Teacher's Dilemma during Distance Learning: Work or/and Family? (The Important of Work Family Conflict Self-Efficacy and Spouse Support)

Luh Putu Ratih Andhini[1], Ni Made Sintya Noviana Utami[2]
[1,2]Psychology Study Program, Faculty of Business Social Technology and Humanities,
Bali International University, Indonesia
Email: [1]ratihandhini@iikmpbali.ac.id, [2]sintyanoviana@iikmpbali.ac.id

Info Articles	ABSTRACT
	The purpose of the study is to find out the correlation between work-family conflict self-efficacy and spouse support work-family conflict. The writer used a quantitative approach to 150 teachers in Denpasar during the Distance Learning which is taken by fulfilling the purposive random system criteria. The instrument work-family conflict scale that had been used, the work-family conflict self-efficacy scale, and the spouse support scale which is already valid and reliable and spreading online. The double regression analysis has been used in this study to process the data. The results are R square = 0.176, Sig. = 0.000 < α, which means there is a correlation between the two independent variables simultaneously to the dependent variable. T-test found that Beta = -0.419; Sig. = 0.007 < α (there is a correlation between work-family conflict self-efficacy to work-family conflict), meanwhile spouse support variable found Beta = -0.004; Sig. = 0.957 > α (there is no correlation between spouse support to work-family conflict). The importance of this study for the teachers that never get support and do not have any self-confidence to process the conflict will give an impact on their mental health such as high-stress levels. Besides that, it can cause domestic violence. *Copyright (c) Psikostudia : Jurnal Psikologi*

Correspondence:

Luh Putu Ratih Andhini
Psychology Study Program
Faculty of Business Social Technology and Humanities
Bali International University
Email: ratihandhini@iikmpbali.ac.id

BACKGROUND

Indonesia's government choose to do distance learning in the education world to cut off the Covid-19 virus dissemination. The teachers did the "tri dharma perguruan tinggi" from home (work from home) by doing an online system. Work from home had been done since the 1970s in a normal situation which is a solution to solve the traffic problem (Mungkasa, 2020). Mungkasa (2020) said that the employee who is worked from home can balance work and family life, save fuel and time to go to work, can manage the schedule and work vibes, and work with a good feeling.

The survey by Retnowati, Aprianti, and Agustina (2020) said that WFH induces big problems for working mothers and housewives, 30 working mothers had work stress and feel tired which is caused by the not supportive work environment. Besides that, 3.1 million employees said that the duration of work time increased longer during the pandemic (National Bureau of Economic Research, in Jatmika nad Suryadi 2021). Based on Dunatchik et al. (2021) working mothers have more workload when they work from home compared to the father. This benefit cannot be felt by the teacher because they must complete their duty as a teacher and complete their domestic work which can cause psychological distress. Psychological distress gives a positive impact on work-family conflict, where the employee will feel exhausted physically and mentally when they cannot balance their role in the family and the office (Robinson, in Jatmika & Suryadi 2021). The impact of the conflict such as child abuse and increasing divorce during the Covid-19 pandemic.

Based on Jatmika & Suryadi (2021), work-family conflict is the unbalance between role and duty which can be the source of stress when the individual gives more time for work so the time for the family is decreasing and can cause conflict. Rahman et al. (2020) explained that work-family conflict is the employee that had role's conflict where to completing their work and, on another side, must taking care of the family. There are 3 work-family conflict indicators such as conflict based on time, conflict based on tension, and conflict based on attitude (Greenhaus and Beutell, in Liftyawan et al. 2020). Work-family conflict is affected by some factors such as internal factors, demography, personality, the ability to split time between work and family, stress from family and work, support from the family and husband, work characteristic, support from the boss and colleague, overwork (Hasanah and Ni'matuzahroh, 2017).

The individual internal factor which is taken for this study is work-family conflict self-efficacy. Cinamon (in Andhini et al, 2021) explained that work-family conflict self-efficacy is the individual's belief in themself to process the conflict at work and family. Hennessy (in Andhini et al, 2021) explained there are two dimensions, such as (1) work-family conflict self-efficacy; and (2) family work conflict self-efficacy. Hartika (in Andhini et al, 2021) did a study with the title self–efficacy role in managing the work/family conflict in working mothers as a nurse in the X hospital. The study method is a survey with a cross-sectional study design of 48 nurses. The result shows, that there is a significant negative impact between self-efficacy work-family conflict and there is a significant negative impact between self-efficacy and family-work conflict.

