, Silalahi & Sihombing, 2016).

Research Purpose

The issue of psychological well-being and work-family imbalance has not been addressed by higher education in Indonesia, but this has led to decline the quality of academic demands for academics. Therefore, researchers are trying to study the dynamics of a variety work-family role that can be used to improve their psychological well-being. In addition, the work-family conflict can not ignore the role of work-family among female academics. The interaction of these two roles is known to produce a mechanism that determines high or low levels of psychological well-being. Therefore in this study, the researchers are interested to see whether the work-family role affected the psychological well-being, directly or through work-family conflict as a mediator.

LITERATURE REVIEW AND HYPOTHESES

Theories of Role

Various empirical studies that have been used in developing the concept of work-family roles are in the approach of ecological systems which explain the concept of boundaries between work and family roles. Empirical studies have been believed to be used to develop the concept of work-family role models using approach ecological systems to explain such models. The researchers suggest the study of the interaction between individual and diversity of roles which is divided into two systems interactions that affected each other, it is bordered to create a diversity of interaction (Hills, 2005).

The theory of boundary work to family is a new theory that is designed to respond, to criticism and to reduce the gap theory that explains the work and family (Nippert-Eng, 1991). The dynamic work-family boundaries

have established an indication of an individual's social life between work and family roles while demanding to maintain and shift the whole role in order to achieve work-family balance (Ashforth et al, 2000). The resources of the family described the role of work directly related to the performance and well-being is a concept used by some experts to describe the sources of the elements contained in the enrichment of family to work (Masuda *et al.* 2012).

Work-Family Enrichment

The enrichment of work to family was reviewed by an expert, Sieber (1974), which was followed by Marks (1977); Friedman and Greenhaus (2000); and up by Greenhaus and Powell (2006) were built more in definition of the study dimensions as one of the decisive role of working conditions in terms of the family which is seen as "allies" and not "enemy". Greenhaus & Powell (2006) developed elements of the enrichment factor influencing role into five categories of resources.

The five elements of work-family enrichment factors are (1) Skills and perspectives, for example; interpersonal communication, dealing with and managing conflicts, respecting individual differences; (2) Leveraging ownership of psychological and physical resources, such as self-efficacy, persistence, and confidence in an ability; (3) Have social capital, such as social interaction and have sufficient information; (4) Flexibility in having capability to arrange working time; and (5) There are other material resources such as money and facilities (Greenhaus & Parasuraman, 1999). Similarly, the source of positive spillovers, work-family enrichment also explains skills as source of enrichment diversity of roles.

Work-Family Conflict

The effect of role in work-family demands interfere with each other's work and family, as stress and conflict between work domain and family (Ahmad, 1997). The involvement role at time by some experts could interfere with other roles, this concept explains the contradiction of the two roles are mutually responsible. The researchers now argue work interferes with family (family interfering work), and family interferes with work (work interfering family) can inhibit the activity of both roles (Noor, 2004; Zhang and Liu, 2011).

The two work-family roles that interfere with each other, realizing negative aspects of the interaction of the family to work and focus limited resources to one role only. Incompatibility individuals in fulfilling the needs of working time (such as number of times, flexible work schedules, and work shifts) can arise tension or pressure of ambiguity activities, leading to difficult behaviors to meet family needs (Greenhaus & Beutell, 1985). This study shows that role of stress occurs when work and family are important but is constrained by strong negative restrictions, while individuals do not comply with role demands.

Psychological Well-Being

The history of the formation of psychological well-being study begins with a study of mental health, which considers positive psychological functioning and its comparison with measurement of mental health problems. Happiness or well-being is viewed as one of the indicators of positive mental health, satisfaction, and absence of mental illness (Tengland, 2001).

Thus, positive psychological functioning can lead to the presence of mental problems and

dissatisfaction which is also positive function to the welfare and happiness of an individual (Ryff & Singer, 1996). Well-being is a part of positive emotions that comes from mental processes and reflects life satisfaction. The concept of positive and negative emotions is associated with the ability to perceive failure in terms of frequency and quality; thus, well-being is viewed as more powerful measure of happiness.

