


# The Relationship of Self-Efficacy and Social Support on Work-Family Balance

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## Abstract

This study conducted based on the phenomenon of complex problems faced by the students who have dual roles, namely students who are married and also working. The study aims to find out the empirical data and to ensure the relationship between self-efficacy and social support with work-family balance. The study design used a correlation with the ex-post-facto model that had 214 samples were selected using purposive sampling techniques with the criteria of students who were married and also working. The data assessed by using the General Self-efficacy (GSE) Scale, Multidimensional Scale of Perceived Social Support (MSPSS), and Work-Family Balance Scale (WFBS). The data analyzed by using hierarchical regression analysis techniques. The results showed that: 1) there was a significant relationship between self-efficacy and work-family balance ( $\Delta R=0.351$ ;  $\Delta F=63.927$ ;  $P<0.01$ ) with a contribution of 22.8%, 2) there was a significant relationship between social support and work-family balance ( $\Delta R=0.145$ ;  $P<0.01$ ) with a contribution of 16.6% based on the significant aspects of other support, family support, and friend support, the results obtained significant relationships in each aspect of family support and friends' support with work-family balance, and 3) there was a significant simultaneous relationship between self-efficacy and social support with family balance ( $R=0.645$ ;  $F=24.618$ ;  $P<0.05$ ) with the most frequent based on  $R^2$  for 41.6%. This study concluded that there is a partially and simultaneously significant relationship between self-efficacy, social support, and work-family balance. The implications of these findings are discussed in the discussion.

## INTRODUCTION

Work and family play a major role in the lives of many adults who devote time and energy to demands in both fields (Greenhaus & Powell, 2003). Work and family balance is a core problem for the welfare of married adults and organizational development is the key to a healthy and functioning society (Halpern, 2005). Work-family balance is seen as a minimum of conflict between work-family, where work interferes with family or family interferes with work. Frone (2003) argues that work-family balance results from high levels of work-family enrichment and low work-family conflict.

In married students, they handle various demands not only related to work and family responsibilities but also related to academics. The educational process carried out can cause anxiety because of the number and intensity of demands. When the work done cannot be completed and must be brought home, feelings of fatigue, stress, and fatigue become common things experienced by students who work and have family (Lippe, Jager, & Kops, 2006).

Nurihsan (2007) generally mentions personal learning and social problems as problems that are often faced by students. For students who work and get married the problems they often face are related to work-school, work-school, school-family, and family-school. The main cause of family conflict that interferes with work is that it is located in the family domain which is a source of stress such as low levels of husband support, amount of time devoted to family activities (Grzywacz & Marks, 2000). In contrast, the main cause of conflict from work that disrupts the family lies in the work domain and which includes stressors such as the amount of time devoted to work, flexibility of working hours, and role-work conflict (Bernas & Major, 2000). Greenhaus, Collins, & Shaw (2003) define work-family balance as equality between responsibility for work and responsibility for family life.

From the results of observations made by observing the lifestyle of students who work and get married, it is obtained that some of the postgraduate program students who carry out the role of students who are married and working. In observations made regarding the role undertaken, postgraduate students who undergo a dual role as working and married students experience more complex problems than unmarried students. In line with the study conducted by Duru & Poyrazli (2007) states that unmarried students generally face academic-related problems, whereas, students who are married instead of having academic-related problems, they also face family-related problems. The married students will spend a fair amount of time socializing with their spouses and families, so that they experience fewer opportunities for social interaction in the outside environment. Therefore, married students need stronger support from families in adjustment.

Wijaya (2012) states that self-efficacy and social support are correlated and have a positive picture of the adjustment of students in lectures. The high level of self-efficacy allows individuals to have the motivation to act and try. When partner support increases, family-mixed-with-work conflicts will decrease (Grzywacz & Marks, 2000). Someone's belief (self-efficacy) is not related to the number of abilities possessed by individuals, but is related to beliefs about what can be done with abilities possessed in various conditions. Bandura (2010) explains that a strong sense of self-efficacy can help individuals to be able to adapt emotionally. Married students experience problems in completing academic assignments due to low self-efficacy so they cannot emotionally adapt, which then causes a balance between work-family and education disrupted.

Chan et al. (2016) states that self-efficacy is significantly and positively correlated with work-life balance. The ability of oneself to manage work and life is defined as an individual's belief in achieving a balance between responsibility for work and non-work (education and family), and for surviving and overcoming the challenges posed by these demands. This opinion is supported by empirical study by Aycan & Eskin (2005) and Fiksenbaum (2014) consistently show that work demands, work-related stress, and tension are the main causes of work-related conflicts. In this case, with a good social relationship, the conflict experienced by individuals will be reduced.

