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# Beyond Burden: How Workload Balance Promotes Social Well-Being among University Lecturers in Indonesia

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## ABSTRACT

The academic profession has experienced an intensification of workload that has implications for various aspects of lecturers' well-being, including social well-being. Global literature has highlighted the negative impact of workload on well-being, but local evidence in Indonesia, particularly on the social dimension, is still limited. This study aims to examine the effect of workload balance on the social well-being of lecturers at private universities in Bandung. The research design used a cross-sectional approach with consecutive sampling technique. A total of 119 lecturers from five private universities in Bandung participated as respondents. Data were collected through a self-administered questionnaire adapted from lecturer workload regulations and Keyes' social well-being framework. Data analysis was performed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results of the analysis show that work-life balance has a positive and significant effect on social well-being ($\beta = 0.536$; $p < 0.001$) with an $R^2$ value of 0.287. This means that the more lecturers feel able to manage their workload, the higher their level of social well-being. This finding supports the Job Demands–Resources Theory, which places balanced workload as a job resource that strengthens social engagement and a sense of togetherness. This study confirms that workload is not merely a source of stress, but when balanced, it can function as a protective factor that strengthens social well-being. This study contributes to the literature by presenting a positive perspective of workload in the Indonesian academic context. Further research is recommended using a longitudinal design with a broader sample coverage to strengthen external validity and explore other mediating and moderating variables.

**Keywords:** Higher Education, Lecturers, Workload, Social Well-Being, PLS-SEM

## INTRODUCTION

In the last three decades, the academic profession in various countries around the world has experienced work intensification, namely the demands of multiple roles ranging from teaching, research, and community service accompanied by increasingly strict work metrics and work digitalization that extends working hours and space (Kinman & Johnson, 2019; Wahab et al., 2024; Yang et al., 2022).The latest OECD review of academic careers in OECD countries confirms concerns about high workloads , their impact on work-life balance, and career incentives that tend to prioritize research over other tasks. These conditions erode the well-being of academic staff (Ausat et al., 2024; OECD, 2024).

In Thailand, a study reported high rates of burnout among lecturers, with perceptions of high workloads and low to moderate quality of life (Pakdee et al., 2025). In Malaysia, recent research shows mild to moderate burnout in aspects of work, personal life, and interactions with colleagues and students (Nasution Raduan et al., 2022). Other studies show that the digitization of lecturers' work affects work-life balance, which ultimately impacts well-

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being (Buda & Kovács, 2024). Overall, the literature indicates that intensified workloads have the potential to suppress aspects of lecturers' well-being, including social well-being.

A decline in faculty social well-being has chain consequences for institutions: weakened team cohesion, reduced research collaboration, and low participation in campus community activities (Brewster et al., 2022; Pryor & Steinberg, 2023; Wikansari et al., 2025). The literature shows that workplace social capital (peer support, sense of community, leadership quality) is positively related to well-being and work engagement; when demands erode social space, these outcomes weaken (Rajabi & Hasanzadehtabrizi, 2025).In the university environment, recent studies also highlight the challenges to well-being (including the social dimension) among academic staff due to changes in working methods (e.g., hybrid/online) and intensified demands, which impact social connectedness and trust (Marozva & Pelser, 2025).

According to the Job Demands–Resources (JD-R) theory, workload includes job demands that consume time, energy, and attention. When demands exceed resources such as peer support, autonomy, or collaboration time, workers tend to cut back on social-community activities that are considered "non-urgent" (Bakker et al., 2023). This is in line with the JD-R framework since its initial articulation and subsequent theoretical updates that emphasize two processes, namely health impairment and motivation (Bakker, 2015; Bakker et al., 2023).In the context of higher education, good workload management plays a role as a resource that can withstand the impact of excessive demands on social outcomes.

In Indonesia, the tridharma mandate of higher education and higher education quality standards structure lecturers' workloads. Regulation of the Minister of Education and Culture Number 3 of 2020 emphasizes the components of lecturers' workloads in main and supporting activities, while the Operational Guidelines for Lecturer Workloads (BKD) regulate equivalent obligations of 12–16 credits per semester; implementation practices are often accompanied by administrative tasks, accreditation, and cumulative output targets (publications/community service) (Indonesia Ministry of Education and Culture, 2020).

Empirical evidence specifically linking workload to the social well-being of lecturers in Indonesia is still limited. Most studies still focus on mental health and psychological well-being. Recent local studies, for example, have examined the relationship between workload and mental health, work-life balance, and productivity (Effendi et al., 2025; Febrian et al., 2025; Suwarsi et al., 2025).This signals that the social dimension needs to be explored further in the local context.

