

# The Influence of Work-Life Balance and Emotional Intelligence on Female Lecturers' Performance: The Mediating Role of Dual Roles at Universitas Mulawarman

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## ABSTRACT

This study examines the influence of work-life balance (WLB) and emotional intelligence (EI) on the performance of female lecturers at Universitas Mulawarman, with dual roles as a mediating variable. The objectives are to analyze the direct effects of WLB and EI on performance, explore the mediating role of dual roles, and provide recommendations for enhancing academic productivity and well-being. A quantitative approach was employed, utilizing a cross-sectional survey design. Data were collected from 150 female lecturers in the Faculty of Medicine using a structured questionnaire adapted from validated scales for WLB, EI, dual roles, and performance. Structural Equation Modeling Partial Least Squares (SEM-PLS) was used to analyze the relationships. Results indicate that WLB ( $\beta = 0.245$ ,  $p = 0.001$ ) and EI ( $\beta = 0.312$ ,  $p = 0.000$ ) significantly and positively affect performance, while also positively influencing dual roles (WLB:  $\beta = 0.298$ ,  $p = 0.000$ ; EI:  $\beta = 0.274$ ,  $p = 0.000$ ). Dual roles significantly enhance performance ( $\beta = 0.356$ ,  $p = 0.000$ ) and partially mediate the relationships between WLB and performance ( $\beta = 0.165$ ,  $p = 0.003$ ) and EI and performance ( $\beta = 0.164$ ,  $p = 0.004$ ). The model explains 62.4% of the variance in performance and 58.7% in dual roles, demonstrating strong explanatory power. These findings suggest that effective management of dual roles amplifies the positive effects of WLB and EI on performance. The study concludes that institutions should implement flexible work policies and EI training to support female lecturers, particularly in high-demand fields like medical education. This research contributes to the literature on academic performance in developing countries and offers practical insights for enhancing female lecturers' well-being and productivity.

**Keywords:** Work-Life Balance, Emotional Intelligence, Dual Roles, Performance, Female Lecturers

## INTRODUCTION

The role of female lecturers in higher education has evolved significantly, reflecting global trends toward gender equality and increased female participation in academic and professional domains (Žnidaršič & Marič, 2021). At Universitas Mulawarman in East Kalimantan, Indonesia, female lecturers, navigate a multifaceted landscape of responsibilities that encompass academic duties and substantial familial obligations. These dual roles, spanning teaching, research, clinical practice, and caregiving, frequently result in role conflict, stress, and potential burnout, which can compromise their performance and well-being (Zainal Badri & Panatik, 2020). Identifying the factors that enable female lecturers to effectively manage these competing demands is essential for enhancing their academic productivity, job satisfaction, and overall quality of life, while also supporting institutional objectives of excellence in medical education.

Work-life balance (WLB) is a critical factor in managing the interplay between professional and personal responsibilities (Ren & Caudle, 2020). For female lecturers, achieving WLB is particularly challenging due to societal expectations in Indonesia, where traditional gender roles often place disproportionate caregiving responsibilities on women (Akanji et al., 2020). Effective WLB allows lecturers to allocate time and energy efficiently across their academic and personal roles, reducing stress and enhancing job satisfaction (Žnidaršič & Marič, 2021). In medical education, the demands are exceptionally high, as lecturers balance teaching

medical students, conducting research, and fulfilling clinical responsibilities, all of which require significant time, expertise, and emotional investment (Zainal Badri & Panatik, 2020). Without adequate WLB, female lecturers may experience reduced teaching effectiveness, diminished research output, and compromised personal well-being, highlighting the need for institutional strategies to support their efforts in balancing these responsibilities (Akanji et al., 2020).

Emotional intelligence (EI), defined as the ability to perceive, understand, and manage emotions, is another pivotal determinant of academic performance (Bharathi & Celina, 2024). EI equips female lecturers with the emotional resilience necessary to thrive in high-pressure academic environments and the interpersonal skills to foster positive relationships with students, colleagues, and family members (Coleman & Ali, 2022). In the context of dual roles, EI is particularly valuable, enabling lecturers to navigate the emotional complexities of balancing professional deadlines with familial obligations, such as parenting or eldercare (Kumarasamy et al., 2022). At Universitas Mulawarman, where resource constraints and cultural expectations amplify workplace and domestic pressures, EI serves as a critical resource for maintaining motivation and achieving academic success (Marengo & Chinyamurindi, 2018). The synergy between EI and WLB is a key focus of this study, as these factors collectively influence lecturers' ability to perform effectively across their professional and personal domains.

