



Educational Management and Psychological Resilience: Effects of Role Conflict, Stress, Burnout on Job Satisfaction in Military Education Institutions

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DOI: <https://doi.org/10.61987/jemr.v5i3.2104>

ABSTRACT

Keywords:

Educational
management;
Psychological
resilience; Burnout;
Job satisfaction

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This study aims to examine the effects of role conflict and job stress on job satisfaction through burnout, while highlighting the role of psychological resilience within educational management contexts. A qualitative approach with a phenomenological design was employed to explore individuals' lived experiences in managing organizational demands. Data were collected through in-depth, semi-structured interviews with purposively selected participants who had experienced workplace conflict and job-related stress. The data were analyzed using thematic analysis, including data condensation, display, and verification. The findings reveal that role conflict and job stress contribute to emotional exhaustion, decreased motivation, and negative work perceptions. Burnout emerges as a key mediating mechanism linking job demands to job satisfaction. However, individuals who demonstrate adaptive coping strategies—such as problem-focused coping, emotional regulation, and meaning-making—show higher psychological resilience and better job satisfaction. From an educational management perspective, leadership practices, communication systems, and institutional support significantly influence these psychological dynamics. This study implies that strengthening educational management strategies, including psychological support systems and stress management programs, is essential to enhance job satisfaction and sustain organizational effectiveness.

Article History:

Received: December 2025; Revised: January 2025; Accepted: February 2026

Please cite this article in APA style as:

Dinarsih, M. D., Widhiastuti, H., & Dewi, R. (2026). Educational Management and Psychological Resilience: Effects of Role Conflict, Stress, Burnout on Job Satisfaction in Military Education Institutions. *Journal of Educational Management Research*, 5(3), 2526-2536.

INTRODUCTION

The increasing complexity of modern workplaces has significantly influenced organizational dynamics, including within educational and military training institutions. This issue is important because organizations today are required to balance performance demands with employee well-being to ensure

sustainability. From an educational management perspective, institutions function not only as administrative systems but also as environments that shape individuals' psychological resilience and professional development. Evidence suggests that unmanaged psychological strain reduces productivity, increases turnover, and weakens institutional effectiveness (Robbins & Judge, 2021). In structured environments such as military education institutions, where discipline and hierarchy are dominant, these challenges become more critical. The inability to manage psychological factors may disrupt both learning processes and operational readiness. Therefore, understanding how organizational factors influence psychological conditions is essential. This study is important as it contributes to broader societal needs by addressing how educational management can support human well-being while maintaining institutional performance and long-term organizational effectiveness.

Despite the growing awareness of workplace well-being, many organizations still struggle to manage psychological challenges arising from role conflict and job stress. These problems emerge when institutional demands exceed individual capacities, creating tension between expectations and available resources. In educational management contexts, ineffective leadership, poor communication, and unclear role distribution often intensify such issues. Particularly in military education institutions, individuals face dual pressures as learners and personnel responsible for operational readiness. This creates a complex problem where organizational efficiency may conflict with individual psychological health. Research indicates that prolonged exposure to such conditions leads to decreased job satisfaction and increased burnout risk (Bakker & Demerouti, 2020). However, many institutions still prioritize performance outcomes over psychological well-being, neglecting preventive strategies. As a result, unresolved psychological strain can negatively affect both individual performance and institutional effectiveness. Addressing this problem is crucial to ensure that organizations can maintain productivity while supporting the mental resilience of their members.

In practice, military education institutions in Indonesia reflect these challenges through observable organizational dynamics. Soldiers undergoing training often experience role conflict due to overlapping responsibilities between academic requirements and operational duties. Additionally, strict hierarchical systems may limit open communication, increasing the likelihood of misunderstandings and interpersonal tension. These conditions contribute to elevated levels of job stress, particularly when individuals are required to meet high performance standards under time constraints. Empirical observations indicate that such stressors frequently lead to emotional exhaustion and reduced motivation. In some cases, individuals demonstrate signs of disengagement,

decreased commitment, and lower job satisfaction. This phenomenon highlights the need for effective educational management strategies that can balance discipline with psychological support. Without proper intervention, these issues may hinder both learning outcomes and organizational performance. Therefore, examining these real-world dynamics is essential to understand how psychological factors operate within structured educational and military environments.

Previous studies have extensively examined the relationship between role conflict, job stress, and job satisfaction within organizational settings. Role conflict is widely recognized as a source of psychological strain caused by incompatible expectations and unclear responsibilities (Yang et al., 2022). Similarly, job stress has been identified as a critical factor affecting emotional well-being, particularly when job demands exceed individual coping capacities (Shah et al., 2024). Within the Job Demands-Resources (JD-R) framework, Bakker and Demerouti (2020) emphasize that excessive demands without adequate resources lead to negative psychological outcomes. Furthermore, research in organizational psychology consistently shows that these factors significantly reduce job satisfaction and overall performance. However, most studies focus on corporate or general organizational contexts, with limited attention to educational or military training environments. This creates a gap in understanding how these dynamics function within institutions that combine learning processes with strict hierarchical structures and discipline-based systems.