The main gap lies in the lack of local evidence on the impact of workload on the social well-being of lecturers at universities in Bandung and the lack of mapping of the dimensions of social well-being that are most affected by workload. Given the regulatory mandate of the tridharma and SN-Dikti, which demands sustainable academic performance, local empirical evidence is urgent for the formulation of workload policies and interventions to strengthen academic social capital. This study aims to examine the impact of workload on the social well-being of lecturers at universities in Bandung by measuring workload and social well-being levels and testing the overall impact of workload on social well-being.

## LITERATURE REVIEW & HYPOTHESES

### Workload

Workload in the context of higher education refers to the accumulation of tasks and responsibilities that lecturers must fulfil. In Indonesia, lecturers' workload includes the main activities of the tri dharma (teaching, research, and community service) plus supporting tasks in the form of administrative work that supports institutional functions (Indonesia Ministry of Education and Culture, 2020). In general, workload is understood as the volume of work per employee in an organization, which includes working hours and mental processes that must be carried out, both individually and organizationally (Koca et al., 2024). In organizational studies, workload is categorized as job demands that require sustained physical, cognitive, and emotional efforts (Bakker, 2015).

The concept of lecturer workload in Indonesia not only includes the number of teaching hours or the number of courses taught, but also includes lecture material preparation, student guidance, scientific publications, community service activities, and administrative tasks such as committee work, meetings, and institutional reports (Indonesian Ministry of Education and Culture, 2020). The OECD report (2024) confirms that lecturers in various member countries face an imbalance in their workload due to incentive systems that place more emphasis on research publications than teaching, forcing academics to work beyond normal hours and often sacrificing their work-life balance (OECD, 2024).This is also reinforced by a study conducted in China which shows that lecturers experience emotional stress and must be able to balance the roles of teacher and researcher despite their heavy workload (Yang et al., 2022).This condition is even more complex in the digital age, where the use of learning technology extends working hours and blurs the boundaries between professional and personal spheres (Marozva & Pelser, 2025).

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Empirical evidence shows that high workload is closely related to various negative impacts on lecturers' well-being. A systematic study by (Wahab et al., 2024)identified eight major issues related to workload, including increased working hours, non-teaching tasks, stress, burnout, and physical and mental health problems. Research in Thailand found that workload contributes significantly to emotional exhaustion and burnout among university lecturers, which in turn hinders pedagogical effectiveness and social relationships with students (Pakdee et al., 2025).Meanwhile, a study in Bandung found that excessive workload had a negative impact on lecturers' mental health and reduced academic productivity, although some lecturers showed resilience through innovation and time management (Suwarsi et al., 2025).

Thus, lecturer workload is a multidimensional phenomenon that includes quantitative and qualitative demands. If not managed properly, workload can threaten mental, reduce productivity, and lower the quality of academics' contributions to the institution. This emphasizes the importance of institutional strategies to balance lecturer workload through organizational support, flexibility policies, and fairer incentive mechanisms.

**Social Well-Being**

Social well-being is an important dimension of overall well-being, emphasizing the quality of an individual's relationships with their environment. Keyes (1998)defines social well-being as an individual's subjective evaluation of the quality of their social life, which includes five dimensions: social integration (feeling of being part of a community), social acceptance (acceptance of others), social contribution (perception of oneself as a valuable member), social actualization (belief in one's positive potential), and social coherence (understanding of existing social structures). In the university context, the social well-being of lecturers includes connectedness with colleagues, involvement in the academic community, and a sense of belonging to the institution (Dodd et al., 2025).

A number of studies confirm that social well-being is not merely the absence of social isolation, but also a condition of "being well together" characterized by cohesion, a sense of togetherness, and participation in the work environment (Dodd et al., 2025). A study in South Africa shows that there are different social well-being profiles among employees, ranging from "socially disconnected" to "socially thriving." Lecturers with a thriving profile tend to have higher job satisfaction and lower turnover intentions compared to lecturers who experience social disconnection (Hennicks et al., 2024).Additionally, research (Marozva & Pelser, 2025)on lecturers in a hybrid work environment found that social disconnection, loss of informal communication, and weak sense of belonging decrease social well-being and increase the risk of hybrid.

Faculty members' social well-being is influenced by several antecedents, both individual and institutional. Organizational support, trust in managers and colleagues, and opportunities to participate in collaborative activities have been shown to strengthen social well-being (Hennicks et al., 2024).Conversely, excessive workloads, high demands, and a competitive campus culture can weaken social interactions and a sense of community (OECD, 2024).Research at UEA also confirms that the transition to online learning reduces faculty social interaction, which impacts social well-being, especially when not supported by technology and social networks (Alsheikh et al., 2024).

