

THE IMPACT OF INVISIBLE LABOR AND DOUBLE BURDEN ON OCCUPATIONAL BURNOUT AMONG FEMALE LECTURERS: A QUALITATIVE OCCUPATIONAL HEALTH AND SAFETY APPROACH IN ACADEMIC WORKPLACE

Nur Ilmi Mardatillah¹⁾, Nur Andani²⁾, Evi Aprianti Radjiman³⁾

^{1,3}Prodi Kesehatan Masyarakat FKIK Universitas Islam Negeri Alauddin Makassar

²Prodi Keperawatan dan Ners FKIK Universitas Islam Negeri Alauddin Makassar

email: ilmimardatillah@uin-alauddin.ac.id¹, nur.andani@uin-alauddin.ac.id²,
evi.aprianti@uin-alauddin.ac.id³

Abstract:

Female lecturers frequently experience overlapping professional and domestic responsibilities that increase their vulnerability to psychosocial strain and occupational burnout. In Indonesian higher education institutions, the growing bureaucratization of academic work has intensified invisible labor through administrative tasks that often receive limited formal recognition. This study aimed to explore the lived experiences of female lecturers regarding invisible labor, dual-role responsibilities, and burnout from the perspective of psychosocial Occupational Health and Safety (OHS). A qualitative phenomenological approach was employed. Data were collected through semi-structured in-depth interviews with four female lecturers at UIN Alauddin Makassar who met specific criteria related to administrative involvement and family caregiving responsibilities. The data were analyzed thematically using the Job Demands-Resources (JD-R) Model, Role Conflict Theory, and ISO 45003:2021 as analytical frameworks. The findings revealed three major themes: challenges in managing academic time allocation due to administrative workloads, work-family conflict arising from competing professional and domestic demands, and symptoms of occupational stress and burnout manifested through emotional exhaustion, fatigue, sleep disturbances, and reduced engagement in teaching activities. The study further identified limited institutional support and inadequate gender-sensitive resources as factors that intensified psychosocial risks. These findings highlight the need for universities to simplify administrative processes, strengthen psychosocial risk management, and provide family-friendly support systems to promote the well-being and sustainability of female academics.

Keywords: Female Lecturers, Work-Family Conflict, Burnout, Invisible Labor, Occupational Health And Safety.

INTRODUCTION

Tri Dharma Perguruan Tinggi (the Three Pillars of Higher Education) constitutes the foundational philosophy of the Indonesian higher education system, requiring lecturers to balance their responsibilities as educators, researchers, and contributors to community service. However, contemporary academic realities reveal a growing tension between the ideals of the *Tri Dharma* and the increasing bureaucratization of higher education institutions. Lecturers are no longer expected solely to teach and conduct research; they are also increasingly required to produce extensive administrative documentation (Graham, 2016). This shift from academic quality toward administrative compliance has gradually eroded lecturers' professional autonomy, as time that should be allocated to scholarly activities is increasingly consumed by institutional administrative demands (Rosalina & Jusoh, 2024).

Administrative orientation has also contributed to the emergence of invisible labor within academic institutions. Administrative duties, BKD documentation, accreditation preparation, and participation in ad hoc committees consume substantial time, energy, and cognitive resources. Institutionally, however, these activities often receive limited academic recognition because they contribute minimally to promotion credit points compared to publications in reputable scientific journals. As a result, administrative work is frequently treated as a form of compulsory academic volunteerism that requires high discipline while remaining academically undervalued, ultimately devaluing lecturers' professional time.

A gender-sensitive analysis further reveals that invisible labor creates disproportionately greater challenges for female academics (Hillier, 2023). Deeply rooted patriarchal norms in Indonesia continue to position women as primary caregivers within the domestic sphere, including childcare, household management, and family care responsibilities. Consequently, female lecturers frequently experience a "second shift" after completing their formal academic responsibilities. The intersection between invisible labor on campus and domestic obligations creates cumulative workloads and work-family conflict that are often experienced more intensely by women than by their male counterparts (Chang & Arisanti, 2023), placing female academics in a structurally vulnerable position.

Occupational burnout emerges as a serious consequence of these overlapping demands, particularly when institutional recognition and recovery time remain limited (Rahmania & Barusi, 2019). An imbalance between high effort and limited reward contributes to emotional exhaustion, depersonalization, and reduced personal accomplishment (Johnson & Kinman, 2019). Among female lecturers, burnout extends beyond ordinary fatigue and may manifest in chronic physical exhaustion, declining teaching motivation, depressive symptoms, and an overall deterioration in quality of life.

