



Does Teacher-Researcher Role Conflict Influence Psychological Well-Being Among the Lecturers?

Mohamad Arief Rafsanjani*, Heni Purwa Pamungkas, Albrian Fiky Prakoso, Ni'matush Sholikhah

Faculty of Economics, Universitas Negeri Surabaya, Indonesia

Article History:

Received: March 21st, 2020
Revised: September 1st, 2020
Accepted: October 26th, 2020
Published: December 31st, 2020

Keywords:

Job demands-resources model,
Psychological well-being,
Teacher-researcher role conflict

*Correspondence Address:

mohamadrafsanjani@unesa.ac.id

Abstract: The lecturer is a profession with two different functions: a teacher and a researcher. Teaching and research activities are inseparable and reciprocal and provide great benefit for lecturers. But, doing those activities simultaneously makes a high workload for the lecturer. This research employed the job demands-resources model to investigate the link between teacher-researcher role conflict and psychological well-being. This research was carried out on 250 lecturers in East Java, coming from three big cities, Surabaya, Malang, and Jember, taken by random sampling. Structural equation modelling was used to examine the research model. The results found that the teacher-researcher role conflict has a significant negative effect on work enthusiasm. On the contrary, the teacher-researcher role conflict has a significant positive effect on emotional exhaustion. These findings provide evidence to stakeholders (Universities and The Ministry of Education and Culture) to be more concerned about the dual role that lecturers must carry out as a teacher and a researcher.

INTRODUCTION

The psychological well-being of the employee always becomes an interesting topic to discuss. This is due to the close relationship between employees' well-being and their work performance (Arens & Morin, 2016; Shen et al., 2015). This also occurs in the education sector, especially in higher education, where lecturers' psychological well-being is crucial to be discussed deeply.

As we know, lecturers are professions that are burdened by two different roles, teaching, and research (Xu, 2017). Teaching is an activity related to student' learning, and research is an activity to improve human intelligence, such as the creation of hypotheses,

experimentation, and data verification (Xu, 2017).

Teaching and research are inseparable and reciprocal activities. Those activities cannot be separated because a lecturer needs research to keep up with the growth of science. Besides, research also provides good advantages for lecturers, especially Linked to their obligations as a teacher. A good teacher should be able to do research based on teaching (Jencks & Riesman, 1968; Kingman, 1993; M. A Rafsanjani et al., 2020; Xu, 2017).

The lecturer profession demands that teaching and research activities can take place simultaneously. However, some literature states it is difficult to carry out these two roles simultaneously. The

Scarcity Model state that someone who has multiple roles and tasks has a strong possibility to experience role conflict because of lack of time and energy, then they will focus on a particular role and neglect the other's role as consequences (Moore, 1963).

In alignment with the scarcity model, The Personality Model state that in teaching and research activities have opposed attribute. The researchers spend a great deal of time working alone, focus and less distraction from outside parties, while the teacher interacts with many parties such as students so that they tend to be more distracted (Eble, 1976).

Furthermore, the divergent rewards model suggests that The incentive systems for teaching and research are dissimilar, so teachers and researchers also have different expectations. Then, they will focus on a particular role and neglect the other role as a consequence (Ladd, 1979).

Based on the theories, lecturers (as teachers and researchers) have a different role but are closely related (interdependent). Many universities, especially in Indonesia, apply different rewards schemes to these two activities (teaching and researching). In the end, there is role conflict; the lecturer prefers to focus on just one role and neglect the others. In response, the institution (university/ministry) has rules that require lecturers to focus on these two roles. This requires lecturers to be able to act as teachers as well as researchers equally well.

The Job Demand-Resources model (from now on referred to as the JDR Model) is part of the job demands. Also, lecturers' dual roles will increase the potential for role conflict (Demerouti et al., 2001). This role conflict causes feelings of dissatisfaction, stress, and psychological and physical exhaustion (Xu, 2017).

On the contrary, lecturers' psychological well-being is an exciting

topic to study because it is always associated with motivation, learning outcomes, and teaching quality. The psychological well-being (seen from work enthusiasm and emotional exhaustion) will affect a lecturer in creating optimal learning conditions. It directly impacts the student's motivation and learning outcomes (Arens & Morin, 2016; Klusmann et al., 2008; Shen et al., 2015). This illustrates that psychological well-being is one of the critical determinants of the success of classroom activities.