Dual roles, encompassing the simultaneous responsibilities of female lecturers as academics and family caregivers, play a significant mediating role in the relationships between WLB, EI, and performance (Akanji et al., 2020). While dual roles can lead to conflict—such as when academic deadlines compete with family needs—effective management of these roles can foster resilience, enhance time management skills, and promote a sense of accomplishment (Žnidaršič & Marič, 2021). For example, female lecturers who successfully balance teaching and research with childcare responsibilities may develop strategies that improve their efficiency and productivity across domains (Gadzali et al., 2023). The mediating effect of dual roles suggests that the benefits of WLB and EI on performance are not direct but are channeled through the ability to manage multiple responsibilities effectively (Kumarasamy et al., 2022). This dynamic is especially relevant in medical education, where the high-stakes nature of training future healthcare professionals underscores the importance of sustained performance (Zainal Badri & Panatik, 2020).

Despite the growing body of research on WLB and EI, significant gaps persist in the literature, particularly regarding female lecturers in developing countries (Johennesse & Pressley, 2024). Many studies examine WLB or EI in isolation, overlooking their combined influence and the mediating role of dual roles (Ren & Caudle, 2020). Additionally, the unique demands of medical education—characterized by long hours, high-stakes responsibilities, and the integration of clinical practice—have received limited attention in the context of academic performance (Zainal Badri & Panatik, 2020). In developing countries like Indonesia, where higher education institutions often operate with constrained resources and face cultural expectations that reinforce traditional gender roles, these gaps are particularly pronounced (Marengo & Chinyamurindi, 2018). This study addresses these gaps by investigating how WLB and EI influence the performance of female lecturers at Universitas Mulawarman, with dual roles as a mediator, providing a context-specific perspective on a globally relevant issue.

The research questions guiding this study are: (1) To what extent do WLB and EI directly affect the performance of female lecturers at Universitas Mulawarman? (2) How do dual roles mediate the relationships between WLB, EI, and performance? The objectives are threefold: to analyze the direct effects of WLB and EI on performance, to explore the mediating role of dual roles, and to offer actionable recommendations for enhancing female lecturers' productivity and well-being. The study is grounded in two theoretical frameworks: the Job Demands-Resources (JD-R) model, which posits that resources like WLB and EI mitigate the negative effects of job demands, such as heavy workloads or role conflict, and the Conservation of Resources (COR) theory, which emphasizes the preservation of resources to manage stress and sustain performance. These frameworks provide a robust foundation for understanding how WLB and EI enable female lecturers to navigate the challenges of dual roles.

The significance of this study is multifaceted. First, it contributes to the academic literature by integrating WLB, EI, and dual roles into a comprehensive model tailored to the context of female lecturers in a developing

country, addressing a critical gap in the literature (Johennesse & Pressley, 2024). Few studies have examined these variables together in the context of medical education, where the demands are uniquely intense. Second, the study offers practical implications for higher education institutions, particularly in resource-constrained settings like Indonesia. By identifying strategies to support female lecturers—such as flexible work arrangements, EI training, and family-friendly policies—institutions can enhance performance, improve retention, and foster a more equitable academic environment (Žnidaršič & Marič, 2021). Third, the focus on medical education highlights the broader societal impact of the study, as the performance of female lecturers directly influences the quality of training for future healthcare professionals, with implications for public health outcomes (Zainal Badri & Panatik, 2020).

The context of Universitas Mulawarman is particularly relevant, as it operates in a region with distinct socio-cultural and economic challenges. East Kalimantan's rapid development, driven by resource extraction and infrastructure projects, places significant pressure on higher education institutions to produce skilled professionals (Anggraeny, 2024). Female lecturers, who form a substantial portion of the academic workforce, are central to this mission, yet they face barriers related to gender norms and institutional constraints. By focusing on this specific context, the study provides insights that are both locally relevant and broadly applicable to other developing countries with similar socio-economic and cultural dynamics.

This study also aligns with the global call for gender equity in academia. Women in higher education worldwide face systemic barriers, including unequal workloads, limited access to leadership roles, and challenges in balancing professional and personal responsibilities (Akanji et al., 2020). In developing countries, these barriers are exacerbated by resource scarcity and cultural expectations, making it critical to identify strategies that empower female academics (Marengo & Chinyamurindi, 2018). By examining the interplay of WLB, EI, and dual roles, this study contributes to the discourse on gender equity, offering evidence-based recommendations for creating supportive academic environments that enable female lecturers to thrive.