Positive social well-being outcomes for lecturers include increased job satisfaction, involvement in collaborative research activities, and the intention to remain at the institution (Hennicks et al., 2024). In addition, social well-being also contributes to a supportive university culture, which in turn improves the quality of learning and student experience (Brewster et al., 2022).More broadly, the literature shows that faculty social well-being can have implications for team cohesion, interdisciplinary research collaboration, and participation in campus community activities (Dodd et al., 2025).Thus, maintaining and strengthening faculty social well-being is not only beneficial for individuals, but also for the sustainability and reputation of the institution.

**The Relationship Between Workload and Social Well-Being**

The relationship between workload and the social well-being of lecturers in higher education is an important issue that is gaining attention in the literature. A balanced workload is seen as providing space for lecturers to perform their roles optimally, whether in teaching, research, or social involvement on campus. According to Job Demands–Resources (JD-R) Theory, workload as a job demand can have a negative impact if it is not balanced with available resources. However, if the workload is well-managed and aligned with individual capacity, it can provide positive challenges that support social connectedness, a sense of contribution, and cohesion within the academic community (Bakker, 2015; Bakker et al., 2023).

International studies show that excessive workload often triggers emotional exhaustion, and decreased social interaction among lecturers (Wahab et al., 2024; Y. Wang, 2023). For example, research by Pakdee (Pakdee et al., 2025)in Thailand found that high workload correlates with burnout, which then disrupts the quality of relationships between lecturers and students as well as among colleagues. Conversely, research in Indonesia shows that a measurable workload, accompanied by organizational support and time flexibility, can actually improve work-life

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balance and ultimately strengthen social well-being dimensions such as social integration and contribution (Febrian et al., 2025).

Furthermore, experiences during the pandemic and the shift to hybrid revealed that an overly heavy workload reduces opportunities for informal interaction and a sense of togetherness, which directly impacts the social well-being of lecturers (Marozva & Pelser, 2025). However, when workloads are managed fairly and proportionally, lecturers have more opportunities to build social networks, participate in academic communities, and feel like an important part of the institution (Hennicks et al., 2024).Thus, workload is not only a matter of the quantity of tasks, but also how it is managed to strengthen the social well-being of educators.

Based on this description, the research hypothesis is: H1: Workload affects social well-being. Figure 1 shows the conceptual framework of this study.

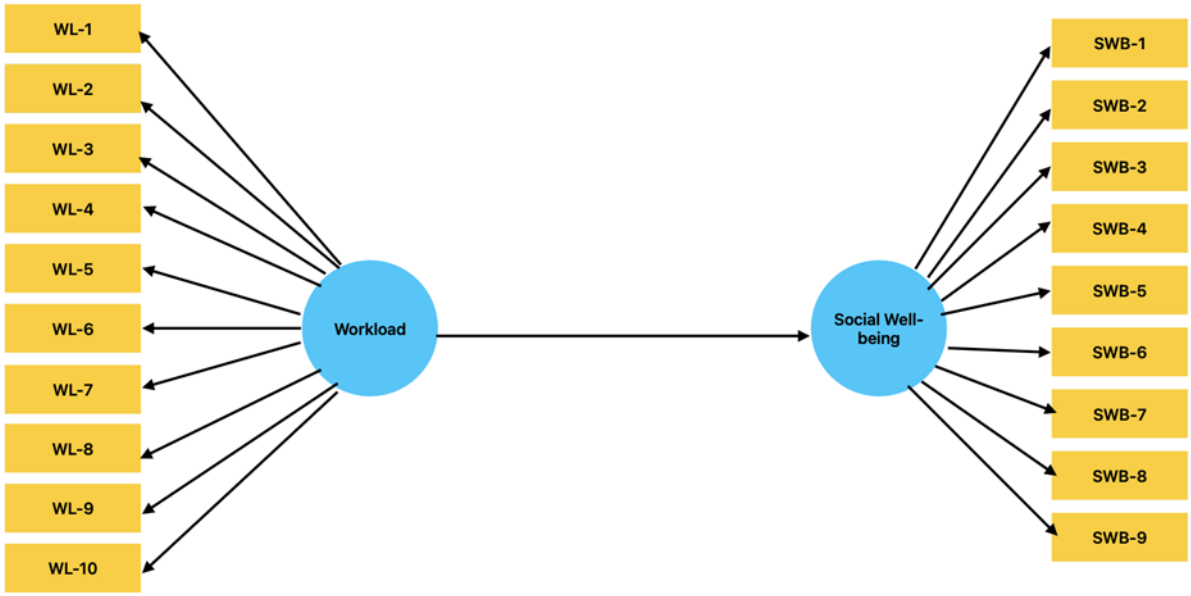


**Figure 1.** Research Concept

## METHOD

### Design & Setting

This study uses a cross-sectional design, which is an observational design that measures independent and dependent variables at a single point in time simultaneously. A cross-sectional design is analogous to a snapshot that describes the condition of respondents at the time the study was conducted. This approach allows researchers to evaluate the relationship between workload and the social well-being of lecturers without having to conduct repeated observations over a certain period of time. Although this design cannot explain the temporal cause-and-effect relationship, the results provide important information about the prevalence of the phenomenon being studied and form the basis for further research with a longitudinal design (X. Wang & Cheng, 2020).

