

Subjective Well-being and Burnout on Gender in Lecturers at Private Universities in Lombok Island

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Abstract

A lecturer is an educator at a university. During their career, lecturers will encounter students with diverse characters. The main duties of a lecturer are teaching, researching, and community service. There are many other administrative duties that a lecturer must carry out. These numerous demands can cause lecturers to experience burnout. Burnout can occur because everyone experiences pressure in their daily activities. Burnout can be reduced by improving an individual's well-being. Subjective well-being is a state in which individuals perceive and evaluate everything that happens in their lives, namely, cognitive and affective evaluation. Burnout is very likely to affect both men and women. Men are more prone to burnout than women. It is because women experience the same pressures as men, as for men, "working" is an absolute necessity to support their families, whereas for women, this is not the case. Working is not a necessity for women, including in the teaching profession. Therefore, the objective of this study is to analyse whether there is a difference in the effect of subjective well-being on burnout among lecturers at private universities on the island of Lombok, based on gender. The sample consisted of 137 men and 137 women, totaling 174 participants, to represent the phenomenon. The data analysis technique used was Multigroup Analysis (MGA) in PLS-SEM. The study concludes that there is a significant difference between SWB and burnout among male and female lecturers.

Keywords: Burnout; Gender; Lecture; Lombok; Subjective Well-being.

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I. Introduction

A lecturer is an educator at a university. In the course of their profession, lecturers will encounter students with diverse characters. The main duties of a lecturer are the Tri Dharma of education, namely teaching, researching, and serving the community. In addition, there are many other administrative duties that a lecturer must carry out. These numerous duties can cause a lecturer to experience fatigue. This term of fatigue is known as burnout. [Adawiyah \(2013\)](#) research shows that individuals in professions such as medicine, nursing, teaching, or other social work are prone to burnout. Health professionals such as doctors and nurses, as well as lecturers and other social workers, tend to experience fatigue due to chronic emotional tension in their work ([De Oliveira et al., 2022](#)). Burnout is a complex and diverse phenomenon primarily associated with chronic stress in the workplace that has not been successfully managed. It is characterised by emotional exhaustion, cynicism, and a diminished sense of professional efficacy. Although exhaustion is not classified as a medical condition, it is recognised as a work-related phenomenon by the World Health Organisation (WHO) and is included in the International Classification of Diseases (ICD-11) ([Passos et al., 2023](#)). Burnout can occur because everyone experiences pressure in their daily activities; the burnout that results from these different work demands depends on each person's acceptance of what happens in their life.

Burnout can be reduced by promoting individual well-being. States that well-being can reduce a person's level of burnout, especially in terms of emotional exhaustion ([Çat et al., 2014](#)). Well-being itself, according to burnout, is an important topic to research ([Dyrbye et al., 2006](#)). Subjective well-being (SWB) is a state consisting of an individual's cognitive and emotional evaluation of their life, known as happiness, tranquillity, functioning fully, and life satisfaction ([Diener et al., 2003](#)). states that subjective well-being is a cognitive evaluation, such as life satisfaction and affective reactions, consisting of positive and negative influences ([Diener, 2000](#)). Subjective well-being is a state in which individuals perceive and evaluate their lives, namely, through cognitive and affective evaluations. The way a person views their life can be done cognitively, in the form of life satisfaction, or affectively, in the form of mood and emotional reactions that are pleasant or unpleasant ([Diener, 2006](#)). States that subjective well-being is a term used to describe the level of well-being experienced and felt by individuals according to their subjective evaluation of their lives ([Ferguson, 2011](#)). States that subjective well-being is a cognitive evaluation, and several positive or negative feelings ([Diener, 2006](#)). Then, a person is said to have high subjective well-being if they feel satisfied with their living conditions, often experience positive emotions, and rarely experience negative emotions.

