



Social Support and Work-Family Conflict: Indirect Effect Analysis

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Abstract

This research aimed to analyze the indirect effect of work social support on family-to-work conflict (FIW) through work-to-family (WIF) and vice versa on female teachers in Mataram City, Indonesia. It was carried out using a positivist paradigm with the quantitative method as the appropriate design to achieve the research objectives. Data were obtained by distributing a structured questionnaire to 115 teachers with predetermined criteria and analyzed using Structural Equation Modeling (SEM). The results showed that social work support does not affect FIW through WIF. Furthermore, family social support affects WIF through FIW.

Keywords: *Work Social Support; Family Social Support; Work-Family Conflict; Family-Work Conflict*

Introduction

Studies have shown that a significant amount of working-class females are breadwinners in their families, and this is increasingly becoming a trend. Based on the data published by the Central Statistics Agency in February 2017, the Labor Force Participation Rate for female workers increased by 2.33%, thereby culminating in 55.04% from 52.71% obtained in the previous year (Jawa Pos.com, 2017). These female are vulnerable to disruption at work and in the family because they engage in diverse roles.

Role conflict tends to occur when individuals are assigned various work and family responsibilities. This also includes resource constraints in terms of time (energy), thereby causing certain difficulties in fulfilling their dual role responsibilities (Selvarajan, Cloninger & Singh, 2013). A typical example is a work-family conflict common among female (Treitsman, 2004; Dixon & Bruning, 2005; Van Daalen, Willemsen & Sanders, 2006; Ansari, 2011). There are two forms, namely work-to-family (WIF) and family-to-work (FIW) conflicts. WIF occurs when workplace demands hinder individual performance in family roles. In contrast, FIW occurs when family demands hinder job role performance (Frone, Russel & Cooper, 1992).

Many research focused on the role of social support in sustaining work-family conflict (Carlson & Perrewé, 1999; Grandey & Cropanzano, 1999; Allen, 2001; Michel, Mitchelson, Pichler, & Cullen, 2010). However, this present research mainly examines social support in the work and family domains with WIF and FIW, respectively (Selvarajan et al., 2013). Michel, Kotrba, Mitchelson, Clark, and Balter (2011) reported that future research needs to focus on the cross-domain influence with work-family conflict.

Also, several research reported a direct cross-domain relationship between social support and work-family conflict, which is weak and insignificant (DiRenzo, Greenhaus, & Weer, 2011; Michel et al., 2011; Muse & Pichler, 2011; Seiger & Wiese, 2009; Foley, Hang-Yue, & Lui, 2005; Mesmer -Magnus & Viswesvaran, 2005; Byron, 2005; Frye & Breough, 2004; Shockley & Allen, 2007; Van Daalen, Willemsen, Sanders, 2006; Witt & Carlson, 2006). This does not preclude the presence of an indirect influence (Preacher & Hayes, 2004) between work social support and FIW through WIF and vice versa. Selvarajan et al. (2013) stated that its indirect effects on social support and work-family conflict had not been studied. Frone, Russel, and Cooper (1992) stated that WIF and FIW are positively and reciprocally related. The proposed model suggests that in the work domain it is indirectly related to FIW through WIF. Likewise, in the family domain, it is indirectly related to WIF through FIW (Selvarajan et al., 2013).

According to Selvarajan et al. (2013), the indirect effect test is important for several reasons. First, individuals seek to strike a balance between work and family lives by reducing conflicts in these domains (WIF and FIW). Therefore, it is paramount to examine the effect of social work support (family) on WIF through FIW and vice versa. Second, social resources are limited, and it is important to examine whether their availability can help reduce conflicts originating from similar and dissimilar domains and the beneficial consequences.

This present research focuses on married female workers employed as teachers in institutions that implement full-day schools. These female workers usually engage in multiple roles that lead to WIF and FIW, hence teachers need social support from both the workplace and family. The main purpose of this research is to examine the indirect cross-domain effect on FIW through WIF and vice versa.

Literature Review

Social Support

Sarafino and Smith (2010) stated that social support is the attention, appreciation, and assistance given to someone. Meanwhile, this factor tends to restore an individual's physical and psychological condition, either directly or indirectly. Social support comprises verbal and non-verbal information, advice, and help, in the form of presents and items that provide emotional benefits or affect the recipient's behavior (Gotlieb, 1983; Dharmayantie, 2012). This support can be provided by several parties, such as spouses, family, friends, or organizations. Meanwhile, recipients have access to various quality relationships, which provide resources such as informational communication, emotional empathy, and tangible assistance (Viswesvaran, Sanchez, & Fisher, 1999).

