

The Influence of Self Efficacy on Work Family Conflict in Mothers Who Work as Teachers During the Covid-19 Pandemic

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Abstract

This research aims to find out whether there is a significant influence of self-efficacy on work family conflict in mothers who work as teachers during the Covid-19 pandemic. This research uses a quantitative approach using a questionnaire. The measuring instruments used in this research are the Work Family Conflict Scale to measure work family conflict and Sherer et al General Self Efficacy Scale (SGSES) to measure self efficacy. The sample in this study was 152 mothers who worked as teachers and had elementary school age children. This research data analysis method uses simple linear regression analysis to see the influence of the independent variable, namely self-efficacy, on the dependent variable, namely work family conflict. The results of this research show that self-efficacy has a significant effect on work family conflict in mothers who work as teachers during the Covid-19 pandemic with a value of sig=0.000 and R2=0.184. The influence of self-efficacy on work family conflict is 18.4%.

Keywords Self Efficacy, Work Family Conflict, Working Mother, Teacher

INTRODUCTION

The World Health Organization (WHO) has declared the Covid-19 virus outbreak a pandemic. The Covid-19 virus has spread throughout the world, at least the outbreak from Wuhan has spread to 114 countries, including Indonesia (Sebayar, 2020). The entry of Covid-19 into Indonesia made the Indonesian government and people do various things to prevent the spread of the Covid-19 virus. President Joko Widodo issued a policy and instructed the Indonesian people to carry out activities at home, such as studying, working and worshipping from home (Ihsanuddin, 2020). This is a strategic step taken by the government to prevent the Covid-19 virus outbreak which is currently increasingly widespread in Indonesia.

The existence of the work from home (WFH) policy has caused many significant changes in daily life. Workers who should go to the workplace to complete their work now complete their work from home. An online study conducted by researchers from Keio University in Tokyo involving 8,475 workers in Tokyo, stated that Work from Home (WFH) can worsen mental conditions. As many as 41.3 percent of respondents admitted that it was difficult to separate work and personal life and 39.7 percent had difficulty communicating with colleagues (Thasandra, 2020).

One of the groups that is quite heavily impacted by this significant change is working mothers. According to Respati (2020) Work from Home (WFH) can be an additional burden for female workers who are married and have children. Female workers who are married and have children are required to be able to do household matters at the same time as work.

Indonesia itself, based on a survey conducted by (YouGov.com, 2015), stated that as many as 51 percent of female workers in Indonesia have the status of mothers. The Covid-19 pandemic has made a number of working mothers feel burdened. Based on a survey



conducted by the parenting site Orami, as many as 53 percent of working mothers in Indonesia experience difficulties with the Work from Home (WFH) system, because working mothers have to divide their time between taking care of children, doing household work and working simultaneously (Pamungkas, 2020).

Cinamon (2006) states that women experience more conflict than men because of their greater responsibilities at home and their assignment of more important family roles. Men have more flexible roles in the family while women tend to do more routine or obligatory activities. Therefore, working mothers are still faced with routine household tasks and responsibilities after carrying out their duties and responsibilities at work.

One of the jobs carried out using the work from home system during the Covid-19 pandemic is teachers. Teaching is a job that many mothers pursue in Indonesia. Starting from elementary school level to high school and vocational school level, there is a female teacher (Nurmayanti, 2014). Peeters & Rutte (2005) stated that teachers have quite a heavy workload. One of the duties and responsibilities of a teacher is to increase knowledge and develop the social abilities of students at school. This is certainly not an easy responsibility.

According to Mulyasa (in Novenia, 2017) a teacher is required to be able to understand the values and norms that apply in society. A good understanding of values and norms makes teachers serve as role models for students and their environment. A teacher is also tasked with helping students learn something and training students so they can develop their potential optimally.

Chopur (2011) said that a mother who works as a teacher holds a great responsibility. This is because mothers who work as teachers also act as housewives who have the obligation to help their husbands, take care of their husbands, organize all household needs, as well as look after children, pay attention to children, manage household tasks and be responsible for all the needs of their family members. (Astuti, 2012).

Winahyu (2020) in her study found that mothers who work as teachers are having quite a difficult time with the various situations that are developing in the current pandemic conditions. Teachers must continue to carry out online learning activities but cannot supervise their students directly. Most teachers were not used to implementing online learning in teaching and learning activities, before the Covid-19 pandemic.

A survey conducted by the Federation of Indonesian Teachers' Unions (FSGI) and the Indonesian Child Protection Commission (KPAI), among 602 teachers in 14 provinces, showed that only 8 percent of teachers were used to using online learning in class. Meanwhile, 82.4 percent of teachers used minimal devices for online learning before the Covid-19 pandemic. Apart from that, there are still 9.6 percent of teachers who had never implemented online learning at all before the Covid-19 pandemic (KPAI Team, 2020).

