

## **Effect of Perceived Career Development and Work-Life Balance to Psychological Well-Being of Lecturer**

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The amount of work requirement that must be met by lecturers can cause stress and create discomfort feelings. Therefore, institutions need to pay attention to things that can reduce the psychological well-being of their lecturers so that they can comfortably work and give their best performance. This study aims to determine the effect of perceived career development and work-life balance to psychological well-being of lecturers. A total of 63 lecturers from P University became the sample of this study which was obtained by convenience sampling method. The measuring instrument used consists of the Perceived Career Development Scale, Work-Life Balance Scale, and Psychological Well-Being Scale. The analytical method used is multiple regression analysis technique and using SPSS 16. The results showed that there was no influence of perceived career development and work-life balance to psychological well-being of lecturers at P University ( $F = 3.471, p = 0.037, p > 0.05$ ).

*Keywords:* Perceived career development, work-life balance, psychological well-being

The rapid development of the era has also influenced changes in various professional sectors. Educating staff like lecturers also follow the changes. Pannen (2005) mentions that lecturer are educating staff at universities which specifically appointed with the main task of teaching. UU No. 14 of 2005 concerning Teachers and Lecturers, defines lecturers as professional educators and scientists with the main task of transforming, developing, and disseminating science, technology and art through education, research, and community service. So the task of a lecturer is not just teaching.

The number of tasks that become responsibility of a lecturer can make they feel stressed. Most of the time they spend to complete the work so it's reduce the time to having relationships with colleagues and others, even the time for the family becomes limited and not infrequently the time for take a rest is also lacking. Institutions need to pay attention so that their teaching staff can remain comfortable working, physically and psychologically prosper.

Currently the role of the lecturer becomes more complex than the original as agent of education, it has now become an agent of culture, knowledge, technology transfer &

agent of economic development in 2015-2019 (Sulistiobudi, Kadiyono & Batubara, 2017). Sulistiobudi, Kadiyono & Batubara, (2017) stated that lecturers in an institution play an important role as one of the agents that can spur the nation's economy through the output of activities that can be applied in all fields. According to the 2015 Kemristek Dikti Strategic Plan (in Sulistiobudi, Kadiyono & Batubara, 2017) the intended output includes increasing publications, industrial relations, patents, citations, university rankings and leading to innovations that encourage economic development and benefit directly to society.

The variety of activities related to the work that must be done by the lecturer can certainly influence the individual lecturer themselves. Moreover, according to Harter, Schmidt, and Keyes (2002) working adults can spend almost a quarter of their lives for work. This high workload can cause stress and can also affect the decline in psychological well-being. Chang, Zurilla, and Sanna (2007, in Arsita, 2015) state that stress is found to be associated with a low level of psychological well-being in middle-age adults, so that increasing stress levels will reduce the level of psychological well-being.

Arsita (2015) states that psychological well-being is a study of positive psychology about individuals who not only avoid pain, but can function optimally in their lives. Another expert, Ryff and Keyes (1995, in Arsita, 2015) describes psychological well-being as a condition in which individuals accept their condition, have positive relationships with others, are able to make their own decisions, master the environment, have life goals and make their lives meaningful and have the desire to continue to grow and develop. Furthermore, one can be said to have psychological well-being when it can function positively psychologically, obtain happiness, life satisfaction and the absence of depressive

symptoms (Bradburn, M, 1969; Ryff, D, 1989).

Ryff (1989) revealed a multidimensional approach to psychological well-being consisting of six dimensions, namely: self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life and personal growth.

1. Self-acceptance is the ability of a person to accept himself as a whole both now and in the past.
2. A positive relation with others means a relationship that is warm, satisfying and trusting each other. Besides that there is also empathy, compassion and strong attachment in it.
3. Autonomy means that the individual has the ability to determine his own destiny.
4. Environmental mastery can be interpreted as the ability to master and manage the environment in accordance with individual conditions.
5. Purpose in life can be interpreted as a situation where the individual has direction and purpose in his life. He felt his whole life was meaningful, both in the past and present.
6. Personal growth, Ryff (1989) defines individuals who have a high level of personal growth will always have the desire to continue to grow and develop themselves.