Despite its significant impact on academic productivity and well-being, higher education management has not fully recognized burnout as an Occupational Health and Safety (OHS) concern requiring systematic intervention. Existing Occupational Health and Safety Management Systems (SMK3) within Indonesian universities are often narrowly understood as focusing primarily on physical safety measures such as laboratory equipment, evacuation routes, and fire prevention systems. In contrast, international standards such as ISO 45003:2021 emphasize that psychosocial hazards constitute one of the most significant risks within modern workplaces, including academic environments (ISO, 2021).

The growing prevalence of psychosocial risks within academia highlights an important research gap. Previous studies on educator burnout have predominantly employed quantitative approaches that focus mainly on statistical relationships and numerical indicators. Few studies have explored how invisible administrative labor and dual-role pressures are subjectively experienced by female academics, particularly within Indonesian higher education institutions. Therefore, this study seeks to address this gap by offering a qualitative exploration of invisible labor and dual burdens through the perspective of psychosocial Occupational Health and Safety risk management.

LITERATURE REVIEW

This study develops its theoretical framework through the integration of three major conceptual perspectives: the Job Demands-Resources (JD-R) Model, Role Conflict Theory, and ISO 45003:2021 as a framework for psychosocial Occupational Health and Safety risk management.

The Job Demands-Resources (JD-R) Model developed by Bakker and Demerouti is widely recognized as one of the most comprehensive frameworks in organizational behavior and psychosocial OHS research (Bakker & Demerouti, 2017). The model proposes that every occupation involves specific occupational stressors categorized into two major dimensions: job demands and job resources (Mazzetti et al., 2023).

Job demands refer to the physical, psychological, social, or organizational aspects of work that require sustained effort and may result in physiological and psychological strain (Han et al., 2020). In contrast, job resources refer to aspects of work that support goal achievement, reduce job demands, and encourage professional growth (Bakker & Demerouti, 2017).

Within the JD-R framework, an imbalance between high job demands and limited resources contributes to the health impairment process. Female lecturers who face excessive institutional demands alongside domestic responsibilities without adequate institutional support are particularly vulnerable to emotional exhaustion and occupational burnout. Over time, prolonged energy depletion may reduce motivation and diminish overall quality of life.

While the JD-R Model explains the relationship between occupational demands and psychological well-being, Role Conflict Theory is used to examine tensions arising from multiple overlapping social roles (Citra et al., 2025). The theory argues that conflict emerges when expectations associated with one role interfere with the fulfillment of another role.

Within the academic context, intra-role conflict occurs when lecturers experience tension between their professional identity as scholars and institutional expectations emphasizing administrative performance. Simultaneously, inter-role conflict emerges when professional responsibilities intersect with sociocultural expectations regarding women's domestic roles as mothers and wives.

These overlapping conflicts often create role overload, where female academics perceive themselves as unable to fully meet expectations in both domains. Such conditions frequently contribute to chronic emotional strain, guilt, fatigue, and depersonalization among female lecturers (Musdalifah & Rahmawati, 2021).

This study is further grounded in ISO 45003:2021, which shifts the understanding of burnout from an individual weakness to a systemic organizational issue. As a supplementary guideline to ISO 45001, ISO 45003 represents the first international standard specifically addressing psychological health and safety in the workplace.

The standard emphasizes that workers' psychological well-being, including that of academics, is an organizational responsibility. ISO 45003 categorizes psychosocial hazards into several dimensions, including work organization, social interactions at

work, and workplace environmental conditions (Pilonato & Monfardini, 2020). These principles provide an important framework for understanding how institutional systems may contribute to psychosocial strain among female academics.

RESEARCH METHODOLOGY

This study employed a qualitative approach using a phenomenological research design. A phenomenological approach was selected because the study aimed to explore and interpret the lived experiences of female lecturers regarding invisible labor and dual-role responsibilities.

The research was conducted at the State Islamic University (UIN) Alauddin Makassar and involved four female lecturers from three different study programs and professional backgrounds. The diversity of participants was intended to identify recurring structural patterns related to invisible labor within the academic environment.

Participants were recruited using a combination of purposive and snowball sampling techniques due to the sensitive nature of the research topic. Purposive sampling ensured that participants met several criteria, including active lecturer status, a minimum of three years of work experience, extensive involvement in administrative tasks, and significant domestic caregiving responsibilities. Snowball sampling was subsequently used to identify additional participants with similar experiences who were willing to participate confidentially. To minimize data bias, lecturers who were currently on leave and unmarried lecturers without caregiving responsibilities were excluded from the study.