Social support influences individual's judgment of stressful situations by making it easier to manage and less threatening (Cohen & Wills, 1985). Furthermore, it is divided into five types, namely instrumental, informational, and emotional support, including self-esteem and social groups (Sarafino & Smith, 2010). Based on the literature by Ezzedeen and Ritchey (2009) there are two categories of social support, those from the work and family domains. Work domain can be obtained from superiors, supervisors, mentors, colleagues, and other related parties. Meanwhile, family is obtained from the spouse, such as husband, wife, parents, children, and friends. Work and family social support reduces the burden received at the workplace and in the family.

Sarafino and Smith (2010) stated that the diverse forms of social support are as follows. (1) Emotional support, which is usually obtained from a partner or family member is manifested in the form of empathy and concern for individuals faced with various problems. (2) Appreciative support occurs through positive expressions or appreciation, encouragement, and healthy comparisons with others. This support tends to develop worthy and competent feelings. (3) Instrumental support can be in direct and tangible assistance forms such as lending money, or helping to ease someone's task. (4) Information support is in the form of advice, instructions, suggestions, or feedback on how to solve problems.

Work-Family Conflict

Presently, more individuals have to combine work and family responsibilities due to changes in both environments, such as increase in workforce, number of children, etc (Corteso, Colombo & Ghislieri, 2010; Amstad, Meier, Fasel, Elfering & Semmer, 2011). The combination of work and family has continue to be a formidable challenge for decades, hence it is imperative to further analyze the work-family conflict and its antecedents. The process of examining the challenges faced in combining work and family roles is likely to continue to grow when viewed from the perspective of the earlier-mentioned changes.

One of the earliest and most frequently cited frameworks in the work-family conflict literature is the conceptual model proposed by Greenhaus and Beutell (1985). Based on the premise of the inter-role conflict theory of Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964), Greenhaus and Beutell (1985) designed a model of the sources or antecedents of work-family conflict. Kahn et al. (1964) defined inter-role conflict as "the simultaneous occurrence of pressures which complicates each other" or the demands of the work roles disagreed by the family. According to Greenhaus and Beutell (1985) the work-family conflict is "an inter-role disagreement in which pressures from the work and family domains are inconsistent in certain aspects". This definition is widely adopted by subsequent research that examined work-family conflict.

In a related literature review, Greenhaus and Beutell (1985) identified three types of work-family conflict, namely:

1. Time-based Conflict

Various roles tend to compete with each other for the available time. This conflict occurs when the time spent on one role makes it difficult for individuals to engage in other activities (Greenhaus & Beutell, 1985). It also occurs when time pressure in one role makes it physically impossible for the person to comply with the expectations of the other (Bartolome & Evans, 1979; Carlson et al., 1999). The time generally spent on one role cannot be diverted to other activities (Greenhaus & Beutell, 1985).

1. Strain-based conflict

Strain-based conflict occurs when strain symptoms from one role interfere with the performance of the other (Greenhaus & Beutell, 1985). In this circumstance, the two roles are presumed to be incompatible because the strain in one makes it difficult for the individual to comply with the demands of the other. For example, workers who experience depression or pressure usually find it challenging to care for their parents or children. Additionally, the increased family responsibilities make it difficult to complete work tasks quickly (Chopur, 2011; Hennesey, 2007).

2. Behavior-based Conflict

Behavior-based conflict occurs when specific attitudes exhibited in a role are inconsistent with the expectations of the other task (Greenhaus & Beutell, 1985). In other words, the in-role behavioral pattern, such as being aggressive at work, may not align with the other role's expectations.

Previous Research

The relationship between social support and work-family conflict is an interesting analysis. Several research has been carried out on this factor (Carlson & Parrewe, 1999; Cohen & Wilis, 1985). DiRenzo, Greenhaus & Weer (2011), Michel et al. (2011), Seiger & Wiese (2009), Foley, Hang-Yue, & Lui (2005), Mesmer-Magnus & Viswesvaran (2005), Frye & Breaugh (2004), Muse & Pichler (2011), Shockley & Allen (2007), Van Daalen et al., (2006), and Witt & Carlson (2006) reported that cross-domain relationships such as work and family-domains social support have a weak or insignificant effect on FIW and WIF conflicts.

According to Preacher and Hayes (2004), the absence of direct influence does not preclude the indirect effect between work social support and FIW through WIF and vice versa. Selvarajan et al. (2013) researched the effect of social support work (family) and FIW through WIF or vice versa. This research re-analyzed the indirect effect of work on FIW through WIF and vice versa. Selvarajan et al. (2013) stated that the indirect effect of this factor has never been studied in the context of social support and work-family conflict.