This design was chosen due to its efficiency in terms of time and resources, as well as its suitability for the characteristics of the research population, namely lecturers with heavy workloads. The cross-sectional design allows data collection in a single measurement through a questionnaire, so it does not overburden respondents (X. Wang & Cheng, 2020).In addition, this design is considered appropriate for describing actual conditions and identifying patterns of relationships between workload and the social well-being of lecturers.

The research setting was conducted at five private universities in the city of Bandung. Bandung was chosen because it is one of the centers of higher education in Indonesia with high academic dynamics, where lecturers face great demands in carrying out the three pillars of higher education (education, research, and community service). This setting is relevant for testing how the intensity of workload affects the social well-being of lecturers. Thus, the research results are expected to provide an empirical description that is not only academically useful but can also be used as a basis for policy recommendations on workload management and support for the well-being of lecturers in private universities.

### Population, Criteria & Sample

The population in this study was all lecturers working at private universities in the city of Bandung. This population was selected based on the consideration that lecturers at private universities face complex workloads,

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including teaching, research, and community service obligations, making them relevant for studying the relationship with social welfare.

The inclusion criteria in this study were lecturers who were willing to be respondents by signing the informed consent form and filling out the research questionnaire independently. The exclusion criteria were lecturers who were undergoing study leave or long leave, as these conditions could affect their work experience and workload, potentially causing bias in the measurement of research variables.

The sampling technique used was consecutive sampling, whereby all lecturers who met the inclusion criteria during the research period were invited to participate until the sample size was met. This technique was chosen because it was considered practical for field research with limited resources and allowed all potential respondents encountered during the data collection period to be included (Bujang et al., 2022; Thewes et al., 2018).

The number of respondents collected was 136 lecturers from five private universities in Bandung. However, 17 respondents were excluded because they did not meet the inclusion criteria and did not complete the questionnaire, so the final sample analyzed was 119 lecturers. This sample size was considered adequate for analysis using Partial Least Squares Structural Equation Modeling (PLS-SEM). The justification for the sample size was also reinforced by a power analysis approach, in which with a significance level of 5%, power of 80%, and moderate effect size ($f^2 = 0.15$), the minimum sample size required was 92 respondents. Thus, the number of 119 respondents is sufficient to provide adequate statistical power in testing the research model (Hair et al., 2013).

**Instruments & Measurement**

The research instrument used was a self-administered questionnaire developed by the researcher based on relevant regulations and theories. The workload questionnaire consisted of 10 statements based on the provisions of lecturer workload in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, which regulates the obligations of lecturers in implementing the three pillars of higher education (Indonesia Ministry of Education and Cultural, 2020).

The social well-being questionnaire was developed by the researcher based on the social well-being theoretical framework from (Keyes, 1998), which includes five main dimensions, namely social integration, social acceptance, social contribution, social actualization, and social coherence. From this framework, the researcher formulated nine statements that describe aspects of lecturers' social well-being in an academic context. All items were measured using a 4-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree). A four-point scale was chosen to avoid neutral answers so that respondents would give more definitive choices. The statements in the questionnaire are listed in Table 1.

To ensure data quality, this study used several control measures. First, the questionnaire instrument underwent content validity testing by experts in psychometrics, industrial psychology, occupational medicine, and psychiatry. The questionnaire was also tested for statistical item validity against total scores, as well as reliability using Cronbach's Alpha coefficient, so that the instrument used was proven to be valid and reliable (Hair et al., 2013).Second, data collection was conducted using a self-administered questionnaire via an online link, with clear instructions for completion to minimize misunderstandings. Third, the data were thoroughly checked for missing values. Respondents who did not complete the questionnaire were excluded from the analysis (n = 17), so only complete data were analyzed.