A total of four female lecturers participated in this study. All participants were employed at UIN Alauddin Makassar and were selected using purposive and snowball sampling techniques. They represented three different study programs and met the inclusion criteria of having at least three years of professional experience, extensive involvement in administrative duties, and substantial family caregiving responsibilities.

Data were collected through semi-structured in-depth interviews. The interview protocol explored participants' experiences related to job demands, institutional support, family responsibilities, and symptoms associated with occupational burnout. All interviews were audio-recorded with participants' informed consent, ensuring confidentiality and adherence to ethical research principles.

Data Analysis

The interview transcripts were analyzed using thematic analysis following the six-phase framework proposed by Braun and Clarke (2006). In the first phase, the researchers familiarized themselves with the data by repeatedly reading the transcripts and noting initial observations. The second phase involved generating initial codes by systematically labeling meaningful segments of data related to invisible labor, role conflict, and burnout symptoms. During the third phase, the initial codes were organized into potential themes based on recurring patterns across participants. In the fourth phase, the identified themes were reviewed and refined by comparing them against the coded extracts and the overall dataset to ensure internal coherence and distinctiveness.

The fifth phase involved defining and naming each theme to clearly capture its conceptual scope. Finally, in the sixth phase, the analysis was written up by selecting representative quotations and linking the themes to the theoretical frameworks of the Job Demands-Resources (JD-R) Model, Role Conflict Theory, and ISO 45003:2021.

Credibility and Trustworthiness

Several strategies were employed to enhance the credibility and trustworthiness of the findings (Lincoln & Guba, 1985). Member checking was conducted by sharing interview summaries and preliminary findings with participants to verify the accuracy of the researchers' interpretations. Peer debriefing was carried out through regular discussions among the research team members, during which coding decisions and emerging themes were critically examined. Theoretical triangulation was applied by analyzing the data through multiple theoretical lenses, including the JD-R Model, Role Conflict Theory, and ISO 45003:2021, to ensure that the findings were not limited to a single interpretive perspective. An audit trail was maintained by documenting all research decisions, including participant selection, interview procedures, coding processes, and theme development, to ensure the transparency and replicability of the analytical process.

RESULTS

Participant Characteristics

The four participants were female lecturers employed at UIN Alauddin Makassar and represented three different academic disciplines. All participants had more than three years of professional experience and were actively involved in teaching, administrative duties, and academic service activities. In addition, all participants carried substantial caregiving responsibilities within their households, including childcare and family care obligations. To ensure confidentiality, participants were assigned pseudonyms and identified using codes (P-01 to P-04) throughout the study.

Informant Code	Age	Years of Service	Family Responsibility
P-01	38 y.o	8 years	Married: two children (elementary school-aged and toddler)
P-02	41 y.o	10 years	Married: two toddlers
P-03	35 y.o	5 years	Married: one toddler and eldercare responsibilities
P-04	44 y.o	12 years	Married: three children (adolescent and elementary school-aged)

The semi-structured interview guide was developed based on the theoretical constructs of the Job Demands-Resources (JD-R) Model, Role Conflict Theory, and ISO 45003. The interview questions explored four main themes: experiences related to administrative and academic workloads, the interaction between professional and domestic responsibilities, perceived institutional support and available resources, and physical, emotional, and psychological responses to work-related pressures. Follow-up

questions were used to encourage participants to elaborate on their experiences and provide concrete examples from their daily lives.

Research Theme	Example Interview Question
Invisible Labor	"Can you describe the administrative tasks you perform that are not formally recognized in your workload evaluation?"
Job Demands	"How do administrative responsibilities affect your teaching, research, and personal time?"
Role Conflict	"Have you ever experienced conflicts between your professional responsibilities and family obligations?"
Job Resources	"What forms of support do you receive from your institution or family in managing your responsibilities?"
Burnout Symptoms	"How have these responsibilities affected your physical health, emotional well-being, or motivation at work?"

Academic Time Allocation Challenges

The BKD system was designed as a formal mechanism to document and evaluate lecturers' *Tridharma* activities systematically. However, participants' experiences revealed a significant institutional gap in which administrative responsibilities and supporting academic tasks, such as accreditation preparation and laboratory administration, consumed considerable productive time while receiving limited recognition within the formal workload assessment system.