Research Methods

This explanatory research targeted 115 female teachers in Mataram City, Indonesia, who are (1) married, (2) living with a spouse, and (3) have at least one child. The survey method was used to obtain data through the distribution of structured questionnaires accompanied by interviews. The respondents were given a set of questionnaires consisting of four sections with statements to determine the family-to-work conflict (FIW) and work-to-family (WIF), using work and family-social support variables. Descriptive and inferential analyses were employed using Structural Equation Modeling (SEM) with the help of AMOS software.

Result

This research was dominated by those aged between the ages of 31 to 40, which is referred to as early adulthood, a period of adjustment to new life patterns and social expectations. These adults are expected to play new roles as husbands or wives, parents, and breadwinners. This is in addition to having new desires, as well as developing attitudes and values (Hurlock, 1996). The respondents' characteristics based on educational level showed that the majority have a bachelor's degree (93,91%). Therefore, teachers are expected to be able to discharge their duties effectively. Characteristics in accordance with years of service indicate that the respondents were dominated by those who had taught for a tenure of < 5 years (27.83%). The work period is related to the length of time a person works in a place. The longer the individuals' working period, the more experienced they become in discharging their duties.

Table 1.1. Sobel Test Results Mediation Test

Relationship	Regression Weight (Estimate)	S.E.	P
WIF mediation on the relationship between work social support and FIW			
Work social support --> WIF ^a	-0.147	0.069	0,034
WIF --> FIW ^b	0.055	0.264	0,836
Work social support --> WIF --> FIW	-0.008	0.034	0,815
WIF mediation on the relationship between family social support and WIF			
Family social support --> FIW ^a	-0.288	0.091	0,002
FIW --> WIF ^b	0.602	0.212	0,004
Family social support --> FIW --> WIF	-0.173	0.080	0,030

Description : Indirect effect (ab) = a*b; Standard Deviation (a*b)= SE(ab) = $\sqrt{(a^2Sb^2 + b^2Sa^2 - Sa^2Sb^2)}$; t = (ab)/SE(ab); is calculated through Excel with the function “=(1-(norm.s.dist(abs(t); true)))²”

Source: Primary Data Processed, 2020

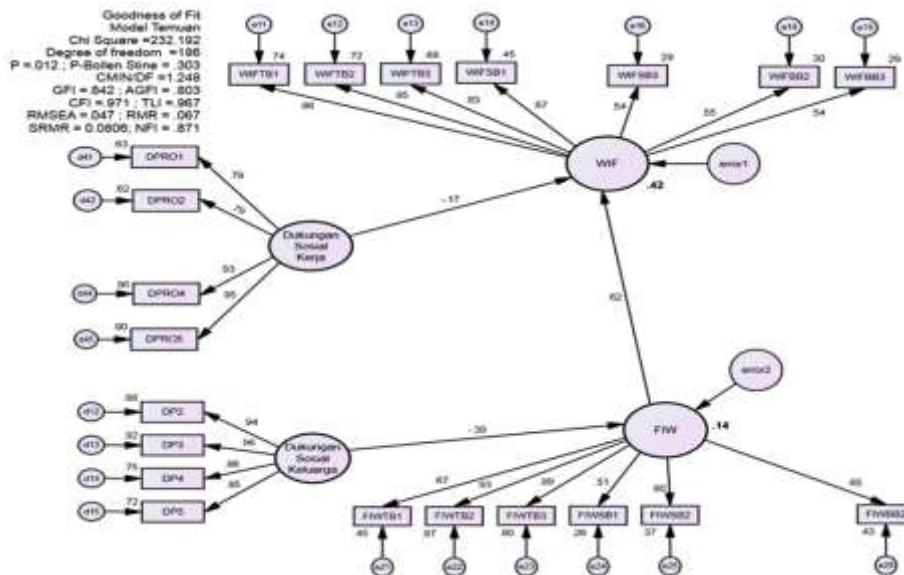
Work social support has an indirect effect on FIW through WIF. Its regression weight coefficient on WIF is -0.147. The coefficient of WIF against FIW is 0.055. The size of the indirect effect is $-0.147 \times 0.055 = -0.008$ with S.E = 0.034 resulting in the value of C.R = $0.008/0.034 = 0.235$ (p = 0.815), and the

test results are insignificant ($p > 0.05$). Therefore, the analysis showed that WIF does not mediate the relationship between work social support and FIW.

