



WORK STUDY CONFLICT AGAINST BURNOUT: THE MODERATION ROLE OF SOCIAL SUPPORT FROM FRIENDS

Pebi Kurniawan*¹, Ali Jufri², Asep Gunawan³, Selvia Andre Yani⁴, Dadang Priyono⁵

¹) Management Study Program, Faculty of Economics, Universitas Muhammadiyah Cirebon, pebi@umc.ac.id

²) Management Study Program, Faculty of Economics, Universitas Muhammadiyah Cirebon

³) Management Study Program, Faculty of Economics, Universitas Muhammadiyah Cirebon

⁴) Management Study Program, Faculty of Economics, Universitas Muhammadiyah Cirebon

⁵) Management Study Program, Faculty of Economics, Universitas Muhammadiyah Cirebon

Corresponding Author: Pebi Kurniawan

Abstract: The conflict between work and family roles has been widely studied. However, recently, research has progressed to study roles outside of work and family. For example, several researchers have investigated the conflict between work and educational roles. However, this study focuses on the occurrence of burnout. Thus this study seeks to contribute to the literature on work-education conflict in two main ways. First, we investigate the relationship between work study conflicts and the occurrence of burnout. Furthermore, to prove the role of social support from friends as a moderating variable. Participants in this study were 81 students. The results of this study support our proposed hypothesis.

Keywords: Work Study Conflict, Burnout, Social Support From Friends

INTRODUCTION

Competition in the world of work is increasing, in an effort to improve self-competence so as not to be displaced from their current position, employees decide to re-educate in college (Laughman, Boyd, and Rusbasan, 2016). In recent years, studying while working has become a natural thing to do both abroad and in Indonesia (Curtis and Williams, 2002; Vickers, 2003; Amelia Pangesti, 2012).

The experience of burnout occurs due to excessive workload, poor superior-subordinate relationships, interpersonal conflicts with employees, family, and colleagues, imbalance between job demands and work ability, lack of social support, management of employee problematic behavior, low employee salaries, lack of professional recognition, collegial isolation, role ambiguity and role conflict (Garcia-Arroyo et al., 2019; Iancu et al., 2018; Simaes et al., 2021). The activity of working and studying at the same time creates a conflict between roles in the form

of a work study conflict that was initiated by (Markel and Frone 1998). Recent research in Australia has shown that learning activities and work activities that are carried out simultaneously lead to role conflict and stress (Vickers, 2003).

Conflict between roles is one of the causes of burnout (Schaufeli and Buunk, 2004), Burnout is a syndrome of physical, emotional, and mental exhaustion caused by intense and prolonged stress (Greenberg et al., 2014). So far, there are still few studies examining the effect of work study conflict on burnout (Lingard, 2015). Burnout can be caused by several factors that come from internal or external. (Greenberg et al., 2014) states that external factors that influence burnout include the work environment, role problems, promotions, wages, social support from coworkers/supervisors/family, and job demands. Meanwhile, internal factors related to age, gender, and personality. On the external factor, social support is important in reducing burnout. The high intensity of social relationships with friends is an important factor that can reduce or increase the possibility of burnout in someone (Jason M Devereux et al., 2009).

Based on the factors causing burnout proposed by (Schaufeli and Buunk, 2004) burnout can occur due to several factors, namely the large number of job demands (quantitative job demands), role problems (role problems), and lack of social support (lack of social support). In this study, we will raise the role problem factor (work study conflict) as an independent variable and social support (social support from friends) as a moderating variable.

LITERATURE REVIEW

Work Study Conflict

Work study conflict is a condition when the demands and responsibilities of roles at work affect the ability to meet the demands and responsibilities of roles in education (Markel & Frone, 1998). Adebayo (2006) explains that the theory of work-study conflict is a theory developed from the theory of work-family conflict. The same source also defines work-study conflict as a form of conflict between roles, (Greenhaus & Beutell, 1985) suggests that inter-role conflict is a conflict experienced by individuals when the pressures that arise in one role conflict with the pressures that arise in other roles, causing the individual it is difficult to carry out activities in one role due to individual activities in other roles. According to (Markel & Frone, 1998) work study conflict has two dimensions, namely time based conflict in the form of conflict based on time and strain based conflict in the form of conflict based on pressure.

