

Impact of work-study conflict on turnover intentions among the young entrepreneurs of Pakistan

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Abstract

This study analyzes the impact of work-study conflict (WSC) on turnover intentions (TOI) with the mediating role of burnout and moderating role of self-efficacy between the relationship of WSC and burnout among the young entrepreneurs of Pakistan. The data was collected from 186 university students who have started their new venture or participating in their inherited business. This study depicts that work study conflict results in turnover intentions with the mediating role of burnout. It also shows that self-efficacy reduces the impact of WSC on burnout. The current research is providing valuable insight to research scholars who are interested to investigate the work-study conflict of young entrepreneurs. Such young entrepreneurs are meeting their both requirements, for instance business and education. The implications and future directions are also reported in this study.

Keywords: Work-study conflict, Burnout, TOI, Self-efficacy, Young Entrepreneurs

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1. Introduction

It has been observed in recent years that students are combining work and study at same time. (Lipke, 2000; Curtis & Lucas, 2001; Curtis & Williams, 2002). Both study and work have their own demands that are expected to be fulfilled by the individual as they are performing the two different roles at the same time so a working student come across with the role conflict (Mills & Ashford, 2004; Lingard et al., 2007; Yabiku & Schlabach, 2009). And conflict between the work role and other roles have a very significant impact on one's life (Lingard, 2012) Studies depicted the work study conflict among the students who are working and studying both at the same time (Hodgson & Spours, 2000; Hofman & Steijn, 2003; Lenaghan & Sengupta, 2007). The studies reveal that university students are more at the risk of facing burnout (Winaro, Kisahwan, Hermana, 2022). As working long hours have the negative effects on the academic activities (Hansen & Jarvis, 2000; Rolfe, 2002).

Previous researches shows that work-study conflict results in poor health, psychological wellbeing and also increases the workload among the individuals who are working and studying at the same time (Clark et al., 2017; Mounsey et al., 2013; Owen et al., 2018; Polidano & Zakirova, 2011). The role theory suggests that when an individual performs multiple roles at same time the demand of those roles results in inter role conflict that causes anxiety and stress as explained by the conservation resource theory. The COR theory suggests that the anxiety and stress lead towards the burnout or emotional exhaustion among the individuals and leads towards the intention to quit from one of the roles (Greenhaus & Beutell, 1985; Kahn et al., 1964;

Shahzad et al., 2022). Burnout can be the result of emotional exhaustion, feeling of less accomplishment and cynicism among the students (Lingard, 2007) and it has been founded that burnout negatively impact the academic performance among the university students (Schaufeli, Martinez, Marques Pinto, Salanova & Bakker, 2002) that leads towards the intention to quit from one of the conflicting roles. Hence, this study analyzes how the work-study conflict among the young entrepreneurs are affecting their intention to quit from one of their roles in order to balance out their stress level and self-efficacy buffers the relationship between work-study conflict and burnout. Limited studies are done on student burnout who are running their start-ups (Chang, Rand & Strunk, 2000). There is a dearth of such studies in Pakistan and more studies are needed to address this issue.

2. Literature Review

Work-study conflict, Burnout and Intentions to Quit

Burnout is the state which is characterized by feeling of worry, fear and uncertainty (Martens et al., 1990; Woodman et al., 2001), it also appears as emotional drain (Maslach, 1982). Burnout results from working long hours and getting overburdened by the demands of different roles (Schaufeli & Enzmann, 1998). It makes an individual emotionally exhausted, disengaged and having diminish energy level and time for class and work, also affecting the psychological and physical well-being (Rothstein, 2007). When an individual encounter with work study conflict that is a role conflict it results in burnout as it is characterized by emotional collapse (Jawahar, Stone & Kisamore, 2007; Peeters et al., 2005). Previous research shows that university students who are working are at the high risk of burnout (Schaufeli et al., 2002) because who are working and studying at the same time have the greater chances of resources depletion (Li, Li & Castano, 2020; Shahzad et al., 2022; Wyland et al., 2016). It's been observed that there are certain stressors that causes burnout like long working hours, worrying about the grades, unpredictability, imbalance between personal and professional life (Boudreau, Santen, Hemphill & Dobson, 2004). Demands of one role when interferes with the other role demands it results in inter role conflict (Gu, You & Wang, 2020) and it affects the individual mental and physical health (Obrenovic, Jianguo, Khudaykulov & Khan, 2020) and also results in complications while in organizational domain (Gao, Shi, Niu & Wang, 2013).

