

Role conflict and performance of part time students in Indonesia: The effect of burnout, coping behavior and spiritual intelligence

Leli Nirmalasari^{1*}, Minai Minai²

Universitas Utara Malaysia. Malaysia^{1&2}

lelinirmalasari@digitechuniversity.ac.id¹, msminai@uum.edu.my²



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Abstract

Purpose: This study examined the relationship between role conflict and the performance of part-time students in Indonesia, with a focus on the effects of burnout, coping behavior, and spiritual intelligence.

Research methodology: The study tested performance, academic performance, and work performance, with extreme work stress (burnout) positioned as the mediating factor, and coping and spiritual intelligence positioned as moderating variables.

Results: This study found that role conflict negatively affects the academic and work performance of part-time students, and burnout mediates this relationship. Coping behavior and spiritual intelligence moderate the relationship between role conflict and performance.

Limitations: Within the context of demographic factors, some authors, such as Waskito (2019), Kastaman and Coralia (2022), and Wardani and Pitensah (2021), suggest examining the effect of factors such as age and ethnic groups. Thus, in future studies, it is advisable to review the effects of demographic factors such as age, ethnicity, and income level.

Contribution: This study contributes to the existing literature by providing a new perspective on the performance of part-time students and highlights the importance of considering role conflict and its effects on their performance.

Keywords: *Performance, Part-time Student, Role Conflict, Burnout, Coping Behavior and Spiritual Intelligence*

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1. Introduction

Performance is the ability to do something to achieve the goals that have been set or the results achieved by someone according to the standards that apply to the job in question or is a record of the gains resulting from the function of a particular job for a certain period (Putra, Ahadiyat, & Keumalahayati, 2023). Student performance is an issue that is often discussed, especially with regard to the competition between universities to attract potential students to choose a university (Remiasa, 2000), to provide learning satisfaction to students (Mulyawan & Juhana, 2015), and to address the issue of job satisfaction among lecturers (Kusuma, 2017). Student performance is also considered important in ensuring that students can achieve the best level with various factors that affect their learning environment. Atmanti (2005) suggested that student performance should be studied periodically to ensure that students obtain the best knowledge from their investments and studies at the study site. Tamirat (2023) opined that knowledge is a very important factor in influencing youth employment conditions.

At a glance, part-time students play two roles: as students and as employees of the company. They must ensure that both roles are carried out to the best of their ability to achieve the best performance, both

work and academic. For them, part-time students or students who are studying and still working in their organization or office, performance issues are important in determining their academic performance as their work performance reaches the desired level. Their objective was to achieve the best level in both areas of work. However, their situation and condition, having two roles at a time, require significant sacrifices. Time, money, and afford put them in a less comfortable position than full-time students, who can fully focus on learning. However, the work experience of part-time students may help them understand the learning that takes place at higher education levels (Daulay & Rola, 2009).

This paper is based on a study conducted to test the research framework examining the relationship between role conflict and performance (both academic and work performance) of part-time students in private higher education in Indonesia, with burnout as a mediating variable and coping behavior and spiritual intelligence as moderating variables. There has not been much research on the achievements of part-time students, who find role conflict as a consequence of their choice to develop themselves.

According to Mardelina and Muhson (2017), part-time and full-time students' performance must be viewed from different perspectives. For example, part-time students studying using their own funds face more stress (Dudija, 2011), especially those with limited salaries and funds to pay for tuition. A stressed employee is less likely to be effective in discharging his or her duties at the workplace (Patrick, Chike, & Phina, 2022). Realizing the potential benefit of education is one of the ways to develop a career and earn a decent salary, most part-time students force themselves to study in college and think of it as an investment (Cimera, Thoma, Whittenburg, & Ruhl, 2018).