Social support can help individuals feel that there are people who can be relied upon (Bulgan & Çiftçi, 2018). Pratiwi (2014) explains the positive relationship between social support and family interaction shows a high level of marital satisfaction. An important role of social support for individuals is to reduce the risk of contention and stress. Lee & Duxbury (1998) emphasize the positive relationship between social support and work-family balance. This shows that participants who receive real and emotional support from their partners are better able to balance the dual responsibilities of work and family. Voydanoff (2004) explains the importance of support from husband to wife can increase the positive value of work-family and emotional support. This is supported by Greenhaus et al. (2003) which states that a high work-family balance can be seen from behavior when able to provide for the needs of children and husbands even though they have to work, able to attend events held by schools

or families without ignoring one of them, can easily manage family and work life, and can play a role in family and work without burden. Individuals with high work-family balance have a low stress level and a high quality of life when carrying out their roles. Friedlander, Reid, Shupak, & Cribbie (2007) explain that high social support can improve overall self-adjustment.

In the study conducted by the previous authors explaining that self-efficacy and social support relationships have a positive relation with work-family balance, students who experience a higher level of social support enable them to more easily maintain work-family balance. In general, the results of the previous study indicated that self-efficacy, friends' support, and family support contributed significantly to work-family balance in employees and specifically in women. Therefore, the authors are interested in examining more deeply and use a difference analysis technique to explore of the relationship of self-efficacy, social support, and work-family balance in students who are married and also works in both of men and women.

## METHODS

The subjects in this study were postgraduate students at Universitas Negeri Semarang consisting of 214 selected using purposive sampling techniques with the criteria of students who were married and also working. The experimental design used in this study was an ex post facto model with a type of causal study (correlation study).

This study used three instruments adapted from the scale of previous authors, namely the General Self-efficacy (GSE) scale consisting of 10 items, it developed by Yusoff (2012) and conducted an instrument trial to measure the validity of the scale using the product-moment test that the results obtained all items were declared valid with a significance value more than 0.01 and the results of the reliability test were seen based on the value of the Cronbach's alpha coefficient of 0.848. Each item will be rated on a five-point Likert type scale (1=strongly disagree) to (5= strongly agree). This is an example of a statement from the self-efficacy scale item "I believe I can handle precisely unexpected events".

Besides, the scale used to measure social support is Multidimensional Scale of Perceived Social Support by Zimet, Dahlem, Zimet, & Farley (1988), consisting of 12 questions with 7 alternative answers, for example, "there is a special person with whom I can share likes and sorrow". The result of the validity test for all items asserted valid with a significance value more than 0.01 and reliability is 0.75.

The instrument to measure work-family balance, this study used Work-family balance Scale (WFBS) developed by Zhang et al. (2012) which consists of 13 items divided into two factors, work-family conflict with 7 items and work-family enrichment with 6 items, for instance, "work and family make my life complete". Scale trials were conducted to measure validity and reliability, this scale was asserted valid by using exploratory factor analysis and the instrument reliability test was seen based on the value of the Cronbach's alpha is 0.695.

The data analysis technique in this study was hierarchical regression which has purpose to determine the effect of predictor variables on the relationship of self-efficacy and social support as an independent variable with work-family balance variables that cannot be determined using a simple linear regression analysis model. A model is categorized as a good model if it fulfills several assumptions which are then called as the classical assumptions. The classic assumption testing process was carried out along with the regression test process.

## RESULTS AND DISCUSSION

The data of the study was obtained through the distribution of research questionnaires to students who have the criteria of married and worked with the number of sample of 214 people. The summary of the results of the descriptive statistics carried out can be seen in the Table 1.

Based on the Table 1, it can be seen that the characteristics of respondents based on gender and age are 59.35% for female and 40.65% for male who are mostly at the age of 23-31 years.

GN	Age	f	%	Σ%
Male	23-31	40	18.69	40.65
	32-40	30	14.02	
	41-49	11	5.14	
	50-58	6	2.8	
Female	23-31	55	25.7	59.35
	32-40	52	24.3	
	41-49	20	9.35	
	50-58	0	0	
Total		214	100	100

GN=Gender; f=frequency; %=percentage; Σ=total

Table 1. The Distribution of Respondent Based On Gender and Age

Predictor	Model 1			Model 2			Model 3		
	B	t	P	B	t	P	β	T	P
Gender	0.071	1.043	0.298	-0.024	-0.401	0.689	0.020	0.368	0.713
Age	0.129	1.894	0.060	0.128	2.136	0.034	0.154	2.884	0.004
Self-efficacy				0.487	7.995	0.000	0.336	5.792	0.000
Sig. Other Support							0.115	1.680	0.094
Family Support							0.269	3.609	0.000
Friend Support							0.135	2.156	0.032
ΔR					0.351			0.145	
ΔR2					0.228			0.166	
ΔF					63.927			19.632	
P					0.000			0.000	
R		0.149			0.500			0.645	
R2		0.022			0.250			0.416	
F		2.394			23.381			24.618	
P		0.094			0.000			0.000	