**Table 1**. List of constructs and items

| Construct | Item | Measure |
|---|---|---|
| Workload | WL 1 | I feel that my workload is appropriate, which is 12-16 credits per semester |
| | WL-2 | I am experiencing difficulties in carrying out my educational duties as a lecturer |
| | WL-3 | I have difficulty completing research every semester |
| | WL-4 | I have difficulty publishing every semester. |
| | WL-5 | I have difficulty carrying out academic support tasks each semester |
| | WL-6 | I find it difficult to organize student activities/mentoring |
| | WL-7 | I am able to manage my time well between work and other aspects of my personal life |
| | WL-8 | I have difficulty balancing work tasks with other activities. |
| | WL-9 | In general, my work life interferes with my personal life |
| Social well-being | SWB-1 | I feel I have a close relationship with my colleagues at work |
| | SWB-2 | I am an important part of the institution where I work |
| | SWB-3 | I trust my colleagues |
| | SWB-4 | My colleagues at work are unreliable |
| | SWB-5 | I am a member of an institution that is capable of making contributions |

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| Construct | Item | Measure |
|---|---|---|
| | SWB-6 | My daily routine does not produce anything valuable for the institution where I work |
| | SWB-7 | I feel that my coworkers are no longer making changes for the better |
| | SWB-8 | I feel that my work environment is very complex |
| | SWB-9 | I do not understand the organizational culture at my workplace. |

### Data Collection Procedures

Data collection in this study was conducted using an online questionnaire based on Google Forms. The questionnaire link was distributed to lecturers through coordinators at each university where the research was conducted. This mechanism was chosen to facilitate respondent access, increase participation rates, and maintain time and cost efficiency.

The data collection process took place from March to May 2025. To maintain data integrity, each respondent could only fill out the questionnaire once. This was regulated through the Google Form settings system, which limited access to filling out the questionnaire based on user accounts. In addition, the items in the questionnaire were presented in randomized order to minimize the potential for response bias, such as the tendency to answer sequentially or answer patterns that did not reflect the actual conditions.

Before filling out the questionnaire, respondents were given an explanation of the research objectives, data confidentiality, and their rights as participants. Willingness to fill out the questionnaire was considered a form of informed consent. With this procedure, the data collection process was carried out in accordance with research ethics principles, while maintaining the quality of the data obtained.

### Data Analysis

Data analysis in this study was conducted in two main stages, namely univariate analysis and bivariate analysis. Univariate analysis was conducted to describe the characteristics of the respondents, including demographic data and work-related variables. In addition, this analysis was also used to calculate the mean and distribution of the scores of the main variables of the study, namely the workload and social well-being of lecturers. The results of the univariate analysis are presented in Tables 2 and 3, which show the frequency, percentage, and measures of central tendency and dispersion.

Bivariate analysis was performed to test the relationship between workload and social well-being using the Partial Least Squares (PLS)-based Structural Equation Modeling (SEM) method. PLS-SEM was chosen because this method is suitable for analyzing models with a relatively limited number of samples, non-normal data distribution, and latent variables measured by several indicators. The PLS-SEM analysis was conducted by following the six steps described by Hair et al. (2021), namely:

1. Building a measurement model (outer model), which includes convergent validity, discriminant validity, and construct reliability.
2. Building a structural model (inner model) to establish relationships between latent constructs according to research hypotheses.
3. Assessing construct reliability and validity through factor loading values, average variance extracted (AVE), composite reliability (CR), and discriminant tests.
4. Assessing the structural model through $R^2$, $Q^2$, and path coefficient values.
5. Assessing the significance of paths in the model, using bootstrapping to obtain t-statistics and p-values.
6. Compare the results with previous theories and research to draw empirical conclusions from the tested model.

All data analysis was performed using the latest version of SmartPLS statistical software to ensure calculation accuracy and ease of research model visualization.

## RESULTS

### Sample Characteristics

This section presents the demographic and professional characteristics of the research respondents (n=119) recruited from 5 universities in Bandung. Table 1 summarizes the distribution of gender, age, education, functional position, employment status, and length of service of the respondents. This information is provided to describe the sample context and as a basis for interpreting the findings in the results section.

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**Table 2.** Respondent Characteristics

| Respondent Characteristics | n | % | 95% CI | |
|---|---|---|---|---|
| | | | Lower | Upper |
| **Gender** | | | | |
| Female | 76 | **63.87** | 55 | 72 |
| Male | 43 | 36.13 | 27 | 45 |
| **Age (Years)** | | | | |
| <30 | 6 | 5.04 | 1 | 9 |
| 30-39 | 42 | 35.29 | 27 | 44 |
| 40-49 | 29 | 24.37 | 17 | 32 |
| 50-59 | 28 | 23.53 | 16 | 31 |
| ≥60 | 14 | 11.76 | 7 | 18 |
| **Functional Position** | | | | |
| Teaching Staff | 21 | 17.65 | 11 | 24 |
| Expert Assistant | 37 | 31.09 | 23 | 39 |
| Lecturer | 45 | **37.82** | 29 | 47 |
| Head Lecturer | 13 | 10.92 | 5 | 17 |
| Professor | 3 | 2.52 | 0 | 5 |
| **Marital Status** | | | | |
| Not Married | 5 | 4.20 | 1 | 8 |
| Married | 106 | **89.08** | 83 | 95 |
| Divorced | 2 | 1.68 | -1 | 4 |
| Divorced | 6 | 5.04 | 1 | 9 |
| **Employment status** | | | | |
| Permanent Lecturer | 101 | **84.87** | 78 | 91 |
| Contract Lecturer | 8 | 6.72 | 2 | 11 |
| Adjunct Professor | 8 | 6.72 | 2 | 11 |
| Employed Lecturer (DPK) | 2 | 1.68 | -1 | 4 |
| **Years of service** | | | | |
| 1-5 | 31 | 26.05 | 18 | 34 |
| 6-10 | 32 | **26.89** | 19 | 35 |
| 11-15 | 20 | 16.81 | 10 | 24 |
| 16-20 | 16 | 13.46 | 7 | 20 |
| 21-25 | 8 | 6.72 | 2 | 11 |
| 26-30 | 3 | 2.52 | 0 | 5 |
| >30 | 9 | 7.56 | 3 | 12 |
| **Total** | 119 | 100 | | |

