

BREAKING BARRIER: WORK FAMILY CONFLICT, GLASS CEILING AND FEMALE LECTURER PERFORMANCE

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Abstract

Purpose

This study aims to investigate the influence of work-family conflict and the glass ceiling on the performance of female lecturers in higher education institutions, with job satisfaction examined as a mediating variable.

Design/methodology/approach

A quantitative research approach was employed, utilizing a survey method to collect data from 98 female lecturers affiliated with the APTIK network. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine the hypothesized relationships among variables.

Findings

The results demonstrate that both work-family conflict and the glass ceiling have significant negative effects on job satisfaction. Furthermore, job satisfaction is proven to mediate the relationship between these factors and female lecturer performance. These findings highlight the critical role of psychological well-being in enhancing academic performance among female lecturers.

Practical implications

The study provides actionable insights for human resource management in higher education institutions to design effective policies and interventions aimed at reducing work-family conflict and breaking the glass ceiling. Enhancing job satisfaction can be a strategic approach to improving lecturer performance.

Originality/value

This research offers empirical evidence on the mediating role of job satisfaction in the relationship between work-family conflict, the glass ceiling, and lecturer performance. The study contributes to the limited body of knowledge focusing on female academic staff within the APTIK network, offering valuable guidance for institutional development and gender equity initiatives.

Keywords

Work-family conflict, Glass ceiling, Lecturer performance, Job satisfaction, Female lecturers, Higher education

INTRODUCTION

In the past decade, Indonesia's higher education sector has confronted persistent challenges concerning the performance of academic personnel, particularly lecturers (Sukirno, 2020). One of the most frequently reported problems involves the insufficient qualifications among lecturers, many of whom lack advanced academic degrees or relevant practical experience in their respective fields (Purwanto et al., 2023). This misalignment between academic credentials and teaching responsibilities has been found to significantly undermine the quality of education delivered in classrooms. Moreover, lecturers are often burdened with excessive workloads encompassing teaching obligations, research demands, community engagement, and extensive administrative responsibilities (Purwanto et al., 2023). This affect their ability to deliver quality education. Additionally, lecturer in Indonesia face an extremely high workload (Barry et al., 2020). They are require to teach, conduct research, engage in community service program, and handle often excessive administration task (Purnami et al., 2022). This heavy workload can hinder lecturer ability to focus adequately on their various responsibilities, thereby impeding overall performance. This issue affect lecturer at both public and private universities (Affandi, 2023).

To respond to these systemic constraints, several collaborative frameworks have been initiated at the organizational level. Among them, APTIK (Asosiasi Perguruan Tinggi Katolik) stands as a prominent consortium that facilitates cooperation among Catholic universities in Indonesia. APTIK was established to enhance the academic quality and global competitiveness of its member institutions through integrated initiatives in education, research, and community service (*Asosiasi Perguruan Tinggi Katolik (APTIK)*, n.d.). However, despite such efforts, structural and individual-level barriers continue to inhibit lecturer development, especially among female academics.

The increasing global emphasis on academic excellence and innovation has exerted additional pressure on lecturers to continuously update their pedagogical competencies and research capabilities (Ghasemy & Frömbing, 2023). Nevertheless, systemic inefficiencies such as opaque governance structures and poor resource allocation have been documented as impediments to lecturer productivity and well-being (Ho & Le, 2020). Inefficient or non-transparent university management also contribute to the performance issue of lecturer (Berkovich & Bogler, 2021). These institutional challenges become particularly salient when evaluating the professional trajectory of female lecturers, who often contend with dual-role expectations in both academic and domestic spheres (Berkovich & Bogler, 2021).

In this context, lecturer play crucial role in delivering quality education, leading innovative research, and contributing to societal development (Lawrence et al., 2012), which are encapsulated in the tridharma of higher education (Affandi, 2023). Lecturer performance is generally evaluated based on improvement in teaching, publication, and grand which are then linked to promotion or tenure criteria (Cruz-Castro & Sanz-Menendez, 2021). The performance of lecturer and their willingness to go beyond their duties are construct closely related to the success of educational institution (Miao et al., 2017).

Based on national data, women account for approximately 44.75% of the total lecturer population in Indonesia, with 146,143 female lecturers currently employed across higher education institutions (PDDikti, n.d.). one of the main challenges face by female lecturer is work family conflict, where there is a clash between their roles as professionals and as family member (Nicklin et al., 2022). WFC defined as the conflict between job demand and family responsibilities, often poses a significant burden (Coron & Garbe, 2023) for female lecturer. Female lecturer frequently encounter extreme issue such as work family conflict and lack of institutional support (Blithe & Elliott, 2020).

The invisible barrier that prevent women, including female lecturer from reaching leadership position within organization are referred to as the glass ceiling (Tyrowicz et al., 2020). In the context of higher education, the glass ceiling can be significant obstacle to achieving the pinnacle of an academic career (Filandri et al., 2023). Research conducted on female employee in the banking sector show that the glass ceiling negatively impact employee performance (Lathabhavan, 2019). The glass ceiling affect the performance of female employee (Aranha et al., 2019), with cultural and family factor having a significant impact, while individual, social, organizational and performance improvement factor don't significantly influence employee performance (Aranha et al., 2019).

