

Relationship of Perceived Autonomy Support With Work Family Conflict in Women Teachers in Padang City

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ABSTRACT

Along with the times, married women no longer only act as housewives but also play a role in helping the family economy. This condition can cause role conflict in women. Conflict between work and family (Work Family Conflict) has a negative impact on women, so the role of support from the surrounding environment is needed including the work environment. This research was conducted on 471 female teachers in the city of Padang. This study uses a correlational quantitative method. The research data collection uses Perceived Autonomy Support: The Work Climate Questionnaire (PASS) and Work-Family-Work Conflict Scale (FWWCS). The results of testing the research hypothesis with non-parametric statistical analysis Rank Spearman with the help of the SPSS 20 statistical program is that there is a significant negative correlation between Perceived Autonomy Support and Work Family Conflict with Rho values = -0.357 ** with $p < 0.01$. These results indicate that there is a significant negative relationship between Perceived Autonomy Support and Work Family Conflict. The relative contribution value of Perceived Autonomy Support to Work Family Conflict is 11.4% (R square = 0.114) and the rest is influenced by factors other than Perceived Autonomy Support.

Keywords: *Work Family Conflict, Perceived Autonomy Support, teacher*

1. INTRODUCTION

The task of adult development according to Schulenberg, O'Malley, Bachman & Johnston (in Papalia, 2009) is to work, get married or build a family, manage the household, educate or care for children, and establish relationships with social groups. Two things that become the main focus in adult life are family life and work life. Adults who are married then carry out their roles in the family and at work together.

In the traditional model, in family, the father plays the role of breadwinner while the mother manages the household and takes care of the children. This view is commonly replaced by multiple career partners or in another sense as a family income from a husband and also from a working wife. This condition requires the ability to balance work and family management simultaneously. At present, the role of taking care of the household and childcare is no longer limited to feminine gender roles but has become a masculine role as more and more women have a career to support their husband's income (Edlund, 2007; Allen, France, Dumani, & Shockley, 2015).

At the beginning of the 21st century, balancing work and family is one of the important problems to be solved

for workers and their families. Over the past few decades, the role of workers between men and women in Indonesia has shown significant changes. This can be seen from the increasing percentage of women entering the workforce. The Central Statistics Agency (BPS) notes that the level of female labor force participation (TPAK) in the period February 2017 to August 2018 experienced a significant increase compared to the increase in male workers. Women's TPAK has increased to 0.99% while men have only 0.18% (BPS, 2018). The increasing percentage of women entering the workforce contributes to the way married men and women manage their lives (Edlund, 2007).

The participation of married women in the world of work and the addition of their role as breadwinners is a positive assessment in terms of equality between men and women. However, this can also have an effect on family life if there is a conflict in the demands of the role (Azeez, 2013). If the role of a woman in the workplace and at home does not reach balance then it can lead to problems and incompletion in the household, such as lack of happiness, fulfillment of needs for husband and children deteriorate, and child development becomes neglected (Fower & Olson, 1993).

According to Geurts & Demerouti (in Kafetsios, 2007), one of the consequences that arises due to this change is the increased conflict between work and home or work family conflict (WFC). Work Family Conflict (WFC) is a situation where the work domain and home are mutually disturbing and negatively affecting (Greenhaus & Beutell, 1985). In other words, WFC is a conflict between roles. Conflicts between roles or conflicts between roles are seen as "conflicting role pressures between membership in one organization (work) and pressures originating from membership in other groups (families)" (Kahn et al., In Netemeyer, Boles, McMurrian, 1999). thus, demands from one role disrupt the performance of other roles (Katz & Kahn, 1978; Voydanoff, 2004). Some role demands refer to the responsibilities, requirements, expectations, tasks, and commitments associated with the given role.

Workers women are required to adopt various roles including mothers, workers, wives, daughters. They may also experience greater conflict between these roles, for example they must devote more time in the family and therefore they may experience more psychological pressure than men (Pleck in Kafetsios, 2007). According to Greenhaus and Beutell (1985) the causes of difficulty aligning roles in the work and family domain are lack of time available due to long working hours, inflexible working hours, too much pressure or the role of inappropriate behavior. In addition, some researchers also explain that the risk factors of other WFCs are more and more people in the household, and more weekly work hours (Byron, 2005; Crompton & Lyonette, 2006; Öun, 2012).