In general, the sample was dominated by female lecturers compared to male lecturers. This composition is important to note because differences in domestic roles and social expectations often have implications for perceptions of workload and social networks in the workplace. The age distribution shows a "broad back" curve in the 30 – 59 age range. This pattern indicates a productive and active faculty population in terms of career development, but also includes a sufficient proportion of seniors (⩾60) for issues of succession and mentoring. The dominance of permanent lecturer status indicates stability in employment relationships; however, the 15.13% of non-permanent lecturers remains relevant, as contractual uncertainty often correlates with variations in workload (teaching hours/assignments) and access to social resources on campus. Most respondents are at the early to mid-level of their lecturer careers. The lecturer career pipeline is strong at the Lecturer/Assistant Expert level, while the top level remains thin. This illustrates a situation that commonly causes organizational workload on the middle group as well as regeneration challenges for the top level. The length of service forms a moderate "inverted U- " pattern with a concentration in the first two groups, namely 1 – 5 years and 6 – 10 years. The combination of relatively young length of service (⩽10 years) and the dominance of the middle functional level implies a developing career segment that typically carries a mix of teaching, research, and institutional service tasks—a context that is relevant when assessing perceptions of workload and the quality of social relationships in the workplace. The majority of respondents were married. With the predominance of married respondents and middle working age, the potential for dual role demands (work–family) needs to be considered in further analysis related to workload and social well-being.

Overall, the characteristics of the respondents indicate that the lecturers in this study are mostly in the middle phase of their careers with dual responsibilities in the fields of education, research, and community service. Variations in age, marital status, employment status, length of service, and functional position illustrate that

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workload and social well-being are not only determined by institutional demands but are also influenced by demographic and structural factors.

### Descriptive Variables

This section presents descriptive statistics for the main constructs, namely workload and social well-being, including the mean, standard deviation, and range of values.

**Table 3.** Descriptive Statistics

| NO | Variable | Mean | SD | Min | Max |
|---|---|---|---|---|---|
| 1 | Workload | 28.54 | 5.29 | 13 | 40 |
| 2 | Social well-being | 28.10 | 3.88 | 16 | 36 |

Note: SD = standard deviation. Likert scale [1–4].

Descriptive analysis of the two main constructs of the study shows that the average score for lecturer workload is 28.54 (SD = 5.29), with a minimum value of 13 and a maximum of 40. This indicates a fairly high variation in the perception of workload, ranging from lecturers who feel their workload is relatively light to those who consider their workload to be very high. For the social well-being construct, the average score was 28.10 (SD = 3.88), with a range between 16 and 36. These findings show that most lecturers assess their level of social well-being as relatively good, although there are still groups in the low category.

### Measurement Model

The measurement model was evaluated to ensure that the constructs in this study met the criteria of reliability and validity before proceeding to structural model testing. Several indicators were examined, including internal consistency, convergent validity, and discriminant validity, in accordance with the recommendations of Hair et al. (2019).

The reliability test results showed that all constructs had Cronbach's Alpha and Composite Reliability (CR) values above 0.70. These values indicate that each construct has good internal consistency and acceptable reliability. Thus, the items in the workload and social well-being constructs are considered sufficiently stable in measuring the same concept. However, the Average Variance Extracted (AVE) test results in the initial model showed values still below 0.50. This condition indicates that the constructs' ability to explain the variance of their indicators is still limited, as illustrated in Table 4.

**Table 4.** Construct reliability and validity before model specification

| Variable | Cronbach's alpha | Composite Reliability (CR) | Average Variance Extracted (AVE) |
|---|---|---|---|
| **Workload** | 0.814 | 0.854 | 0.374 |
| **Social Well-being** | 0.774 | 0.837 | 0.408 |

Therefore, further examination was conducted on the outer loading of each indicator. Based on the analysis results described in Table 5, indicator SWB-4 had a negative loading value (-0.155) and indicator WL-2 had a low loading (0.452). Referring to the criteria of Hair et al. (2019), indicators with outer loading values <0.40 should be removed, while indicators with values of 0.40–0.70 can be considered for removal if their improvement is significant to the reliability of the construct. With these considerations, SWB-4 was removed from the model, while WL-2 was retained.