Psychological well-being is considered important, as it does not depend on the particular situation and reflects the stability of the situation experienced by the individual (Wright & Cropanzano, 2004). Lyubomirsky *et al.* (2005), then Robertson and Cooper (2011) reported that psychological well-being is considered effective in doing problems solving from innovative ways, through more positive view of themselves and others.

The multidimensional structure was tested and analyzed by the analytical procedure of fit testing from empirical studies, showing high correlation between the dimensions of psychological well-being of Ryff and Keyes (1995), which was subsequently improved by Ryff (2013). These dimensions offer more focused indicator of feeling good, happy, positive or satisfied with life, their approach based on the differences of scientific research on well-being.

Work-Family Enrichment, Work-Family Conflict, and Psychological Well-Being

Work and family enrichment is defined as experience in role that improves the quality of life such as performance or affects other roles (Carlson *et al.* 2006). Thus, according to Carlson *et al.* (2006) enrichment work or family is bi-directional, which means that work experience can enhance the role of the

family, whereas experience and knowledge in the family improve work performance (family-work).

Research theory enrichment and conflict between work and family are recognized as two different components (Siu *et al.* 2010). The sources of enrichment work as interpersonal communication with supervisors predicted to reduce conflict in the workplace (Wayne *et al.* 2004) that reduce feelings of distress when they are at home. Perceptions of health are directly related to the well-being of the individual (Stoddard & Maddsen 2007). Other studies show enrichment in both directions (work to family) is directly related to job satisfaction and family (Carlson *et al.* 2006).

The quality of psychological well-being in work-family enrichment is reported as an assimilation process involving resources to improve work performance and individual quality of life (Hughes & Kroehler, 2009). According to some experts such as Greenhaus & Powell (2006); Schein & Chen (2011); Wayne *et al.* (2004) study the concept of family enrichment is working to fill the lack of positive spillover step by adding some elements of self-report on job enrichment to the family, such as the influence of gender on the physical and psychological well-being.

Positive interactions between family life and the number of tasks also relationship with colleagues are indicators of well-being measures that affect job satisfaction. The result of strengthening and acquiring additional resources and skills derived from the support of spouses, family members, and children (Fredrickson 2001). Family support can allow individuals to reduce the threat of conflict (Suhron, 2018). The assimilation strategies in work-family enrichment focus on resources and demand, therefore,

individuals need to strike a balance between work and family roles in order to minimize possible conflicts (Garries et al. 2009). In fact, Casey and Grzywacz (2008) study of workers' health and well-being, further discuss the effects of work-family balance on health and wellbeing as interrelated.

The Conceptual Framework

The conceptual framework of the study explains the relationship between the independent, mediator, and dependent variables based on theory and previous studies. The study consisted of independent variables, namely work-family enrichment, and family-work enrichment, mediator variables consist of work-family conflict and family-work conflict, while the dependent variable is the psychological well-being.

The aim of this study was to describe the effect of enrichment work-families that have direct impact on psychological well-being. At the same time, work-family enrichment is believed to have an indirect effect on psychological well-being through family conflict. The conceptual framework of this study can be referenced in Figure 1, illustrating the moderating role of work-family and family-work conflicts between work-family and family-work enrichment with psychological well-being. Family-work enrichment is predicted to have direct effect on psychological well-being. In addition, work-family enrichment is believed to have an indirect effect on psychological well-being through family-work conflict. While family-work enrichment is believed to have

an indirect effect on psychological well-being through family-work conflict.