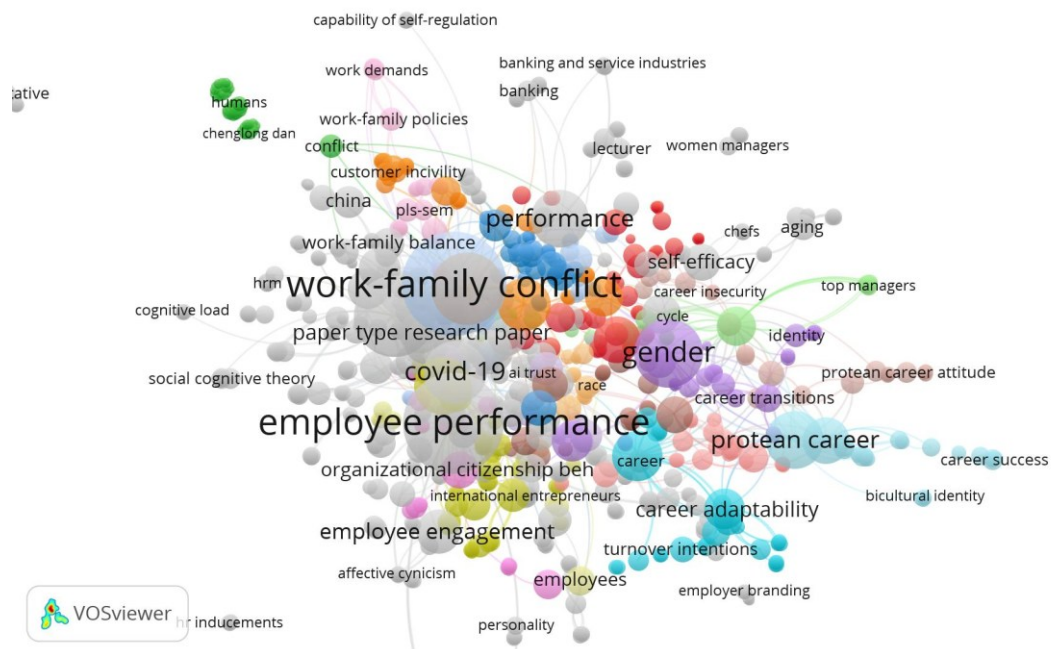


Figure 1: Vos viewer output

In parallel, the *glass ceiling*—conceptualized as an invisible, systemic barrier preventing women from attaining senior leadership positions—further compounds the professional constraints experienced by female lecturers (Filandri et al., 2023; Tyrowicz et al., 2020). Empirical evidence across various sectors, including higher education, has demonstrated that perceptions of the glass ceiling are negatively associated with job satisfaction and performance outcomes (Aranha et al., 2019; Lathabhavan, 2019). These gender-based impediments are often reinforced by socio-cultural expectations, limited

institutional support, and organizational inertia that impede equitable career advancement.

To explore the intersectionality of these issues, a co-word analysis using VOSviewer (Figure 1) was employed to identify prevailing research themes and conceptual gaps in existing literature. The analysis revealed that discussions surrounding work-family conflict and glass ceiling are often fragmented, with limited integration in models that explain female academic performance holistically (Farrugia et al., 2023). This study, therefore, proposes a novel framework that bridges these two phenomena, with job satisfaction positioned as a mediating variable.

Drawing on Conservation of Resources Theory (Hobfoll, 1989), which posits that individuals strive to retain and protect valued resources, this study hypothesizes that WFC and glass ceiling act as resource-depleting stressors that reduce job satisfaction and, ultimately, lecturer performance. Given the compounded pressures experienced by female academics—both professionally and domestically—it is imperative to investigate the extent to which job satisfaction may buffer the adverse effects of these stressors (Nicklin et al., 2022; Nuryana et al., 2023).

Accordingly, this study seeks to examine the structural relationships among work-family conflict, glass ceiling perceptions, job satisfaction, and female lecturer performance within the APTIK university network. By identifying critical leverage points and mediating mechanisms, this research aims to generate evidence-based recommendations for human resource policies that support gender equity and sustainable performance enhancement in higher education institutions.

THEORETICAL REVIEW

Conservation of Resources Theory

This study also refers to the conservation of resources theory, which suggest that people strive to acquire and safeguard resources, and that losing these resources result in psychological stress (Hobfoll, 1989). Introduced by Steven E Hobfoll in his article ‘conservation of resources: a new attempt at conceptualizing stress’, the theory explain how individuals perceive and respond to stressful situation, particularly regarding the resources they have or hope to obtain (Hobfoll, 1989). COR theory highlight that individuals naturally tent to preserve, protect and sustain their proposal (S. Wang et al., 2024). In this study, COR theory explains how work family conflict and glass ceiling can act as stressor that threaten a lecturer resource (Liao et al., 2019). Work family conflict can deplete resource such as time and energy, while the glass ceiling impact career opportunities and motivation (Nusrat et al., 2023). The reduction of these resources can negatively affect job satisfaction and employee performance (S. Wang et al., 2024).

Work family Conflict

In modern life, the two focuses are family and work. However, the role expectation from two areas are not always compatible, leading to conflict between them (Elder et al., 2023). Work family conflict is a type of inter-role conflict where the role,

pressures, and demands from work and family are incompatible (Frone et al., 1997; Greenhaus & Beutell, 1985). This conflict can arise from dissatisfaction, job burnout, and turnover (DiRenzo et al., 2015; Frone et al., 1997; Koyuncu et al., 2012), which are outcomes of psychological difficulties such as depression and marital dissatisfaction (Ribeiro et al., 2023; Yang et al., 2024).

Work family conflict occurs when an individual's job responsibilities interfere with their ability to fulfill family obligations (Greenhaus & Beutell, 1985). This conflict arises when both family and work roles need to be fulfilled simultaneously, leading to stress when an individual feels they lack the necessary time to meet both roles (Huo & Jiang, 2023). Work family conflict is defined as a type of inter role conflict where the demand of work and family domain clash (Greenhaus & Beutell, 1985; Smith et al., 2018; Stoeva et al., 2002).