**Table 5.** Outer Loading

| Variable | Indicator | Outer Loading | Conclusion |
|---|---|---|---|
| Workload | WL-1 | 0.518 | Valid |
| | WL-2 | 0.452 | Invalid |
| | WL-3 | 0.520 | Valid |
| | WL-4 | 0.709 | Valid |
| | WL-5 | 0.520 | Valid |
| | WL-6 | 0.645 | Valid |
| | WL-7 | 0.658 | Valid |
| | WL-8 | 0.692 | Valid |

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| Variable | Indicator | Outer Loading | Conclusion |
|---|---|---|---|
| | WL-9 | 0.580 | Valid |
| | WL-10 | 0.749 | Valid |
| Social Well-being | SWB-1 | 0.702 | Valid |
| | SWB-2 | 0.655 | Valid |
| | SWB-3 | 0.774 | Valid |
| | SWB-4 | -0.155 | Invalid |
| | SWB-5 | 0.621 | Valid |
| | SWB-6 | 0.709 | Valid |
| | SWB-7 | 0.611 | Valid |
| | SWB-8 | 0.592 | Valid |
| | SWB-9 | 0.716 | Valid |

After model re-specification, the analysis results show an increase in composite reliability and AVE values for both constructs, as shown in Table 7. The CR value for social well-being increased to 0.870 and workload to 0.852, both of which are above the threshold of 0.708, indicating improved internal consistency. Although the AVE value is still below 0.50, this model is still considered acceptable because the CR value meets the strict reliability requirements. This is in line with the view of Fornell & Larcker (1981), who stated that the model remains valid if CR > 0.60 even though AVE < 0.50.

**Table 7.** Construct reliability and validity after re-specification

| Variable | Cronbach's alpha | Composite Reliability (CR) | Average Variance Extracted (AVE) |
|---|---|---|---|
| **Workload** | 0.807 | 0.852 | 0.394 |
| **Social Well-being** | 0.830 | 0.870 | 0.456 |

Discriminant validity testing using the Fornell-Larcker criteria and cross loadings showed adequate results. The AVE square root value for each construct was higher than the correlation between constructs, and each indicator had the highest loading on its own construct compared to other constructs. These values are shown in Table 8. Thus, the two constructs tested are declared to meet discriminant validity. Overall, the measurement model evaluation shows that the work load and social well-being constructs have met the reliability and validity criteria, so they can be used in the structural model testing stage.

**Table 8.** Forner Lacker

| Variable | Workload | Social well-being |
|---|---|---|
| **Workload** | 0.627 | |
| **Social Well-being** | 0.536 | 0.676 |

### Structural Model

After the measurement model was declared to meet the criteria of reliability and validity, the next step was to evaluate the structural model. This evaluation included testing for collinearity between latent variables, determining the coefficient of determination ($R^2$), and testing hypotheses using t-tests and p-values.

### Collinearity Test

The results of the Variance Inflation Factor (VIF) examination show that all latent variables have VIF values between 0.2 and 5. This means that there are no collinearity problems between latent variables in the model. This ensures that parameter estimates in the structural model are not distorted by excessive relationships between predictors (Hair et al., 2019). The VIF values are shown in Table 9.

**Table 9.** VIF Values

| Variable | Social well-being |
|---|---|
| **Workload** | 1.00 |

### Coefficient of Determination ($R^2$)

This research model produced an $R^2$ value of 0.287 for the social well-being construct. This value indicates that the workload variable was able to explain 28.7% of the variation in social well-being, while the remaining 71.3%

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was explained by other factors not included in the model. According to Chin (1998), an $R^2$ value of 0.25 is considered weak, 0.50 moderate, and 0.75 strong. Thus, the contribution of workload to social well-being falls into the weak-moderate category, but still has significant practical relevance.

### Hypothesis Testing

Hypothesis testing was conducted by looking at the t-statistic and p-value of the bootstrapping results. The analysis results show that the effect of workload on social well-being has a path coefficient of 0.536, with a t-value of 10.073 (>1.96) and p = 0.000 (<0.05). Thus, the research hypothesis is accepted. This means that the better the workload felt by lecturers, the higher their level of social well-being.

