



## The Relationship Between Self Efficacy, Work Life Balance and Work Overload on Emotional Exhaustion of Students Who Work Part Time

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### ABSTRACT

University students are an intellectual group that is currently enrolled in classes. Students engage in employment and business off campus in addition to their coursework. In order to reduce emotional exhaustion in students who work part-time, this research aims to investigate the relationship between work overload, work-life balance, and self-efficacy. It is hoped that this research will serve as an assessment tool for employers, encouraging them to focus more on employee work-life balance, self-efficacy, and work-life balance. emotional weariness. The methodology used in this study is quantitative. Purposive sampling together with statistical techniques were used to properly assess the data. SmartPLS 3 software is used in this study to evaluate the theoretical framework. Combining assessments of discriminant and convergent validity allowed for the verification of construct validity. Internal consistency testing was used to assess construct reliability. The significance is evaluated using the bootstrapping technique. The study's findings indicate that the emotional tiredness experienced by students who work part-time is significantly influenced by job overload, work-life balance, and self-efficacy.

## INTRODUCTION

According to Wijaya (2016), students are a group of intelligent people who attend colleges with the expectation that they will be able to lead their country, community, or the workplace. Students engage in employment and entrepreneurship off campus in addition to their coursework (Octavia & Nugraha, 2013). A common observation is that students often play two roles: they work and study (Mardelina & Muhson, 2017). Students who combine part-time employment and study may experience both advantages and disadvantages. Rastafary & Rustika (2019) state that the benefit of studying while working is that students can assist parents in paying for daily expenses and tuition, while the drawback is that it makes students who work have less time for their studies. When suffering emotional weariness, working students are typically emotionally spent (Devine & Hunter, 2016). Their desire to drop out of college and concentrate on job is influenced by this emotional tiredness. According to studies by Maslach et al. (2001), emotional exhaustion is an extreme emotional state brought on by work that leaves a person feeling depleted of energy and emotional resources. Under the title *Research on the Influence of Emotional Exhaustion on Job Satisfaction in Students Who Work Part-Time*, Samosir (2020) carried out additional supporting research that focused on the detrimental impact of emotional exhaustion (80.5%) on job satisfaction (19.5%) in students who work part-time. Part-time students' emotional tiredness falls into the high range according to data categorization. Among the Lack of balance in the subject's work life makes it difficult for them to distinguish between their personal and professional lives, which contributes to emotional exhaustion. According to Allen & Martin (2017), work-life balance refers to an individual's daily endeavor to allocate time between their professional obligations and personal pursuits such as family, friends, community involvement, spirituality, personal development, self-care, and other activities. proportionate. the work, responsibility and job expectations are the things that decide whether the burden is heavy or low. This subsequently affects how quickly employees finish their tasks, causing a variation in productivity levels between individuals based on their individual workloads (Kurniawan et al., 2016).

Self-efficacy is one tactic to avoid emotional exhaustion. Self-efficacy is defined by Rahmati (2015) as a student's belief in their ability to perform academic tasks, such finishing projects or preparing for tests. Students that have confidence in their own skills will be very driven to learn, succeed, and grow. Conversely, children with low self-efficacy will struggle to manage demanding tasks and activities. They'll probably experience pressure, worry, and a lack of knowledge into how to solve problems. Work-life balance, self-efficacy, and workload characteristics are among the variables that can impact emotional exhaustion. The variety of work types results in variations in the workload

required of employees. How complex According to the explanation provided by the author, the purpose of Reviewing the phenomenon of emotional exhaustion is the goal of this study. Scholars aim to examine the distinctive characteristics of participants, namely students with part-time jobs. Because of this, researchers are looking into how self-efficacy, work-life balance, and workload relate to the phenomena of emotional weariness in students who work part-time.