Hypothesis

Based on the above explanations, this study proposes the following hypotheses:

- H1a. There is an influence of work-family enrichment on psychological well-being among female academics
- H1b. The influence of family-work enrichment on psychological well-being among female academics
- H2a. There is an influence of work-family enrichment on work-family conflict among female academics
- H2b. There is an influence of family-work enrichment on work-family conflict among female academics
- H3a. There is an influence of work-family enrichment on family-work conflict among female academics
- H3b. There is an influence of family-work enrichment on family-work conflict among female academics
- H4a. There are work-family enrichment effect on psychological well-being through work-family conflict as a mediator among female academics
- H4b. The influence of family-work enrichment on psychological well-being through work-family conflict as mediators among female academics
- H5a. There are work-family enrichment effect on psychological well-being through family-work conflict as a mediator among female academics
- H5b. The influence of family-work enrichment on psychological well-being through family-work conflict as mediators among female academics

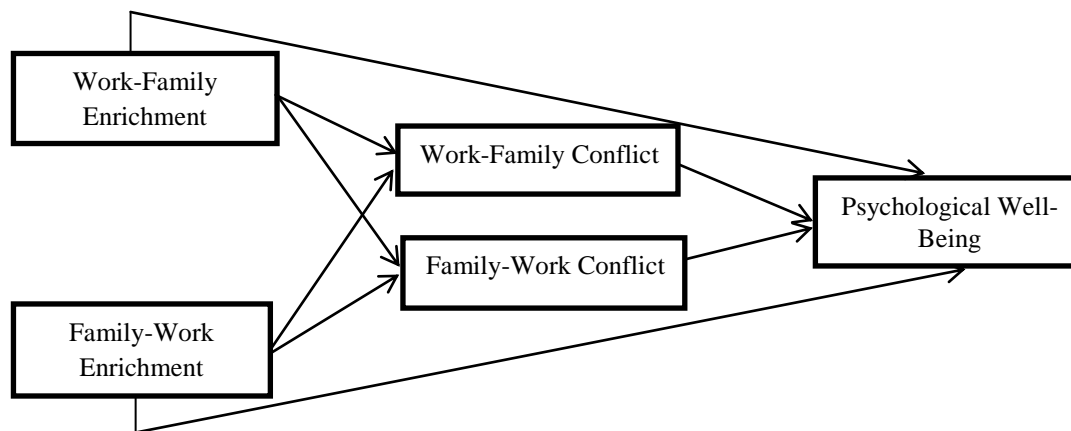


Figure 1: Work-family conflict and family-work conflict as a mediator of the relationship between work-family enrichment and enrichment family-work with psychological well-being

RESEARCH DESIGN

Research Approach

The design of quantitative research study was conducted by analyzing data to answer the research questions and hypotheses.

Research Methods

Research Participants

A total of 429 university female academics, colleges, and institutes in Pekanbaru City, Riau. The number of questionnaires was determined according to the method of Krejchic and Morgan (1970). With 27% were 24 to 32 years old, majority of respondents were Muslim 98.8%, Master's degree was 67.1% and Doctorate level was 28%, working hours more than 8 hours a day were more than 63%, with regard to the number of children responded by 48.6% indicates having 2 to 3 children. Academics female serve as regular lecturers 77.2%, while the lecturers have additional duties about 22.8%.

Measuring Instruments

Psychological Well-Being: Instrument psychological well-being was conducted in three versions. The first one consisted of 120 items questionnaire which were consisting of 20 items each dimension. The second version contained 84 items, which were consisting of 14 items per dimension to reduce participants' burden of responding (Ryff, 2013; Saricaoglu & Arslan, 2013). Finally, simplified version was containing 42 items, consisting of 7 items per dimension, was used in further studies in psychological well-being (Ryff, 2013).

The questionnaire was constructed and modified by Ryff (2013) consisted of 42 items and divided into 6 sub-dimensions. Response used 6 scales (6 = strongly agree, up to 1 = strongly disagree). The scale was adapted into Indonesian and it is known that the Cronbach Alpha reliability test performed on the whole data was 0.91. An example of an item in the autonomous dimension is "I believe in my opinion, though it is contrary to others in general" (Saya yakin dengan pendapat saya,

meskipun itu bertentangan dengan yang lain pada umumnya).

Work-Family Enrichment: After a number of item analyzes, Carlson *et al.* (2006), the survey was finally summarized into 18 working-family role enrichment items containing three-dimensional constructs namely; The first contains six items that represent source of skills, knowledge, and the same views on work-family, this construct showed the involvement of individuals over the work-family.