In addition to direct effects, recent research highlights the mediating role of burnout in the relationship between job demands and job satisfaction. Burnout, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, is considered a key psychological mechanism linking workplace stressors to negative outcomes (Maslach & Leiter, 2022). Demerouti (2025) further confirms that burnout acts as a significant mediator, amplifying the impact of role conflict and job stress on job satisfaction. Despite these advancements, existing studies largely rely on quantitative approaches and often overlook the contextual complexity of educational management environments. Moreover, limited research explores how psychological resilience interacts with burnout in structured institutions such as military education settings. This indicates a critical research gap, as understanding these relationships is essential for designing effective management strategies. Addressing this gap will provide a more comprehensive understanding of how organizational and psychological factors interact in specialized institutional contexts.

This study offers a novel contribution by integrating educational management perspectives with organizational psychology variables within the context of military education institutions. Unlike previous research, this study not only examines role conflict, job stress, and burnout but also emphasizes the role of psychological resilience as a key factor in maintaining job satisfaction. By positioning military institutions as educational environments, this research expands the application of educational management theories into non-traditional settings. Furthermore, the study adopts a more contextual and comprehensive approach by considering the interaction between organizational structure, psychological mechanisms, and individual experiences. This approach is important because it addresses the limitations of prior studies that often treat these variables in isolation. The findings are expected to provide practical insights for institutional leaders in developing strategies that enhance both performance and well-being. Thus, this research contributes to advancing interdisciplinary knowledge in educational management and organizational psychology.

Based on the identified gaps, this study aims to examine how role conflict and job stress influence job satisfaction through burnout within military education institutions, while also considering the role of psychological resilience. The central research problem is whether burnout mediates the relationship between job demands and job satisfaction, and how educational management practices can mitigate these effects. The proposed argument is that effective educational management, supported by strong psychological resilience, can reduce the negative impact of role conflict and job stress. Consequently, individuals with higher resilience are expected to experience lower burnout levels and higher job satisfaction. This study contributes theoretically by extending the JD-R model into educational and military contexts, and practically by providing insights for improving institutional management strategies. Ultimately, the research seeks to offer a balanced approach that integrates organizational performance with psychological well-being in complex institutional environments.

RESEARCH METHODS

This study employed a qualitative approach with a phenomenological design to explore the lived experiences of soldiers in managing role conflict, job stress, and burnout within military education institutions. This design was selected because it allows an in-depth understanding of subjective psychological dynamics and how individuals interpret organizational pressures (Creswell, 2018). From an educational management perspective, this approach is relevant for examining how institutional structures, leadership, and training

environments influence psychological resilience and job satisfaction. The phenomenological method enables the study to capture complex interactions between organizational demands and individual coping mechanisms in structured educational settings.

The research was conducted in Indonesian military education institutions, as these settings integrate educational management systems with strict hierarchical structures. This location was chosen due to its unique combination of academic training and operational responsibilities, which intensifies role conflict and stress. Participants were selected using purposive sampling, including active Indonesian Army personnel who had experienced work conflict and job stress. Data were collected through in-depth semi-structured interviews, allowing participants to express their perceptions, emotional responses, and coping strategies. This method supports a comprehensive understanding of psychological resilience within educational management contexts (Robbins & Judge, 2021).

Data analysis followed an interactive qualitative process consisting of data condensation, data display, and conclusion drawing/verification (Miles et al., 2014). Data condensation involved selecting, simplifying, and transforming raw interview data to focus on key themes such as burnout and job satisfaction. Data were then organized into visual and narrative displays to identify patterns and relationships. Finally, conclusions were drawn and continuously verified to ensure validity and consistency. This analytical framework supports the integration of organizational psychology and educational management perspectives, particularly in understanding how institutional practices influence psychological resilience and employee satisfaction (Bakker & Demerouti, 2020).

RESULTS AND DISCUSSION

Role Conflict in Military Education Institutions

Work conflict in military education institutions was found to manifest in interpersonal, role-based, and task-related forms (Zhong et al., 2024). Participants frequently experienced tension arising from overlapping responsibilities between academic training and operational duties. This reflects the complexity of educational management systems in structured institutions, where individuals are required to fulfill multiple roles simultaneously. Differences in perception, unclear task distribution, and hierarchical communication patterns were identified as primary sources of conflict (Gaur, 2026).

From an educational management perspective, ineffective coordination and limited participatory communication contributed to the escalation of conflict. Leadership practices that emphasize authority over collaboration often hinder open dialogue, increasing misunderstandings among personnel (Deville, 2024). This indicates that conflict is not solely an individual issue but also a structural challenge within institutional management systems.

Moreover, poorly managed conflict was found to negatively affect emotional stability and professional relationships. Participants reported frustration, decreased engagement, and difficulty maintaining teamwork (Jonsson et al., 2025). In educational environments, such conditions can disrupt learning processes and reduce institutional effectiveness. Therefore, integrating conflict management strategies into educational leadership practices is essential to create a supportive organizational climate.