The burnout results from the undue workloads, interpersonal conflicts with the colleagues, family, not able to balance out the job demands, deficiency of supportive mechanisms, lack of recognition at work, role ambiguity and role conflict (Garcia-Arroyo., & Segovia, 2019; Iancu, Rusu, Măroiu, Păcurar, & Maricuțoiu, 2018). Role conflict can be a very prime source of burnout (Simões, Rodrigues, Gonçalves, Faria & Gomes, 2021). It has been analyzed that the commitment related to each role are the antecedents of work-study conflict as time is a very limited resource and the students who are working and studying at the same time finds it very difficult to fulfill the academic role demands as major time is reside with their work (Lingard, 2007). Another study of Kurniawan, Jufri, Gunawan, Yani, and Priyono (2021) also shows that work study conflict results in the burnout. Similarly the different domains of work study conflict also results in burnout (Creed et al., 2022).

H1: Work-Study conflict has the positive relationship with burnout.

Turnover intention is defined as the conscious and willful intent to leave the organization in the near future (Long & Thean, 2011; Tett & Meyer, 1993). In the context of role conflict, it is the deliberate choice of leaving one of the roles (Jacobs & Roodt, 2007; Zhang, Rasheed & Luqman, 2020). It also results from the emotional exhaustion as depletion of resources led towards the intention to quit (Cropanzano et al., 2001; Wright & Cropanzano, 1998; Viator, 2001) so burnout leads to wards intention to quit (Hobfoll, 2002).

It has been observed that when both activities studies and work executed at the same time, it results in the conflict and stress among the individuals (Vickers, 2003).

Various studies depicted that burnout presence among the individuals who are studying and working at the same time (Chang, Lee, Byun, Sung, & Lee, 2016; Shin, Noh, Jang, Park & Lee, 2013). The demands of studies e.g., quizzes. Assignments, class attendance, projects and exams along with work demands create stressful experience that results in emotional exhaustion and the individual feels the ineffectiveness in his/her both roles (Schaufeli, Martez, Marques-Pinto, Salanova, & Bakker, 2002).

It is also recommended to analyze the effect of role stressors on turn over intentions and still more knowledge required in this relationship (Harun, Mahmood, & Som, 2020).It has been reported that unsocial and long working hours results in the depression and emotional exhaustion (Rolfe ,2002). Inter role conflict results in the burnout (Lingard &Francis, 2005) and it should be taken very seriously as burnout results in creating problems for health and also increases the turnover intention (Schaufeli & Bakker, 2004). The COR theory also depicts that when the individual has the low energy due to stressors it results in burnout, turnover intentions and poor performance (Little, Nelson, Wallace & Johnson, 2011).

H2: Work-Study conflict has the positive relationship with Turnover intention.

H3: Burnout has the positive relationship with Turnover intention.

H4: Burnout mediates between the relationship of WSC and TOI.

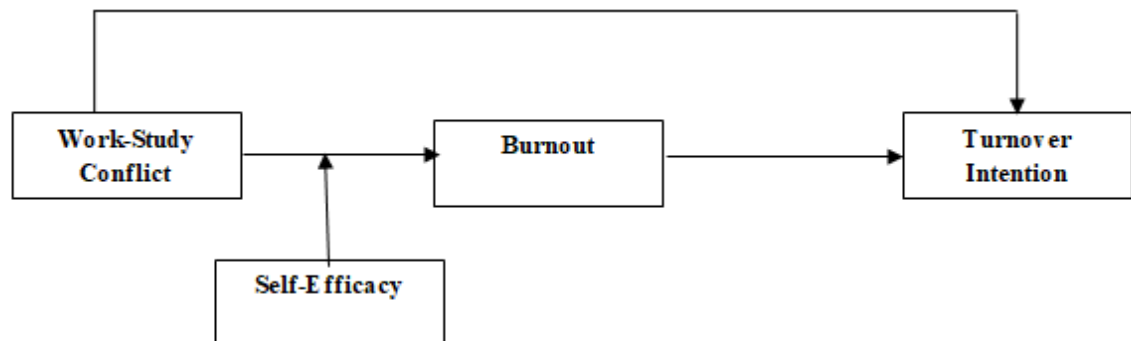
Moderating Role of Self-Efficacy

Rooted in the Social Cognitive Theory,(Bandura,1989) self-efficacy is an individual’s reliance and belief in his or her own competence for managing and succeeding through complicated conditions and hurdles for goal achievement (Luthans et al.,2007) Self-efficacy comprises an individual’s insight of the self. Albeit self-efficacy and self-esteem are apparently similar terms, the distinction between them is clear in literature. Self-efficacy really helps in building self-esteem, (Sherer et al.,1982) Self-efficacy may possibly influence persistence and instigating actions in the face of adversities and uncertainties, (Bandura,1997) particularly in complex situations at work (Lightsey et al.,2006).Studies shows that students who are high in self-efficacy can deal with challenging situations very effectively and perform better (Bandura 1986; Klomegah 2007; Schunk 1995) and it also decreases the burnout (Bresó, Schaufeli, & Salanova,2011).