"If asked about teaching loads, I can manage. But these supporting administrative matters are like ghosts. There are no credit points (Kum), yet if left unfinished, we face reprimands from the leadership. Consequently, I work on them at 3 or 4 in the morning after my children are asleep, even though I must smile and teach a class the very next morning." (P-01)

This narrative illustrates how administrative obligations frequently extend lecturers' working hours into their personal recovery time. Although institutional working hours are formally regulated, urgent administrative targets often compel lecturers to continue working beyond standard schedules.

From an Occupational Health and Safety perspective, insufficient recovery time may contribute to increased allostatic load and long-term psychological strain (Yoshida et al., 2024). The expectation to maintain professionalism in teaching despite chronic exhaustion may gradually undermine lecturers' physical well-being and pedagogical effectiveness.

Dual Role Dynamics and Role Conflict Challenges

Female lecturers frequently experience difficulties managing boundaries between professional and domestic responsibilities.

"I often feel conflicted. Whenever there is an administrative activity with a strict deadline, I leave for work while my child is still sleeping, and when I return late at night, my child is already asleep. What saddens me most is that my child feels closer to their grandmother or

aunt than to their own mother. Sometimes my child complains, asking why their mother rarely accompanies them to play like the mothers of their friends. I carry a profound sense of maternal guilt." (P-03)

This narrative reflects a form of time-based work-family conflict commonly experienced by female academics. Intensive administrative responsibilities reduce opportunities for meaningful family interaction and may lead children to develop stronger emotional attachment to substitute caregivers.

The participant's expression of maternal guilt demonstrates the psychological burden associated with attempting to fulfill expectations in both professional and domestic domains simultaneously (Hillier, 2023). In occupational psychology, this condition is often understood as role strain, where individuals struggle to maintain emotional presence and performance across competing social roles (Asfahani, 2021).

Occupational Stress and Burnout

The continuous accumulation of institutional demands and domestic responsibilities significantly affected participants' physical and psychological well-being. Within the OHS framework, these experiences should not be interpreted as individual weakness but rather as responses to prolonged exposure to excessive cognitive and emotional demands (Chang & Arisanti, 2023).

Physiologically, exhaustion manifested through recurring health complaints such as dyspepsia, headaches, and insomnia, particularly during periods of administrative pressure (Yoshida et al., 2024). The informants reported physical ailments such as increased stomach acid (dyspepsia) that frequently emerge approaching administrative deadlines, alongside a predisposition to tension headaches and sleep pattern disturbances (insomnia). Emotional exhaustion also affected participants' interactions with students and their professional engagement in teaching activities.

"I used to be enthusiastic and had ample time during the mentoring process. Lately, however, due to the dense schedule of administrative activities, when a student seeks guidance, it feels as though my energy reserves are completely depleted. Sometimes I unconsciously respond impatiently or take a long time to reply to messages, even though the students are not at fault. My focus is simply too divided." (P-02)

This statement reflects emotional exhaustion resulting from prolonged administrative overload. Reduced enthusiasm and emotional withdrawal from students may indicate occupational fatigue rather than a lack of professional commitment (Adam et al., 2020). When cognitive resources are heavily consumed by institutional demands, lecturers may unconsciously reduce emotional engagement in interpersonal interactions (Amalia et al., 2024).

DISCUSSION

Invisible Labor as a Psychosocial Hazard

Within the JD-R framework, these findings indicate an imbalance between excessive job demands and insufficient institutional resources (Kraus et al., 2023). Academic responsibilities in science- and health-related faculties extend beyond classroom teaching to include practicum management, laboratory administration, and accreditation requirements.

Previous studies have demonstrated that workload intensity significantly contributes to occupational stress among academics, with female lecturers showing greater vulnerability due to the accumulation of professional and domestic responsibilities (Mutia et al., 2025; Citra et al., 2025). When institutional pressures intersect with caregiving responsibilities at home, lecturers experience prolonged cognitive and emotional depletion. Consistent with previous phenomenological studies, work-family conflict among female workers is strongly associated with challenges in time management and limited opportunities for recovery (Eliyana & Nafilah, 2025). If this cycle continues without sufficient institutional support, it may contribute to long-term burnout.

Gender-Based Dual Role Dynamics in the Academic Work Environment

Within the JD-R framework, high job demands can be mitigated when institutions provide adequate job resources. However, institutional support systems within higher education environments often remain insufficiently developed.

Although many female lecturers demonstrate resilience in managing dual responsibilities, support facilities such as lactation rooms, rest spaces, and campus-based childcare services remain limited in many universities (Ramlafatma et al., 2020; Dellen et al., 2022). The absence of family-friendly facilities weakens institutional support mechanisms and forces female lecturers to manage psychosocial burdens independently.