Hennessy and Lent (in Andhini et al, 2021) said that there is a positive correlation

between support and work-family conflict self-efficacy. Work-family conflict can be impacted by social support in this case spouse support. Nugraha and Kustanti (2019) said that there is a partner support impact on the double role conflict. Artiawati (in Andhini et al, 2021) said that there are two aspects of spouse support, such as (1) emotional support); and (2) instrumental support. Work-family conflict can be minimized by support from the non-family, family, partner, work colleague, boss, or staff, beside that work-family conflict self-efficacy is also needed. The individual which has low work-family conflict can be balancing between work and family roles.

The purpose of the study is to find the internal and external factors which can be minimized the teacher's work-family conflict during the distance learning, so the proposed formula is there any correlation between work-family conflict self-efficacy and spouse support the work-family conflict in teachers during the distance learning?

RESEARCH METHOD

This study uses a quantitative approach, with the independent variable being work-family conflict self-efficacy (X_1) and spouse support (X_2), and the dependent variable being work-family conflict (Y). The study had been done at the University of Denpasar city from January until December 2021. The population of the study is the teachers in the University at Denpasar city. The sample of the study is taken by the purposive random system, which fulfilled the study criteria such as woman and man, inactive work time (not in paid leave), married, having at least one child, did the distance learning, and a lecturer. The amount of the sample was counted by slovin formula about 150 samples.

The measurement scale that has been used is the work-family conflict scale (12 questions with 0.901 reliability), work-family conflict self-efficacy scale (10 questions with 0.848 reliability), and spouse support scale (5 questions with 0.910 reliability).

The study data analysis used double regression analysis because in this study there are more than one independent variable (IV) because it wants to find the correlation between work-family conflict self-efficacy (IV 1) and spouse support (IV 2) to the work-family conflict (DV).

RESEARCH RESULTS

The writer found the results:

Table 1 Respondent Description

Category	Description	Total
Gender	Female	103
	Male	47
University	University A	10
	University B	15
	University C	11
	University D	22
	University E	9
	University F	10
	University G	11
	University H	48
	University I	4
	University J	9
	University K	1

The couple's work schedule	Female respondents	full-time	79
		part-time	24
	Male respondents	full-time	32
		part-time	15
Helped domestic work	Female respondents	partner	39
		non-partner	64
	Male respondents	partner	18
		non-partner	29
Childcare	Female respondents	main family (husband/wife/child)	15
		big family (parents / parents-in-law / siblings)	50
		non-family (nanny / household assistant)	29
		school (daycare)	7
		alone	2
	Male respondents	main family (husband/wife/child)	21
		big family (parents / parents-in-law / siblings)	19
		non-family (nanny / household assistant)	6
		school (daycare)	1
		alone	0

Table 1 explains respondent description, the result is most of the respondents are female (103 lecturers), and most of the respondent which filled the questionnaire are from H University (48 lecturers). The majority of the couple's work schedule is full-time, either female or male respondents (111 lecturers). In answering the question, the respondent (female and male) answered that the non-partner helped more with the domestic work (93 lecturers). Childcare which is done by a big family (parents / parents-in-law / siblings) mostly chosen by the female respondent about 50 lecturers, meanwhile based on the male respondents, childcare is mostly done by the main member which is wife and child (27 lecturers).

Table 2 Respondent's Answers

Description		Average Result	
		Female	Male
Respondent's Answers	Work Family Conflict	29	32
	Work Family Conflict Self-Efficacy	41	40
	Spouse Support	20	20
Work Family Conflict	Aspect 1	253	129
	Aspect 2	249	133
	Aspect 3	283	129
	Aspect 4	221	118
Work Family Conflict Self-Efficacy	Aspect 1	422	188
	Aspect 2	416	186
Spouse Support	Aspect 1	416	190
	Aspect 2	417	195

Table 2 explains the respondent's answers. The result is the male respondent have more work-family conflict (mean result 32). Female respondents have work-family conflict self-efficacy higher than the male (mean result 41). Female and male

respondents got the same spouse support (mean result 20). The work-family conflict which is felt by the female respondent is more in 3 aspects (mean result 283), meanwhile, males have more conflict in 2 aspects (mean result 133). Female and male respondents have the most work-family conflict self-efficacy in 1 aspect (mean results 422 and 188). The spouse support is mostly felt by the female and male respondents in 2 aspects (mean results 417 and 195).