In Indonesia, there has been a new phenomenon where there is a drastic increase in the number of part-time students. Most of them are studying at private universities. For these private universities, the increase in number reflects the new demand and opportunity to get students for the continuity of their institutions (Perdani, 2015). This is also viewed as a mutually beneficial condition for part-time students and private tertiary institutions to help the Indonesian government increase the gross enrolment rate in higher education. In 2020, Indonesia was ranked 4th position among ASEAN countries according to the BPS/Centre of Statistic Institution in Indonesia, as shown in Table 1 (Mutia, 2022).

Table 1. Gross Enrolments rate

No	Country	Percentage (%)	No	Country	Percentage (%)
1.	Singapore	91,09	7.	Vietnamese	28,64
2.	Thailand	49,29	8.	Myanmar	18,82
3.	Malaysia	43	9.	Timor Leste	17,75
4.	Indonesia	36,31	10.	Cambodia	15
5.	Filipina	35,52	11.	Laos	13,48
6.	Brunei Darusalam	32			

Source: Mutia (2022)

Looking at the percentage of citizens who enrol in higher institutions and considering the population of Indonesia, the number of gross enrolments is higher than in any of the above countries listed in the table. Thus, studying students in Indonesia is important for providing rich insights into matters regarding them.

2. Literature review

Working or part-time students are individuals who undergo their study activities while working in the business sector, either part-time or full-time (Siregar, 2015). Currently, part-time students or employees studying in institutions of higher learning, such as universities, institutes, colleges, and polytechnics, are often found because learning opportunities in higher education are very open, especially in private

higher education. It has been proven that self-control is needed as an enabler for changes that simplify the work and academic performance of part-time students.

An investigation by Ismail (2014) on the relationship between work-life balance and work performance among adult students working at Universiti Utara Malaysia (UUM) revealed that most respondents agreed that two dimensions: work life (values) and work-life balance (control) can improve performance and productivity. Part-time students are indeed students who have a difficult perspective; it can be said that students must acquire a divide of time between responsibilities as students and workers, and must be able to achieve standard performance as employees and as students if they are to achieve success in both roles. According to Katebi, HajiZadeh, Bordbar, and Salehi (2022), the level of employee performance is highly dependent on employee abilities, such as the level of education, knowledge, and experience, where the higher the level of ability, the higher the performance. Part-time students can achieve several performances, such as academic performance, work performance, artistic performance, performance sports, and environmental performance.

Performance issues encompass several aspects. Every organization's main goal is to attain optimum productivity and achieve excellent performance in all operations (Darko, Bans-Akutey, Ugoh, Ankomah, & Afriyie, 2022). However, the key to performance is the objective or the goal. Organizations and individuals have goals. Part-time students have goals and objectives related to their academic and work performance. Lidiawati, Sinaga, and Rebecca (2020) mentioned that goals are measurable and related to their specific intentions. Andrayani, Puspitasari, and Kusumawati (2022) discussed the measurable and specific targets. For part-time students, the academic performance they are pursuing and the work performance that they must maintain should be considered.

The dimensions of academic and work performance of part-time students need to be considered from the view point of academic and non-academic perspectives (Faizah, 2019). The academic viewpoint of students normally refers to (i) their academic results according to the subject results they attended and (ii) the extra curriculum grade point from the course they have attended. Non-academic performance includes participation in studies that make students aware of the academic community and simultaneously contribute to academic award winning. However, many studies do not consider non-academic performance to measure student performance, although academic awards and recognition are considered. Olutola, Nuraddeen, and Olatoye (2023) and Tanumihardja and Husein (2019). Measurable academic performance is clearly represented by the cumulative grade point average (CGPA) obtained every semester. performance is often linked with the capacity of an organization to meet its goals over a period of time (Stainer, 2006) in Nosike and Egbunike (2021).