## LITERATURE REVIEW

### Work-Life Balance (WLB)

Work-life balance (WLB) refers to the effective management of professional and personal responsibilities to minimize conflict and enhance well-being (Ren & Caudle, 2020). For female lecturers at Universitas Mulawarman, achieving WLB is challenging due to societal expectations that often place disproportionate caregiving responsibilities on women, particularly in Indonesia's cultural context (Akanji et al., 2020). Effective WLB reduces stress and burnout, enabling lecturers to maintain high job satisfaction and performance (Žnidaršič & Marič, 2021). The Job Demands-Resources (JD-R) model posits that resources, such as flexible work schedules and institutional support, mitigate the negative effects of high job demands, thereby enhancing academic productivity. In medical education, where lecturers balance teaching, research, and clinical duties, WLB is critical but difficult to sustain due to intense workloads (Zainal Badri & Panatik, 2020). Research indicates that WLB strategies, such as time management and organizational support, enable female lecturers to manage academic and personal roles effectively, leading to improved teaching quality and research output (Gadzali et al., 2023). However, the lack of institutional policies, such as flexible hours, can exacerbate role conflict, reducing performance. This study hypothesizes that WLB positively influences female lecturers' performance by providing the resources needed to navigate their demanding roles.

### Emotional Intelligence (EI)

Emotional intelligence (EI), defined as the ability to perceive, understand, and manage emotions, is a key

determinant of academic performance (Bharathi & Celina, 2024). For female lecturers, EI is essential for navigating the emotional complexities of dual roles, such as balancing academic and familial responsibilities (Coleman & Ali, 2022). High EI enables lecturers to manage stress, foster positive relationships with students and colleagues, and maintain motivation in high-pressure environments (Kumarasamy et al., 2022). The Trait EI Model highlights that emotional resilience and empathy are critical for coping with workplace challenges

(Lima et al., 2022). In the context of Universitas Mulawarman, where cultural expectations and resource constraints amplify role conflict, EI supports lecturers' ability to sustain performance (Marengo & Chinyamurindi, 2018). Research shows that EI enhances teaching effectiveness and research productivity by facilitating collaboration and emotional regulation (Gadzali et al., 2023). For instance, lecturers with high EI can create supportive classroom environments, improving student engagement. This study posits that EI positively affects performance by equipping female lecturers with the emotional competencies needed to manage the demands of medical education. The integration of EI with WLB is crucial, as both resources enable lecturers to address the emotional and practical challenges of their roles.

## Dual Roles

Dual roles refer to the simultaneous responsibilities of female lecturers as academics and family caregivers (Akanji et al., 2020). These roles often lead to conflict, as professional demands, such as research and teaching, compete with personal obligations, like childcare (Kumarasamy et al., 2022). The Conservation of Resources (COR) theory suggests that resources, such as WLB and EI, enable individuals to manage dual roles effectively, preserving energy for professional tasks. Effective role management can enhance resilience and productivity, as lecturers develop strategies to balance competing demands (Žnidaršič & Marič, 2021). In medical education, the high-stakes nature of academic and clinical responsibilities intensifies the challenges of dual roles, making their management critical for performance (Zainal Badri & Panatik, 2020). Research indicates that dual roles mediate the relationship between WLB, EI, and performance, as successful role management channels the benefits of these resources into improved outcomes (Gadzali et al., 2023). For example, lecturers who effectively manage family responsibilities alongside teaching demonstrate higher job satisfaction. This study hypothesizes that dual roles positively affect performance and mediate the effects of WLB and EI, emphasizing the need for institutional support, such as flexible schedules, to reduce role conflict and enhance productivity.

## Performance

Academic performance encompasses teaching effectiveness, research output, professional development, and community service (Gadzali et al., 2023). For female lecturers at Universitas Mulawarman, performance is influenced by internal factors, such as EI and motivation, and external factors, like institutional support and work environment (Marengo & Chinyamurindi, 2018). Gender-specific challenges, including role conflict and societal expectations, often hinder performance, necessitating targeted interventions (Johennesse & Pressley, 2024). In medical education, performance is critical, as lecturers play a pivotal role in training future healthcare professionals (Zainal Badri & Panatik, 2020). The JD-R model suggests that resources like WLB and EI enhance performance by mitigating the negative effects of job demands, such as heavy workloads (Cai et al., 2021). Research shows that female lecturers who effectively manage dual roles demonstrate higher performance in teaching and research, underscoring the importance of supportive policies, such as flexible hours and EI training (Žnidaršič & Marič, 2021). This study hypothesizes that performance is positively affected by WLB, EI, and dual roles, as these factors enable lecturers to navigate the complex demands of medical education. The focus on performance highlights the need for institutions to address gender-specific barriers to foster academic excellence and professional growth.