The second dimension contains six items that show the individual's advantage in putting the same feelings and attitudes into the work-family direction. This dimension is related to the involvement of resources in decision making in positive emotional state, thus contributing to the role of work-family. There are 18 items for each WFE and FWE containing three sub-dimensions.

Alpha Cronbach's was WFE = 0.910 and FWE = 0.901. An example of a WFE item in a sub-dimension affect-based is "My involvement in work makes me feel happy and this helps me be a better family member" (Keterlibatan saya dalam pekerjaan membuat saya merasa bahagia dan ini membantu saya menjadi anggota keluarga yang lebih baik). Meanwhile, an example of FWE item in affect-based sub-dimension is "my involvement in the family makes my mood better and it helps me become a better employee (penglibatan saya dalam keluarga menjadikan mood saya lebih baik dan ini membantu saya menjadi pekerja yang lebih baik).

Wok-Family Conflict: Work-family conflict instruments were reconstructed by van-Steenbergen (2007) following three dimensions that were developed from Carlson *et al.* (2006) to test strain work-

family, time work-family, and behavioral work-family. Van-Steenbergen (2007) adds one dimension, namely, the conflict of work-family psychological conditions. The four dimensions of the measurement were measured using a 5-point scale (1 = strongly disagree, up to 5 = strongly agree). The total items in this scale consisted of 24 items with higher scores indicating higher conflict, whereas lower scored items showed lower conflict.

An example of items for WFC is "I miss family activities when I had to solve urgent work". An example of an FWC item is "Anxiety that I findat home makes difficult to finish the work". The Cronbach's alpha for the WFC domain was 0.914 and the FWC domain was 0.906.

Research Procedure And Ethical Considerations

The university administration has approved 500 questionnaires distributed to 500 female academics at various universities in Pekanbaru, Riau, Indonesia.

In particular, respondents involved in this study were female lecturers who have been certified and registered in Forlap Data from the Directorate of Higher Education of the Republic of Indonesia. The human resource division in each unit of the study program at several universities participates in this process. A total of 492 questionnaires were available for further analysis.

Table 1 shows that the pattern of female's diversity profile of work-family and family-work in Pekanbaru, Riau quite interesting for further analysis. Researchers collected data by giving questionnaires directly within 4 weeks. Respondent returned completed questionnaire

Table 1. The Distribution Of The Frequency Response Of Participants

Demographic	Frequency	Percentage
Workplace		
University	377	76.6
College	115	23.4
The Number of Working Hours Per Day		
3 to 7 hours	172	35
8 to 12 hours	310	63
13 to 16 hours	6	1.2
17 to 21 hours	4	8
Number of children		
0 to 1 person	191	38.8
2 to 3 people	239	48.6
4 to 6 people	62	12.6
Tenure		
1 - 10 years	273	55.5
11-20 years	138	28
21-30 years	73	14.8
31-40 years	8	1.6
Job title		
Regular lecturer	380	77.2
Lecturer with additional work	112	22.8

Statistical Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 22.00. Statistical procedures were used to answer the hypotheses developed in this study. The descriptive analysis in this research used to obtain the results of research objectives which is to identify the profile of the work-family role, work-family conflict, and psychological well-being among academics Female Pekanbaru, Riau.

In this research, inferential statistical tests were used to analyze the types of parametric statistical data range or ratio. Parametric statistical inference tests conducted in this study is the method of correlation analysis, simple regression and hierarchical. Regression analysis is statistical analysis technique that is used to identify the effect of the influence of the independent variables with the dependent variable.

Result

Descriptive and correlations statistics

The descriptive results of work-family and family-work enrichment, work-family and family-work conflict, and psychological well-being analyzed the extent to which university academic female responded. First, the authors need to explain the descriptive results by presenting the reliability, validity and frequency profile of the respondents for three variables.