Although non-academic performance and recognition, such as student leadership and student community contribution, which can be viewed as the performance of students at higher institutions (Kolatlana & Riry, 2022), are not considered in our study, these dimensions should be considered in future research. We only asked about non-academic awards in order to examine the potential contribution of student performance to academic performance. We obtained significant results within the framework; thus, we suggest that the inclusion of non-academic performance will make the construct of student performance more holistic. Nevertheless, our dependent construct refers to academic performance, which can be represented by CGPA.

With regard to part-time students' work performance, we examined the aspects of their practices and duty performance at the workplaces that put them as responsible employees. Sholikha and Pujianto (2023) suggest examining their key performance indicators (KPIs) as indicators of employee performance. In our study, while KPIs were obtained from part-time students, their opinions regarding their motivation (work and study) were covered to look into their desire to push forward and challenge the critical situations part-time students face while pursuing their studies at higher institutions. According to Robbins (2006) in Violinda, Shofiana, and Indiworo (2023), workers' KPIs should be observed from the perspective of (i) work quality, (ii) work quantity, (iii) punctuality, (iv) effectiveness, and (v) independence. The questions regarding work performance in our study focused on these elements in addition to the direct question on their yearly KPIs.

In our view, part-time students' performance needs to be considered from both academic and work perspectives so that the goals of both being a student and a worker are achieved. From the employers' perspective, quality of work must be maintained if not improved, whereas employees want to give their best in their studies without sacrificing the quality of their work. With the same number of hours available to each of us, the performance of academics and work is at stake and needs to be balanced. Basyir (2022) suggests that knowledge obtained whilst studying helps to a better quality of work and such situation offers advantages to the part-time students in dealing with their academic and work performance.

For part-time students, the situation in which they engage by registering as students requires them to have additional responsibility, if not an additional burden. It is believed that by registering as part-time students, they have considered all aspects and calculated the risks they may face, in addition to the excitement of becoming students at higher institutions. According to A. Purwanto (2020), the objectives of seeking a degree vary from (i) acquiring knowledge, (ii) work and career development, and (iii) excitement and image as graduates. When they (the workers) become part-time students, they have two roles or two responsibilities to perform: (i) to continue the role as workers and (ii) to spend time reading and participating in the study process to ensure that the degree is obtained at the end of their studies. Both require time and commitment from part-time students. most likely that in certain situations and times, they face a situation that can be referred to as role conflict.

From many observations, such as Afandi and Ismail (2022), Wang, Cooklin, Strazdins, Zhao, and Leach (2023) and Laderwarg (2021), role conflict is suggested as the main and key criteria to affect the academic and work performance of the part-time students. A key difference to most studies regarding the academic performance of higher institutions is that view independence constructs, such as student qualification and lecturing quality, full-time students do not carry the responsibility of the workers of any organization. This paves the way for role conflict among part-time students in relation to their academic and work performances. Employee performance is a vital concept in an organization, and managers of these businesses must have a thorough awareness of the aspects that affect employee working performance (Phina, Patrick, & Nwabuike, 2022).

With regard to role conflict as the independent variable affecting the academic and work performance of part-time students in our study, the perception of part-time students regarding their responsibility and attributes, as well as their characteristics and actions before and after becoming part-time students, were investigated. These questions are meant for details regarding performance variations related to their KPIs.

According to Saviera and Juniarily (2020), the dimensions of role conflict include (i) time-based conflict, (ii) strain-based conflict, and (iii) behavior-based conflict. Thus, in our model, we tested (i) the attention given to work tasks before and after becoming part students, (ii) the time allocated for study, especially during office hours, (iii) acceptance of extra work, (iv) providing academic reasons for not accepting certain jobs by the employer, (v) attention and tiredness during class, and (vi) knowledge from the study used during work.

3. Methodology

The research strategy used in this study is a quantitative approach with descriptive methods and related inferential statistics. This research will describe or provides an overview of the performance that can be achieved by working students, such as students and employees. They face a unique situation that triggers role conflict, as employees must display job performance and academic performance if they are to achieve success in both. This is the first step in this study to ensure that the relationship between these variables is significant.