Table 2. Results of the Hierarchy Regression Analysis

Based on the results of the hierarchical regression test, it can be seen that there is a significant relationship between self-efficacy and work-family balance ( $\Delta R=0.351$ ;  $P<0.01$ ). Work-family balance is affected by aspects of self-efficacy ( $\beta=0.336$ ;  $t=5.792$ ;  $P<0.01$ ). Based on the finding of this study, it was also found that there is a relationship between social support on work-family balance ( $\Delta R=0.145$ ;  $P<0.01$ ). Work-family balance is influenced by aspects of family support and friend support ( $\beta=0.269$ ;  $t=3.609$ ;  $\beta=0.135$ ;  $t=2.156$ ;  $P<0.05$ ). Detailed results can be seen in the Table 2.

Based on the results of the analysis, it can be seen that there is an influence of the control variable on the relationship of self-efficacy and social support with work-family balance ( $R=0.645$ ;  $F=24,618$ ;  $P=<0.00$ ), with the coefficient of determination used to see the large variations in work ability -family balance which is explained by self-efficacy variation 22.8% and social support variation 16.6%. The rest is explained by variations of other variables not examined.

This research conducted by distributing scales to students who were working and married to collect the data. After collecting the data, the researcher analyzed the data to reveal the results. Data analysis technique that will be used is hierarchical regression used to determine the effect of predictor variables on the relationship of self-efficacy and social support as an independent variable with work-family balance variables that cannot be known if using a simple linear regression analysis model. A good model is if the model fulfills several assumptions which are called classical assumptions. The classic assumption testing is used as a requirement in the regression test.

This study defined that has partially and simultaneously relationship of self-efficacy and social support with work-family balance. In line with Chan et al. (2016) in his research explained self-efficacy and work-life balance tend to fully mediate the relationship with enrichment-satisfaction. Supported by Judge, Locke, Durham, & Kluger (1998) which argued that individuals with higher levels of self-efficacy will be more satisfied with their work and life. To manage work and life balance, individuals need strong self-confidence. Regarding social support, this research was supported by Marcinkus, Whelan-Berry, & Gordon (2007) who explained that work-based social support and personal social support can strengthen each other to facilitate work-family balance.

This study involves several aspects contained in the variables, the results obtained that there is a significant relationship between social support in the aspects of family support and friend support with work-family balance, while the significant other aspects of support are not related to work-family balance. This finding is in line with the research of Şek (1991) stated that social support acquired especially from peers as an influential resource in maintaining work and family balance. Supported by Abendroth & den Dulk (2011) research, related to the relationship between various support for work-family balance shows that there is a relevant relationship between family support and work-family balance.

However, this finding is different from the research of Novenia & Ratnaningsih (2017) which mentioned husband's social support is positively related to work-family balance, it explains that the higher the level of social support obtained from her husband, the higher the work-family balance. Whereas in this study, the husband's support or in a significant other support aspect indicating there was no relationship with work-family balance.

Bandura (2010) explains that self-efficacy is considered a type of personal resource that contributes to freedom of action that enables individuals to play a role in their own lives. This explanation is supported by the opinion of Cassidy (1998) that to fulfill all obligations in work, family, collaboration with partners will help individuals in maintaining a balance between work and family.

The implication of this finding is by managing and maintaining work and family balance among students who are married and working will help them to prevent and minimize the occurrence of a balanced conflict between work and family by increasing self-efficacy and social support. Moreover, the results of this study still find limitations in it, in this study, categorizing of research subjects is only limited to revealing the relationship of self-efficacy and social support with the work-family balance in general on students distinguishing signs of gender, so there is no comparison of results between men and women. On other words, further researchers must examine in more depth the relationship between self-efficacy and social support with the work-family balance in men and women so that it can be compared.

## CONCLUSIONS

This study has purpose to analyze the level of the relationship of self efficacy and social support on work-family balance. Based on the results of study that has been done, it can be concluded that partially and simultaneously, there is a significant relationship between self-

efficacy and social support on work family balance. Age affects the relationship of self-efficacy and social support on work-family balance.

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## AUTHOR CONTRIBUTION STATEMENTS

AF designs study implementation, data collection, and interventions at the study location. MEW and MW provide direction as well as assisting in the preparation of study designs and supervision during the study carried out on site.

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