Table 3 WFC Variable Frequency Distribution

Category	Value Interval	f	%
Very High	$X \geq 60$	67	44.7
High	$48 < X < 60$	43	28.7
Medium	$36 < X < 48$	2	1.3
Low	$24 < X < 36$	24	16
Very Low	$X < 24$	14	9.3
Total		150	100

Based on table 3, it can be seen that respondents with a very high score for the work-family conflict variable are 67 lecturers, a high score is 43 lecturers, a moderate score is 2 lecturers, a low score is 24 lecturers, and a very low score is 14 lecturers.

Table 4 WFC-SE Variable Frequency Distribution

Category	Value Interval	f	%
Very High	$X \geq 42$	57	38
High	$34 < X < 42$	71	47.3
Medium	$26 < X < 34$	18	12
Low	$18 < X < 26$	4	2.7
Very Low	$X < 18$	0	0
Total		150	100

Table 4 explained the frequency distribution for the work-family conflict self-efficacy variable, which a very high score is 57 lecturers, a high score is 71 lecturers, a moderate score is 18 lecturers, a low score is 4 lecturers, and there is no a very low score.

Table 5 Spouse Support Variable Frequency Distribution

Category	Value Interval	f	%
Very High	$X \geq 21$	73	48.7
High	$17 < X < 21$	48	32
Medium	$13 < X < 17$	18	12
Low	$9 < X < 13$	6	4
Very Low	$X < 9$	5	3.3
Total		150	100

Table 5 explained the frequent distribution of spouse support. The result is a very high score are 73 lecturers, a high score is 48 lecturers, a moderate score is 18 lecturers, a low score is 6 lecturers, and a very low score is 5 lecturers.

Table 6 Normality Test

Variable	Kolmogorov-Smirnov	Asymp. Sig.	Description
WFC, WFC-SE, Spouse Support	1.178	0,125	Data is Normal

In the data normality test can be done by using the One-Sample Kolmogorov Smirnov test with the condition if significant value above 5% or 0.05 so the data has a normal distribution. Table 6 showed the result of the normality test is Sig. = 0.125 > α, which means the data of this study is normal.

Table 7 Linearity Test

Variable	Deviation from Linearity	Description
WFC * WFC-SE	0.068	Data is Linear
WFC * Spouse Support	0.176	

Based on table 7, it can be seen that the work-family conflict variable with work-family conflict self-efficacy has a Deviation from the Linearity value of about 0.068, which means this variable is linear. Meanwhile, the work-family conflict variable with spouse support got a Deviation from a Linearity value of about 0.176, this data is also linear.

Table 8 Multicollinearity Test

DV	IV	*Tolerance*	VIF	Description
WFC	WFC-SE Spouse Support	0.987	1.013	There is no multicollinearity

Based on table 8 found that Tolerance = 0.987 > 0.10 and VIF = 1.013 < 10.0, which means data of this study is no multicollinearity.

Table 9 Hypothesis Test

Variable	R	R square	F	Sig.	Description
WFC-SE and Spouse Support to WFC	0.420	0.176	15.714	0.000	There is a significant correlation between 2 IV to DV

Based on the hypothesis test table Sig.= 0.000 < α, which means there is a correlation between work-family conflict self-efficacy and spouse support simultaneously to the work-family conflict among the teachers of the university in Denpasar city. R square is found at 0.176, so it can be concluded that 17,6% of work-family conflict self-efficacy variables and spouse support can explain the work-family conflict.

Table 10 t-test

Variable	Beta	t_{count}	Sig.	Description
Konstanta				
WFC-SE	-0.419	-5.563	0.007	Correlation
Spouse Support	-0.004	-0.054	0.957	No Correlation

Based on the table 10 result, the work-family conflict self-efficacy variable partially has a significant correlation to the work-family conflict (Sig. = 0.007 < α), meanwhile spouse support variable partially has no correlation to the dependent variable. It can be seen in the table that the Beta value of work-family conflict self-efficacy is bigger than spouse support.

DISCUSSION

The hypothesis test result showed that there is a significant correlation between work-family conflict self-efficacy and spouse support for the work-family conflict. This study is supported by the result of the Andhini, Utami, Dewi, and Shantiyani (2021) study which found that there is a significant role between work-family conflict self-efficacy and spouse support to work-family conflict in female lecturer which are already married. Based on Santoso (2020) during the Covid-19 pandemic, the individual which got social support can induce self-confidence, increase coping mechanisms, and have a better quality of life. The employee that did work from home felt difficult to differentiate between work time and private things, so they had a low quality of life and have a work-family conflict. Female has more double role conflict which pushed them to complete the domestic duty and work because Indonesia has a patriarchal culture where the male has a higher position than the female (Ahdiyah, 2013).