As professionals in the workplace, women are expected to achieve company goals and demonstrate professionalism in their performance. These demands require significant time and energy dedication to ensure the achievement of both individual and organizational objectives (Elder et al., 2023). Research on work family conflict shows a bidirectional relationship between work and family (Adams et al., 1996). This means that work can interfere with family life and family can interfere with work (Frone, 2003). The difficulty in balancing these two roles can lead to significant psychological and psychical impact on employees (Maertz et al., 2019). Therefore, understanding and support from both the work environment and family are crucial to helping women in this situation (Maertz et al., 2019). This can include flexible work hours, support from colleagues and family, and organizational awareness of demands faced by individuals striving to achieve work life balance (Boyar et al., 2008; Maertz et al., 2019).

H1: Work Family Conflict has significant impact on jobs satisfaction of female lecturer

H4: Work Family Conflict has significant impact on Lecturer Performance

Glass Ceiling

The glass ceiling refers to a situation where a qualified individual who seeks to advance in their organization's hierarchy is halted at a lower level due to discrimination, often based on sexism or racism (Babic & Hansez, 2021). It frequently pertains to vertical discrimination experienced by women within companies (Tyrowicz et al., 2020). Various definitions and approaches describe the glass ceiling, making it difficult to establish objective criteria to definitely determine what and why the glass ceiling occurs in particular companies. Research indicates that the glass ceiling represents a persistent barrier supported by discrimination, whether conscious or unconscious, that hinders qualified women's access to senior or top positions within an organization (Babic & Hansez, 2021; Bendl & Schmidt, 2010; Jackson & O'Callaghan, 2009).

The glass ceiling can be understood as a discriminatory phenomenon manifested through specific attitudes and actions, creating various barriers that hinder the advancement of women to top management positions (Machín-Rincón et al., 2020). Unlike other forms of discrimination and inequality, the glass ceiling is a specific type of disparity generally characterized by three phenomena. First, it reflects discrimination against women in management and the inequality between men and women as they progress in their professional careers within companies (Dashper, 2020). Second, this bias is difficult to observe due to the presence of groups that endorse this concept and those that do not (Dashper, 2020). Third, there are hidden barriers that impede hierarchical advancement.

(Cotter, 2011). Therefore, the glass ceiling focuses on top management, assuming that it occurs more frequently at this level than at middle or lower level. Barrier to advancement tends to appear more as one approaches the top of the hierarchy (Dambrin & Lambert, 2012).

Several studies have highlighted the unique of glass ceiling phenomenon, predominantly affecting higher management level (Babic & Hansez, 2021; Berkman et al., 2017; Lupu, 2012). Firstly, the essence of glass ceiling lies in its discriminatory nature against women in management. It impacts women regardless of their education, experience, or skill. The glass ceiling tends to obstruct women's promotion to managerial position that they should be able to attain, and this is not about the number of such positions over a specific period (Cotter, 2011). Secondly, this bias is difficult to observe because policies on equal opportunities prohibit overt discrimination. The norm and stereotype that manifest in practice, action, fact, procedures, or attitude are often not directly observable. Thirdly, the existence of the glass ceiling as an invisible barrier hinders women's advancement up the hierarchy (Cotter, 2011).

H2: Glass Ceiling has significant impact on jobs satisfaction of female lecturer

H5: Glass Ceiling has significant impact on Lecturer Performance

Job satisfaction

Job satisfaction is one of the main concepts in industrial and organizational psychology, which measures how satisfied employees are with their job (Spector, 1997). It is a subjective evaluation of various aspects of the job, including the task performed, the work environment, and interactions with co-workers and supervisors (Howard et al., 2020). Job satisfaction is considered important because it is directly related to various positive outcomes for both individuals and organizations, including improved performance, organizational commitment and reduced turnover (Huynh & Sheikh, 2023).

Job satisfaction can be viewed as positive emotional conditions that arise from an individual's work experience (Howard et al., 2020). According to Locke (1969), job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. This perspective emphasizes the importance of cognitive and affective evaluations of various job aspects, where both positive and negative feelings about the job are considered holistically (Eldor & Harpaz, 2016; Locke, 1969). Recent research also shows that job satisfaction has significant implications for employee psychological and physical well-being (Stephan et al., 2024). A study by Kniffin et al. (2021) revealed that high job satisfaction correlated with lower stress level, better mental well-being, and even improved physical health. This indicates that organizations that focus on enhancing job satisfaction are not only investing in productivity but also in the long-term well-being of their employees (Kniffin et al., 2021).

Literature examines the relationship between work-family conflict and job satisfaction. Torp et al. (2018) highlight that work-family conflict results in adverse effects such as decreased satisfaction level in both professional and personal life. Mumu et al. (2021) and Selvarajan et al. (2019) affirm that work-family conflict determinately affects job satisfaction and acts as a predictor for it. Panda et al. (2022) stress the inverse relationship between work-family conflict and job satisfaction, while Mumu et al. (2021) specifically underscore the negative correlation between family-work conflict

and job satisfaction among educators. Future more, (Aung et al., 2023) establish a significant link between behavioural conflict and job satisfaction.

The research conducted by Deiana et al.(2023) investigates gender differences in workplace dynamic and their impact on the health and job satisfaction worker. Sinding indicate overall satisfaction with health status and lifestyle habit among both male and female academic staff, while also highlight critical issue requiring attention.

H6: Work Family Conflict has significant influence on the Lecturer Performance through the variable of jobs satisfaction

H7: Glass Ceiling has significant influence on the Lecturer Performance through the variable of jobs satisfaction

Lecturer Performance

Based on the JD-R theory, human resource management practice are specific category of management interventions where employee deliver job performance relevant to meeting the need of their company or organization (Bakker & Van Wingerden, 2021; Hu et al., 2018). Performance is one of the most crucial aspects demonstrated by employees in an organization (Niesen et al., 2018; van Vuuren et al., 2020). Performance encompasses actions and behaviors under the individuals control that contribute to organizational goal (Ng & Feldman, 2010; L. Wang & Chen, 2022).