Many factors affect the psychological well-being of lecturers. The most dominant factor is stress exposure at work. Many studies explain that stress exposure received at work harms one's psychological well-being (Aldrup et al., 2017; Duygulu et al., 2013; Kyriacou, 2011; M. A Rafsanjani et al., 2019; M. Arief Rafsanjani & Rahmawati, 2019). However, most of these studies use stress exposure as a predictor in the form of student discipline behavior, teacher-student interaction, teacher-student conflict, and peer relationship. Very few use the conflicting role as a determinant variable to see the psychological well-being of teacher or lecturer, so this study investigates the role conflict of lecturers, as a teacher and researcher, to predict their psychological well-being.

THEORETICAL SUPPORT

Psychological Well-Being

In the JDR Model, stress exposure had an impact on one's psychological well-being (Demerouti et al., 2001; Wang et al., 2017). The causes of stress (stressors) are used to explain one's well-being. Stressors are often associated with psychological burdens (Demerouti et al., 2001). Stress is a consequence when the stressor exceeds the ability to handle it. Stressors are the essential things used to predict psychological well-being (Siegrist et al., 2004).

Moreover, psychological well-being is often seen from work enthusiasm and

psychological exhaustion experienced by someone (Aldrup et al., 2017; M. Arief Rafsanjani & Rahmawati, 2019). Positive things mark an optimal psychological condition, and work experience (Ryan & Deci, 2001; Zacher et al., 2015) felt or experienced by someone, such as the job satisfaction, excitement, and the absence of adverse experiences such as stress and emotional fatigue (Diener et al., 1999; Kunter et al., 2008; M. Arief Rafsanjani & Rahmawati, 2019; Watson et al., 1988).

Work enthusiasm is a condition that is felt or experienced when enjoys, likes, and happy about the profession or work was undertaken as a teacher (Kunter et al., 2008; M. A Rafsanjani et al., 2019). This positive psychological condition will impact the quality of teaching of teachers, then affect the motivation and learning outcomes of the student (Keller et al., 2014; Kunter et al., 2013).

To achieve optimal psychological functioning, psychological well-being, a lecturer needs low emotional fatigue. Emotional fatigue or emotional exhaustion referred to the dimension of stress, including feelings of tension and decreased level of patience resulting from work, which will ultimately bring someone to stay away from work both emotionally and cognitively (Maslach et al., 2001).

Emotional exhaustion is an adverse emotional condition and fatigue that culminates in the result of job demands. This is manifested in physical fatigue, psychological and emotional conditions at their lowest point (M. A Rafsanjani et al., 2019; Wright & Cropanzano, 1998). Emotional exhaustion is a factor that causes a decrease in the psychological well-being of lecturers, where emotional fatigue is the main factor that causes a person to despair, give up, and quit their job. Emotional exhaustion refers to a person's stress dimensions, including feelings of strain, depression, and decreased patience (Maslach et al., 2001; Zacher et al., 2015).

Teacher-Researcher Role Conflict and Psychological Well-Being

Most studies related to role conflict focuses on role conflict resulting from an imbalance between work and family on stress and excessive workload (Bruck et al., 2002; Carlson & Kacmar, 2000; Papastylianou et al., 2009; Perrewé et al., 2005; Ren & Caudle, 2016). To explain the phenomenon of teacher-researcher role conflict and its impact on psychological well-being, this study uses the JDR model by (Demerouti et al., 2001).

In the JDR Model, the energy of an employee is closely linked to job requirements (work goals, work pressure, and anything needed both physically and mentally in a job) and job resources (tools or work facilities, career opportunities, supervisor direction, help for colleagues, etc.). Excessive job demands will drain employees' energy and cause stress, thereby adversely affecting the efficiency of employees. Besides, job resources will reduce the negative impact of excessive job demands (Bakker & Demerouti, 2007; Demerouti et al., 2001; Xu, 2017; Zacher et al., 2015).