Looking at the relationship between role conflict and part-time student performance (both academic and work performance), several factors can be associated with this relationship. For example, in previous studies, based on different independent factors, mediator factors such as the work environment and

social support have been linked (Kuncoro, Wulan, & Haryono, 2018; Prasetyo, Fathoni, & Malik, 2018). It has been argued that there is a need to consider work stress as a result of role conflict. Stress is a condition in which a person is challenged with an opportunity for what the person wants and the outcome of which is uncertain and essential (Rahman & Shanjabin, 2022). Although many studies have examined the role of work stress (Hutagaol & Wibowo, 2023; Pandey, 2020; Sutrisno, 2022), extreme work stress or burnout has rarely been applied. Madigan and Curran (2021) suggested that burnout can lead to worse performance, and Parashakti and Ekhsan (2022) highlighted the severe effect on the health condition of an individual. Thus, the burnout construct can be positioned or hypothesized as a mediating factor in the relationship between role conflict and performance of part-time students, as assumed in the construct of the theoretical framework.

Both work stress and burnout result from heavy workloads (Matthews, Wohleber, & Lin, 2020) and long-hour demands of responsibility (A. B. Purwanto & Sahrah, 2020), uncontrolled situations (Kosasih, 2019), and treatment and conflict of task and responsibility lead to certain insecurity regarding the activities that one is doing (Sitompul, 2022). Basar (2023) suggested examining work stress and burnout from the perspectives of (i) emotional exhaustion, (ii) depersonalization, and (iii) dissatisfaction with self, work, and life.

In our study, the burnout dimensions of time- and strain-based conflict, focusing on the severity of conflict, are emphasized. As highlighted earlier, work stress focuses on extreme stress and burnout. The dimensions of work stress, as mentioned by Griffin (2013) in Ningsih, Perizade, Hanafi, and Widiyanti (2020), are (i) physical and (ii) non-physical work stress that leads to the physical and emotional response to the situation-related someone failing to cope with. With regard to time-based conflict, Parashakti and Ekhsan (2022) suggest that prolonged stress affects the individual, and extreme work stress occurs during both short and long periods, in addition to the existing heavy workload someone is carrying. Strain-based conflict includes the pressure arising from the pressure to perform academic work and additional work from the workplace. Greenhouse and Beutell (2013) also mentioned behavior-based conflict, which includes the different behaviors and characteristics arising from both activities that part-time students must perform in meeting the standards demanded from both roles.