Employee performance is defined as the extent to which an individuals productivity meet the company's performance standards (Diamantidis & Chatzoglou, 2019). It can also be described as the output of employees, fulfilling expected job duties as well as performing additional roles beyond job description (Atatsi et al., 2019). Employee performance is a key factor in the success of an organization. It not only affect productivity but also impact growth, customer satisfaction, and the company's reputation (Diamantidis & Chatzoglou, 2019).

This study adopts two main approaches to performance assessment; operation and financial performance. This focus is on the operational performance approach, which involves several indicators to evaluate lecturer performance. These aspects include teaching performance, research performance, publication performance, community service performance (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, 2005), and involvement in managerial activities (Smeenk et al., 2008; Sukirno, 2020).

Operational performance aspect encompasses employee retention, goal achievement, employee productivity and the objectivity of the performance appraisal system. This study focuses on lecturer operational performance to demonstrate that their performance evaluation is based on these aspects. The operational performance approach is crucial because most job have more that one criterion or dimension. Therefore, an individual may excel in one or several aspects of their job but not in other

Conceptual Framework

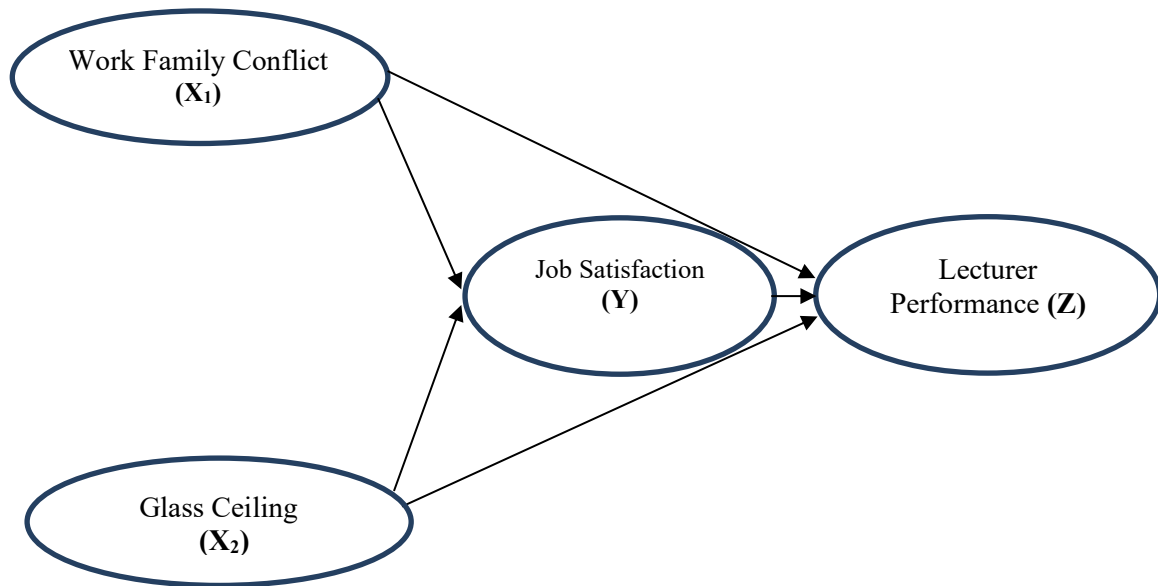


Figure 1. Research Conceptual Framework

RESEARCH METHOD

Research Design

The research design employed in this study is a quantitative approach utilizing a survey method to collect data from female lecturer. This design was chosen to systematically investigate the influence of work family conflict and glass ceiling on lecturer performance with job satisfaction acting as a mediating variable, this survey method allow for the collection of a are amount of data from a significant number of respondent, providing a comprehensive understanding of the relationship among the variable (Ishtiaq, 2019). The questioner used in the survey was adapted from existing research to ensure its relevance and accuracy (Henseler et al., 2009). It included items measurement on 5-point Likert scale.

The data collected through the survey was analyzing using PLS-SEM. This analytical method was selected for its capability to handle complex models and its appropriates for exploratory research with smaller samples size (Hair J et al., 2014). The analyses include test for reliability and validity to ensure the robustness of measurement model, followed by an evaluation of the structural model to examine the hypothesis relationship (Preacher & Hayes, 2008). Mediation analysis was also conduct to explore the mediating effect of job satisfaction on the relationship between work family conflict, glass ceiling and lecturer performance (Andrulli & Gerards, 2023).

Population and Sample

The population for this study comprised female lecturer employed at universities within the APTIK network. This network included a diverse range of higher education institution, providing a comprehensive context for examining the specific research

question related to work family conflict, the glass ceiling and lecturer performance. By focusing on female lecturer within this network, this study aimed to address the unique challenges and dynamic experience by women in academic settings. This population was chosen to ensure that the finding would be relevant and applicable to a board spectrum of institution within the higher sector.

The sampling method use was purposive sampling, targeting female lecturer who met specific inclusion criteria (Roscoe, 2006). These criteria included active employment as a lecturer within an APTIK affiliate university, being married and serving as a parent and having a minimum academic rank of “Assistant Professor” (AA). To ensuring that the sample was representative of the population under study total of 98 female lecturer were selected a sample size determinate to be sufficient for robust statistical analysis using PLS-SEM. This approach ensure that the study captured a diverse range of experiences an perspective, exchanging the generalizability and validity the result.