Kafetsios (2007) said that the workplace has an influence on WFC such as in the private sector and education sector. Jobs in the private sector such as bank employees, government employees, factory workers, and salespeople generally last 40 to 50 hours a week. Daily work hours of work are on average 7 to 8 hours per day. In the field of work education as school teachers, tutors or tutors, and lecturers generally lasts 30 to 48 hours per week, working days for various educational professions are 5 or 6 days a week. Based on the description of working hours, it can be understood that the amount of time spent working by women is an average of 8 hours a day for 5 or 6 days a week. The situation also means that the time that can be used to meet and take care of the family is in the afternoon until the time of sleep at night.

Teacher's work is one of the choices of work for women in Indonesia. According to Cinamon, Rich, and Westman (2007) work for someone is considered to cause WFC if the work is considered to have disrupted family life. WFC arises from a role stressor because it undergoes multiple roles at one time. Much of the teaching profession is related to specific situations in the teacher's work such as when the teacher has to dedicate more time at work than with the family. Furthermore, stressors that are felt to be related to teaching can cause a feeling of lack (low self-efficacy). Problems such as burnout due to heavy workloads even though teacher working hours are more flexible compared to office employees. According to Booth (2011) WFC occurs because of a lack of physical

and mental fatigue caused by work that causes domestic disharmony.

WFC also has negative impacts on work life such as marriage dissatisfaction (Meliani, Sunarti, & Krisnatuti, 2014), work dissatisfaction (Kafetsios, 2007), decreased work performance (Majekodunmi, 2017), Psychological distress (Kafetsios, 2007; Ahuja et al. 2007) , 2007), resignation from work (Raymo & Sweeney, 2006). Several literars explained that from WFC there are affective components that affect life in the work world so that this role conflict can interfere with performance in the workplace and in other environments. WFC is a prediction of perceptions of work stress and work fatigue (Barsade, Brief, & Spataro, 2003). The (American) National Institute for Occupational Safety and Health (NIOSH) considers that WFC as one of the 10 most significant stressors at work (Kafetsios, 2007). Similarly, the results of a preliminary study conducted by Boless et al (in Ahuja, 2007) also explained that WFC is one of the causes of stress.

WFC is not only influenced by internal components but also external components. Organizational support felt by employees is proportional to job satisfaction and life satisfaction felt. According to Gagne '(2003) autonomy support and job satisfaction are mediated by satisfaction with needs. In the context of work, autonomous support from managers or leaders to employees increases trust in the organization, positive affect and satisfaction, and reduces turnover, increases feelings of competence, and better performance. Such support is manifested in the form of work commitment, loss of negative feelings, and well-being (Eisenberger et al in Pannachio & Vandenberghe, 2009).

The professional structure of the teacher in the school environment is under the leadership of a school principal and at least one vice-principal. Autonomy support in the context of the relationship between leaders and subordinates highlights the relationship between leadership behavior and work autonomy, which is a condition when employees can arrange themselves when they have to take steps needed in completing their tasks (Hackman & Oldham in Slemp, Kern, Patrick, & Ryan, 2018). Furthermore, according to Slemp, Kern, Patrick, & Ryan, (2018) Autonomy of support from leaders is behavior that is shown by the ranks of leaders collectively which encourages a work climate that shows support and understanding between leaders and subordinates.

The teacher's duties and responsibilities require teachers to be in school during class time. Business hours start at seven in the morning until three in the afternoon with 6 working days a week. The responsibility for implementing teaching assignments for teachers is also demanded to be managed with standards set by the education authority and supervised by schools. The implementation is not only the teaching process in the classroom, but also extracurricular activities, practicum, laboratory, field studies for those who need it, and other relevant activities. Furthermore, teachers are also tasked with preparing learning programs which include Annual Program Plans, Semester Programs, Study Implementation

Plans, Assessment Standards and Norms, and Teaching Media. This process requires considerable amount of time to be well prepared, and it is not uncommon to force teachers to do it at home so that it can be completed on time.

Referring to autonomy support, in completing tasks, a person who is given the freedom to decide, feels an understanding of his decision, is given the freedom to choose the methods and methods to be used, will be able to show behavior that is motivated by autonomy (Deci & Ryan 2000; Gagne '2003; Baard & Ryan, 2017). In female teachers, work assignments as a teacher are also supplemented by household tasks. Autonomy support felt from superiors has been proven to help individuals to feel well-being in the work environment (Chirkov et al, 2003; Slemp, Kern, Patrick, & Ryan, 2018). This study was designed based on the assumption that perceived autonomy support or Percieved Autonomy Support can predict the level of Work Family Conflict on female teachers in the city of Padang.

2. METHOD

The purpose of this study was to prove the relationship between Perceived Autonomy Support and Work Family Conflict on female teachers in Padang City empirically. The subjects of the study were 471 high school / vocational school female teachers in Padang. The inclusion criteria in this study were married, having children, and actively teaching.