Thus, the theoretical model can be setup as the following

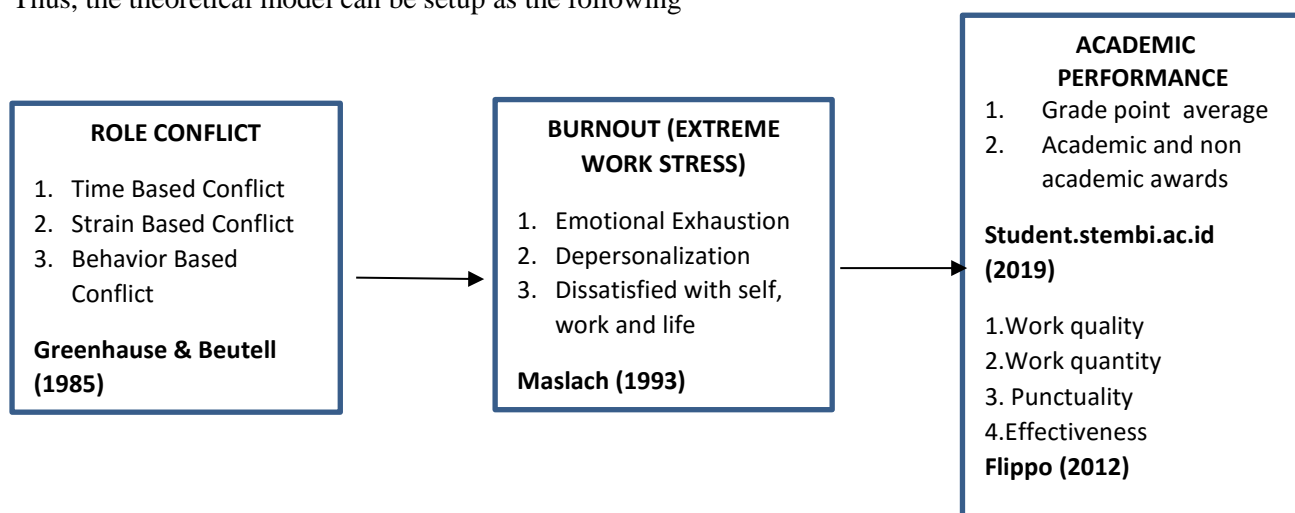


Figure 1. The Theoretical Framework for examining the Effect of Role Conflict and Performance for part-time student

This theoretical model is similar to the theoretical model highlighted by Rahayu and Hidayat (2021) in explaining the relationship between role conflict and employee performance, with job stress as the mediator. The key difference is that the model refers to two dependent variables: academic and workplace performance. Moreover, the mediator covers burn-out situations and extreme work stress instead of normal work stress. In this study, performance refers to job and academic performance with extreme work stress (burnout) as the mediator, with specific dimensions for every construct.

4. Result and discussion

4.1. The Research Framework

Examining the other potential constructs to strengthen the theoretical framework of the relationship between role conflict and performance with burnout as the mediating variable, the construct of coping behavior and spiritual intelligence could play a role in affecting the theoretical model. These constructs have been suggested by several authors such as Sharma and Pestonjee (2020), Yaghoubi and Mousavi (2022), and Hasan and Muafi (2023). Whilst Soto-Rubio, Giménez-Espert, and Prado-Gascó (2020), Zia-ur-Rehman and Fatima (2022) and Gong, Chen, and Wang (2019) look into the emotional intelligence, Pratiwi, Kartini, and Inrijawati (2023) and Rohmah (2021) look into the intellectual intelligence, not many suggested to look into the spiritual intelligence.

For coping behavior as a moderating variable, it is the norm that all individuals make efforts to manage the environmental demands and conflicts that arise, reducing discrepancies/perceptual gaps between situational demands both from individuals and the environment with the resources they use to deal with stress (Voitenko, 2021), (2021). Lin, Probst, and Hsu (2010) have used coping behavior construct as the moderator to the relation between job stress and depression among psychiatric nurses in Southern Taiwan. Dardas and Ahmad (2015) used coping strategies as moderators in the relationship between stress and quality of life among parents of children with autistic disorder. While the coping behavior construct is not available in testing the relationship between role conflict and performance of part-time students, such a trial is considered worth and offers valuable insight.

Dede la Fuente et al. (2020) suggested the dimensions of coping behavior to include (i) adaptive and (ii) maladaptive behaviors. These can be covered under (i) problem-focused strategies and (ii) emotion-focused strategies, as suggested by Febrianti (2022). Within our study, coping behavior is more suitable to be considered as the moderating construct of the relationship between role conflict and burnout constructs, as part-time students realize the potential role conflict and thus enter into such a situation with awareness. They prepare themselves with certain expected coping behaviors, and if a work stress situation, especially burnout, emerges, such coping behaviors become the moderator construct of such a relationship. The coping behavior construct can also be argued to be a moderator between burnout and performance; however, it is not convincing to consider it that way. Coping behavior is a concept that prevents work stress (Ferdiawan, Raharjo, & Rachim, 2020) and, thus, is not a maintenance construct for performance. The more suitable consideration is the moderating construct, as part-time students should be aware of role conflict and the potential burnout to exist when they start to become students at higher institutions.