Data Collection Instrument

Data collection for this study was executed via survey, utilizing a questioner meticulously adapted from previous research to ensure its suitability for analysis with partial least square structural equation modeling (PLS-SEM). The questioner comprised 46 items designed to capture the variable under investigate, employing 5 point Likert scale ranging from 1 (strong disagree) to 5 (strong agree). To ensure the robustness of the instrument, it underwent rigorous validity and reliability testing. The Cronbach alpha and composite reliability and internal consistency (Hair J et al., 2014)

The questioner was craft to achieve high level of validity and reliability, aligning with the methodological standard set by Saunders et al. (2009). This meticulous design process aimed to guarantee that the collected data would be both accurate and reliable, providing a solid foundation for subsequent statistical analyses. The adaptation process involved refining the items to ensure their relevance to the specific context of the study, thereby enhancing the instruments applicability and precision. Consequently, the questioner was not only a tool for data collection but also a validated measure ensuring that the response accurately reflected the construct being examined.

Data Analysis

The data analysis for this study was conduct using PLS-SEM, selected for its robustness in handling complex model and its suitable for smaller sample size, which is particularly advantageous for exploratory research. The analysis commenced with an evaluation of the measurement model to assess the reliability and validity of the construct. Reliability was confirmed through Cronbach alpha and composite reliability value, both exceeding the threshold of 0,7, indicating strong internal consistency (Hair J et al., 2014). Convergent validity was assessed using average variance extracted (AVE) value, with all constructs demonstrating AVE value above 0.5, thus signifying that a substantial portion of the variance in the indicators was explained by their respective latent constructs (Fornell & Larcker, 1981). Discriminant validity was verified using the Fornell-Larker criterion and cross-loading, ensuring each construct was district from the other (Henseler et al., 2009)

Subsequently, the structural model was evaluated to examine the hypothesized relationships between construct. Path coefficient were tested for significance using a bootstrapping procedure with 5.000 resamples, identifying significant relationship p value less then 0,05 (Hair J et al., 2014). The coefficient of determinant (R²) value

indicated the variance in the dependent variable explained by the independent variables with higher R² value demonstrating better explanatory power (Chin & Marcoulides, 1998). Additionally, effect size (f²) were calculated to understand the relative importance of each predictor in the model (Cohen & Williamson, 1988). Mediation analysis was also conducted to explore the mediating effect of job satisfaction between the independent variable (work family conflict and glass ceiling) and dependent variable (lecturer performance). The significance of indirect effect was tested using the bootstrapping method, confirming mediation if the indirect effect was significant and the direct effect was either reduce or became non significant in the presence of mediator (Zhao et al., 2010). Finally, the overall fit of the model was assessed using various fit indicate, ensuring the robustness and validity of the PLS-SEM model employed in this study.

RESULT

The respondents in this study were 98 female lecturer from universities with APTIK affiliate. The respondents identities was group base on academic range and ages as shown in the table below:

Table 1. Profile of Sample Respondent Base Academic Range and Ages

Faculties	Frequency (person)	Percent age (%)	Age (Years)	Frequency (person)	Percentage (%)
Assistant Professor (AA)	27	27.55	11-26 (Gen Z)	0	0
Assistant Professor (Lektor)	55	56.12	27-42 (Gen Y)	92	93.8
Associate Professor (LK)	15	15.30	43-58 (Gen X)	5	5.1
Professor	1	1.02	59-68 (Boomer II)	1	1.02
			69-77 (Boomers I)	0	0
Total	98	100	Total	98	100

Source: the primary data processed (2024)

The majority of respondents in this study are lecturer assistant professor (AA), totaling 55 individuals or 56,12% of the sample. In term of age, most respondents fall within the 27-42 range (gen Y or millennials), comprising 92 individuals or 93.8% of the sample. This distribution indicates that majority of female lecturer in the sample are at an important stage in their academic career as lecturer, which is a mid-level academic rank. At this stage, they may face various challenge and opportunities for professional development. Additionally, with most respondent being in the 27-42 as gen Y or millennials, which is considered a productive age, they are likely managing the balance between professional and personal responsibilities. This combination provides a rich

context for understanding the perspective and experiences of female lecturer at APTIK affiliate university, particularly in term of career development and work life balance.

Below are the result of the output using the PLS method through Smart-PLS software in the first trial calculation:

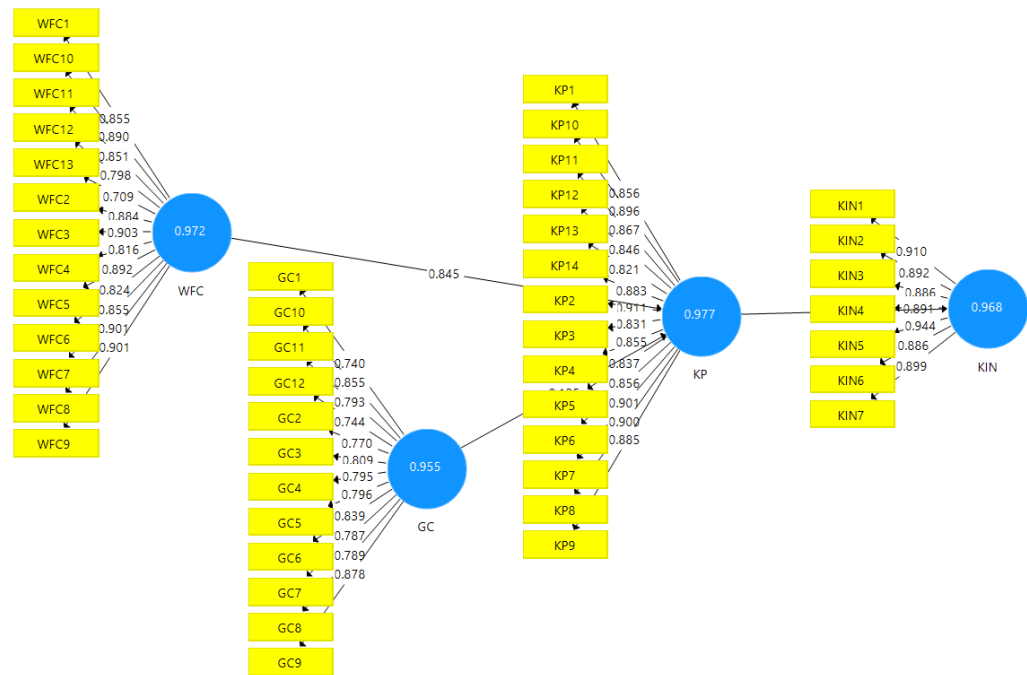


Figure 2. Full Model Calculation
Source: the primary data processed (2024)