This study uses several scales as data collection instruments, namely: 1) Work Family Conflict Scales (WFCS) adapted from Netemeyer, Boles, and McMurrin (1996) and Haslam, Filus, Morawska, Sanders, and Fletcher (2015). Furthermore, the measurement of Percieved Autonomy Support uses the Percieved Autonomy Support Scale: The Work Climate Questionnaire (PASS). This scale is an adaptation of Percieved Autonomy Support: The Work Climate Questionnaire compiled by Baard and Deci (2004). Scale reliability test results (α) WFCS = 0.875 and (α) PASS = 0.886.

Data analysis technique to test the hypotheses in this research is to use simple regression analysis. Previously it is necessary to test the normality of the regression model from the data and the results are obtained that the data are not normally distributed $KS-Z$ WFC = 2.547 and PAS = 2.224 ($p > 0.05$). The assumption of homogeneity of data has been fulfilled with a statistical levene value = 1269 ($p > 0.05$) which indicates that the data variance is homogeneous. Linearity test results show that the relationship between the variable Perceived Autonomy Support and Work Family Conflict has a linear relationship with $F = 61.167$ and $P < 0.05$. Thus the linearity assumption of this research variable can be tested with Rank Spearman's non-parametric statistics.

3. RESULTS AND DISCUSSION

Results

Testing the hypothesis of this study using non-parametric statistical analysis Rank Spearman with the help of SPSS 20 statistical programs. The results of the correlation test of the variables of this study were carried out there is a significant negative correlation between Perceived Autonomy Support and Work Family Conflict with Rho value = -0.357 ** with $p < 0.01$. The analysis shows that there is a significant negative relationship between Perceived Autonomy Support and Work Family Conflict.

Discussion

The results of the non-parametric statistical analysis of the Rank Spearman Rank of the variables conducted in this study are that there is a significant negative correlation between Perceived Autonomy Support and Work Family Conflict with the value of Rho = -0.357 ** with $p < 0.01$. The analysis shows that there is a significant negative relationship between Perceived Autonomy Support and Work Family Conflict. The correlation between these two variables is in a very close and meaningful category between Perceived Autonomy Support sourced from superiors at school and Work Family Conflict on female teachers in Padang City.

The direction of the negative correlation indicates that if the Perceived Autonomy Support is increasing it will further decrease the Work Family Conflict on female teachers in the city of Padang. Based on Baard and Deci (2004). Perceived Autonomy Support provided by superiors includes the freedom to determine when to start work and the freedom for subordinates to determine how best they choose to be able to complete their work. This is really needed by the teacher because the task of a teacher is not only to teach in the classroom, but also to prepare lesson material, syllabus, lesson plans, make exam questions, provide exercises and assignments for students, check work results, determine grades, make assessment reports, and oversee the examination process. Not infrequently this work also takes up the teacher's time even though they have returned to their respective homes.

According to Bianchi (in Rachmaputri & Haryanti, 2015) difficulties in regulating task completion in the workplace are the cause of work-family conflict. This is because bringing work to be done at home results in various roles and duties as wife and mother at home being neglected. This increases feelings of guilt and distress, and even feeling bored with having to choose between prioritizing roles in the household with work assignments that are both piling up and pressing to be resolved.

In overcoming work-family conflicts, superiors' contributions that show understanding, provide flexibility in working, are democratic, provide information needed openly, and are able to show appreciation have proven to have a significant correlation in reducing role conflict for female teachers in the city of Padang. The higher the Perceived Autonomy Support that comes from superiors in schools and Work Family Conflict on female teachers in the city of Padang.

4. CONCLUSIONS

Based on the results of the analysis of research data, it can be concluded that the results of the analysis indicate that there is a significant negative relationship between Perceived Autonomy Support and Work Family Conflict. Based on these findings, the working hypothesis (Ha) of the study was accepted.

These findings can contribute as follows: First, for female high school / vocational school teachers in Padang city to work to plan their work so that they do not have to take up time while at home. This is so that when they are at home female teachers in carrying out their roles as wives and mothers are more flexible and more focused. Second, for Principals and Deputy Principals, in order to increase Perceived Autonomy Support by being more democratic in supervising and directing the way in completing the work assignments of teachers, so as to provide flexibility in work, thinking, and opinion can help teachers to be more independent in undergoing his role as a teacher and his role in the family. And third, for further research, in order to be able to examine other matters relating to work-family conflict in female teachers, for example internal factors such as personality, hardiness, or religiosity, or through external factors such as family support, husband's role, and other matters. things related to the social environment.

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