The lecturer job demands are required to play two roles as a teacher and a researcher as one form of job demands in the JDR model. Previous research indicates a clear correlation between work requirements and one's psychological well-being (Bakker et al., 2005; Hakanen et al., 2006; M. A Rafsanjani et al., 2019; van den Tooren & de Jong, 2014).

Someone who is demanded to perform two or three different roles (tasks) simultaneously tends to experience role conflict, so they will focus on one role (work) and make concessions on another (Ladd, 1979; Lee & Ashforth, 1996; Zacher et al., 2015). This will cause stress and dissatisfaction and influence psychological well-being (Rizzo et al., 1970; Xu, 2017).

Based on the JDR Model and previous research findings, teacher-

researcher role conflict is one form of job demands that can affect psychological well-being. Excessive job demands on teaching and research assignments can drain the physical and emotional of lecturers. Plus, the different characteristics of the roles are different. Researchers tend to focus and minimize interaction with outsiders to avoid distraction, while teachers are required to be able to interact with students well (the personality model) (Eble, 1976; Xu, 2017), it drains the physical and psychological condition of a lecturer. The two roles' rewards system is also different, making the lecturer focus on a particular role and neglect the others (the divergent rewards model) (Ladd, 1979; Xu, 2017) will reduce work enthusiasm.

METHOD

This study is explanatory research with ex post facto design, which attempts to explain the link between teacher-researcher role conflict and the psychological well-being of the lecturer. The current research was conducted on lecturers in East Java Province from three big cities, Surabaya, Malang, and Jember. With the consideration of data analysis using SEM that need a minimum sample size of 200 (Kline, 2011) and 30-460 (Wolf et al., 2013), then the number of samples in this study were 250 lecturers taken proportionally.

All the instrument used in this study is adopted from the previous study. The teacher-researcher role conflict variable adopted the instrument developed by Netemeyer et al. (1996) and Cao et al. (2020) with a few adjustments. This instrument consists of five items. For psychological well-being variables seen from two dimensions, work enthusiasm, and emotional exhaustion. For work enthusiasm using the instruments developed by Kunter et al. (2008) and Aldrup et al. (2018) consists of 6 items. Furthermore, emotional exhaustion using MBI-ES by Maslach et al. (1997) consists

of 4 items. The current research using structural equation modeling with WarpPLS 5.0 examines the relationship between the variables while ensuring that the manifest variable used to measure latent variables is appropriate (confirmed).

RESULT AND DISCUSSION

In the first one, we tested the *GoF*, the outer model, and the inner model. Outer model testing is related to the questionnaire's validity and reliability, the validity using *convergent validity* and *discriminant validity*, and the reliability using *composite reliability* and *alpha Cronbach*.

Table 1. Loading Factors of Manifest Variables

	TRC	WE	EE
TRC1	0.860	0.002	0.051
TRC2	0.891	-0.020	-0.028
TRC3	0.858	0.023	0.004
TRC4	0.870	-0.002	-0.027
TRC5	0.889	-0.003	0.001
WE1	0.096	0.708	-0.010
WE2	0.057	0.732	-0.093
WE3	-0.125	0.705	-0.015
WE4	-0.144	0.699	0.123
WE5	0.025	0.808	0.032
WE6	0.136	0.873	-0.073
EE1	-0.089	0.045	0.889
EE2	0.051	0.003	0.871
EE3	0.024	-0.041	0.920
EE4	0.015	-0.007	0.879

The outer model test (Table 1) shows that the value of the factor loading for each indicator is more than 0.7, and the value of cross-loading on the latent variable is less than the factor loading value. It indicates that all the indicators are valid (Hair et al., 2010; Solimun et al., 2017).

Table 2. Composite Reliability and Cronbach's Alpha

	TRC	WE	EE
Composite reliability coefficients	0.942	0.867	0.938
Cronbach's alpha coefficients	0.922	0.835	0.912

Moreover, the value of *composite reliability* and *alpha Cronbach* (Table 2) for each variable is more than 0.8, which indicates the questionnaire is reliable (Ghozali, 2013; Maholtra, 1996; Solimun et al., 2017). The inner model test, show that the *GoF* of the research model is good and ideal ($APC < .001$; $ARS < .001$, $AVIF = 1.156$, $GoF = .272$). It indicates that the structural model of this study is *fit* (Solimun et al., 2017).