Burnout

Burnout was first introduced by a psychologist named Herbert J. Freudenberger based on his experiences with volunteers working in a clinic. Freudenberger and several volunteers began to feel an emotional decline with the symptoms now known as burnout. The behavior of burnout is that employees start to get angry easily, cry easily, start to appear suspicious behavior followed by a feeling that they feel they are victims (Freudenberger, 1974). Maslach & Jackson (1981) argue that burnout is a syndrome of emotional exhaustion and cynicism that often occurs in people who work. Greenberg et al. (2014) suggested that burnout is a syndrome of emotional, physical, and

mental exhaustion caused by intense and prolonged stress. Maslach, Schaufeli, & Leiter (2001) Dimensions of burnout include Exhausted (physical and emotional exhaustion), Depersonalization (an attempt to create distance between oneself and others by ignoring the qualities that make individuals liked by people), and Low Personal Accomplishment (low personal achievement).

Social Support from Friends

According to Cohen & Harry (2006) Social support from friends in the form of empathy or attention in stressful situations, someone who experiences stress will feel valuable and loved by those closest to him (friends), thus enabling the emergence of confidence to overcome the stress experienced. Smet (2012) Dimensions of social support from friends include emotional support, appreciation support, instrumental support and informative support.

Work Study Conflict Affects Burnout

Interpersonal conflict and work-family conflict have been shown to greatly impact employees' burnout experiences, especially among women (Cinamon, Rich, & Westman, 2007; Rodriguez-Mantilla & Fernandez-Diaz, 2017; Zabrodski et al., 2018; Simaes et al., 2021). The possible excessive demands presented by the combination of work and self-study also raise concerns about the mental health of employees. Academics in the UK believe that excessive and unsocial part-time hours sometimes lead to burnout and depression among students working part-time. (Rolfe, 2002; Lingard, 2007) Several studies have investigated the problem of burnout in a sample of students (see Neumann et al., 1990; Lingard, 2007). This study is relevant because fatigue is reported to be more common among young people than among those over 30 or 40 years of age and among people with higher education than among people with less education (Maslach et al., 2001). This finding would indicate that college students who are also employees are the group's high-risk group for burnout. Research shows that burnout is predicted by long working hours, subjective overload (the feeling of having too much to do in the available time) and requirements to meet conflicting role demands (Schaufeli and Enzmann, 1998; Lingard, 2007).

H1: Work Study Conflict Affects Burnout

Social Support From Friends Moderates The Effect Of Work Study Conflict On Burnout

Research on burnout is focused on the context of learning while working. Several studies (Chang, Lee, Byun, Sung, & Lee, 2016; Noh, Shin, & Lee, 2013) show that burnout exists in employees who are continuing their education. Taking tests, attending classes, and completing work are part of a student's academic activities, and this can be considered a job. The period of time being academic demands or other psychological factors to be completed, students show a state of emotional exhaustion, cynicism, and feelings of ineffectiveness (Schaufeli, Martez, Marques-Pinto, Salanova, & Bakker, 2002). Conflicts between class schedules and work sometimes require an exchange of schedules with colleagues who have an empathetic understanding. This is where the role of social support from friends who understand the difficulties of their colleagues who are working while studying.

Theorists (Cohen & Wills, 1985; Lee & Goldstein, 2016; Kim et al., 2017) believe that social support has a buffering effect in the relationship between stress due to academic demands and stress due to burnout. Others (Shin, Kim, & Lee, 2012; Kim et al., 2017) believe that social support has a direct effect on tension with the appearance of fatigue. The buffering effect model explains that social support works when a person is faced with stress that comes between the individual and the source of stress. Thus, individuals must be protected from the negative effects of stress. In addition, the Buffering-effect model states that social support has a very important role regardless of stress. (Kim et al., 2017).

H2 : Social Support From Friends Moderates The Effect Of Work Study Conflict On Burnout

RESEARCH METHOD

This study used a quantitative method and was carried out on regular afternoon class students at the Faculty of Economics at Muhammadiyah University of Cirebon, with a sampling technique of proportionate stratified random sampling with a total sample of 81 students. The majority of participants in the study consisted of students who had 3-5 years of work experience as many as 42 students (52%), working in private companies in the service sector as many as 50 students (62%), and consisted of 22 male students and 55 female students, and All respondents in this study consisted of a maximum age of 30 years.

The instrument in this study adopted the literature developed by previous researchers. Thus, this instrument can be accounted for in terms of its validity and reliability. There are 3 (three) variables in this study, namely Work Study Conflict adopted from (Markel and Frone 1998), Burnout based on (Maslach et al. 2001), and Social Support from Friends based on (Smet 2012).