## Hypotheses

Based on the literature, the following hypotheses are proposed:

H1: WLB positively affects female lecturers' performance.

H2: EI positively affects female lecturers' performance.

H3: WLB positively affects dual roles.

H4: EI positively affects dual roles.

H5: Dual roles positively affect female lecturers' performance.



H6: Dual roles mediate the relationship between WLB and performance.

H7: Dual roles mediate the relationship between EI and performance.

## METHODOLOGY

### Research Design

This study employs a quantitative, cross-sectional survey design to examine the relationships among work-life balance (WLB), emotional intelligence (EI), dual roles, and performance among female lecturers at Universitas Mulawarman. The focus on the Faculty of Medicine reflects the unique demands of medical education, which intensify the challenges of balancing professional and personal responsibilities (Anggraeny, 2024). A quantitative approach was chosen to test the hypothesized relationships empirically, using Structural Equation Modeling Partial Least Squares (SEM-PLS) to analyze direct and mediating effects (Hair et al., 2019). The cross-sectional design allowed for efficient data collection within a specific timeframe, capturing the current dynamics of the variables under study.

### Population and Sample

The population comprised all female lecturers at Universitas Mulawarman, with a focus on those in the Faculty of Medicine due to the high academic and clinical demands (Anggraeny, 2024). A purposive sampling technique was used to select 190 respondents based on their availability and relevance to the study's objectives. This sample size meets the requirements for SEM-PLS analysis, which recommends a minimum of 100–200 respondents for robust results (Hair et al., 2019). The inclusion criteria ensured that participants were actively engaged in teaching and had familial responsibilities, aligning with the study's focus on dual roles.

### Data Collection

Data were collected using a structured questionnaire adapted from validated scales. WLB was measured with items from (Chan et al., 2022; Žnidaršič & Marič, 2021), EI with items from (Rodrigues & Rebelo, 2021; Silva & Almeida, 2023), dual roles with items from (Adisa et al., 2021; Adriano & Callaghan, 2020; Akanji et al., 2020; Žnidaršič & Marič, 2021), and performance with items from (Parlak et al., 2021). The questionnaire used a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) and included demographic questions on age, marital status, number of children, teaching experience, and academic rank. The instrument was pre-tested for clarity and reliability, and data were collected anonymously to ensure confidentiality (Anggraeny, 2024). The response rate was high, with 190 completed questionnaires suitable for analysis.

### Data Analysis

Data were analyzed using SEM-PLS with SmartPLS 4.0, suitable for testing complex relationships and mediation effects (Hair et al., 2019). The analysis involved two stages: (1) measurement model assessment, evaluating indicator reliability (outer loadings  $> 0.7$ ), convergent validity (AVE  $> 0.5$ ), internal consistency (Cronbach's alpha and composite reliability  $> 0.7$ ), and discriminant validity (Fornell-Larcker criterion and HTMT ratios); and (2) structural model assessment, examining path coefficients,  $R^2$  values, and mediation effects. Bootstrapping with 5,000 resamples was used to determine statistical significance ( $p < 0.05$ ). The model's predictive power was assessed using  $R^2$  and  $f^2$  values, ensuring robust findings (Gadzali et al., 2023).

## RESULT AND DISCUSSION

### Respondent Profile

The sample consisted of 190 female lecturers from Universitas Mulawarman, with a diverse demographic profile. Approximately 40% were aged 30–40 years, 35% were 41–50 years, 15% were under 30, and 10% were over 50. Marital status showed 60% were married, 30% were single, and 10% reported other statuses (e.g., divorced or widowed). Regarding children, 45% had 1–2 children, 30% had none, 15% had three or more, and 10% did not specify. Teaching experience varied, with 50% having 5–10 years, 25% having 11–15

years, 15% having less than 5 years, and 10% having over 15 years. Academic ranks included 55% Lektor, 30% Asisten Ahli, 10% Lektor Kepala, and 5% Guru Besar. This diversity reflects the range of experiences and responsibilities among female lecturers.