Table 3. Respondents Characteristic (N = 250)

		Σ	%
Gender	Man	142	57 %
	Women	108	43 %
Educational	S2	208	83 %
Background	S3	42	17 %

This study's respondents' characteristics (Table 3) were seen from the gender and educational background. Of the 250 respondents, most were male (57 %), and the rest were female (43 %). While from the level of education, most respondents in this study were S2 (83 %), and the rest were S3 (17 %).

Table 4. Mean, Standard Deviations and Correlation of the Variables (N = 250)

	Mean	Std. Dev	1	2	3
TRC	4.82	1.352	-	-	-
WE	4.54	0.396	-0.104*	-	-
EE	4.68	1.235	0.470**	-0.040	-

Note: *p < 0.05; **p < 0.01

Table 4 shows there is a significant negative effect of teacher-researcher role conflict on work enthusiasm. On the contrary, a significant positive effect of teacher-researcher role conflict on emotional exhaustion was found. Whereas work enthusiasm did not correlate significantly with emotional exhaustion.

Table 5. Hypothesis Testing

Path	Coefficient	p-value	Remark
TRC → WE	-0.104	0.048	Significant
TRC → EE	0.470	<0.001	Significant

The results of hypothesis test (Table 5) show that the teacher-researcher role

conflict has a negative significant impact on the work ($\beta = -0.104$, $p = 0.048$) and has a positive significant impact on emotional exhaustion ($\beta = 0.470$, $p < 0.001$). These indicate that the conflict occurring within a lecturer, related to the dual function (as a teacher and researcher) has a significant role in influencing work enthusiasm and emotional exhaustion.

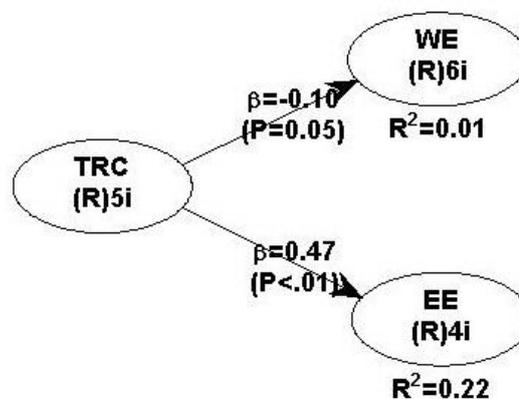


Figure 1. The Relationship between the Variable

Hypothesis testing shows that teacher-researcher role conflict has a significant negative impact on work enthusiasm. Meanwhile, there is a significant positive impact of teacher-researcher role conflict on emotional exhaustion.

This indicates that the higher the role of conflict in teaching and research, will reduce the level of enthusiasm for their work and increase emotional exhaustion. The role conflict is caused by the high job demands experienced by lecturers and must carry out two roles at the same time. It drains energy both physically and emotionally, affecting psychological conditions (work enthusiasm and emotional exhaustion). This is aligned with the JDR Model proposed by Demerouti et al. (2001), the job demands closely related to the psychological condition (work enthusiasm and emotional exhaustion).

Furthermore, the lecturer profession's high demands are reflected in the multiple roles that must be carried out.

It leads to the difficulty of dividing time and energy to carry out these two roles to the maximum. In the end, they will be more focused on one role and neglect other roles (role conflict). It's aligned with the *Scarcity Model* by Moore (1963) that someone who has many roles and tasks is more comfortable experience role conflict.

However, the role of a teacher and researcher has different job characteristics. On the one hand, a lecturer has to interact, communicate, and keep good relations with students. This interaction led the lecturer to experience much distraction. On the other hand, researchers need a minimum distraction to keep the focus on completing the research project. This makes a lecturer more prone to experiencing role conflict because they must be good in two different job characteristics. This confirms *The Personality Model* by Eble (1976), someone required to carry out more roles or tasks with different characters lead them to difficulty. Thus the work performance will be low. The lack of job performance caused by excessive workload will reduce work enthusiasm and raise emotional exhaustion.