On the other hand, research conducted by Purwanto (2020) stated that during the implementation of online learning, what parents felt was that they had to spend more time, they had to divide their time to accompany their children in online learning which of course had an impact on work activities. Based on Minister of Education and Culture Regulation Number 44 of 2019 Chapter II article 5, the age of elementary school children is seven (7) years or a minimum of six (6) years on July 1 to twelve (12) years.

This condition makes the duties and roles of a mother who works as a teacher and has elementary school age children more difficult. Apart from having to prepare teaching materials and ensuring that the lessons given are well received by the students, teachers and mothers also have to accompany their sons and daughters in participating in the online learning process.

Elementary school age (6-12 years) is an important period for children, because in this period, elementary school is the first place for most children to gain social and learning experience apart from their parents and family. Santrock (2007) said that in the school period, children are considered to begin to take responsibility for their own behavior in relationships with their parents, peers and other people.

School age is a time when children acquire the basic knowledge for successful adjustment to adult life. During the school age period, children also begin to acquire certain skills. Apart from that, elementary school age children require different attention and affection from older children.

Generally, elementary school age children need more guidance because they have activities and responsibilities that must be carried out as students. Different from younger children or preschool children (Rahmawati, 2018). In implementing online learning methods, a mother's assistance during the Covid-19 pandemic is very much needed (Prodjo, 2020).

Mothers who work as teachers must be able to balance their work as a teacher to teach their students and their duties as a mother to accompany their children's learning. If mothers who work as teachers cannot balance these two roles, then the potential for role conflict between the two will become even greater.

According to Greenhaus and Beutell (1985), work family conflict is a form of conflict between roles, which occurs when time, pressure and behavior in work and family roles conflict with each other. Work family conflict can occur when the time an individual spends in one role makes it difficult for the individual to fulfill another role. Apart from that, work family conflict can also occur when pressure in one role interferes with other roles, as well as disrupting the expected behavior in other roles.

Sianturi & Zulkarnain (2013) say that there is a negative relationship between work family conflict and psychological well-being. If an individual has high work-family conflict, the lower the level of psychological well-being of the individual concerned. The impact of work family conflict on working mothers is generally stress, irritability, emotional instability, fatigue and health problems (Alteza & Hidayati, 2008).

According to Bellavia and Frone (2005), one of the factors that influence the occurrence of work family conflict is individual characteristics, which consist of demographic characteristics such as gender, family status, age of the youngest child and so on. Apart from that, individual characteristics that can influence work family conflict are personality. Personality can be a risk factor for work family conflict. On the other hand, personality can also be a protective factor or a factor that can prevent work-family conflict itself.



According to Prajogo (2014), different personal characteristics possessed by individuals will influence the occurrence of work family conflict, which is different for each individual. This causes some individuals to be more vulnerable to work family conflict than other individuals.

Greenhaus and Beutell (1985) explained that individual characteristics that can influence work family conflict are a person's beliefs, values and traits. According to Ahmad (2008), individuals who have a positive evaluation of themselves, including high self-esteem and self-efficacy, as well as perfectionists, will choose situations that enable them to be more effective in dealing with obstacles and conflict. On the other hand, individuals with negative self-evaluations will find it more difficult to face obstacles and conflicts.

Self-efficacy: According to Bandura (1997), it is defined as an individual's belief in their ability to organize and perform the actions needed to carry out their tasks and about what they can do successfully in playing their role. Bandura (1989) stated that someone who has high self-efficacy will use their best efforts to overcome obstacles. On the other hand, someone with low self-efficacy will tend to reduce their efforts or run away from existing obstacles.

Previous research on self efficacy and work family conflict conducted by Nurjahjanti, Mujiasih and Prihatsanti (2012) regarding the relationship between self efficacy and work family conflict in the female police profession at the Semarang Police, found that there was a negative relationship between self efficacy and work family conflict. The higher the self-efficacy, the lower the work-family conflict that occurs. Furthermore, based on research conducted by Hartika, Afrianty (2017) regarding the influence of self-efficacy on work family conflict among nurses in hospitals x found that there was a significant influence of self-efficacy on work family conflict. The influence that occurs is negative, where the higher the self-efficacy, the lower the work-family conflict that occurs.

Based on the explanation above, researchers are interested in researching the influence of self-efficacy on work family conflict in working mothers. Different from previous studies, the focus of this research is to see how self-efficacy influences work family conflict, in mothers who work as teachers by implementing a work from home (WFH) system during the Covid-19 pandemic. In Indonesia itself, the Covid-19 pandemic is still relatively new and there has been no research regarding work family conflict related to working from home during the Covid-19 pandemic, especially for mothers who work as teachers.