Figure 2 show the result of the analysis conducted using SmartPLS. The convergent validity test result are considered valid if the outer loading factor of the research indicator are $>0,7$. Based on data, after the calculation process using SmartPLS software, all indicator are deemed valid with value $>0,7$. These indicator consist of 60 indicators in total indicators from Digital Fatigue (X1), 25 indicator from Learning Burnout (X2), 8 indicator from Academic stress (Y), and 12 indicator from the Mental Health (Z). the result of the convergent validity test from the SmartPLS analysis can be seen in the table 3 below:

Tabel 2. Loading Factor Value

Indicator	Work Family Conflict (X1)	Glass Ceiling (X2)	Job Satisfaction (Y)	Lecturer Performance (Z)
WFC1	0.855			
WFC2	0.884			
WFC3	0.903			
WFC4	0.816			
WFC5	0.892			
WFC6	0.824			
WFC7	0.855			

Indicator	Work Family Conflict (X1)	Glass Ceiling (X2)	Job Satisfaction (Y)	Lecturer Performance (Z)
WFC8	0.901			
WFC9	0.901			
WFC10	0.890			
WFC11	0.851			
WFC12	0.798			
WFC13	0.709			
GC1		0.740		
GC2		0.770		
GC3		0.809		
GC4		0.795		
GC5		0.796		
GC6		0.839		
GC7		0.787		
GC8		0.789		
GC9		0.878		
GC10		0.855		
GC11		0.793		
GC12		0.744		
KP1			0.856	
KP2			0.911	
KP3			0.831	
KP4			0.855	
KP5			0.837	
KP6			0.856	
KP7			0.901	
KP8			0.900	
KP9			0.885	
KP10			0.896	
KP11			0.867	
KP12			0.846	
KP13			0.821	
KP14			0.883	
KIN1				0.901
KIN1				0.892
KIN2				0.866
KIN3				0.891
KIN4				0.944
KIN5				0.886

Indicator	Work Family Conflict (X1)	Glass Ceiling (X2)	Job Satisfaction (Y)	Lecturer Performance (Z)
KIN6				0.899
KIN7				0.899

Source: the primary data processed (2024)

Based on data analysis result in table 2, the high loading factor for all indicator across the construct of work family conflict, glass ceiling, job satisfaction and lecturer performance suggest that these indicator are valid and reliable measures of their respective constructs. The result indicate a robust measurement model, confirming the significant contribution of each indicator to its latent construct. Therefor the model used in this study can be considered reliable and valid (Hair J et al., 2014)

Discriminant validity testing is conducted by comparing the correlation between variable with the square root of the average variance extracted (AVE) value. If the correlation between variable is smaller than the square root of the AVE value, the validity or the requirement for discriminant validity is met.

Table 3. Square Root of AVE

	Average Variance Extracted (AVE)	Square Root of AVE
WFC	0.729	0.854
GC	0.641	0.801
KP	0.754	0.868
KIN	0.812	0.901

Source: the primary data processed (2024)

Based on table 3, it can be observed that the correlation value between variable are smaller than the square root of the AVE value. Therefore, the criterion for discriminant validity is fulfilled.

Subsequently, reliability testing was conducted in this study. A variable can be considered to meet the criteria for good realizability when the cronbach's alpha and composite reliability value are both greater than 0,7. The result of the reliability testing can be seen in the table 4 below:

Table 4. Cronbachs Alpha Value and Composite Realibility

Variable	Composite Reliability	Cronbach's Alpha	Hasil
WFC	0.971	0.969	Reliable
GC	0.955	0.949	Reliable
KP	0.977	0.975	Reliable
KIN	0.968	0.962	Reliable

Source: the primary data processed (2024)

Base on table 4, it can be observed that the Cronbach's alpha test result and the composite reliability value for all variable are >0,7. Therefore, all variable meet the standard criteria for reliability in this study.

Table 5. Adjusted R Square Value

Variable	Adjusted R Square
Lecturer Performance	0.109
Job Satisfaction	0.781

Source: the primary data processed (2024)

Based on the Cronbach alpha test result and the composite reliability value, all variable have value greater than 0,70, so all variable in this study are declared to meet the standards or reliable constructs. The job satisfaction (Y) variable has an adjusted R Square value of 0,781, meaning that the work life balance and glass ceiling variable can contribute to 78,1% of the variance the job satisfaction variable. Based on these finding, the model is considered strong. The lecturer performance variable can be explained by the work life balance, glass ceiling, and job satisfaction variable by 10,9 %, according to the adjusted R square value of 0,109 for lecturer performance. The model may need to include additional relevant variables to better capture the factor affecting lecturer performance.