Family social support has an indirect effect on WIF through FIW. Its regression weight coefficient on FIW is -0.288 . The coefficient of FIW to WIF is 0.602 . The magnitude of the indirect effect is $-0.288 \times 0.602 = -0.173$ with $S.E = 0.080$ resulting in the value of $C.R = 0.173/0.080 = 2.175$ ($p = 0.030$), and the test results are significant ($p < 0.05$). Therefore, the analysis showed that FIW mediates the relationship between family social support and WIF.

This led to the proposition of two hypotheses the first one was rejected (H1), while the other was accepted (H2). Hypothesis H1 states that work social support affects FIW through WIF, and it does not support the indirect effect coefficient of social work support on FIW through WIF of -0.008 ($p > 0.05$). Meanwhile, hypothesis H2 states that family social support affects WIF through FIW. It is supported by the evidence that the indirect influence coefficient of family social support on WIF through FIW of -0.173 ($p < 0.05$) is significant.

The evaluation model eliminates one path from WIF to FIW because the tested coefficient is insignificant. From the fit model result, there is a slight change, chi-square = 232.192 (p -Bollen Stine = 0.303), GFI = 0.842 , AGFI = 0.803 , CFI = 0.971 , TLI = 0.967 , RMSEA = 0.047 , RMR = 0.067 , SRMR = 0.0806 and NFI = 0.871 . Overall, the various model fit indices were comprehensively explained. Good fit models exist in CFI and TLI (more than 0.95), RMSEA (less than 0.08), and SRMR (less than 0.08). The marginal fit is in GFI and AGFI (0.80 to 0.90) and NFI (0.80 to 0.90). The essence of the evaluation model is to eliminate this new path, and its fit is slightly different from the hypothetical framework.



Discussion

The first hypothesis proposed that work social support affects FIW through WIF was rejected. This means that work-family conflict does not mediate the effect on WIF because those from superiors indirectly reduces the burden of family and work responsibilities, including WIF, which in turn help reduce FIW was rejected. The acquired results differ from Selvarajan et al. (2013), that social support from the workplace affected FIW through WIF. Social work support is an important source of reducing WIF (Frye & Braugh, 2004; Kossek et al., 2011; Luk & Shaffer, 2005).

Individuals with high levels of work tend to spend less time and energy executing related roles, which leads to low levels of WIF and FIW disagreement. In this research, WIF was rejected because individuals could not avoid family conflicts that affect the work domain. However, despite receiving

support from the workplace to reduce the level of WIF, female teachers still experience FIW from the workplace daily. WIF is reduced on workers who receive support from workplace, despite the difficult in avoiding family disagreements due to diverse imbalances. For example, children who are still under the age of five household assistants, thereby disrupting parents profession.

The second hypothesis that family social support affects WIF through FIW was accepted. Support from family members is an essential source of shared demands in the family domain, thereby reducing FIW. The support from a spouse or other family members indirectly helps make the work role and WIF lighter by reducing FIW.

This research supports Selvarajan et al. (2013), which showed that family social support affects WIF through FIW. Individuals with high family social support tend to divert some of their resources from the family to the work domain to be more effective. This has a beneficial effect on reducing levels of FIW (Byron, 2005; Seiger & Wiese, 2009). Support from family members is an essential source for sharing roles in the family domain leading to the perceived reduction of FIW.

However, individuals with low family social support spend more time and energy on family roles, thereby leading to higher levels of WIF. A higher level of FIW leads to a greater WIF because more resources are used in the family domain. Fewer resources are available for the work domain, affecting job performance. Individuals with low family social support experience high levels of FIW, thereby consuming more resources in the family domain, such people are more effective in family roles. As a result, individuals have fewer resources to use at work, which impacts performance in job roles (Edwards & Rothbard, 2000).

An increase in conflicts in one domain usually causes individuals to expend more resources in that area, enabling them to work effectively. Because resources such as time and energy are limited, conflicts originating from one domain result in a reduced availability of resources in the others and tend to impact performance (Hobfoll, 2001; Selvarajan et al., 2013).

Female teachers, apart from their roles as educators, must always be practical. For high performance, support from various parties is needed. One such support provided emanates from the family. Without support from their families, female teachers can experience FIW, which results in increased WIF. When this occurs, they will not be able to work optimally.

Conclusion

The first hypothesis proposed that work social support affects FIW through WIF was rejected. This means that WIF does not mediate the effect of work social support on FIW. The second hypothesis proposed that family social support affects WIF through FIW, and it was accepted. This means that FIW mediates the effect of family social support on WIF.

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