Traditionally, the role of teaching is to nurture and develop students' potential. As shown the research findings ([Brouwers et al., 2001](#)), Teachers or educators play a valuable role in helping children grow. To do this, teachers/educators must remain physically and mentally healthy. Previous research findings show that there is an influence of spiritual well-being on burnout among medical students at the Islamic University of Indonesia in Yogyakarta ([Laili & Suseno, 2016](#)). In line with research on burnout among nurses, he found that psychological well-being is strongly correlated with burnout. Nurses with good psychological well-being are less likely to burn out because they can view events in their lives positively. Based on this research, it is known that burnout can actually be reduced by the presence of well-being in individuals ([Kholifah et al., 2016](#)).

Burnout is very likely to affect both men and women. States that men are more prone to burnout than women. This is because women do not experience the same pressures as men, as for men, "working" is an absolute necessity to support their families, whereas for women, this is not the case; women may or may not work, so working is not a necessity ([Gibson et al., 2011](#)). However, the study found that women experience higher burnout than men ([Sihotang, 2004](#)). This is in line with the study's results, which found that female teachers tend to show greater emotional exhaustion (burnout) than men ([Byrne, 1999](#)). This is also according to Lu et al. found that female teachers reported higher levels of emotional exhaustion, depersonalisation, and reduced personal accomplishment. The results of this study found significant gender differences ([Bayani et al., 2013](#)). Based on the above explanation, the researchers sought to examine the relationship between subjective well-being and burnout among lecturers by gender (Case Study of Private University Lecturers on the Island of Lombok).

Several previous studies have examined similar variables. This study aims to analyse the relationship between subjective well-being and burnout during the COVID-19 pandemic. The method used in this study is quantitative with a correlational research design, which is used to find the relationship between two or more variables. Based on the study's results, subjective well-being among medical personnel

during the COVID-19 pandemic was low at 37.5%, moderate at 31.25%, and high at 31.25%. The factors that influence subjective well-being consist of gender, purpose, social relationship quality, religion and spirituality, and personality. Based on the study's results, it can be concluded that subjective well-being correlates with burnout. The relationship is negative, meaning that the higher the subjective well-being of medical personnel, the lower their experience of burnout, and so on (Pertiwi et al., 2021). This study aims to analyse the relationship between subjective well-being and burnout among teachers of children with special needs during the COVID-19 pandemic. Factors that influence subjective well-being include gender, purpose, religion or spirituality, social relationship quality, and personality. Based on the study's results, it can be concluded that subjective well-being is significantly correlated with burnout. There is a negative relationship between subjective well-being and burnout among teachers of children with special needs during the COVID-19 pandemic, meaning that the higher the subjective well-being, the lower the burnout, and so on (Andriany et al., 2021). The purpose of this article is to determine and analyse the influence of transformational leadership and emotional intelligence on burnout. This article also aims to analyse social-emotional competence and subjective well-being as mediating mechanisms in the relationships among transformational leadership, emotional intelligence, and burnout. One of the research findings shows that this study directs organisations to improve social-emotional competence and subjective well-being, which ultimately contributes to reducing burnout (Hadi et al., 2022). The gap in this study is as follows: it aims to determine the relationship between burnout and subjective well-being among working mothers. This study hypothesizes that there is a negative relationship between burnout and subjective well-being in working mothers. The higher the burnout, the lower the subjective well-being in working mothers. Conversely, the lower the burnout, the higher the subjective well-being in working mothers. The subjects in this study were 65 married women with children and at least 1 year of work experience. Subjects were selected using purposive sampling. The results of this study showed a positive relationship between burnout and subjective well-being among working mothers (Ratri & Prahara, 2021).

Therefore, this study hypothesizes that:

H1 : Subjective Well-Being has a significant negative effect on Burnout based on the gender of lecturers at private universities on the island of Lombok.

Figure 1 shows the conceptual framework of the study based on theory and research.