## **LITERATUR REVIEW**

### ***Selfefficacy***

Self-efficacy, according to Bandura (1997), is a person's confidence in their capacity to plan and execute the steps necessary to complete a given task. According to Bandura (1997), there are three: strength, generality, and level. Level refers to a task's specific difficulty level. When presented with an assignment, people can arrange the tasks according to difficulty. People are free to choose the steps they believe are necessary to finish a task at that level. The scope of the field that people operate in is known as generality. The degree to which people have confidence in their ability to perform different activities. Strength is a person's strong self-belief in their skills. Those that are highly confident in their skills will continue to try even though there are numerous challenges or barriers. As "self-confidence in knowing one's abilities so that one can exercise a form of control over the person's own benefits and events in the surrounding environment," self-efficacy is defined by Jess & Gregory (2011). Drawing from multiple perspectives, it may be inferred that self-efficacy is the conviction that one can perform actions to get specific outcomes.

### ***Work-life Balance***

The degree of satisfaction that a person derives from their various occupations in relation to harmony or balance in their lives is known as work-life balance (Mcdonald & Bradley, 2005). According to Parkes & Langford (2008), a person who can commit to both work and family and is in charge of both non-work-related responsibilities is said to have a work-life balance. The ability of an individual to manage work and family responsibilities is known as work-life balance. According to Dex & Bond (2005), a representative's ability to overcome obstacles and maintain balance in both their personal and professional lives is crucial for achieving life balance. In this study, work-life balance is defined as a situation in which an individual's demands and level of satisfaction with his or her professional and personal life are balanced, both in terms of time management, balance between roles and levels of satisfaction. The work-life

balance scale is used to gauge the degree of work-life balance. The degree of work-life balance increases with a greater overall score.

### ***Work Overload***

Overworkload, also known as excessive workload, is a condition that develops when an individual's talents cannot keep up with the demands of their environment. According to Riggio (2000), work overload in the industrial environment happens when a person is required to operate at an excessively fast pace, produce a lot of work, and pay close attention. One of the main causes of work-related stress is thought to be work overload. Murtiasri & Ghazali (2006) define work overload as when an employee has too much work that is out of proportion to their skills and available time. Work overload, then, is the state in which workers are expected to do duties or assignments that are above the scope of their actual capabilities or the substantial volume of work assigned to workers that needs to be finished in a set amount of time during which performing the activity or work calls for greater physical, mental, or even psychological capabilities from the individual. One source of stress in the workplace is work overload. When workers are overworked and overworked in general, this condition develops. Because extended work hours lead to employee intents that produce emotional tiredness, and because the target must be met 100% of the time and the error rate must be as low as feasible.

### ***Emotional Exhaustion***

According to Maslach et al. (2001), emotional exhaustion is an intense emotional state brought on by work that leaves a person feeling depleted of energy and emotional resources. According to Suminar & Yulianti (2013), working too hard, dedicating too much time to it, taking on too much work that takes a long time to finish, and neglecting needs, wants, and family members all contribute to emotional exhaustion. Lack of balance in the subject's work life is one of the reasons that contributes to emotional exhaustion, making it challenging for them to separate work and personal life. According to Allen & Martin (2017), a person's daily attempt to split their time is what constitutes work-life balance. between the demands of work and relationships with family, friends, the community, spirituality, personal development, self-care, and other personal pursuits. proportionate.

## **METHOD**

This study's research approach is a type of quantitative research. According to Sugiyono (2019), quantitative research is a positive philosophy-based methodology that asks questions on the link between two or more

variables in the formulation of the research problem. In order to test preconceived assumptions, this method is used to study certain populations or samples, gather data using research instruments, and analyze quantitative and statistical data. Purposive sampling was the technique employed in this study's sampling. One method for selecting samples while taking specific factors into account is called purposeful sampling. Because not every sample meets the author's defined requirements, the author employs a purposive sampling technique. As a result, the author established specific requirements that had to be met in order to select a purposive sampling technique. matched by the research samples used in this study. The requirements are living in Cirebon and maintaining student status while employed.