The decrease in work enthusiasm will be seen when a lecturer no longer enjoys and likes their work, lack of excitement in carrying out the job, and decreased involvement in the job that should be their responsibility (Kunter et al., 2008; M. A Rafsanjani et al., 2019). The decrease in work enthusiasm is due to high job demands. Its caused by the task as a teacher and a researcher that must be done by lecturers. Furthermore, teacher-researcher role conflict also raising emotional exhaustion, which is marked by rising stress levels and decreasing the lecturers' level of patience in carrying out his duties as a teacher and researcher. Those manifestations of physical tiredness and the weakest psychological and emotional level (Wright & Cropanzano, 1998) result from job demands as a

teacher and researcher. These are in line with Maslach et al. (2001), finding that increasing emotional exhaustion will cause stress and decrease the level of patience and make them stay away from the job.

Moreover, teacher-researcher role conflict is also a result of different rewards from the two roles (teacher and researcher). Thus, many lecturers choose to focus on a role that provides a greater reward, and as a consequence, some roles are not carried out optimally. This finding confirms *The divergent rewards model* by Ladd (1979). People will focus on the job that provides more significant rewards schemes.

Finally, the current findings confirmed three models at once, i.e., *The Scarcity Model* (Eble, 1976), *The Divergent Rewards Model* (Ladd, 1979), *The JDR Model* (Demerouti et al., 2001) and strengthen the previous studies about the link of teacher-researcher role conflict and psychological well-being (Bakker & Demerouti, 2007; Hakanen et al., 2006; M. A Rafsanjani et al., 2019, 2020; van den Tooren & de Jong, 2014; Xu, 2017).

CONCLUSION

This research employed the JDR model as a theoretical anchor to examining the relationship of teacher-researcher role conflict and psychological well-being (work enthusiasm and emotional exhaustion). A significant negative relation was found between teacher-researcher role conflict and work enthusiasm. Meanwhile, a significant positive relation also was found between teacher-researcher role conflict and emotional exhaustion. Referring to these findings, we advise stakeholders in universities or related ministries (Ministry of Education and Culture) to be more concerned about the potential role conflict experienced by lecturers due to the dual role as a teacher and a researcher.

REFERENCES

- Aldrup, K., Klusmann, U., & Lüdtke, O. (2017). Does basic need satisfaction mediate the link between stress exposure and well-being a diary study among beginning teacher. *Learning and Instruction, 50*, 21–30. <https://doi.org/https://doi.org/10.1016/j.learninstruc.2016.11.005>
- Aldrup, K., Klusmann, U., Lüdtke, O., Göllner, R., & Trautwein, U. (2018). Student misbehavior and teacher well-being: Testing the mediating role of the teacher-student relationship. *Learning and Instruction, 58*, 126–136. <https://doi.org/https://doi.org/10.1016/j.learninstruc.2018.05.006>
- Arens, A. K., & Morin, A. J. S. (2016). Relations between teachers' emotional exhaustion and students' educational outcomes. *Journal of Educational Psychology, 108*(6), 800–813. <https://doi.org/10.1037/edu0000105>
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology, 22*(3), 309–328. <https://doi.org/10.1108/02683940710733115>
- Bakker, A. B., Demerouti, E., & Euwema, M. C. (2005). Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology, 10*(2), 170–180. <https://doi.org/10.1037/1076-8998.10.2.170>
- Bruck, C. S., Allen, T. D., & Spector, P. E. (2002). The relation between work–family conflict and job satisfaction: A finer-grained analysis. *Journal of Vocational Behavior, 60*(3), 336–353. <https://doi.org/10.1006/jvbe.2001.1836>
- Cao, C., Shang, L., & Meng, Q. (2020). Applying the job demands-resources model to exploring predictors of innovative teaching among university teachers. *Teaching and Teacher Education, 89*(103009). <https://doi.org/10.1016/j.tate.2019.103009>
- Carlson, D. S., & Kacmar, K. M. (2000). Work–family conflict in the organization: Do life role values make a difference? *Journal of Management, 26*(5), 1031–1054. <https://doi.org/10.1177/014920630002600502>
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology, 86*(3), 499–512. <https://doi.org/10.1037/0021-9010.86.3.499>
- Diener, E., Suh, E., Lucas, R. E., Lucas, R. E., & Smith, H. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin, 125*(2), 276–302. <https://doi.org/10.1037/0033-2909.125.2.276>
- Duygulu, E., Ciraklar, N. H., Guripek, E., & Bagiran, D. (2013). The effect of role stress on the employee's well-being: A study in the pharmaceutical companies in the city of izmir. *Procedia - Social and Behavioral Sciences, 84*, 1361–1368. <https://doi.org/10.1016/j.sbspro.2013.06.757>
- Eble, K. (1976). *The craft of teaching* (J. Bass (ed.)).
- Ghozali, I. (2013). *Model persamaan structural, konsep dan aplikasi dengan program amos 21.0*. Badan Penerbit Universitas Diponegoro.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Multivariate data analysis 7th edition. In *Pearson Prentice Hall*.
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology, 43*(6), 495–513.