Job Stress and Organizational Demands in Educational Settings

Job stress emerged as a significant response to high organizational demands, particularly within military education institutions characterized by strict discipline and performance expectations. Participants reported experiencing mental fatigue, reduced concentration, and emotional pressure when job demands exceeded their coping capacity (Jefferson et al., 2025). These findings align with the Job Demands-Resources (JD-R) theory, which explains that excessive demands without adequate support increase psychological strain (Li et al., 2025).

In the context of educational management, job stress is closely related to workload distribution, time constraints, and institutional expectations. Ineffective planning and limited resource allocation were identified as contributing factors that intensify stress levels among personnel (Whitsed et al., 2025). This suggests that stress is not only an individual response but also a reflection of organizational inefficiency.

Additionally, the dual role of soldiers as learners and operational personnel further amplifies stress. Educational programs that fail to consider psychological capacity may inadvertently increase pressure and reduce learning effectiveness (Tornero-Aguilera et al., 2024). This highlights the importance of adaptive management strategies that balance academic demands with well-being.

Ultimately, job stress was found to significantly influence motivation and performance. Participants who experienced prolonged stress showed reduced enthusiasm and lower engagement in institutional activities (Klinkenberg et al., 2024). This underscores the need for educational management systems that prioritize both performance outcomes and psychological sustainability.

Burnout as a Mediating Psychological Mechanism

Burnout was identified as a central psychological mechanism linking role conflict and job stress to job satisfaction. Participants described symptoms such as emotional exhaustion, depersonalization, and a decline in personal accomplishment after prolonged exposure to organizational pressure (Mabele et al., 2024). These findings confirm that burnout is a critical outcome of unmanaged job demands within institutional environments (Noor et al., 2025).

From an educational management perspective, burnout reflects the failure of institutions to provide adequate psychological and organizational support. Leadership that neglects emotional well-being and focuses solely on performance targets may accelerate burnout among personnel (Awashreh et al., 2024). This suggests that burnout is not merely an individual condition but also an indicator of systemic management issues.

Furthermore, burnout influenced how participants perceived their roles and responsibilities. Individuals experiencing burnout tended to disengage from both learning and work activities, leading to decreased productivity and commitment (Saraiva & Nogueiro, 2025). In educational settings, this can undermine the effectiveness of training programs and organizational goals.

The findings also highlight the mediating role of burnout in shaping job satisfaction. High levels of burnout were consistently associated with lower job satisfaction, indicating that psychological exhaustion reduces positive work attitudes (Quesada-Puga et al., 2024). Therefore, addressing burnout is essential for improving both individual well-being and institutional performance.

Psychological Resilience, Coping Strategies, and Job Satisfaction

The study found that psychological resilience plays a crucial role in mitigating the negative effects of role conflict, job stress, and burnout. Participants who demonstrated strong resilience were better able to adapt to organizational challenges and maintain positive work attitudes (Prayag et al., 2024). This indicates that resilience is a key factor in sustaining job satisfaction within demanding institutional environments.

Adaptive coping strategies, such as problem-focused coping, emotional regulation, and social support, were identified as effective mechanisms for managing stress. Participants who actively sought solutions and maintained emotional balance reported lower levels of burnout and higher job satisfaction (Tillman et al., 2024). These findings support previous studies emphasizing the importance of coping strategies in enhancing well-being (Zito et al., 2024).

From an educational management perspective, fostering resilience requires supportive leadership, effective communication, and a positive organizational climate. Institutions that provide mentoring, counseling, and collaborative learning environments can strengthen individuals' psychological capacity (Nguyen et al., 2024). This demonstrates that resilience is not only an individual trait but also shaped by institutional practices.

Overall, job satisfaction was influenced by the interaction between organizational factors and psychological resilience. Participants who experienced supportive management and effective coping mechanisms showed higher satisfaction and engagement. These findings highlight the importance of integrating psychological and managerial approaches to create sustainable and effective educational environments (Tran, 2024).

CONCLUSION

This study highlights that role conflict and job stress are critical factors shaping psychological dynamics, leading to emotional exhaustion, reduced motivation, and altered work perceptions. A key insight is that burnout functions as a central mediating mechanism linking job demands to job satisfaction, while psychological resilience and adaptive coping strategies—such as problem-focused coping, emotional regulation, and social support—serve as protective factors. From an educational management perspective, the study underscores the importance of leadership practices, structured communication, and institutional support systems in fostering resilience and sustaining job satisfaction. The main contribution of this research lies in integrating educational management and organizational psychology within a military education context, extending the application of the Job Demands-Resources framework and offering a more holistic understanding of how institutional management influences psychological well-being and performance.

However, this study is limited by its qualitative design and context-specific focus, which may restrict generalizability across different organizational settings. Future research is recommended to employ quantitative or mixed-method approaches to examine causal relationships among role conflict, job stress, burnout, and job satisfaction more comprehensively. Additionally, further studies could develop integrative models that incorporate educational leadership, organizational culture, and psychological resilience to strengthen theoretical and practical implications in high-demand institutional environments.

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