Female teachers felt conflict in stain-based work interfered with family happened when the work disturbed their performance in fulfilling the family duty. Meanwhile, the male teacher felt the work-family conflict more than the female, the conflict they felt is time-based family interfered with work can happen when the time to completing family needs disturbing their duty at work.

During distance learning, when male respondent did their office work at home focusing on one task, this made them cannot be multitasking. Based on Hidayah & Hariyadi (2019) females have better conflict management than males. Females can do a detailed analysis of the conflict by doing self-introspection and looking at the situation, the higher that ability the better the conflict management. Work-family conflict can be minimized from the internal factor (work-family conflict self-efficacy) and external factor (spouse support) has a 17,6% role which gives impacting work-family conflict, so the rest 82,4% is affected by another factor (Hasanah and Ni'matuzahroh, 2017).

The internal factor which is work-family conflict self-efficacy has a negative correlation to work-family conflict in teachers during distance learning. It is in line with the Utami and Ahiatma study (2020) which found that the result has a negative impact on double roles conflict the self-efficacy, where the individual that has low double roles, conflict will increase self-efficacy. In line with Andhini, Utami, Dewi, and Shatiyani (2021) found that there is a negative correlation between work-family conflict self-efficacy the work-family conflict, female lecturers who already married felt high work-family conflict caused by the self-believed in low conflict management vice versa.

Teachers seem to have high to very high work-family conflict self-efficacy when the work-family conflict happened. The respondents have believed in themself to manage the conflict when there are many pushed needs to be done in the work field (teaching, checking the student task, studying, and community service) which can disturb the wealth of the family is called work-family conflict self-efficacy. Based on Hasmatang (2019) the individual which has

high self-efficacy will be completing the difficult task and fighting harder. On the other hand, the individual which has low self-efficacy will find an obstacle. Based on Andhini et al. (2021) the individual which have high self-confidence will be easier to manage time and power when there is a deadline so they can manage the stress that they felt, on the other hand when their self-confidence is low there will be overload and tension. The lecturer who felt work stress caused by the high workload and low self-efficacy it was the result of Kusnadi (2014) study. Since the Covid-19 pandemic, all people around the world felt lost and stressed because of the decrease in the interaction with other people because of PSBB and physical distancing. It can be solved by doing the health protocol, filtering the information about Covid-19, doing the useful activity, and looking for social support (Afini & Hanifah, 2021). Based on Xiao, Zhang, Kong, and Yang (20202) in the medical staff taking care of Covid-19 patients in Wuhan, there is a significant (positive) correlation between self-efficacy and social support.

Social support from the spouse is an external factor, it found the result that spouse support has no correlation to the work-family conflict with the teacher during the distance learning, it can happen because the partner from all the respondents works full time during the work from home. In line with the Mellinda and Guspa study (2021) that social support has no correlation with the double role conflict of working females in the Covid-19 pandemic. Caykoylu (2016) said that partner support can give a positive effect on decreasing the role and stress process conflict in work or in the domestic problem. It will give a different result if the husband and wife both are working in a big

city (dual-career) to reach self-actualization, they felt it difficult to balance the work and family so they cannot avoid the work-family conflict (Artiawati and Astutik, 2017). The respondent still feels that spouse support is mostly in form of empathy, love, belief, and the need to be heard, meanwhile instrument support is still found by the respondent but very small. In the Covid-19 pandemic, social support can be got as appraisal support, tangible support, and self-esteem support from friends, boss, housemaid, nanny, and family (Santoso, 2021).

The teacher got help in completing domestic things from the non-partner. Female respondents got help from the big family (parents, parents in law, siblings) as childcare. Based on Anggriana, Margawati, and Wardani (2015) from the study result found that family social support has an impact to double role conflict. The individual which got support from the family will feel low double role conflict. The teachers who got social support from others will get psychological wealth. Meanwhile, male respondents get help from the main family (wife and child). Based on Yunita (2019), female is pushed to be more productive simultaneously in the office and in the family.

CONCLUSION

The conclusion is that work-family conflict self-efficacy and spouse support are simultaneously correlated to work-family conflict in teachers which does the distance learning. T-test found that work-family conflict self-efficacy has a negative correlation to work-family conflict, meanwhile, spouse support has no correlation to work-family conflict.

The writer can give a suggestion, that the teachers must manage their stress during distance learning to keep harmony in

the household. Besides that, the next writer can consider the support from the boss, work colleagues, family, and nanny.

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