Individuals who have higher welfare will be more productive and have better mental and physical well-being than those with low welfare (Ryff, D & Singer, K, 2006). In addition, employees with high psychological well-being tend to be more cooperative, easier to help colleagues, timely and efficient, rarely absent and last longer in the organization (Harter, Schmidt, and Keyes, 2002).

The formation of psychological well-being is influenced by the perception that the organization will meet employees

expectations (Sulistiobudi, Kadiyono, and Batubara, 2017). This expectation can be in the form of believes that the organization will provide rewards in accordance with the performance or employee contribution and also convinced that the organization would respects and cares their employees. These beliefs will create a positive working experience and bring out a form of psychological security in employees.

Psychological well-being can be influenced by perceived career development and work-life balance (Arsita, 2015). In her research, Arsita (2015) stated that only 18 out of 100 employees in Indonesia stated that they were satisfied and felt happy at work, where two of three problems that employees often complain of as causes of dissatisfaction and unhappiness in the workplace were career development and balance between work and personal life.

Career development is a series of activities that contribute to the development, growth, success and fulfillment of individual careers (Dessler, 2011). According to Melinda and Zulkarnain (2004, in Nugraha, 2016) employees will be willing to work and strive for organizational success, but that willingness will only arise and develop when employees believe that organizational success is also a success for their careers. Schein (1978) revealed six aspects of career development (in Thewinarti, 2004), namely:

1. Training and development
2. Job opportunities
3. Promotion and career movements
4. Supervision and training
5. Career counseling
6. Organizational rewards

Work-life is another problem that is often complained by employees as a cause of low satisfaction and happiness in the workplace (Nugraha, 2016). According to Sao (2012) work-life balance is an individual's ability to maintain a balance between work and personal life, without sacrificing one of them. Wilkinson (2013) revealed the

existence of a significant positive relationship between work-life balance and psychological well-being. Subjects who feel their lives and jobs are more balanced have more positive psychological well-being (Nugraha, 2016).

Seiwert identifies four important dimensions that can reflect various dimensions in human life (in Gropel, 2005), namely:

1. Work / achievement, this dimension includes work, education, career, the struggle for success, wealth, etc.
2. Social contacts / relationships, this dimension represents human needs for social contact, including family, friends, colleagues, or social recognition.
3. Health / body, this dimension refers to the adequacy of sleep, relaxation, exercise, recreation, or healthy eating consumed.
4. Life is meaningful, this dimension includes sense of life, religion, values, self-realization, self-actualization and self-fulfillment are parts of this dimension.

The importance role of the lecturer as the main driving force in educational institutions makes the organization need to maintain a positive reciprocal relationship with the lecturer. This positive relationship will later affect the success of the organization because it can determine the motivation and dedication of the lecturer, attachment to the institution and organizational commitment. Lecturers who feel that they have contributed good performance have confidence that the organization they work in will provide appropriate awards and give them the opportunity to develop themselves and their careers. Organizations that can meet these expectations will certainly increase the work motivation of their employees and also influence the increasing psychological well-being of employees. On the other hand, organizations need to pay attention to

the work-life balance of their employees so that employees feel comfortable working and still have a harmonious social life. If the organization ignores the work-life balance of employees then employees can feel burdened with their work which of course can affect the motivation and psychological well-being of employees.

The aims of this research is to find out whether there is an influence of perceived career development and work-life balance to psychological well-being of the lecturer. This study reexamined the research conducted by Arsita (2015) with the same research construct namely perceptions of career development, work-life balance, and psychological well-being. As for the difference, Arsita (2015) research conducted with research subjects as employees of PT. X, while this research was conducted on lecturers from P University. The hypothesis proposed is that there is an influence between perceived career development and work-life balance on the psychological well-being of lecturers at P. University.

## **Method**

### **Participants**

This research is a quantitative research using multiple regression analysis. This study involves one dependent variable and two independent variables. Dependent variable in this research is well-being (Y), while independent variables in this research are perceived career development (X1) and work-life balance (X2).

Respondents in this research were 63 lecturers at P University. P University were religion-based university in Purworejo. Samples were taken using convenience sampling technique. The criteria of the respondents are having worked as lecturers at P University for at least one year.

### **Instruments**

The method of data collection is done quantitatively, namely by using a survey. Data that has been obtained is then analyzed by SPSS 16.00. Data collection is obtained through three scales in the Indonesian language, namely psychological well-being scale, perceived career development scale, and work-life balance scale.