- <https://doi.org/10.1016/j.jsp.2005.11.001>
- Jencks, C., & Riesman, D. (1968). *The academic revolution*. Doubleday.
- Keller, M. M., Goetz, T., Becker, E. S., Morger, V., & Hensley, L. (2014). Feeling and showing: A new conceptualization of dispositional teacher enthusiasm and its relation to students' interest. *Learning and Instruction*, 33, 29–38. <https://doi.org/10.1016/j.learninstruc.2014.03.001>
- Kingman, J. (1993). *The pursuit of truth*. The Times Higher.
- Kline, R. B. (2011). *Principles and practice of structural equation modeling* (3rd ed.). Guilford Press.
- Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2008). Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns. *Journal of Educational Psychology*, 100(3), 702–715. <https://doi.org/10.1037/0022-0663.100.3.702>
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 105(3), 805–820. <https://doi.org/10.1037/a0032583>
- Kunter, M., Tsai, Y.-M., Klusmann, U., Brunner, M., Krauss, S., & Baumert, J. (2008). Students' and mathematics teachers' perceptions of teacher enthusiasm and instruction. *Learning and Instruction*, 18(5), 468–482. <https://doi.org/10.1016/j.learninstruc.2008.06.008>
- Kyriacou, C. (2011). *Teacher stress: From prevalence to resilience* (E. Elgar (ed.); In J. Lang). New horizons in management. In *Handbook of stress in the occupations*.
- Ladd, E. C. (1979). The work experience of american college professors: Some data and an argument. In R. Edgerton (Ed.), *Current Issues in Higher Education* (pp. 3–12). American Association for Higher Education.
- Lee, R. T., & Ashforth, B. E. (1996). A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of Applied Psychology*, 81(2), 123–133. <https://doi.org/10.1037/0021-9010.81.2.123>
- Maholtra, N. K. (1996). *Marketing research*. Prentice-Hall International, Inc.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1997). Maslach burnout inventory: Third edition in evaluating. In *A book of resources* (pp. 191–218). stress Scarecrow Education.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job Burnout. *Annual Review of Psychology*, 52(1), 397–422. <https://doi.org/10.1146/annurev.psych.52.1.397>
- Moore, W. (1963). *Man, time, and society*. Wiley.
- Netemeyer, R. G., Boles, J. S., & McMurrin, R. (1996). Development and validation of work–family conflict and family–work conflict scales. *Journal of Applied Psychology*, 81(4), 400–410. <https://doi.org/10.1037/0021-9010.81.4.400>
- Papastylianou, A., Kaila, M., & Polychronopoulos, M. (2009). Teachers' burnout, depression, role ambiguity and conflict. *Social Psychology of Education*, 12(3), 295–314. <https://doi.org/10.1007/s11218-008-9086-7>
- Perrewé, P. L., Zellars, K. L., Rossi, A. M., Ferris, G. R., Kacmar, C. J., Liu, Y., & Hochwarter, W. A. (2005). Political skill: An antidote in the role