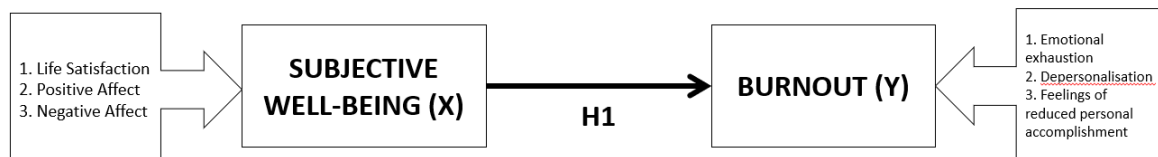


Figure 1. Conceptual Framework

II. Method

Comparative research is a type of descriptive research that seeks fundamental answers about cause and effect by analysing the factors that cause or lead to a particular phenomenon (Nazir, 2005). It involves comparing two or more groups based on a specific variable. This study examines the significant influence of subjective well-being on burnout among lecturers at private universities on the island of Lombok, with a focus on gender.

Population and Sample

The population in this study comprises all lecturers at private universities on the island of Lombok. The following is data on the number of lecturers at private universities on the island of Lombok:

Table 1. Data on Lecturers at Private Universities on the Island of Lombok

No.	Name of Private University	Regency	Number of Lecturers (Amount)
1.	Bumigora University	Mataram City	172
2.	Muhammadiyah Mataram University	Mataram City	329
3.	University of 45 Mataram	Mataram City	55
4.	University of Islam Al-Azhar Mataram	Mataram City	226
5.	Nahdlatul Wathan Mataram University	Mataram City	183
6.	Nahdlatul Ulama Nusa Tenggara Barat University	Mataram City	89
7.	Pendidikan Mandalika University	Mataram City	300
8.	Teknologi Mataram University	Mataram City	79
9.	Qamarul Huda Badaruddin Bagu University	Lombok Tengah	127
10.	University of Gunung Rinjani	Lombok Timur	67
11.	Hamzanwadi University	Lombok Timur	271
Total			1.898

Source: www.pddikti.go.id, 2023

The sample size was determined using Isaac and Michael's sample size determination table for a specific population, with a 5% margin of error and a population (N) of 1,898, resulting in a sample size of 294. However, the sample used was based on the number of men and women who completed the questionnaire, namely 137 male lecturers and 137 female lecturers. Data analysis using Multigroup Analysis (MGA) in PLS-SEM is useful for assessing whether the population is divided into distinct segments based on demographic characteristics by comparing the significance of path coefficients across these segments.

III. Results and Discussion

1. Model Testing (Outer Model)

This assessment was conducted using convergent validity, discriminant validity, and composite reliability analyses.

1.1. Convergent Validity

Outer loading values above 0.6 are considered valid indicators for use in research instruments. If the value is below the loading factor, the indicator is dropped (discarded). The following table shows the outer loading values and the algorithm diagram:

Table 2. Outer Loading

	BO	SWB
BO01	0.608	0
BO02	0.746	0
BO03	0.747	0
BO04	0.779	0
BO05	0.797	0
BO06	0.807	0
BO07	0.813	0
BO08	0.794	0
BO09	0.800	0
BO10	0.762	0
BO11	0.797	0

	BO	SWB
BO12	0.779	0
BO13	0.760	0
BO14	0.805	0
BO15	0.633	0
BO16	0.065	0
BO17	0.093	0
BO18	0.263	0
BO19	0.685	0
SWB01	0	0.727
SWB02	0	0.655
SWB03	0	0.713
SWB04	0	0.664
SWB05	0	0.716
SWB06	0	0.752
SWB07	0	0.743
SWB08	0	0.749
SWB09	0	0.753
SWB10	0	0.779
SWB11	0	0.804
SWB12	0	0.808
SWB13	0	0.713
SWB14	0	0.762
SWB15	0	0.768
SWB16	0	0.721
SWB17	0	0.717
SWB18	0	0.725
SWB19	0	0.456
SWB20	0	0.619
SWB21	0	0.378
SWB22	0	0.056
SWB23	0	0.521