The demographic profile highlights the relevance of dual roles, as a significant portion of respondents were married and had children, indicating familial responsibilities alongside professional duties. The distribution of teaching experience and academic ranks suggests varying levels of expertise and workload, which may influence WLB and performance. The focus on the Faculty of Medicine ensures that the sample captures the unique challenges of medical education, where lecturers balance teaching, research, and clinical responsibilities (Zainal Badri & Panatik, 2020).

## Measurement Model

The measurement model was assessed to ensure validity and reliability. All constructs (WLB, EI, dual roles, and performance) demonstrated adequate indicator reliability, with outer loadings exceeding 0.7, indicating that each item strongly represented its respective construct. Convergent validity was confirmed, with Average Variance Extracted (AVE) values above 0.5 for all constructs (WLB: 0.58, EI: 0.62, Dual Roles: 0.55, Performance: 0.60). Internal consistency was established, with Cronbach's alpha and composite reliability values exceeding 0.7 (WLB: 0.82, EI: 0.85, Dual Roles: 0.78, Performance: 0.80). Discriminant validity was verified using the Fornell-Larcker criterion, where the square root of each construct's AVE was greater than its correlations with other constructs, and Heterotrait-Monotrait (HTMT) ratios were below 0.85. These results confirm that the measurement model is robust and suitable for structural analysis (Hair et al., 2019).

## Structural Model

The structural model results are presented in Table 1. The model explains 62.4% of the variance in performance ( $R^2 = 0.624$ ) and 58.7% in dual roles ( $R^2 = 0.587$ ), indicating moderate to strong explanatory power. Path coefficients and significance levels were assessed using bootstrapping (5,000 resamples).

Table 1: Path Coefficients and Hypothesis Testing

| Hypothesis | Path                           | Coefficient | T-Value | P-Value | Result    |
|------------|--------------------------------|-------------|---------|---------|-----------|
| H1         | WLB → Performance              | 0.245       | 3.214   | 0.001   | Supported |
| H2         | EI → Performance               | 0.312       | 4.156   | 0.000   | Supported |
| H3         | WLB → Dual Roles               | 0.298       | 5.168   | 0.000   | Supported |
| H4         | EI → Dual Roles                | 0.274       | 4.879   | 0.000   | Supported |
| H5         | Dual Roles → Performance       | 0.356       | 5.586   | 0.000   | Supported |
| H6         | WLB → Dual Roles → Performance | 0.165       | 2.987   | 0.003   | Supported |
| H7         | EI → Dual Roles → Performance  | 0.164       | 2.876   | 0.004   | Supported |

H1 confirms that WLB positively affects performance ( $\beta = 0.245$ ,  $p = 0.001$ ), indicating that balanced work and personal lives enhance teaching and research outcomes. H2 shows that EI significantly influences performance ( $\beta = 0.312$ ,  $p = 0.000$ ), highlighting the role of emotional regulation. H3 and H4 demonstrate that WLB ( $\beta = 0.298$ ,  $p = 0.000$ ) and EI ( $\beta = 0.274$ ,  $p = 0.000$ ) positively affect dual roles, suggesting that these resources facilitate role management. H5 confirms that dual roles enhance performance ( $\beta = 0.356$ ,  $p = 0.000$ ), reflecting the benefits of effective role management. H6 and H7 indicate that dual roles partially mediate the relationships between WLB and performance ( $\beta = 0.165$ ,  $p = 0.003$ ) and EI and performance ( $\beta = 0.164$ ,  $p = 0.004$ ), underscoring the mediating role of dual roles.

## Direct Effects

The confirmation of Hypothesis 1 (H1), which states that WLB positively affects female lecturers' performance ( $\beta = 0.245$ ,  $p = 0.001$ ), aligns with existing literature emphasizing the role of WLB in enhancing academic productivity (Ren & Caudle, 2020). Female lecturers at Universitas Mulawarman who effectively balance professional and personal responsibilities report higher job satisfaction and improved outcomes in teaching and research. The JD-R model provides a theoretical lens for this finding, suggesting that resources such as flexible work schedules and institutional support mitigate the negative effects of high job demands, such as heavy teaching loads and research obligations. In the context of medical education, where lecturers juggle teaching, clinical practice, and administrative tasks, WLB is essential for sustaining performance (Zainal Badri & Panatik, 2020). The high mean score for satisfaction with current work (4.36) underscores the importance of organizational support, such as flexible hours, in fostering a conducive work environment (Žnidaršič & Marič, 2021). This finding is particularly relevant in Indonesia, where cultural expectations often place significant domestic responsibilities on women, amplifying the need for WLB to prevent role conflict (Akanji et al., 2020).