The variables of personal traits, personal experience, and social support were covered within the context of coping behavior focus strategies, and part-time student plans and preferences, situations, and preferred styles were included in the questionnaires. This strengthens the research model and offers a more comprehensive dimension of coping behavior in our study and is expected to be used in future studies.

Regarding the spiritual intelligence construct, when the work environment and workload have no influence, high spiritual intelligence will give deeper meaning to work and what employees will receive in the future (Yogatama, 2018). Spiritual intelligence is an important construct to be considered as a moderating variable, especially when part-time students face burn-out situations that trigger pressure on their performance. Rahmawaty, Rokhman, Bawono, and Irkhami (2021) highlight the variables of emotional intelligence and spiritual intelligence to have a positive and significant influence on communication competence and employee performance. Ma and Wang (2022) suggested that spiritual intelligence as a new type of intelligence is limited in education as it connects one's mental and spiritual life to students' performance.

Zohar (n.d.) has called for looking beyond the rational and emotional intelligence with the twelve principles of spiritual intelligence, as a new paradigm of intelligence for collaborative action. Thus, examining the effect of spiritual intelligence on the relationship between burnout and part-time student performance may offer great insights and value to studies conducted in similar situations.

The dimensions covered in our study include three points of view: (i) religious spiritual, (ii) social, and (iii) religious ethics. We believe that the ability to access and sense connections to divine consciousness, especially among believers of certain religions, can be detected. The focus of the construct should be on part-time attributes and feelings such as compassion, empathy, gratitude, and humanity, as suggested by Primadani (2022). In addition to religion's perspective (i.e., prayers and meditation), engaging with society also brings a positive sense and feeling about the neighborhood and surroundings. These were covered within the three dimensions of spiritual intelligence in our research framework.