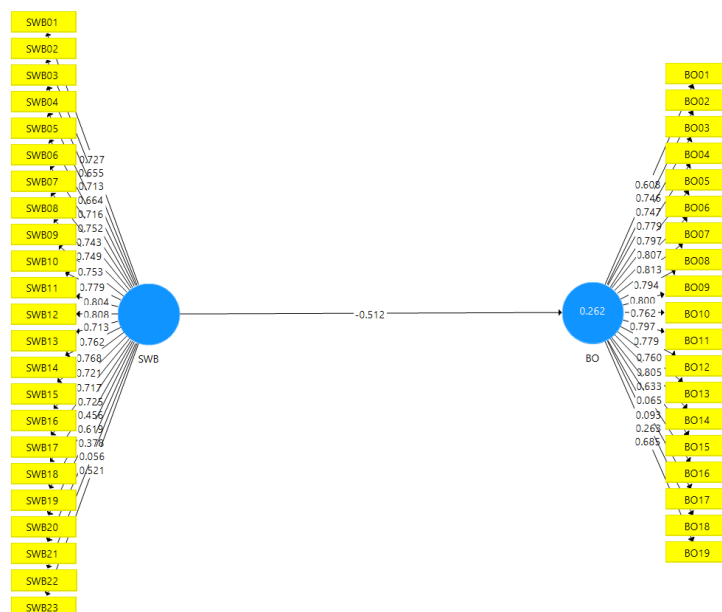


Figure 2. Algorithm SEM-PLS

Table 2 and Figure 2 above show that four indicators (SWB 19, 21, 22, 23) for the subjective well-being variable and three indicators (BO 16, 17, 18) for the burnout variable have outer loadings below 0.6; therefore, these seven indicators were dropped from further data processing.

1.2. Discriminant Validity

The Average Variance Extract (AVE) value shows that the AVE root value of the variable is greater than 0.5, and it is concluded that all variables can be considered valid, as shown in Table 3.

Table 3. Square Root of Average Variance Extract (AVE) Laten Variabel

Variabel	AVE	$\sqrt{\text{AVE}}$	Description
Burnout	0.490	0.700	Valid
Subjective Well-being	0.470	0.680	Valid

1.3. Composite Reliability

The composite reliability is above 0.70 and is considered highly reliable. The data is as follows:

Table 4. Composite Reliability

Variabel	Composite Reliability
Burnout	0.942
Subjective Well-being	0.951

Table 4 above shows that the Subjective Well-being and Burnout constructs are reliable. Based on the overall evaluation results, both convergent and discriminant validity, as well as composite reliability above, it can be concluded that, as latent variable measures, these indicators are valid and reliable measures.

2. Structural Model Testing (Inner Model)

Structural Model Testing (Inner Model) demonstrates the relationships among constructs, significance values, and R-square for the research model.

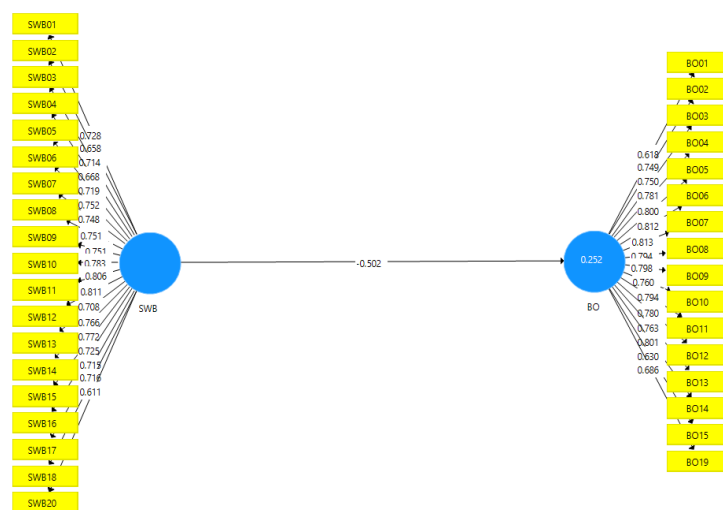


Figure 3. Algorithm SEM-PLS

3. R-square

R Square demonstrates the relationships among constructs, significance values, and R-square for the research model.