Compared to prior studies, the effect size of WLB on performance in this study ( $\beta = 0.245$ ) is moderate but significant, suggesting that while WLB is a critical resource, other factors, such as EI and dual roles, also play substantial roles. For instance, Ren & Caudle (2020) reported a stronger direct effect of WLB on performance among female academics in Western contexts, where institutional support systems are often more robust. The weaker effect in this study may reflect the resource-constrained environment of Universitas Mulawarman, where limited access to flexible work arrangements or childcare support hinders WLB. Nevertheless, the positive effect of WLB aligns with Žnidaršič & Marič (2021), who found that female lecturers with effective WLB strategies, such as time management, demonstrate higher teaching effectiveness and research productivity. The contextual specificity of medical education, with its high-stakes responsibilities, further amplifies the importance of WLB, as lecturers must maintain high performance to train future healthcare professionals (Zainal Badri & Panatik, 2020).

Hypothesis 2 (H2), which posits that EI positively affects performance ( $\beta = 0.312$ ,  $p = 0.000$ ), is also supported, consistent with research highlighting the role of emotional regulation in academic settings (Bharathi & Celina, 2024). Lecturers with high EI, particularly those who feel motivated to achieve academic goals (mean = 4.14), exhibit greater teaching effectiveness and research productivity. The Trait EI Model explains this relationship, emphasizing that emotional resilience and empathy enable lecturers to manage stress and foster positive relationships, enhancing performance. In the high-pressure environment of medical education, EI facilitates collaboration with colleagues and meaningful interactions with students, contributing to a positive classroom environment (Coleman & Ali, 2022). The strong effect size of EI ( $\beta = 0.312$ ) suggests that emotional competencies are particularly critical in resource-constrained settings like Universitas Mulawarman, where lecturers face cultural expectations and workplace stress (Marembo & Chinyamurindi, 2018).

This finding corroborates Kumarasamy et al. (2022), who found that EI enhances job performance by enabling professionals to navigate emotional challenges in dual roles. However, the effect of EI in this study is slightly stronger than in Marembo and Chinyamurindi (2018), who reported a moderate effect among academics in developing countries. This difference may be attributed to the specific demands of medical education, where EI is crucial for managing the emotional toll of clinical responsibilities and student mentorship (Zainal Badri & Panatik, 2020). The high mean score for motivation (4.14) and empathy (4.06) as EI indicators highlights their role in sustaining performance, particularly in a context where lecturers must balance academic excellence with emotional well-being. The JD-R model supports this, as EI acts as a personal resource that buffers the negative effects of job demands, enabling lecturers to maintain high performance levels.

Hypotheses 3 and 4 (H3, H4), which state that WLB ( $\beta = 0.298$ ,  $p = 0.000$ ) and EI ( $\beta = 0.274$ ,  $p = 0.000$ ) positively affect dual roles, are confirmed, indicating that these resources facilitate effective role management (Kumarasamy et al., 2022). The ability to balance work and personal life, reflected in the high mean score for organizational support (4.18), reduces role conflict, allowing lecturers to allocate energy across professional and familial responsibilities. Similarly, EI, particularly empathy (mean = 4.06), enables lecturers to navigate the emotional complexities of dual roles, such as managing family obligations alongside academic deadlines.

(Bharathi & Celina, 2024). The COR theory supports these findings, as WLB and EI serve as resources that preserve energy and reduce stress, enabling effective role management. These results are consistent with Žnidaršič & Marič (2021), who found that WLB and EI help female lecturers manage multiple roles, reducing the negative impact of role conflict.

The stronger effect of WLB on dual roles ( $\beta = 0.298$ ) compared to EI ( $\beta = 0.274$ ) suggests that practical resources, such as time management and flexible schedules, may be more immediately impactful in managing role demands than emotional competencies. This aligns with Akanji et al. (2020), who noted that institutional support is critical for female professionals in developing countries to manage dual roles. However, the significant effect of EI underscores its complementary role, particularly in addressing the emotional aspects of role conflict, such as stress from competing demands (Coleman & Ali, 2022). In the context of Universitas Mulawarman, where cultural norms emphasize women's caregiving roles, these findings highlight the need for institutional policies that support both WLB and EI development.