**Table 10.** Conclusion

| Hypothesis | Original sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T statistics (IO/STDEVI) | P values | Conclusion |
|---|---|---|---|---|---|---|
| Workload -> social well-being | 0.536 | 0.570 | 0.053 | 10.073 | 0.000 | Significant |

## DISCUSSION

The results show that work-life balance has a significant effect on the social well-being of lecturers with a path coefficient of 0.536 ($p < 0.001$). This finding indicates that the more positive lecturers' perceptions of their ability to manage and balance academic, administrative, research, and community service responsibilities, the higher their level of social well-being. In this context, workload is not merely a source of pressure, but can function as a protective factor that strengthens social integration, a sense of contribution, and meaningfulness of work in an academic environment.

This interpretation is in line with the Job Demands–Resources (JD-R) theory framework, which emphasizes that excessive work demands generally cause fatigue and stress, but when individuals have adequate capacity and resources, demands can actually trigger motivation (Bakker, 2015). In this study, higher work load scores were interpreted as an ease of coping with demands, so that work load was perceived as a job resource that strengthened social well-being. This context is important because it emphasizes that it is not only the amount of work load that matters, but also the perception of balance and the individual's capacity to manage it.

These findings are also consistent with regional literature. (Munusamy et al., 2024)in a systematic review of educators in Malaysia showed that excessive workload, role conflict, and work–family imbalance are correlated with stress and burnout. However, the review emphasized that the direction of the relationship is greatly influenced by the degree of demand–resource balance. A similar explanation is seen in the research by Kiliç Memur & Başer Baykal, (2023)in Turkey, which found that the impact of workload depends on coping strategies and social support. Academics who receive support from colleagues and family are more likely to interpret workload as a motivating challenge, while those with less support tend to experience alienation. The results of this study are consistent with this pattern, where workload balance is positively related to social well-being because lecturers are able to control demands and utilize social support.

Additionally, research in India by Lakkoju (2020)confirms that support for work–life satisfaction increases job satisfaction, while work-to-family conflict decreases it. Reading the results of this study that balanced workload is positively related to social well-being, it appears that the same mechanism is at work: controlled demands, supported by social support and autonomy, result in greater well-being. Thus, the regional literature reinforces the finding that workloads do not always have a negative impact; rather, the outcome depends on balance and the surrounding social context.

However, when compared to international literature, the results of this study provide a different nuance. Many previous studies emphasize the negative side of workload. (Wahab et al., 2024) through a systematic review found that excessive workload contributes to stress and a decline in teachers' quality of life. Cao et al., (2025)also reported that high work intensity without social support triggers burnout in lecturers. (Y. Wang, 2023)asserts that uncontrolled workload reduces the well-being of teachers in China. These differences show that the context and method of measuring variables affect the results: when workload is defined as overload, the impact tends to be negative; but when measured as workload balance, the results can be positive for social well-being.

The Indonesian context provides an important explanation for these differences. The majority of respondents in this study were permanent lecturers of productive age who were married. These conditions enabled them to obtain social support from family and colleagues, making it easier to achieve a balanced workload. In addition, the collective culture in higher education institutions encourages lecturers to help each other in managing tasks, so that

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workload is not always perceived as a stressor, but also as an opportunity to strengthen collaboration and social connectedness. This shows that cultural factors, employment status, and social support greatly determine the direction of the relationship between workload and well-being.

Thus, this study enriches the literature, which is still dominated by negative views of workload. The main contribution of this study is to offer the perspective that a balanced workload can be a positive resource that strengthens social well-being, especially in certain institutional and cultural contexts. These findings emphasize the need to view workload not only quantitatively, but also in terms of balance and individual perceptions of how to manage it. The practical implication is that universities need to ensure that workload management policies do not only focus on quantitative distribution but also provide support, autonomy, and a collaborative work environment so that the social well-being of lecturers can be maintained.

## CONCLUSION

This study found that work-life balance has a significant effect on the social well-being of lecturers at private universities in Bandung. The more lecturers feel able to balance and manage their workload, the higher their level of social connectedness, sense of contribution, and integration into the academic community. These findings confirm that workload is not always a source of stress, but can serve as a positive resource that promotes social cohesion and institutional engagement.

The implication of these results is the need for institutional strategies that not only regulate workloads quantitatively but also ensure social support and flexibility for lecturers in balancing their professional and personal responsibilities. Thus, work-life balance can be an important foundation for building a healthy and sustainable academic culture.

This study has limitations because it uses a cross-sectional design and self-report instruments, so that the causal relationship between workload balance and social well-being cannot be fully ascertained and is potentially influenced by respondent subjectivity bias. In addition, the sample is limited to lecturers in Bandung, so generalization to a broader context needs to be done with caution.

For future research, it is recommended to use a longitudinal design or mixed methods to strengthen the validity of the findings, as well as to involve a more diverse sample in terms of region and type of university. Further research could also include other variables to provide a more comprehensive picture of the factors that influence the social well-being of lecturers.

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