METHOD

This study uses a quantitative approach. The quantitative approach has specific characteristics, is well structured, has been tested for the validity and reliability of measuring instruments and has an explicit definition (Kumar, 2011). This research is a cause-and-effect relationship research that tests whether IV has an influence on DV (Kumar, 2011). This approach was chosen because this research was conducted to see the influence of the self efficacy variable on the work family conflict variable. This research is non-experimental because it measures the effect of IV on DV without providing special treatment to research respondents related to measuring research variables.

Respondents in this study were mothers who worked as teachers, were married, implemented a WFH (work from home) system during the Covid-19 pandemic and had elementary school age children. The number of respondents used in this research was 152 mothers who worked as teachers during the Covid-19 pandemic, were married and had elementary school age children.

The sampling technique in this research is non-probability. According to Kumar (2011), non-probability sampling means that the sample is selected from the population not randomly or does not have the same chance because the researcher does not know the total number of the research population. Researchers used web survey techniques in this research. Fan and Yan (2010) said that web surveys do not provide equal opportunities or opportunities to become participants in research. The sampling technique used in this research is volunteer opt-in panels, where individuals receive an invitation to fill out a survey when opening a particular website or social media (Fricker, 2008).

The measuring tool used to measure work family conflict in this research is the work family conflict scale developed by Carlson, Kacmar and Williams (2000). This measuring tool consists of 18 items consisting of six dimensions, namely the dimensions Time Based (Work Interfering with Family Life), Time Based (Family Interfering With Work Life), Strain Based (Work Interfering With Family Life), Strain Based (Family Interfering With Work Life), Behavior Based (Work Interfering With Family Life) and Behavior Based (Family Interfering With Work Life). Furthermore, the measuring instrument used to measure self-efficacy is Sherer et al General Self Efficacy Scale (SGSES) which was developed by Imam SS (2007). This measuring instrument consists of 17 items consisting of three dimensions, namely the Level dimension, Generality dimension and Strength dimension. The level dimension consists of five items, the Generality dimension consists of six items and the Strength dimension consists of six items. The scale used in this research is a 4 point Likert Scale, namely STS (Strongly Disagree), TS (Disagree), S (Agree), and SS (Strongly Agree).

The researcher begins the research by looking for the phenomenon that will be used in this research, then the researcher formulates a research problem from the existing phenomenon. After that, the researcher discussed the appropriate variables for the phenomenon with the supervisor. After discussing the variables, researchers search for, collect and read valid literature and information related to the variables and relate one variable to another. The next researcher looks for theories, as well as measuring instruments for each variable that has been determined. Then the researcher discussed with the supervisors the contents of each chapter written in this research.

Next, the researcher looked for original measuring instruments for each variable. Then the researcher looked for adaptation of the tool, after getting adaptation of the measuring tool for the two variables, the researcher adapted the measuring tool again, then continued to the content validity stage by carrying out expert judgment with expert judgment in the field of psychology and related research variables. A pilot study was carried out On June 16 2020, taking pilot study data, 35 respondents were found who met the research criteria. The pilot study was carried out to see the reliability and find out the valid and invalid items of



the measuring instrument that will be used using SPSS version 22. The research continued to the next stage, namely the data collection stage (field study). This stage was carried out on July 6, 2020. Researchers obtained data from 152 respondents by distributing online questionnaires using Google Form.

The data analysis technique was carried out using SPSS version 22 with simple linear regression analysis to see the influence of the independent variable, namely self-efficacy, on the dependent variable, namely work family conflict.

RESULTS AND DISCUSSION

Coefficient of Determination Test Results (R²)

The Coefficient of Determination (R²) aims to see the magnitude of the contribution made by the independent variation (IV) to the dependent variable (DV). The correlation coefficient value is between 0 and 1. An R value that is close to 1 means that the independent variable components of the research almost entirely provide the information needed to explain the work family conflict variable.

Table 1. Coefficient of Determination Test Results (R²)

<i>r</i>	<i>r</i> ²	%	<i>Sig.</i>
0.429	0.184	18.4 %	0,000

Based on table 1, it can be seen that the correlation coefficient (R²) is 0.184. So, it can be interpreted that self efficacy has an influence of 18.4% on work family conflict. The remaining 81.6% is influenced by other factors outside the regression model analyzed.