FINDINGS AND DISCUSSION

Classic Assumption Test

Table 1. Normality test

One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual

	N	81
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.25808139
Most Extreme Differences	Absolute	.078
	Positive	.078
	Negative	-.058
Test Statistic		.078
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on table 1 above, it can be seen that the asymp value. Sig is greater than 0.05 so it can be said that the distribution of variable data is normal.

Table 2. Linearty Test

ANOVA Table

		Sig.
Burnout *	Between (Combined)	.202
Work Study	Groups Linearity	.000
Conflict	Deviation from Linearity	.987
	Within Groups	
	Total	

Based on table 2, it can be seen that the significance of the linearity of 0.000 is less than 0.05, so it can be concluded that the variable meets the linearity requirements.

Table 3. Heteroskedationity Test

Coefficients^a

Model	Sig.
1 (Constant)	.390
Work Study Conflict	.295
Friends Social Support	.276
MODERASI	.371

Based on table 3, it can be seen that each variable has a Sig value. greater than 0.05, this means that there is no heteroscedasticity problem in the relationship between the variables studied.

Table 4. Hypothesis 1 (Uji T)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	19.548	3.008		6.499	.000
Work Study Conflict	.650	.144	.452	4.509	.000

The test for this first hypothesis is the t-test (t-test) or significance test which is used to test whether or not the independent variable has an effect on the dependent variable. Based on the Coefficients table (table 4), it is known that the value of the t-test = 4.509 while the magnitude of significance = 0.000 is smaller than 0.05. In other words, it can be said that $t_{count} > t_{table}$ because $t_{table} = 1,990$, it means that work study conflict has an influence on burnout.

Work study conflict occurs because of role problems that make students unable to prioritize both roles simultaneously. The urgency in the office is as great as the urgency on campus, causing conflicts that affect burnout (Schaufeli and Buunk 2004). This is consistent with the latest research conducted by (Laughman et al. 2016) which says that work study conflict affects the occurrence of burnout, research conducted by (Amelia Pangesti 2012) and (Lingard 2015) also found the same result that work study conflict effect on the occurrence of burnout.

Table 5. Hypothesis 2 (MRA)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	68.472	19.196		3.567	.001
Work Study Conflict	-2.082	.911	-1.690	-2.286	.025
Friends Social Support	-.675	.460	-.675	-1.468	.146
MODERASI	.050	.021	2.545	2.393	.019

Based on the results of the moderated regression analysis (MRA) in table 5, it shows that the significance of the moderating variable is less than 0.05, this proves that support from friends moderates the effect of work study conflict on burnout. According to (Sharma, Durand, and Gur-Arie 1981), if the significance of b_2 is greater than 0.05 and the significance of b_3 is less than 0.05, the moderating variable adopted is a pure moderating variable type. From the results of the MRA test in table 5, it is known that the significance of b_2 is 0.146 and the significance of b_3 is 0.019, so the Social support from friends variable in this study is a pure moderating variable.

Students who experience work-study conflicts really need social support to reduce the level of burnout they experience (Schaufeli and Buunk 2004). The results of this study are consistent with research conducted by (Jason M. Devereux et al. 2009) which revealed that social support moderates the effect of work study conflict on burnout.

CONCLUSION

The results of this study indicate that work study conflict has an effect on burnout, and

social support from friends moderates the effect of work study conflict on burnout. This illustrates that conflicts that occur due to role problems as students and as employees cause physical, emotional and mental fatigue, but the presence of support from friends can reduce the level of burnout experienced by students who are also employees. The limitations of our study were due to the fact that the population was too small and exclusive to one university. Future research is recommended to expand the number of respondents and explore more on prosocial motivation so that burnout does not occur easily and work study becomes harmonious.