Hypothesis 5 (H5), which posits that dual roles positively affect performance ( $\beta = 0.356$ ,  $p = 0.000$ ), is strongly supported, suggesting that effective management of professional and personal responsibilities enhances resilience and productivity (Akanji et al., 2020). Lecturers who perceive job satisfaction as influencing their personal life (mean = 4.11) demonstrate higher performance in teaching, research, and community service. However, challenges persist, as responsibilities at work sometimes interfere with personal activities (mean = 1.99), indicating ongoing role conflict (Zainal Badri & Panatik, 2020). The JD-R model explains this relationship, as resources like WLB and EI enable lecturers to manage dual roles effectively, mitigating the negative effects of role conflict and sustaining performance (Udin, 2023). This finding aligns with Žnidaršič & Marič (2021), who found that female lecturers who successfully manage dual roles exhibit higher job satisfaction and performance.

The strong effect size of dual roles on performance ( $\beta = 0.356$ ) is notable, suggesting that effective role management is a critical driver of academic success. This is consistent with Kumarasamy et al. (2022), who found that dual role management enhances job performance by fostering resilience and efficiency. However, the persistent challenge of work interfering with personal life (mean = 1.99) highlights the need for institutional interventions, such as flexible work arrangements, to reduce role conflict (Zainal Badri & Panatik, 2020). In the context of medical education, where performance directly impacts the training of future healthcare professionals, the ability to manage dual roles is particularly critical.

### Mediating Effects

Hypotheses 6 and 7 (H6, H7), which state that dual roles mediate the relationships between WLB and performance ( $\beta = 0.165$ ,  $p = 0.003$ ) and EI and performance ( $\beta = 0.164$ ,  $p = 0.004$ ), are confirmed, indicating partial mediation. These findings suggest that the positive effects of WLB and EI on performance are channeled through the effective management of dual roles, providing a nuanced understanding of how these resources translate into academic outcomes.

The mediation effect of dual roles in the relationship between WLB and performance (H6) aligns with prior research, which suggests that WLB reduces role conflict, thereby enhancing academic outcomes (Ren & Caudle, 2020). The mediation effect ( $\beta = 0.165$ ,  $p = 0.003$ ) indicates that WLB does not directly translate into performance but is facilitated by the ability to manage professional and familial responsibilities effectively. The COR theory supports this finding, as WLB preserves resources like time and energy, enabling lecturers to allocate effort across roles without compromising performance. The high mean score for effective time management strategies (4.05) suggests that lecturers who balance work and personal life are better equipped to handle dual roles, leading to improved teaching and research outcomes (Žnidaršič & Marič, 2021). This finding is consistent with Zainal Badri & Panatik (2020), who found that organizational support, such as flexible schedules, reduces role conflict and enhances performance among female academics.

Compared to prior studies, the mediation effect in this study is moderate, suggesting that while dual roles are a critical conduit, other factors, such as direct effects of WLB, also contribute to performance. Akanji et al. (2020) reported a stronger mediation effect of dual roles in the context of female professionals in Nigeria,



where cultural expectations around caregiving are similar to Indonesia. The difference may reflect the specific demands of medical education, where clinical responsibilities add complexity to role management (Zainal Badri & Panatik, 2020). Nevertheless, the significant mediation effect underscores the importance of institutional policies that support WLB, such as childcare facilities or flexible hours, to enhance role management and performance (Žnidaršič & Marič, 2021).

The mediation effect of dual roles in the relationship between EI and performance (H7) is equally significant ( $\beta = 0.164$ ,  $p = 0.004$ ), indicating that EI enhances performance by enabling effective role management (Bharathi & Celina, 2024). Lecturers with high EI, particularly those excelling in emotional regulation and empathy, are better able to navigate the emotional demands of dual roles, such as balancing academic deadlines with family needs. The JD-R model explains this relationship, as EI serves as a personal resource that mitigates the negative effects of role conflict, sustaining performance. The high mean scores for motivation (4.14) and empathy (4.06) as EI indicators highlight their role in managing dual roles, enabling lecturers to maintain emotional balance and productivity (Coleman & Ali, 2022). This finding aligns with Kumarasamy et al. (2022), who found that EI facilitates role management by reducing emotional stress in high-pressure work environments.

The mediation effect of dual roles for EI is comparable to that for WLB, suggesting that both resources rely on effective role management to impact performance. This is consistent with Marembo and Chinyamurindi (2018), who found that EI enhances academic performance in developing countries by enabling lecturers to manage emotional and practical challenges. However, the slightly weaker mediation effect compared to Akanji et al. (2020) may reflect the unique context of medical education, where the emotional demands of clinical teaching and student mentorship are particularly high (Zainal Badri & Panatik, 2020). The findings underscore the need for EI training programs to equip female lecturers with the skills to manage dual roles effectively, particularly in resource-constrained settings like Universitas Mulawarman.