Furthermore, bureaucratic workload systems in Indonesian higher education institutions generally continue to apply gender-neutral standards that do not fully accommodate the unequal distribution of domestic responsibilities. Administrative tasks are frequently assigned without considering that many female lecturers transition directly from academic work to caregiving responsibilities at home.

Previous studies have shown a significant relationship between work-family conflict and increased health-related risks among female workers (Nilsen et al., 2017). Because women often carry greater domestic responsibilities, they may experience higher levels of psychological and physical strain compared to their male colleagues (Musdalifah & Rahmawati, 2021). Therefore, higher education institutions must develop more gender-sensitive academic policies and workload management systems to create supportive and sustainable working environments for academics.

Implications for Psychosocial OHS Risk Management in Higher Education

When the findings of this study are examined through the lens of ISO 45003:2021, invisible labor within the academic environment can be identified as a psychosocial hazard originating from how work is organized. According to ISO 45003, psychosocial

hazards arise when the design, management, or conditions of work interact with the worker's capabilities and needs in ways that may cause psychological harm. In this study, administrative tasks that are institutionally mandatory yet formally unrecognized in workload evaluation systems represent a clear misalignment between actual job demands and the formal recognition structures of the institution. This misalignment constitutes a form of organizational injustice that, when sustained over time, erodes workers' psychological safety and contributes to chronic occupational stress.

The health impairment process described in the JD-R Model was clearly supported by the participants' experiences in this study. Bakker and Demerouti (2017) proposed that when job demands consistently exceed available resources, workers enter a process of progressive energy depletion that ultimately leads to burnout. The present findings confirm this trajectory: participants first experienced time-based strain from invisible administrative labor, which then reduced their physiological recovery opportunities, subsequently triggering somatic complaints such as dyspepsia and insomnia, and ultimately culminating in depersonalization toward students. This sequential pattern demonstrates how the health impairment process operates not as a sudden event but as a gradual, cumulative deterioration of both physical and psychological well-being.

Role Conflict Theory further illuminates how the intersection of invisible campus labor and domestic caregiving responsibilities produces a compounding effect on emotional exhaustion. The participants' experiences reveal that inter-role conflict does not merely create competing time demands but fundamentally challenges their self-concept across both professional and domestic identities. The maternal guilt expressed by participants exemplifies how strain-based conflict transfers emotional distress from the professional domain to the personal domain and vice versa, creating a feedback loop of psychological burden that transcends mere time-management difficulties. This finding extends existing literature by demonstrating that role conflict among female academics operates simultaneously at temporal, emotional, and identity levels, making it significantly more difficult to manage than conventional workload-related stress.

From an ISO 45003 perspective, the present findings underscore the necessity for higher education institutions to adopt a systemic approach to psychosocial risk management. Rather than treating burnout as an individual coping failure, institutions should recognize invisible labor and gendered role conflict as organizational-level psychosocial hazards that require institutional-level controls. In practical terms, this means integrating psychosocial risk assessments into existing OHS Management Systems (SMK3), formally recognizing administrative contributions in workload evaluation frameworks, and establishing gender-responsive institutional policies that account for the disproportionate domestic responsibilities carried by female academics. Without such systemic interventions, the health impairment process identified in this study will continue to operate as a structural barrier to the professional sustainability and well-being of female lecturers.

CONCLUSION

This study concludes that female lecturers experience significant challenges in balancing academic, administrative, and domestic responsibilities simultaneously. Administrative workloads associated with institutional bureaucracy frequently consume personal recovery time and contribute to fragmented working hours, emotional exhaustion, and role fatigue.

The findings further demonstrate that work-family conflict creates substantial psychological pressure for female academics, particularly when professional expectations intersect with caregiving responsibilities. Within the Job Demands-Resources (JD-R) framework, the imbalance between excessive job demands and limited institutional support weakens organizational buffering mechanisms and contributes to psychosocial strain and burnout symptoms.

Therefore, higher education institutions should implement strategies aimed at reducing unnecessary bureaucratic burdens while strengthening gender-sensitive institutional support systems. Such measures may include simplifying administrative procedures, improving workload distribution, and providing family-friendly facilities such as lactation rooms and campus-based childcare services.

Future studies are encouraged to expand this research through mixed-methods or comparative institutional approaches to examine the effectiveness of psychosocial Occupational Health and Safety interventions, including the implementation of ISO 45003 principles, in improving the well-being, productivity, and retention of female academics.

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