Both primary and secondary data sources are used in this study. Primary data was gathered from students who live in Cirebon City using a Google Form questionnaire. On Google Form, indicators are measured using a Likert scale. A method for measuring attitudes, beliefs, and perceptions of an individual or group toward social phenomena is the Likert scale (Sugiyono, 2019). By checking or crossing the appropriate responses, respondents indicate how much they agree or disagree with the assertions. There are several statements in the questionnaire. The secondary data used in this study comes from a variety of sources, including literature, books – both electronic and physical – past research journals, and literature reviews. (Hair and others, 2019). The Hair formula is used to determine the sample size, which is at least four or five times the total number of variable questions or items that can be employed in the study.  $N = 5 \times Q$ , where N is the sample size and Q is the question, follows. Since there were 25 question indications in all, 125 students who worked in Cirebon City made up the sample. We utilized the SmartPLS 3 program to evaluate our theoretical model. Convergent and discriminant validity tests for concept validity and construct internal consistency (reliability) testing were the two primary building blocks. Next, run a Bootstrapping test to get the outcomes of each hypothesis's test.

## **RESULTS AND DISCUSSION**

### ***Testing the Measurement Model (Outer Model)***

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Table 1: Outer Loading

	Self Efficacy	Work Balance	Life	Work Overload	Emotional Exhaustion
SE1	0.541				
SE2	0.873				
SE3	0.719				
SE4	0.68				
SE5	0.760				
SE6	0.819				
WLB1		0.575			
WLB2		0.834			
WLB3		0.763			
WLB4		0.668			
WLB5		0.682			
WLB6		0.860			

WLB7	0.785
WLB8	0.712
WLB9	0.867
WOL1	0.747
WOL2	0.836
WOL3	0.831
WOL4	0.792
EM1	0.510
EM2	0.869
EM3	0.690
EM4	0.729
EM5	0.719
EM6	0.871

Table 1 shows that the factor loading value exceeds 0.5, which indicates that all indicators are suitable and valid for inclusion in further analysis. Loadings above 0.5 are also acceptable, but factors with loadings below 0.5 should be removed (Chin, 1988)

### *Reliability Test*

Test of Reliability The SmartPLS 3.0 software is subjected to reliability testing using Composite Reliable values and Cronbach's Alpha. According to Solihin and Ratmono (2013), the variable is considered trustworthy if its Cronbach's Alpha and Composite trustworthy values are higher than 0.70. Table 2 presents it in further depth.

Table 2: **Reliability Test**

	<b>Cronbach's Alpha</b>	<b>Composite Reliability</b>	<b>(AVE)</b>
Self Efficacy	0.830	0.877	0.547
Work Life Balance	0.897	0.918	0.559
Work Overload	0.817	0.878	0.643
Emotional Exhaustion	0.828	0.877	0.550

Table 2 shows that the AVE value for each variable tested is greater than 0.5, which indicates that all variables in this study meet the criteria for discriminant validity. Based on these criteria, it is proven that all variables in this study meet the construct reliability criteria that have been explained.

### **1. R-Square**

The ratio of variation in the affected variable's value that can be accounted for by its influencing variables is known as the R square (R<sup>2</sup>). Three requirements apply to the R square value: When the R square value is 0.75, it falls into the strong

category; when it is 0.50, it falls into the medium group; and when it is 0.25, it falls into the weak category. Table 3 elucidates why r-square falls within the strong category.

R-Square in Table 3

	R Square	R Square Adjusted
Emotional Exhaustion	0.971	0.97

## 2. Hypothesis Testing Results



Figure 1. Path Diagram Research Model

### 3. Testing the direct effect

Tabel 4. Direct Effect Test Results

Hypothesis	Relationship	T Statistics ( O/STDEV )	P Values	Information
H1	SelfEfficacy -> Emotional Exhaustion	3.593	0,000	Significant
H2	Work Life Balance -> Emotional Exhaustion	9.282	0,000	Significant
H3	Work Overload -> Emotional Exhaustion	4.536	0,000	Significant

Hypothesis testing is seen from the t-statistic value and p-value. The t-statistic value test aims to determine the influence between variables in an idea (construct). The criterion for the t-statistic value is  $> 1.96$  and a hypothesis can be said to be significant if the probability/significance value (P Value) is  $< 0.05$  (Juliandi, 2018). The table displayed above shows the substantial and significant effects inherent in each variable relationship