Table 6. Path Coefficient

Path	Coefficient	Interpretation
Work Family Conflict- Job Satisfaction	0.845	Direct effect sign 84.5%
Glass ceiling-Job Satisfaction	-0.135	Direct effect sign 1355%
Job Satisfaction-Lecturer Performance	0.344	Direct effect sign 34.4%
Work Family Conflict- Lecturer Performance	-0.046	Direct effect sign 4.6%
Glass Ceiling-Lecturer Performance	0.290	Direct effect sign 29%

Source: the primary data processed (2024)

Based on table 6, the path coefficient in PLS-SEM reveal the strength and direction of relationship between constructs. A strong direct of work family conflict on job satisfaction is observed with a coefficient of 0.845, indicating that increased conflict significantly decreases job satisfaction (Hair J et al., 2014). Conversely, the glass ceiling negatively impact job satisfactions with a coefficient of -0.153, suggesting that higher perceptions of glass ceiling slightly reduce job satisfaction (Chin & Marcoulides, 1998). Job satisfaction positively influences lecturer performance (0.344), implying that higher job satisfaction lead t better performance (Henseler et al., 2009). Work family conflict show a very weak negative effect on lecturer performance (-0.046), indicating minimal impact (Fornell & Larcker, 1981). Interestingly, the glass ceiling, positively affect lecturer performance (0.290), suggesting that overcoming perceived barrier may enhance performance (Gefen et al., 2000). The negative coefficient indicate inverse relationship, where an increase in one variable lead to a decrease in the other, providing a nuanced understanding of these dynamics.

For the hypothesis testing correlation, the t test, p value, and original sample value are used. The relationship between variable is considered to have high significance if the t statistic value >1,984 and P value <0.05. the original sample value is used to determine the direction of hypothesis testing; if the original sample value positive, it means a positive direction, and if its is negative, it indicate a negative direction (Sugiyono, 2017).

Table 7. Hypothesis test

Hypothesis	T value	P Value	Result
H1 = WFC-JS	14.332	0.000	Accepted

H2= GC-JS	1.663	0.097	Rejected
H3 = JS-LC	3.426	0.001	Accepted
H4 = WFC-LC	3.100	0.002	Accepted
H5= GS-LC	1.536	0.125	Rejected
H6= WCF-JS-LC	1.556	0.125	Rejected
H7= GC-JS-LC	3.110	0.002	Accepted

Source: the primary data processed (2024)

The hypothesis test present in table 7 elucidate the significance of the relationship between various construct in the model. Each hypothesis is evaluated based in its T value and P Value, determining whether the hypothesized relationship are statistical significant.

H1: Work family conflict (WFC) - job satisfaction (JS). The relationship between work family conflict and job satisfaction is confirmed to be statistically significant, as evidenced by t value of 14.333 and a P value of 0.000. this result indicate that increased WFC significantly decreases job satisfaction, reinforcing the negative impact of work family conflict on job satisfaction (Hair J et al., 2014)

H2: Glass ceiling (GC)- job satisfaction (JS). This hypothesis testing the impact of glass ceiling on job satisfaction is rejected, with t value of 1.663 and P value of 0.097. these value suggest that the perception of glass ceiling doesn't significant influence job satisfaction within this model, indicate that other factor might mitigate this relationship (Chin & Marcoulides, 1998).

H3: Job satisfaction (JS)-lecturer performance (LC). The relationship between job satisfaction and lecturer performance is statistically significant, demonstrated by T value 3.426 an P value of 0.001. this finding implies that higher job satisfaction lead to better lecturer performance, underscoring the importance of job satisfaction in enhancing performance outcome (Henseler et al., 2009).

H4: Work family conflict (WFC)-lecturer performance (LC). The hypothesis that work family conflict affect lecturer performance is accepted, with a T value of 3.100 and P value of 0.002. this result suggest a significant negative impact of work family conflict on lecturer performance, indicating that increased conflict reduce performance level (Fornell & Larcker, 1981)

H5: Glass ceiling (GC)-lecturer performance (LC). The proposed relationship between the glass ceiling and lecturer performance is not supported as indicate by T value 0f 1.536 and P value 0.125. this suggest that perceptions of glass ceiling don't significantly impact lecturer performance n this model (Gefen et al., 2000)

H6: Work family conflict (WFC)- job satisfaction (JS)- lecturer performance (LC). The mediating effect of job satisfaction in this relationship between work family conflict and lecturer performance is rejected, with a T value of 1.556 an P value of 0.125. this indicate that job satisfaction in this dynamic (Chin & Marcoulides, 1998)

H7: Glass ceiling (GC) -jobs satisfaction (JS)-lecturer performance (LC). The mediating effect of job satisfaction in the relationship between the glass ceiling and lecturer performance is accepted, with T value 0f 3.111 and P value 0.002. this result demonstrates that job satisfaction significantly mediates the relationship between the glass ceiling and lecturer performance, highlighting the importance of job satisfaction in this dynamic (Chin & Marcoulides, 1998)

These result collectivities offer a nuanced understanding of the interplay between work family conflict, perception of glass ceiling, job satisfaction and lecturer performance providing valuable insight for organization strategies aimed at enchanting employee performance and satisfaction

DISCUSSION

The results of this study have provided empirical support for the theoretical assumption that work-family conflict (WFC) and the glass ceiling exert distinct influences on female lecturer performance, with job satisfaction playing a pivotal mediating role. The strong, positive path coefficient between WFC and job satisfaction ($\beta = 0.845$, $p < 0.001$) substantiates the argument within Conservation of Resources (COR) theory (Hobfoll, 1989) that the depletion of personal resources—such as time, emotional energy, and psychological well-being—leads to diminished satisfaction at work. This finding aligns with prior research suggesting that WFC is a critical determinant of job dissatisfaction among female academics (Coron & Garbe, 2023; Nicklin et al., 2022).