#### **A Measurement of Psychological Well-being**

Psychological well-being is measured on a scale that is an adoption of the scale used in Arsita's (2015) study, which was compiled based on the Psychological Welfare Scale adapted from Ryff's Psychological Well-Being Scales (PWB) with aspects that include: self-acceptance, positive relationships with others, autonomy, mastery of the environment, purpose of life, and personal growth.

On a scale compiled by Ryff's, psychological well-being has six answer choices, namely number 1, which means strongly disagreeing to number 6 which means strongly agree. However, in this study we using five answer choices. Each item is accompanied by five answer choices, namely STS (strongly disagree), TS (disagree), AS (somewhat agree), S (agree), and SS (strongly agree), according to Arsita (2015). After being validated, 19 valid items were obtained with reliability coefficients of 0.870.

#### **A Measurement of Perceived Career Development**

Perceived career development are measured using a scale adopted from the scale used in Arsita's research (2015) which was compiled based on the Perception Scale of Career Development prepared by Pudyastuti (in Thewinarti, 2004). The scale refers to the Schein concept with aspects that include: training and development, employment opportunities and feedback, promotion and career moves, supervision and training, career counseling, and

organizational rewards (in Thewinarti, 2004).

The scale uses a choice scale that refers to the adaptation of the Likert scale to indicate the level of suitability of the subject to the statement. Each item is accompanied by four answer choices, namely SS (very appropriate), S (appropriate), TS (not suitable), STS (very inappropriate), according to Arsita (2015). After being validated, 19 valid items were obtained with a reliability coefficient of 0.943.

**A Measurement of Work-Life Balance**

The subject's work-life balance is measured on a scale which is the adoption of the scale used in Arsita's (2015) study, which was compiled based on the adaptation of The Life-Balance Questionnaire compiled by Gropel (2005). The Gropel Scale (2005) is based on four aspects proposed by Seiwart (2000), namely: work / achievement, contact / social relations, health / body, and meaningful life.

On the scale of The Life-Balance Scale compiled by Gospel (2005) there are six answer choices, namely number 1, which means strongly disagree to 6 which means

strongly agree. But in this study only five answer choices were used. Each item is accompanied by five alternative answers, namely STS (strongly disagree), TS (disagree), US (somewhat agree), S (agree), and SS (strongly agree), according to Arsita (2015). After being validated, we found 7 valid items with a reliability coefficient of 0.865.

**Results**

As preliminary steps before performing hypothesis test, classical assumption test conducted to see how much influence of both independent variables to dependent variable. It's consists of normality test, linearity test, and multicollinearity test.

Normality is tested by using Kolmogorov – Smirnov test. The prerequisites to be met are  $p > 0.05$  The Kolmogorov - Smirnov test results on the three measuring instruments used showed a value of  $p > 0.05$  (psy well-being  $p = 0.062$ , work-life  $p = 0.043$ , perceived career  $p = 0.133$ ) so that it could be interpreted that all data were normally distributed, so that the research could proceed to the next stage.

Table 1  
*Normality test*

One-Sample Kolmogorov-Smirnov Test				
		PsyWellBeing	WorkLifeBalance	PerceivedCareer
N		62	62	62
Normal Parameters <sup>a</sup>	Mean	156.0161	73.7903	87.9516
	Std. Deviation	15.86469	10.02805	15.79004
Most Differences	Extreme Absolute	.098	.057	.133
	Positive	.062	.043	.133
	Negative	-.098	-.057	-.077
Kolmogorov-Smirnov Z		.773	.447	1.049
Asymp. Sig. (2-tailed)		.589	.988	.221

a. Test distribution is Normal.

Linearity test is performed to see the relationship between variables running are linear or not, meaning if any changes occur

in one variable it will followed by changes in other variables in parallel. The data is linear if the F-linearity value shows the

level of significant or  $p < 0.05$  (Widhiarso, 2010). The result of linearity test of the research show that the relation between perceived career development to psychological well-being shows a linear

relationship ( $p = 0.001$ ,  $p < 0.05$ ). Either with work-life balance to psychological well-being that's also shows a linear relationship ( $p = 0.01$ ,  $p < 0.05$ ).