BIBLIOGRAPHY

- Adebayo, D. O. 2006. "Workload, Social Support, and Work-School Conflict among Nigerian Nontraditional Students." *Journal of Career Development*. doi:10.1177/0894845306289674.
- Amelia Pangesti, Anggita. 2012. "Pengaruh Konflik Peran Terhadap Terjadinya Burnout Pada Mahasiswa Koass." *JPPP- Jurnal Penelitian Dan Pengukuran Psikologi* 1(1):1. doi: 10.21009/jppp.011.01.
- Blanch, A., & Aluja, A. 2012. *Social support (family and supervisor), work-family conflict, and burnout: Sex differences. Human Relations*, 65(7), 811–833. doi:10.1177/0018726712440471.
- Cohen, Sheldon, and M. Hoberman Harry. 2006. "Positive Events and Social Support as Buffers of Life Change Stress." *Journal of Applied Psychology* 13(2):99–125.
- Curtis, Susan, and John Williams. 2002. "The Reluctant Workforce: Undergraduates' Part-Time Employment." *Education + Training*. doi:10.1108/00400910210416192.
- Devereux, Jason M, Richard P. Hastings, Stephen J. Noone, Alison Firth, and Vaso Totsika. 2009. "Research in Developmental Disabilities Social Support and Coping as Mediators or Moderators of the Impact of Work Stressors on Burnout in Intellectual Disability Support Staff." 30:367–77. doi: 10.1016/j.ridd.2008.07.002.
- Devereux, Jason M., Richard P. Hastings, Stephen J. Noone, Alison Firth, and Vaso Totsika. 2009. "Social Support and Coping as Mediators or Moderators of the Impact of Work Stressors on Burnout in Intellectual Disability Support Staff." *Research in Developmental Disabilities*. doi: 10.1016/j.ridd.2008.07.002.
- Freudenberger, Herbert J. 1974. "Staff Burn- Out." *Journal of Social Issues*. doi:10.1111/j.1540-4560.1974.tb00706.x.
- Greenberg, Dan, Nir Madjar, Israel Hadari, Yuval Yermiahu, Yaacov G. Bachner, and Talma Kushnir. 2014. "Is Burnout Associated with Referral Rates among Kushnir, T. et Al. (2014) 'Is Burnout Associated with Referral Rates among Primary Care Physicians in Community Clinics', *Family Practice*. Doi: 10.1093/Fampra/Cmt060. Primary Care Physicians in Community Clin." *Family Practice*. doi: 10.1093/fampra/cmt060.
- Greenhaus, J. H., and N. J. Beutell. 1985. "Sources of Conflict Between Work and Family Roles." *Academy of Management Review*. doi: 10.5465/amr.1985.4277352.
- Kim, B., Jee, S., Lee, J., An, S., & Lee, S. M. (2017). *Relationships between social support and*

- student burnout: A meta-analytic approach. Stress and Health, 34(1), 127–134. doi:10.1002/smi.2771.*
- Laughman, Courtney, Elizabeth M. Boyd, and David Rusbasan. 2016. "Burnout as a Mediator Between Work–School Conflict and Work Outcomes." *Journal of Career Development* 43(5):413–25. doi: 10.1177/0894845316633523.
- Lingard, H. 2007. Conflict Between Paid Work and Study: Does it Impact upon Students' Burnout and Satisfaction with University Life? *Journal for Education in the Built Environment*, 2(1), 90–109. doi:10.11120/jebe.2007.02010090
- Lingard, Helen. 2015. "Conflict Between Paid Work and Study : Does It Impact upon Students ' Burnout and Satisfaction with University Life ? Conflict Between Paid Work and Study : Does It Impact upon Students' Burnout and Satisfaction with University Life ?" 4205. doi: 10.11120/jebe.2007.02010090.
- Markel, Karen S., and Michael R. Frone. 1998. "Job Characteristics, Work-School Conflict, and School Outcomes Among Adolescents : Testing a Structural Model." 83(2).
- Maslach, Christina, and Susan E. Jackson. 1981. "The Measurement of Experienced Burnout." *Journal of Organizational Behavior*. doi: 10.1002/job.4030020205.
- Maslach, Christina, Wilmar B. Schaufeli, and Michael P. Leiter. 2001. "Job Burnout." *Annual Review of Psychology*. doi:10.1146/annurevpsych.52.1.397.
- Schaufeli, Wilmar B., and Bram P. Buunk. 2004. "Burnout: An Overview of 25 Years of Research and Theorizing." in *The Handbook of Work and Health Psychology: Second Edition*.
- Sharma, Subhash, Richard M. Durand, and Oded Gur-Arie. 1981. "Identification and Analysis of Moderator Variables." *Journal of Marketing Research*. doi: 10.1177/002224378101800303.
- Simões, C., Rodrigues, J., Gonçalves, A. M., Faria, S., & Gomes, A. R. (2021). *Work–family conflicts, cognitive appraisal, and burnout: Testing the mediation effect with structural equation modelling. British Journal of Educational Psychology*. doi:10.1111/bjep.12420.
- Smet, Bart. 2012. "Psikologi Kesehatan." *Journal of Public Health*.
- Vickers, Margaret. 2003. "Longitudinal Surveys of Children." *Longitudinal Surveys of Children*. doi: 10.17226/625.