Reliability tests were performed on all the respondents' data obtained and high-reliability test results of all scales. Table 2 shows an acceptable reliability of more than 0.70 (Hair et al. 2006). The validity of the measurement tools used in this research. The whole measurement refers to the Standards for Educational and Psychological Testing (American Education Research Association, 2014), which assesses the validity of the

idea of the whole work-family enrichment test tool, work-family conflict, and psychological well-being. The overall inter-item correlation ranged from 0.302 to 0.751.

Table 2. Reliability Test

Variable	Number of Respondents	Number of Items	Reliability
WFE	492	17	0.910
FWE	492	17	0.901
WFC	492	12	0.914
FWC	492	12	0.906
PWB	492	25	0.910

Descriptive findings on work-family enrichment female academics in Pekanbaru, Riau. The response levels consist of low, medium-low, medium-high, and high levels. According to the findings that moderately high levels of work-family enrichment have responded to a total of 55.08 percent of female academics, a total of 28.26 percent followed by the high level of work-family enrichment. Meanwhile, female academics who responded to the low and moderate levels of work-family enrichment were 15.85 percent and 0.81 percent. The mean coefficient of significance obtained was $M = 62.64$ ($SD = 8.074$). The findings presented in table 3 below.

Table 3. Results descriptive work-family enrichment based on domain

Category	Domains	
	WFE	FWE
Low	4 (0.81%)	34 (6.91%)
Moderate-Low	78 (15.85%)	136 (27.64%)
Moderate-high	271 (55.08%)	225 (45.73%)
High	139 (28.26%)	97 (19.72%)
Minimum	29	42
Maximum	80	80
Mean	62.64	63.84
Standard Deviation	8.078	7.565

In parallel with the findings of work-to-family enrichment, the analysis of the study

of family-to-work enrichment was not significantly different. A total of 45.73 percent of responses were expressed by female academics in the use of high-moderate level family-work enrichment, while high-level responses were only 19.72 percent. Meanwhile, 27.64 percent of responses were shown to be low-moderate level, and 6.91 percent were low by female academics. The mean coefficient of significance obtained was $M = 63.84$ ($SD = 7.565$).

Finally, the findings in this study showed that mean values were not significantly different, mean values 62.64 were obtained for role of work to family enrichment, and mean values 63.84 were obtained for the family to work enrichment.

There are various responses shown by female academics in Pekanbaru, Riau in response to the conflict work-family, which consists of two domains; work interferes family (WIF), and family interferes work (FIW). The number of work-family conflicts shows that the majority of female academics have given a moderate-high response rate of 42.48 percent to WIF.

While in the medium-low level of 40.24 percent was acquired, the difference is the significant response between low and high levels, respectively showed 11.58 percent and 5.70 percent of female academics. The mean coefficient of significance obtained was $M = 25.51$ ($SD = 6.449$). These results can be seen in Table 4 below.

Table 4. Results descriptive work-family conflict based on domain

Category	Domains	
	WIF	FIW

Low	57 (11.58%)	33 (6.71%)
Moderate-Low	209 (42.48%)	159 (32.32%)
Moderate-high	198 (40.24%)	234 (47.56%)
High	28 (5.70%)	66 (13.41%)
Minimum	8	12
Maximum	40	45
Mean	25.51	29.85
Standard Deviation	6.449	6.146

Results relating to 27 psychological well-being items showed that the range of scores obtained in the overall psychological well-being scores ranged from 66 to 150.

The psychological well-being that female academics achieve at the moderate-high level is 42.08 percent. Whereas in the moderate-low level of response rate was 35.36 percent, high level of 12.20 percent, and finally, 10.36 percent of overall respondents obtained low level. These results can be seen in Table 5 below.

Table 5. Results descriptive Psychological Well-being

Category	Psychological Well-being
Low	51 (10.36%)
Moderate-Low	174 (35.36%)
Moderate-high	207 (42.08%)
High	60 (12.20%)
Minimum	66
Maximum	150
Mean	110.14
Standard Deviation	16.295

Pearson correlation analysis was performed to test the relationship between work-family role factors and psychological well-being. This can be seen in Table 6 below.