T Test Results

The T test is used to partially test the influence of the independent variable on the dependent variable. Results can be declared significant if the tcount value is greater than ttable and the significance value is below 0.05 (sig. < 0.05), if the significance value is above 0.05 (sig. > 0.05) it is declared not significant. The results of the regression analysis calculations can be seen in the following table:

Table 2. T Test Results

	B	Q	Sig.	Information
<i>Self Efficacy</i>	-0.516	-5,812	0,000	Significant

Based on table 2, it shows the significance of the test using the t test, namely, to find out whether there is a significant influence of the self efficacy variable on work family conflict. It is known that the calculated t value = -5.812 with a significance value of .000 < 0.05, then the null hypothesis (H₀) is rejected, and the hypothesis (H_a) is accepted. This means that there is a significant influence between the self efficacy variable on work family conflict in mothers who work as teachers during the Covid-19 pandemic.

This research aims to find out whether there is an influence of self-efficacy on work family conflict in mothers who work as teachers during the Covid-19 pandemic. Based on the results of research conducted on 152 mothers who work as teachers and have elementary school age children, the results showed that there was a significant influence of self-efficacy on work family conflict in mothers who worked as teachers during the Covid-19 pandemic.

The findings are similar to research conducted by Hartika, Afrianty (2017) regarding the influence of self-efficacy on work family conflict among nurses in hospitals. They found that there was an influence of self-efficacy on work family conflict. There is a significant negative influence between self-efficacy and work-family conflict, where the higher the self-efficacy, the lower the work-family conflict that occurs. Furthermore, research conducted by Nurjahjanti, Mujiasih and Prihatsanti (2012) regarding the relationship between self-efficacy and work family conflict in the female police profession at the Semarang Police, found the same thing, namely the existence of a negative relationship between self-efficacy and work family conflict. The higher the self-efficacy, the lower the work-family conflict that occurs.

Based on a study conducted online by researchers from Keio University in Tokyo involving 8,475 workers in Tokyo, it was stated that Work From Home (WFH) can worsen mental conditions. In this condition, it is possible that work family conflict could occur in mothers who work as teachers during the Covid-19 pandemic.

Most of the mothers who work as teachers and have elementary school age children in this study have a level of self-efficacy that is in the medium category. In this case, self-efficacy can be seen as a positive thing, which can help individuals to avoid work-family conflicts. Then the results of this research show that the majority of mothers who work as teachers and have elementary school age children have a level of work family conflict that is in the medium category. This shows that the majority of mothers who work as teachers and have elementary age children are able to resolve conflicts, can handle and carry out their duties and responsibilities in their roles in the family and work well.

This is in accordance with Bandura's theory (1989) which states that self-efficacy is an individual's belief about their ability to succeed in completing a task. Bandura (1989) also stated that someone who has strong self-efficacy will use their best efforts to overcome obstacles. On the other hand, someone with low self-efficacy will tend to reduce their efforts or run away from existing obstacles. Self-efficacy helps individuals to determine certain behavior when facing obstacles and conflicts.

In this research, self-efficacy contributed to work family conflict by 18.4%. This means that the remaining 81.6% comes from other factors that influence work family conflict. According to Bellavia and Frone (2005), factors that can influence work family conflict include individual characteristics, family roles and work roles. Individual characteristics can include demographic characteristics themselves such as gender, family status, age of youngest child and so on. Apart from that, individual characteristics that can influence work family conflict are personality. Personality can be a risk factor for work family conflict. However, on the contrary, it can also be a protective factor or a factor that can prevent work family conflict from occurring.



The role of the family according to Stonner, et al (1990) is family support. According to Cartwright, Keith and Schafer (in Greenhaus and Beutell, 1985) family support is the amount or amount of family support. Generally, the more support each family member provides, the less conflict there will be. Stonner, et al (1990) explained several other factors which are also thought to influence work family conflict related to work roles, including job satisfaction and workplace characteristics.

This research has several limitations, such as the sample population which is only limited to female teachers who have elementary school children who are respondents in this research. Researchers also use quantitative research methods, so that only research results are calculated numbers. The samples taken cannot yet represent the population, the researchers also did not determine the regional specifications in this research. Researchers use nonprobability sampling, so that not all members of the sample population have the same opportunity to become respondents in the research. Furthermore, research data was taken using an online method, so researchers were less able to control whether the data was filled in correctly or not by respondents.

CONCLUSION

Based on the research results, it can be concluded that there is a significant influence of self-efficacy on work family conflict in mothers who work as teachers during the Covid-19 pandemic with a sig value = 0.000 and a correlation coefficient (R²) of 0.184. So, it can be interpreted that self efficacy has an influence of 18.4% on work family conflict in mothers who work as teachers during the Covid-19 pandemic. The remaining 81.6% is influenced by other factors outside the regression model analyzed.

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