Table 5. R-square of the Dependent Construct

	R-square	R-square Adjusted
BO	0.252	0.249

The R-Square value is 0.249 (see [Table 5](#)). This means that 24.9% of the Subjective Well-Being variable can influence Burnout in both men and women. In comparison, 75.1% of the burnout variable is influenced by other variables outside the model that were not studied.

4. Path Coefficient Testing

The results of testing the relationship between the research variables are shown in the path coefficient values and p-values at $\alpha = 0.05$. If the results of testing the hypothesis in the outer model are significant, the indicators can be used as instruments to measure the latent variables; if the results of testing in the inner model are significant, there is a meaningful influence between the latent variables.

Table 6. Relationships Between Variables

Relationships Between Variables	Path Coefficient	p-Value new (Male vs Female)	Description
SWB → BO	-0.502	0.005	Negative and Significant

Based on [Table 6](#), path analysis showed a path coefficient of -0.502. Furthermore, using the bootstrapping technique, the p-value for the difference between males and females was 0.005 (p-value < 0.05). Therefore, the hypothesis that there is a significant difference in the effect of subjective well-being on burnout, with a negative effect, based on lecturers' gender at private universities across Lombok Island, can be accepted.

Table 7. Path Coefficient Male and Female Lecturer

	Path Coefficients Original (Male)	Path Coefficients Original (Female)	Path Coefficients Mean (Male)	Path Coefficients Mean (Female)	STDEV (Male)	STDEV (Female)	t-Value (Male)	t-Value (Female)	p-Value (Male)	p-Value (Female)
SWB → BO	-0.298	-0.676	-0.260	-0.688	0.318	0.055	0.935	12.357	0.350	0.000

As seen in [Table 7](#), the significant difference in the effect of SWB on burnout by gender indicates that the Path Coefficient for men (-0.298) is higher than that for women (-0.676). Therefore, it can be said that when male lecturers at private universities on the island of Lombok experience SWB, they will experience significantly less burnout than female lecturers. Thus, the effect of SWB on burnout can significantly differentiate the behaviour of male and female lecturers.

5. Discussion

This discussion presents an analysis of the research findings, which test the hypothesis previously put forward: that there is a significant difference in the effect of SWB on burnout between male and female lecturers. In addition, based on the data, it is concluded that SWB among male lecturers is in the high category, compared to female lecturers.

SWB Conditions on Male Lecturers' Burnout

The current high levels of fatigue, stress, and psychological pressure are concerning for the teaching profession in this study, indicating a chronic systemic problem that essentially lies in the work environment, rather than at the individual level of male lecturers at private universities on the island of Lombok. Many interventions carried out to date have targeted individuals rather than attempting to change the system. Although individual interventions such as stress management and mindfulness programmes have been proven effective in improving well-being and reducing fatigue levels, when structural organisational changes have been implemented (Collin et al., 2019). Male lecturers feel that they have a different perspective on their own lives, the events that happen to them, their bodies and minds, and the circumstances in which they live, believing that what happens to them is not bad. They feel satisfied with their current, past, and future lives. Male lecturers feel happy, joyful, and proud of their current lives because they can gather with friends and family in their free time and have opportunities to be proud of in their lives. Because of this positive acceptance of life, they experience less burnout. Male lecturers do not experience excessive emotions towards themselves, do not feel overly frustrated with their work, do not feel overly sensitive when carrying out their teaching, and remain enthusiastic about their work. The results are as follows: Specifically, when more grateful teachers are compared with less grateful teachers, the more grateful teachers view meaning as more important to happiness, are less emotionally exhausted, feel less depersonalised, and have a greater sense of accomplishment (Chan, 2010). Thus, it appears that a teacher's gratitude is not only associated with an eudaimonic life orientation, which in turn has been reported to be associated with greater life satisfaction, but may also act as a protective factor against teacher burnout. Therefore, it can be inferred that pursuing a meaningful life goes hand in hand with gratitude, which may help combat teacher burnout. Resilient individuals may have a more positive or hopeful outlook on the future, which can help them cope with stress and improve their well-being (Mehta et al., 2019). Individual interventions such as stress management and awareness programmes can improve health and reduce fatigue, thereby minimising the fatigue experienced by lecturers (Collin et al., 2019).