Table 6. Descriptive correlation between WFE, FWE, WFC, FWC and PWB (N = 492)

	WFE	FWE	WFC	FWC
WFE	1			
FWE	,539**	1		
WFC	-,060	-,077	1	
FWC	-,016	-,002	,563**	1
PWB	,118**	,104*	-,089*	-,096*

* $p \leq 0.05$ – statistically significant
 **, $p \leq 0.01$ – statistically significant

There was a significant positive relationship between work-family enrichment and psychological well-being ($r = .118$; $p < .01$); as well as family-work enrichment showed significant positive relationship ($r = .104$; $p < .05$) with psychological well-being. There was no significant relationship with work-family conflict ($r = -.060$; $p > .05$) with work-family enrichment and family-work enrichment ($r = -.077$; $p > .05$); similarly, there was no negative relationship between family-work conflict and work-family enrichment ($r = -.016$; $p > .05$) and family-work enrichment ($r = -.02$; $p > .05$).

Multiple Regression Analysis

This study was conducted with multiple regression analysis to measure the effect of

WFE, FWE as the independent variable, WFC, FWC as an intermediate variable, and PWB as the dependent variable.

The results of the hierarchical analysis showed that model 1 with work-family enrichment as predictor of psychological well-being contributed .014 variance, $F = 6.882$, $p < .05$. While model 2 contributed .021, $F = 5.141$, $p < .05$.

Work-family enrichment as a predictor was significant with $\beta = .118$, $T = 2.623$, $p < .05$. When work-family conflict was included as a mediator of model 2, predictor values showed a decrease of $\beta = .113$, $T = 2.154$, $p < .05$. The value of work-family conflict as a mediator was not significant at $\beta = -.082$, $T = -1.835$, $p > .05$. It showed the work-family conflict was not effective as a mediator. Description result can be seen in Table 7.

Table 7. The Hierarchical Regression Analysis for the Influence of Work-Family Enrichment on Psychological Well-Being through Work-Family Conflicts

Model	Unstandardized Coefficient		Standardized Coefficients	T	Sig	
	B	Std. Error	β			
1	Constant	95.266	5.716	16.666	0.000	
	Work-Family Enrichment	0.237	0.090	0.118	2.623	0.009
2	Constant	101.197	6.555	15.439	0.000	
	Work-Family Enrichment	0.227	0.090	0.113	2.154	0.012
	Work-Family Conflict	- 0.208	0.113	- 0.082	- 1.835	0.067

a. Dependent Variable: Psychological Well-Being

Analysis to examine the influence of family-work enrichment on psychological well-being through work-family conflict among female academics. The results of the hierarchical analysis showed that model 1 with family-work enrichment as a predictor of psychological well-being contributed 0.011 variances, $F = 5.315, p < .05$. While model 2 contributed .017, $F = 4.315, p < .05$. The family-work enrichment as a predictor

was significant, $F = .104, T = 2.305, p < .05$. When work-family conflict as a mediator model 2, the predictors of a reduction in the value of $\beta = .097, T = 2.164, p < .05$. Meanwhile the work-family conflict as a mediator was not significant at $\beta = -.082, T = -1.814, p > .05$, this indicates that the work-family conflict was not as effective as a mediator. Description result can be seen in Table 8.

Table 8. The Hierarchical Regression Analysis for the Influence of Family-Work Enrichment on Psychological Well-Being through Work-Family Conflicts

Model	Unstandardized Coefficient		Standardized Coefficients	T	Sig	
	B	Std. Error	β			
1	Constant	95.895	6.221	15.414	.000	
	Family-Work Enrichment	.223	.097	.104	2.305	.022
2	Constant	102.018	7.065	15.055	.000	
	Family-Work Enrichment	.210	.097	.097	2,164	.031
	Work-Family Conflict	-.206	.114	- 0.082	- 1,814	.070

a. Dependent Variable: Psychological Well-Being

The findings of the next analysis to examine the impact of work-family enrichment of psychological well-being when the family-work conflicts among female academics. The results of the hierarchical analysis showed that model 1 with work-family enrichment as a predictor of psychological well-being in Table 9 below.