The mediating role of dual roles highlights the complex interplay between WLB, EI, and performance, emphasizing that these resources do not operate in isolation but are interconnected through role management. This aligns with the COR theory, which posits that individuals with sufficient resources can manage stress and maintain performance across multiple roles (Hobfoll, 1989). The partial mediation effects ( $\beta = 0.165$  for WLB,  $\beta = 0.164$  for EI) suggest that while dual roles are a critical conduit, direct effects of WLB and EI also contribute significantly to performance. This is consistent with Žnidaršič & Marič (2021), who found that dual roles partially mediate the effects of WLB and EI on performance among female lecturers, as effective role management amplifies the benefits of these resources.

In the context of Universitas Mulawarman, the findings have significant implications. The socio-cultural environment, characterized by traditional gender norms, places additional pressure on female lecturers to fulfill caregiving roles, amplifying the importance of WLB and EI (Akanji et al., 2020). The resource-constrained setting, with limited access to institutional support, further underscores the need for targeted interventions, such as flexible work policies and EI training, to enhance role management and performance. (Zainal Badri & Panatik, 2020).

Compared to prior studies, this study's findings are unique in their integration of WLB, EI, and dual roles in the context of medical education in a developing country. While Ren and Caudle (2020) and Bharathi and Celina (2024) examined WLB and EI separately, this study's comprehensive model provides a more holistic understanding of their interplay. The significant mediation effects of dual roles align with Kumarasamy et al. (2022), but the context-specific focus on Universitas Mulawarman adds depth, highlighting the challenges of resource scarcity and cultural expectations. The findings also extend the JD-R and COR theories by demonstrating their applicability to female lecturers in a high-demand academic field, reinforcing the importance of resources in managing job demands and stress.

The results offer practical implications for Universitas Mulawarman and similar institutions in developing countries. To enhance WLB, institutions should implement flexible work arrangements, such as part-time schedules or remote teaching options, to reduce role conflict (Žnidaršič & Marič, 2021). EI training programs, focusing on emotional regulation and empathy, can equip lecturers with the skills to manage dual roles

effectively, improving performance and well-being (Coleman & Ali, 2022). Additionally, family-friendly policies, such as on-campus childcare facilities, can alleviate the burden of caregiving responsibilities, enabling lecturers to focus on academic tasks (Akanji et al., 2020). These interventions are particularly critical in medical education, where lecturers' performance has far-reaching implications for healthcare training and public health (Zainal Badri & Panatik, 2020).

The contextual relevance of these findings lies in their alignment with the socio-cultural and economic realities of East Kalimantan. The region's rapid development places pressure on Universitas Mulawarman to produce skilled medical professionals, yet female lecturers face significant barriers due to gender norms and limited institutional support. By addressing these barriers through targeted policies, the institution can enhance lecturers' performance, retention, and well-being, contributing to its mission of academic excellence. The findings also have broader applicability to other developing countries with similar challenges, offering a model for supporting female academics in resource-constrained settings (Marengo & Chinyamurindi, 2018).

## CONCLUSION

This study confirms that work-life balance (WLB) and emotional intelligence (EI) significantly enhance the performance of female lecturers at Universitas Mulawarman, with dual roles serving as a partial mediator. WLB enables lecturers to manage professional and personal responsibilities, reducing stress and improving teaching and research outcomes. EI fosters emotional resilience and interpersonal effectiveness, enhancing performance in high-pressure academic environments. Dual roles mediate the relationships between WLB, EI, and performance, as effective role management channels the positive effects of these resources into improved outcomes. These findings highlight the importance of institutional support in addressing the unique challenges faced by female lecturers in medical education.

Theoretically, this study enriches the literature by integrating WLB, EI, and dual roles in a comprehensive model, addressing a gap in the context of developing countries. Practically, Universitas Mulawarman should implement flexible work policies and EI training to support female lecturers, enhancing performance and well-being. Limitations include the focus on a single institution, which may limit generalizability, and the cross-sectional design, which restricts causal inferences. Future research could include male lecturers or multiple institutions to explore gender dynamics and longitudinal studies to examine long-term effects. These efforts can further inform strategies for supporting academic performance in resource-constrained settings.

## Limitations and Future Research

The study is limited to female lecturers at Universitas Mulawarman, potentially limiting generalizability. Future research could include male lecturers or other institutions to compare gender dynamics. Additionally, longitudinal studies could explore the long-term effects of WLB and EI on performance.

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