SWB Conditions in Relation to Burnout among Female Lecturers

Negative emotions lead to unhappiness, so well-being decreases as fatigue increases (Bakioğlu & Kiraz, 2019). The research states that individuals should avoid emotional exhaustion and improve their personal achievements (Jamebozorgi et al., 2022). However, the results of this study show that female lecturers' acceptance of what happens in their lives does not prevent them from experiencing emotional exhaustion. Female lecturers at private universities across Lombok are quite satisfied with their current and past lives and are optimistic about their future and about becoming better individuals than before. However, most female lecturers feel guilty, sad, anxious, and even stressed when faced with situations full of uncertainty. This means that even lecturers with a fairly positive outlook on life are not immune to emotional exhaustion. Diana (Saaduddin, 2022) explains that women are prone to burnout due to their personality traits. This is because women are often associated with idealism and enthusiasm. They are individuals who value fulfilling their career aspirations. Research found that women who are obsessive, idealistic, and highly dedicated are more prone to burnout. They are deeply involved in an activity and have excessive commitment, which leads to this condition. When the results of their efforts are not balanced, they usually become disappointed. They will feel they have failed, which will affect their assessment of their abilities. Conversely, perfectionist women who always strive to do everything perfectly will easily become frustrated if they cannot achieve it. Therefore, they tend to experience exhaustion (Jacobs & Dodd, 2003). Research findings indicate that most female lecturers experience difficulties in managing their time between professional and domestic responsibilities. Many informants stated that they had to complete their university work at night after finishing their household chores (Merdekawaty et al., 2025). Thus, according to others, Lecturers who experience a decline in personal achievement should be given recognition, for example, by approving the ideas they propose. Such support is expected to make lecturers feel valued and appreciated, thereby reducing feelings of worthlessness, which can ultimately diminish social attributes, such as a tendency to withdraw and a reduction in social networks (Sunaryo et al., 2024). Emphasised that gender-based work arrangements are essential to support the productivity and well-being of female lecturers. Informants who received support from their partners and families demonstrated better time management skills. In contrast, those who did not receive emotional and practical support tended to experience higher levels of stress (Merdekawaty et al., 2025).

IV. Conclusion

There is a significant difference in the effect of SWB on burnout between male and female lecturers. It is concluded that the SWB condition among male lecturers is in the high category, compared with female lecturers. When male lecturers feel SWB or accept the past, present, and future as positive and inevitable, their level of burnout will decrease significantly, whereas the opposite is true for women. Although female lecturers feel they accept their past, present, and future circumstances well and positively, this does not significantly reduce their burnout. This could be due to their inability to manage their time and emotions, including disappointment over unachieved goals in the present and high anxiety about an uncertain future.

The management of private universities on the island of Lombok could consider increasing male lecturers' SWB to reduce the burnout they feel, for example, by providing support through recognition, such as approving the ideas they propose. This support is expected to make lecturers feel valued and appreciated, thereby reducing feelings of worthlessness. For female lecturers, private university management should implement gender-specific work arrangements to support their productivity and well-being.

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Declaration

The first author was responsible for the study design, data collection, analysis, and initial writing of the article. The second, third, and fourth authors contributed to the review, feedback, and revision process to ensure quality and compliance with academic standards. The authors declare no financial conflicts of interest or personal relationships that could have influenced the content of this article.

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