well-being contributed .014 variances, $F = 6.882, p < .05$, while model 2 contributed .023, $F = 5.672, p < .05$. Work-family enrichment as a predictor was significant with $\beta = .118, T = 2.623, p < .05$. When family-work conflict was mediated in model 2, predictor values showed a decrease of $\beta = -.094, T = -2.101, p < .05$. This can be seen

Table 9. The Hierarchical Regression Analysis for the Influence of Work-Family Enrichment on Psychological Well-Being through Family-Work Conflicts

Model	Unstandardized Coefficient		Standardized Coefficients	T	Sig	
	B	Std. Error	β			
1	Constant	95.266	5.716	16.666	.000	
	Work-Family Enrichment	.237	0.090	.118	2.623	.009
2	Constant	102.889	6.754	15.234	.000	
	Work-Family Enrichment	.234	.090	.116	2.598	.010
	Family-Work Conflict	-.249	.119	-.094	-2.101	.036

a. Dependent Variable: Psychological Well-Being

Based on the above description can be shown in the formulation $Y = 102.889 + 0.116X_1 - 0.094X_2$. Therefore, it can be concluded that the influence of work-family enrichment on psychological well-being through family-work conflict as a mediator among female academics.

The final analysis, explained the findings of the analysis to test the impact of family-work enrichment of psychological well-being when the family-work conflicts among female academics. The results of the hierarchical analysis showed that model 1 with family-work enrichment as a predictor of psychological well-being contributed .011, $F = 5.3115$, $p < 0.05$. While model 2 contributed .020, $F = 4.956$, $p < .05$.

The Family-Work Enrichment as a predictor was significant with $\beta = .104$, $T = 2.305$, $p < .05$. When the work-family conflict was included as a mediator in model 2, predictor values showed a decrease of $\beta = .103$, $T = 2.310$, $p < .05$, however, this value is still significant. The value of family-work conflict as mediator was significant, $\beta = -0.096$, $T = -2.135$, $p < .05$. This can be seen in Table 10 below.

Table 10. The Hierarchical Regression Analysis for the Influence of Family-Work Enrichment on Psychological Well-Being through Family-Work Conflicts

Model		Unstandardized Coefficient		Standardized Coefficients	T	Sig
		B	Std. Error	β		
1	Constant	95.895	6.221		15.414	0.000
	Family-Work Enrichment	0.223	0.097	0.104	2.305	0.022
2	Constant	103.485	7.146		14.482	0.000
	Family-Work Enrichment	0.234	0.096	0.103	2.310	0.021
	Family-Work Conflict	- 0.249	0.119	- 0.096	- 2.135	0.033

b. Dependent Variable: Psychological Well-Being

Based on the description above it can be shown $Y = 103.485 + 0.103X_1 - 0.096X_2$. Therefore, it can be concluded that the influence of family-work enrichment on psychological well-being through family-work conflict as a mediator between female academics.

Discussion

Outline of the results

Research on the effects of work-family enrichment and family-work on the psychological well-being of the mediator's work-family conflict and family-work indicates a positive contribution to the study of the work-family role. Work-family enrichment means that work provides support in the individual's role as a family member and contributes to the well-being of the individual, nor vice versa. Work and family enrichment are defined as experiences in one role enhancing quality of life such as performance or impacting other roles.

The role of work-family conflict as a mediator of the influence of work-family enrichment on psychological well-being

The analysis was conducted to examine the effect of work-family enrichment on

psychological well-being that showed significantly positive through work-family conflict. In this study, female academics employ psychological and physical resources such as self-efficacy, perseverance, and confidence in their abilities. A previous study supporting this study argues that time is not always a difficult commodity when individuals have the time to fulfill important responsibilities (Carlson *et al.* 2011). The responsibility of an academic is set out in Law No. 14 of 2005 to clarify the three pillars of higher education.