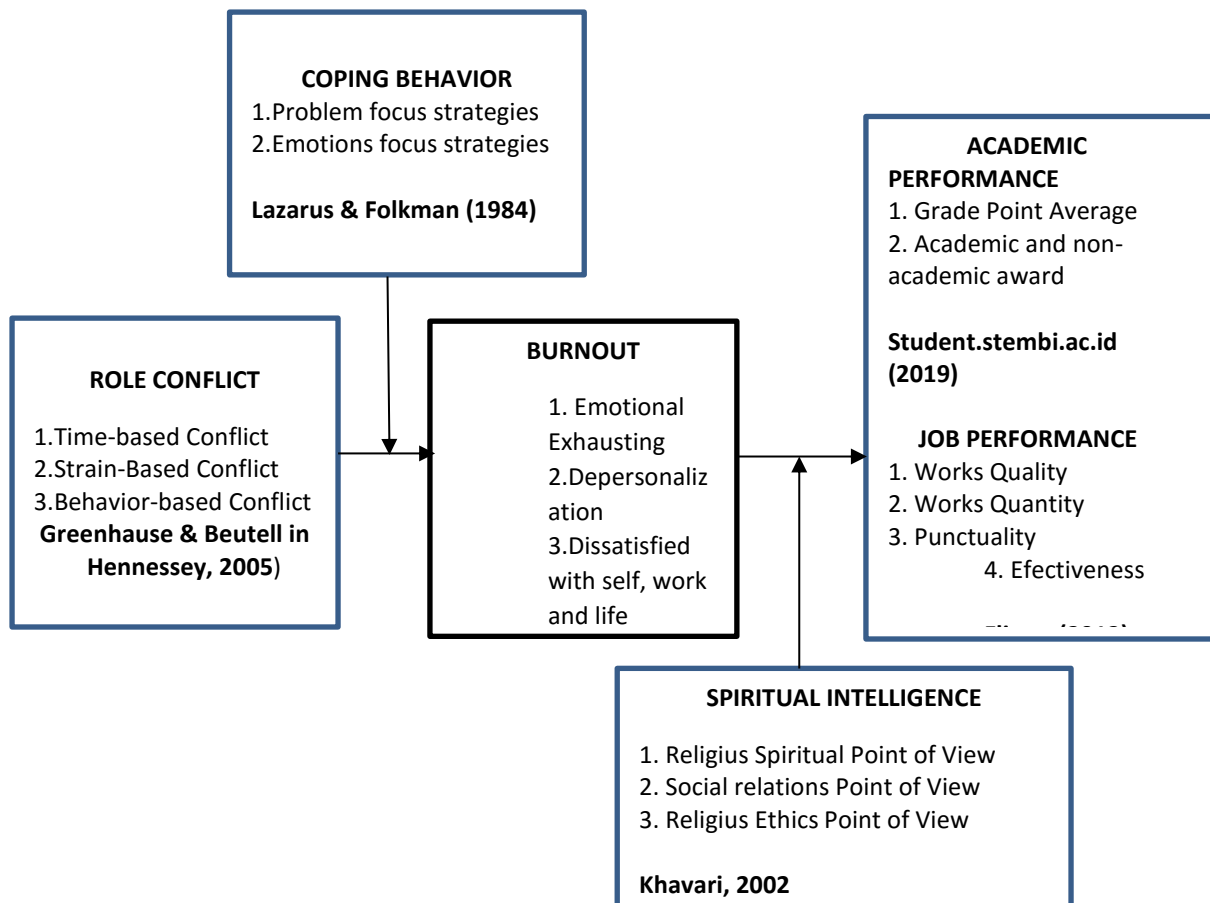


Figure 2. The Research Framework for examining the effect of role conflict and performance for part-time student

From the results of our study, it is evident that there is a highly significant relationship between the theoretical construct of role conflict, burnout, and both dimensions of part-time student performance. For the moderator, there is a highly significant moderating effect of spiritual intelligence on the relationship between the burnout construct and performance; however, the significant effect of the coping behavior construct on the relationship between role conflict and burnout cannot be proven.

5. Conclusion

It was concluded that the proposed research model was highly reliable. It has been tested and shows a strong connection between the variables, especially in the theoretical model. Although the research model was not fully supported, the coping behavior construct did not significantly support our research model. Further investigations and new data collection methods will support this framework.

We believe that the proposed framework is highly reliable for examining the performance of part-time students from the perspective of role conflict. In fact, it can also be applied for full-time students who work as part-time workers. The framework can be worked on, and with more testing, it is expected to be a solid model that can be replicated in any applied research regarding the performance of part-time students. Although coping behavior was not proven to be a significant moderating construct in our

study, it is expected to be proven by other research. The construct of spiritual intelligence has been proven to moderate the relationship between role conflict and burnout in this study's model.

Again, the authors concluded that the proposed framework is highly reliable for examining the performance of part-time students from the perspective of role conflict. In fact, it can also be applied for full-time students who work as part-time workers. The framework can be worked on, and with more testing, it is expected to be a solid model that can be replicated in any applied research regarding the performance of part-time students. Although coping behavior cannot be proven as a significant moderating construct in our study, it is expected to be proven in future research.

Within the context of demographic factors, some authors, such as Waskito (2019), Kastaman and Coralia (2022), and Wardani and Pitensah (2021), suggest examining the effect of factors such as age and ethnic groups. Thus, in future studies, it is advisable to review the effects of demographic factors such as age, ethnicity, and income level. In our study, we considered these factors, and most proved to be significant. Researchers such as Gómez-García, Alonso-Sangregorio, and Llamazares-Sánchez (2020), Zuhri, Rahmawati, Asmadi, and Ulfa (2023) and Dayanti (2019) have included these variables in their study and reveal significant relations in their models, regarding work stress instead of burnout variable in their models. The burnout construct is believed to be more crucial than the work stress construct, as the latter sometimes cannot explain the severe situation one can be when we want to examine part-time student performance.

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