- overload–strain relationship. *Journal of Occupational Health Psychology*, 10(3), 239–250. <https://doi.org/10.1037/1076-8998.10.3.239>
- Rafsanjani, M. A., Ghofur, M. A., Fitrayati, D., & Dewi, R. M. (2020). Does perceived organizational support mitigate the negative effect of teacher-researcher role conflict among lecturers? (Evidence from Indonesia). *Pedagogika*, 138(2), 25–36. <https://doi.org/10.15823/p.2020.138.2>
- Rafsanjani, M. A., Pamungkas, H., & Rahmawati, E. D. (2019). Does teacher-student relationship mediate the relation between student misbehavior and teacher psychological well-being? *JABE: Journal of Accounting and Business Education*, 4(1), 34–44. <https://doi.org/10.26675/jabe.v4i1.8411>
- Rafsanjani, M. Arief, & Rahmawati, E. D. (2019). Stress exposure and psychological well-being: Study on beginning teacher. *JABE: Journal of Accounting and Business Education*, 3(2), 162–169. <https://doi.org/10.26675/jabe.v3i2.5757>
- Ren, X., & Caudle, D. (2016). Walking the tightrope between work and non-work life: Strategies employed by british and chinese academics and their implications. *Studies in Higher Education*, 41(4), 599–618. <https://doi.org/10.1080/03075079.2014.942277>
- Rizzo, J. R., House, R. J., & Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly*, 15(2), 150–163. <https://doi.org/10.2307/2391486>
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52(1), 141–166. <https://doi.org/10.1146/annurev.psych.52.1.141>
- Shen, B., McCaughtry, N., Martin, J., Garn, A., Kulik, N., & Fahlman, M. (2015). The relationship between teacher burnout and student motivation. *Br J Educ Psychol*, 85(4), 519–532. <https://doi.org/10.1111/bjep.12089>
- Siegrist, J., Starke, D., Chandola, T., Godin, I., Marmot, M., Niedhammer, I., & Peter, R. (2004). The measurement of effort–reward imbalance at work: European comparisons. *Soc Sci Med*, 58(8), 1483–1499. [https://doi.org/10.1016/S0277-9536\(03\)00351-4](https://doi.org/10.1016/S0277-9536(03)00351-4)
- Solimun, Rinaldo Fernandes, A. A., & Nurjannah. (2017). *Metode statistika multivariat pemodelan persamaan struktural (SEM) pendekatan warppls*. Universitas Brawijaya Press.
- van den Tooren, M., & de Jong, J. (2014). Job demands-resources and employee health and well-being: The moderating role of contract type. *Career Development International*, 19(1), 101–122. <https://doi.org/10.1108/CDI-05-2013-0058>
- Wang, H.-J., Demerouti, E., & Le Blanc, P. (2017). Transformational leadership, adaptability, and job crafting: The moderating role of organizational identification. *Journal of Vocational Behavior*, 100, 185–195. <https://doi.org/10.1016/j.jvb.2017.03.009>
- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54(6), 1063–1070.

- <https://doi.org/10.1037/0022-3514.54.6.1063>
- Wolf, E. J., Harrington, K. M., Clark, S. L., & Miller, M. W. (2013). Sample size requirements for structural equation models: An evaluation of power, bias, and solution propriety. *Educational and Psychological Measurement, 76*(6), 913–934. <https://doi.org/10.1177/0013164413495237>
- Wright, T. A., & Cropanzano, R. (1998). Emotional exhaustion as a predictor of job performance and voluntary turnover. *Journal of Applied Psychology, 83*(3), 486–493. <https://doi.org/10.1037/0021-9010.83.3.486>
- Xu, L. (2017). Teacher–researcher role conflict and burnout among Chinese university teachers: A job demand–resources model perspective. *Studies in Higher Education, 44*(6), 903–919. <https://doi.org/10.1080/03075079.2017.1399261>
- Zacher, H., Chan, F., Bakker, A. B., & Demerouti, E. (2015). Selection, optimization, and compensation strategies: Interactive effects on daily work engagement. *Journal of Vocational Behavior, 87*, 101–107. <https://doi.org/10.1016/j.jvb.2014.12.008>