In fact, academics have complied with the policy of Ministry of Higher Education Research and Technology receiving support in the form of funding from local institutions of higher learning and the Indonesian government. The benefits of having resources derived from work such as having adequate information on the workplace and positive thinking about the environment have been reported to produce better functioning in the family (Carlson *et al.* 2011).

The use of elements that enrichment resulting academics or lecturers should use teaching through electronic learning, even in attending a national or international conference. Work-family enrichment

directly challenges the lack of perspective and proposes not to remove a number of barriers and disadvantages, but took part in enriching the resources available (Shen & Chen, 2011).

The findings show the results of work-family conflict as a mediator of the effects of work-family enrichment on psychological well-being among academics females that showed significant results when the work-family conflict showed no significance. Enhancing family resources such as family support and increasing technology needs related to the source of family enrichment instruments for work. In fact, the study reveals that more flexible working environment in the ability of technology use among workers has reported a positive impact on psychological well-being (Winefield *et al.* 2014). The diversity of roles and responsibilities between work and family comes along with limiting situations and roles, in order to balance tasks from both roles.

The decision to examine the work-family conflict as a mediator of the effects of work-family enrichment on psychological well-being among academics females showed significant results when family-work conflict as a mediator showed significantly. This supports the theory of the boundary, which explains that the diversity of roles is a conflict that determines whether the family environment and workplace. This concept is often used to describe the complex interaction between the work and family roles (Nippert-Eng 1991) which led to work-family conflict.

The study explains that the interaction of work and family management associated with well-being correlates to the quality of life. Research by Masuda *et al.* (2012) stated that giving priority to family demands of

work was found to be most affected by the low job performance. Female academics in Indonesia are required by the government to operate three-pillar national higher education institutions in each semester, faced with more time in administrative tasks related to job advancement, professions, and accreditation time.

The role of family-work conflict as a mediator of the influence of work-family enrichment on psychological well-being

Family-work enrichment shows positive effects on psychological well-being, while family-work conflict occurs as mediators showing negative effects on psychological well-being. Work-family enrichment has been argued to be one of the positive role perspectives proposed as the draining of individuals from limited amounts of time and energy (Rothbard 2001). In a previous study explained that the demands of home and family management which can predict work-family conflict.

Each type of conflict is assumed to have an impact on the work and role of mental health and psychological well-being (Fron 2003; Garries *et al.* 2009). Therefore, the family to work conflict may be able to predict the performance and productivity at work, while the work-family conflict can predict the effect of lack of work and family affect, leading to reduced well-being (Gareis *et al.* 2009).

Empirical and theoretical studies suggest that weak family enrichment can affect the work domain, tolerable work-family conflict, and have a detrimental effect on psychological well-being (Wayne *et al.* 2004). This is due more to family satisfaction with family interfering work

than work interferes with family (Amstad *et al.* 2011). From the findings of the study, it is aimed that all parties such as the human resource management department of each university and the Ministry of Research and Technology of the Republic of Indonesia will work together and commit to improving the psychological well-being of female academics through reducing family conflict at work.

Study Limitations And Future Research

The first limitation factor is that the respondent factor is difficult to find due to time constraints and administrative management, the cooperation of the respondents is very difficult to do. As a second limiting factor in statistical analysis in order to adapt and respond to the objectives of the study, the author needs to find a statistician and psychometrician in order to help provides the best way of responding to the objectives of this study. The findings and results of this study have involved various components of management that can have a positive impact on the results of the study. This study can pave the way for future researchers to explore issues related to industrial and organizational psychology, gender psychology and women's psychology in more depth.

Conclusions

The presence of work-to-family and family-to-work conflict does not necessarily reduce the quality of psychological well-being. Possibly in the pursuit of three pillars of higher education, female academics also include important resources in the activity. The issue of working-family life among female lecturers has been found to have an inverse effect on the roles of working women and family members. The number of

female workers is still small, and few hold management positions in several employment sectors. For the most part, professional jobs are still dominated by men such as engineering and environmental construction. The variety of roles that are perceived to affect the psychological well-being of academics does not detract from the influence of the individual characteristics of those various roles.

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Competing Interests

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