## DISCUSSION

### *a. The Effect of Selfefficacy on Emotional Exhaustion in Students Who Work Part Time.*

Self-efficacy significantly reduces emotional weariness, as evidenced by a p-value of 0.000, which is less than 0.05, and a T-table value of 3.593, which is larger than 1.96, according to the research findings. One could argue that hypothesis one is validated. Consistent with studies (Ma et al., 2021; Muis et al., 2018) that demonstrate the beneficial and noteworthy impact of self-efficacy on emotional tiredness. According to these findings, emotional exhaustion is significantly influenced by self-efficacy; the greater the degree of fatigue that truly matters, the higher the self-efficacy. Specifically, those who had higher levels of job self-efficacy also had higher odds of experiencing emotional weariness while dealing with the stress of both work and academics. A major contributing factor to the emergence of work burnout is emotional tiredness (Rubio et al., 2015). This may negatively affect the ability of the children to focus. It is crucial that students who work part-time be able to control their own sense of self-efficacy. People who have strong self-efficacy will be more motivated to mobilize resources and work toward achieving their goals if they have a heavier workload. Students with high self-efficacy will make a strong effort to meet the goals established.

*b. The Effect of Work Life Balance on Emotional Exhaustion in Students Who Work Part Time.*

The study's findings, which include a p-value of 0.000, which is less than 0.05, and a T-table value of 9.282, which is larger than 1.96, demonstrate the substantial impact that work-life balance has on emotional tiredness. One could argue that hypothesis two is validated. Employees who are happy with their work are less likely to experience emotional exhaustion, according to research by Sihaloho & Indawati (2021) and Wei & Ye (2022). This is because they can concentrate on completing their work without worrying about whether it is balanced or not. both have their own lives and work in an office. Emotional tiredness is significantly impacted by work-life balance. The Organizations should have procedures in place to guarantee a healthy balance between work and personal life.

*c. The Effect of Work Overload on Emotional Exhaustion in Students Who Work Part Time.*

Based on the research findings, job overload has a substantial impact on emotional tiredness, as demonstrated by a p-value of 0.000, which is less than 0.05, and a T-table value of 4.536, which is larger than 1.96. It is possible to say that hypothesis three is validated. These findings are consistent with studies (Buruck et al., 2020; Grobelna, 2021; Karami & Nashrilah, 2022) that show a high workload to be one of the most reliable indicators of emotional weariness. Workers, in this case part-time students, might not be able to handle work overload and other issues that come up at work. Thus, a high workload will undoubtedly have a big impact on emotional tiredness, and a low workload will have the opposite effect. not overbearing, there will be less emotional tiredness. In order to prevent extreme exhaustion, which can have negative health repercussions, it is crucial to emphasize rest and refrain from overworking (Alfiansyah, 2023). In addition, in this instance, the employer of part-time students needs to be able to keep an eye on their responsibilities in order to prevent attempts to lessen their level of work involvement.

## **CONCLUSION**

Students who work part-time report feeling emotionally exhausted more often when they have higher levels of self-efficacy, according to the implementation of impacts, assumptions, and review outcomes. This is progressively demonstrating that weariness is created at a higher rate when self-efficacy is higher, which has a significant impact. Subsequently, the study's findings indicate that emotional weariness in students who work part-time is significantly impacted by work-life balance. It is impossible to distinguish between the higher degree of work-life balance and the lower level of emotional

tiredness. Students' levels of emotional tiredness decrease with increasing work-life balance. Furthermore, emotional tiredness is significantly impacted by the job stress that students who work part-time experience. It is evident that a heavy workload is among the main causes of the development of emotional exhaustion. The following suggestions can be made to improve the research's impact in light of the findings of the discussion analysis and the research itself. It is advised that this research be expanded in the future by examining potential theoretical extensions linked to the factors examined, adding other variables that may impact emotional tiredness, and broadening the subject matter of the study. Furthermore, it would be more advantageous to employ a wider range of demographics and sample sizes, employ several statistical analysis techniques, and carry out studies that can further the field's understanding of human resource management. In order to reduce the likelihood that workers may experience emotional weariness, it is

It's critical that businesses have policies that protect workers' personal and professional lives from conflict and take workload into account. Employee performance may increase as a result.

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