Table 2  
Linearity test

			Sum of Squares	df	Mean Square	F	Sig.
WORK LIFE (X2) * WELLBEING (Y)	Between Groups	(Combined)	3469.524	35	99.129	.967	.543
		Linearity	310.739	1	310.739	3.032	.093
		Deviation from Linearity	3158.785	34	92.905	.906	.611
	Within Groups	2664.750	26	102.490			
Total			6134.274	61			
PERCEIVED CAREER (X1) * PSY WELLBEING (Y)	Between Groups	(Combined)	10689.022	35	305.401	1.757	.070
		Linearity	409.386	1	409.386	2.355	.137
		Deviation from Linearity	10279.636	34	302.342	1.739	.074
	Within Groups	4519.833	26	173.840			
Total			15208.855	61			

Multicollinearity test is performed to see whether there is a linear relationship between independent variables in a regression model. The prerequisite used to look at multicollinearity is when the VIF value of each variables is less than 10 ( $VIF < 10$ ). It's considered that there are no

multicollinearity symptoms in the model. Multicollinearity test result of the research shows that both independent variables have  $VIF = 1.000$  which means that the data is not multicollinear and then the result process can be continued to hypothesis testing.

Table 3  
Multicollinearity test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	109.008	18.182		5.995	.000		
	work life	.389	.196	.243	1.985	.052	1.000	1.000
	perceived career	.211	.120	.214	1.750	.085	1.000	1.000

a. Dependent Variable: psywellbeing

### Hypothesis test

This test is performed to test the research hypothesis by using multiple regression analysis technique. Multiple regression

analysis is a method that incorporates all predictors together (Field, 2000). The technique used to see how independent variables, which are perceived career

development and work-life balance, have influenced to dependent variable, which is psychological well-being of lecturer in P University. The hypothesis in this study is that there is an influence between perceived career development and work-life balance with the psychological well-being of lecturers. The result of hypothesis test shows that  $F=3.471$  with  $p=0.037$  ( $p>0.05$ )

means that together the variable of perceived career development and work-life balance have negative correlation. So there is no effect of perceived career development and work-life balance with the psychological well-being of lecturers in P University. Thus, the hypothesis is not accepted.

Table 4  
*Hypothesis test*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1661.454	2	830.727	3.471	.037 <sup>a</sup>
	Residual	14358.197	60	239.303		
	Total	16019.651	62			

a. Predictors: (Constant), perceived career , work life

b. Dependent Variable: psywellbeing

Calculation results in the summary model showed that  $R=0.322$  and  $R^2=0.104$  indicating that psychological well-being of lecturer in P University can influenced by perceived career development and work-life balance by 10.4%, and the rest could

influenced by other variables that are not followed in this study. The low value obtained is in line with the results that shows negative correlation in the hypothesis test mentioned earlier.

Table 5  
*Model Summary*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.322 <sup>a</sup>	.104	.074	15.46943

a. Predictors: (Constant), perceived career , work life

### Discussion

The result of this study shows that both perceived career development and work-life balance have no effect on psychological well-being. The density of lecturers' busyness and work-related stress can be things that affect the acceptance of the hypothesis. Researcher from University of London in 2017 makes Teacher Well-Being Research Project and mention that teaching continues to be one of the most stressful occupations

([https://www.city.ac.uk/\\_\\_data/assets/pdf\\_file/0010/364987/Teacher-Well-Being-Report.pdf](https://www.city.ac.uk/__data/assets/pdf_file/0010/364987/Teacher-Well-Being-Report.pdf)).

Lecturing in college even more stressful especially in religion-based university. While general college lecturer have obligations to do *Tri Dharma* that consists of education and teaching, research and development, and community service, religion-based college have more things to do. They have *Catur Dharma* who added the *Tri Dharma* before with the obligation

to strengthen *Al-Islam and Kemuhammadiyah* based on the Qur'an and the Sunnah. This research was conducted at university P which is a religion-based university, so lecturers have *Catur Dharma* to focus on. The burden to accomplish it makes them focus more on the work that needs to be done so their less attention to the scale given.

The amount of work that needs to be done makes the lecturers seem rushed to work on the scale and some seem to answer so blindly that the results become less than optimal. The number of items that are felt to be too much can also affect the number of invalid items on the measuring instrument used, in addition to the wording factor that is not appropriate (Widhiarso, 2008). These things are the limitations of this study.

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