The importance of a deep understanding of the effect of work family conflict and glass ceiling on job satisfaction and lecturer performance cannot be overstated, particularly in the Indonesian higher education landscape (Sukirno, 2020). The findings of the study highlight the significant impact of work family conflict and glass ceiling on lecturer satisfaction and performance, underscoring the need for comprehensive strategies to address these challenge (base on table 7) (Hair J et al., 2014). With lecturer facing challenges such as insufficient qualifications, high workload, and inefficient university management (Purwanto et al., 2023), the impact of work family conflict and glass ceiling add another layer of complexity. APTIK university, both public and private, grapple with these issues, making it crucial to address them comprehensively. Lecturer experiencing conflicts between work demand and family responsibilities not only struggle personally but also face obstacles in delivering quality education. Meanwhile, the invisible barrier created by the hinder career progression, exacerbating dissatisfaction among lecturer and potentially impact their performance (Affandi, 2023).

Conversely, the absence of a significant relationship between the glass ceiling and job satisfaction ($\beta = -0.135$, $p = 0.097$) suggests that the mere perception of career barriers may not directly reduce satisfaction unless coupled with additional psychosocial or structural stressors. This contrasts with findings from corporate sectors, where perceptions of the glass ceiling have been associated with lower organizational commitment and increased turnover intention (Babic & Hansez, 2021). In the academic context, it is plausible that female lecturers develop adaptive mechanisms—such as value-driven engagement or intrinsic motivation—that buffer against the dissatisfaction often triggered by perceived career stagnation.

In navigating the complex dynamic of work family conflict and glass ceiling, the mediating role of job satisfaction emerges as a critical factor (Coron & Garbe, 2023). The study's finding suggest that job satisfaction plays a significant mediating role in the relationship between work family conflict, glass ceiling and lecturer performance, highlighting its important in mitigating the adverse effect of these factor (table 7) By fostering job satisfaction, universities can mitigate the adverse effect of work family conflict on lecturer performance. This is particularly relevant given the culture and societal pressures faced by female lecturer in APTIK, who from a significant portion of the workforce. Understanding and addressing, these dynamic can lead to more effective strategies for enhancing lecturer satisfaction and performance (Nicklin et al., 2022) . by by prioritizing lecturer well-being and satisfaction, universities can foster a conducive work environment that support both professional growth and personal fulfilment (Blithe & Elliott, 2020).

The significant impact of job satisfaction on lecturer performance ($\beta = 0.344$, $p < 0.01$) confirms its mediating role and emphasizes the necessity of fostering a satisfying work environment to enhance academic productivity. This supports previous studies asserting that job satisfaction contributes to performance through increased organizational citizenship behaviors, emotional engagement, and teaching effectiveness (Howard et al., 2020; Stephan et al., 2024).

Interestingly, the direct impact of work-family conflict on performance was found to be minimal and negative ($\beta = -0.046$), despite its significant effect on satisfaction. This suggests that while WFC drains psychological resources, its detrimental impact on task-related outputs may be mitigated by compensatory behaviors or coping strategies. In contrast, the glass ceiling demonstrated a positive but statistically insignificant effect on performance ($\beta = 0.290$, $p = 0.125$), indicating a potential paradox wherein female lecturers who encounter institutional barriers might exhibit enhanced effort or resilience in performance domains—possibly as a response to the need to prove competence in male-dominated structures (Aranha et al., 2019; Filandri et al., 2023).

The mediation analysis further supports the role of job satisfaction in shaping the relationship between gendered structural constraints and lecturer performance. The significant mediating effect of job satisfaction in the relationship between the glass ceiling and performance implies that institutions may buffer the adverse effects of gender inequality by cultivating supportive, inclusive, and rewarding work environments. This finding resonates with contemporary organizational literature that emphasizes affective job experiences as moderators of systemic disadvantage (Blithe & Elliott, 2020; Wang et al., 2023).

Collectively, these results highlight the nuanced dynamics of gender, satisfaction, and performance in the academic sector. They also demonstrate that simplistic linear assumptions may be insufficient for capturing the lived experiences of female lecturers, particularly in socioculturally conservative environments where institutional barriers and familial responsibilities converge.

The practical implications of these findings extend to human resource management practices in APTIK higher education institution (Berkovich & Bogler, 2021). Collaborative effort among university administrators, such as those facilitated by association like APTIK, are essential in addressing these challenges comprehensively. Creating supportive work environment that promote work life balance, transparency and fairness in decision making processes can significantly alleviate the negative impact of work family conflict and glass ceiling on lecturers. Additionally, initiatives aimed at providing support and resources for female lecturers, who often bear the brunt of work family conflict and glass ceiling, are imperative for fostering gender equity and inclusivity in academia (Lathabhavan, 2019). By implementing these strategies, universities can enhance lecturer satisfaction, performance, and overall institution effectiveness (Aranha et al., 2019).

CONCLUSION

In conclusion, this study has shed light on the significant impact of work family conflict and glass ceiling on job satisfaction and lecturer performance in Indonesian higher education institution. The finding indicate that work family conflict and glass ceiling pose substantial challenge to lecturer, affecting their satisfaction level and consequently their performance. While WFC primarily esteem from conflict between work demand and family responsibilities, glass ceiling creates invisible barrier that hinder

career progression, particularly for female lecturer. However, job satisfaction emerges as a crucial mediating factor, mitigating the adverse effect of work family conflict and glass ceiling on lecturer performance. Understanding these dynamics is essential for developing effective strategies to enhance lecturer well being and institutional effectiveness.

For future research, several avenues can be explored for future understand and address the complexities of work family conflict and glass ceiling in Indonesian higher education institution. Firstly, longitudinal studies can be conduct to examine the long-term effect of work family conflict and glass ceiling on lecturer satisfaction and performance. Secondly, qualitative research method, such as interview and focus group, can be employed to explore the lived experience of lecturer facing work family conflict and glass ceiling. Qualitative data can provide rich, in dept insight into the unique challenges and coping strategies employed by lecturer, allowing for more nuanced understanding of these phenomena. Overall, future research should aim to generate actionable insight and evidence-based strategies for promoting lecturer wellbeing and enhancing institutional effectiveness in Indonesia higher education.

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