There are number of factors that can cause the burnout, some factors are internal and some are external. Internal factors include gender, age or personality type of the individual and external factors include work environment, role conflict, job demands, support from family and supervisors etc. (Greenberg et al., 2014).In external factors social support is the one that can minimize the effect of role conflict on burnout Devereux, 2009).Similarly self-efficacy is one’s internal factor and it can also help in minimizing the effect of work study conflict on burnout. It has been observed that social support plays a very crucial role in managing the different role activities at the same time (Halbesleben, Neveu Paustian-Underdahl & Westman, 2014) but there is need to study the effect of personal skill or behavior that can facilitate the inter role demands even if social support is not present. Therefore, we may expect that self-efficacy will moderate the relationship between work study conflict and burnout in such a way that for those who are low on self-efficacy, the relationship will be stronger, and for those who are high on self-efficacy, the relationship will be weaker. The following hypothesis is thus proposed:

H5: Self-efficacy moderates the relationship between work-study conflict and burnout so that the relationship will be stronger for those who are low on self-efficacy and will be weaker for those who are high in self-efficacy.

Figure 1: Theoretical Framework



3. Research Methodology

Population and Sample

The data was gathered from the universities students who have initiated their business ventures or who are working in their inherited businesses along with their studies. Convenient sampling technique has been used in this study. Data was collected from the universities of Islamabad, Rawalpindi, Karachi and Lahore. Over 250 questionnaires were distributed and 186 complete survey questionnaires were received, which gave a response rate of 74.4 percent.

Table 1: Demographic Analysis of the Study Sample

<i>Demographics</i>		Frequency	Percent (%)
Gender	Male	130	76.4
	Female	56	23.6
Age	20-25	136	73.1
	26-30	32	17.2
	More than 30 years	18	9.7
Education	Bachelors	121	64.3
	Masters	34	18.5
	Other	31	17.2

Sources of Instrumentation

All responses of scale were recorded on five-point Likert scale where 1=strongly disagree, 2=disagree, 3= neutral, 4= Agree and 5= strongly agree.

Work study Conflict: Nine items were adopted to measure the work-study conflict. (Mills, Lingard & McLaughlin, 2009). A sample item included was “The demands of my study interfere with work-related activities”.

Self- Efficacy: A ten-item scale of Generalized self efficacy was adopted to measure self-efficacy (Schwarzer, & Jerusalem, 1995). Sample items include: ‘I can always manage to solve difficult problems if I try hard enough’.

Burnout: To measure burnout six items were adopted from Maslach inventory of burnout (Maslach & Jackson, 1981). A sample item was “I feel emotionally drained by my work”.

Turnover Intentions: Three-item were adapted to measure turnover intention (Sjoberg & Sverke, 2000). A sample item was “I feel that I could leave this job”.

4. Results & Discussion

Table 2: Descriptive & Correlation analysis

	Mean	Std dev	1	2	3	4
1. Work-Study Conflict	3.5291	.80020	<i>0.952</i>			
2. Self-Efficacy	3.2632	.65641	-.365**	<i>0.893</i>		
3. Burnout	3.5111	.55896	.500**	-.336**	<i>0.896</i>	
4. Turnover intentions	3.5362	.71629	.428**	-.318**	.701**	<i>0.895</i>

**Correlation is significant at the 0.01 level (2-tailed). Cronbach’s alpha is reported in Italic

Table 3: Mediation Regression Analysis (Work-study Conflict, Burnout and Turnover Intentions)

	Coeff	se	t	p	LLCI	ULCI	R²	F
Outcome Variable = Burnout								
Work-study Conflict	.3495	.0362	9.651	.0000	.2782	.4208	.2503	93.159
Outcome Variable = Turnover Intention								
Burnout	.8318	.0628	13.243	.0000	.7082	.9555		
Work-study Conflict	.0926	.0439	2.1116	.0356	.0063	.1790	.4993	62.665
Total, Direct, & Indirect Effects								
Total effect of X on Y	.3834	.0484	7.916	.0000	.2880	.4787		
Direct effect of X on Y	.0926	.0439	2.111	.0356	.0063	.1790		
Indirect effect of X on Y								
Burnout	.2907	.0428			.2146	.3804		

Referring to table 3, it has been confirmed that work study conflict and turn over intentions have a significant positive relationship. The relationship is significant with the Coeff value of .3495, T >1.96 and the p-value < 0.001. Hypothesis 1 is therefore accepted. The result of testing Hypothesis 2, the relationship is significant as the coefficient value is .8318, with the p-value <0.001. As a result, hypothesis 2 is likewise accepted. The outcome of testing hypothesis 3, the relationship is significant because the coefficient value is .0926 the value of T > 1.96, with the p-value <0.005. Therefore, hypothesis 3 is accepted. The results shows that mediating role of burnout has a significant role between the relationship of WSC and TOI (Coeff=.2907, LLCI=.2146 and ULCI=.3804). Hence Hypothesis 4 is accepted.

Table 4: Moderation Regression Analysis (Work-study Conflict, Supervisor Support and Burnout)

<i>Outcome variable= Burnout</i>	Effect	se	t	p	LLCI	ULCI	R-sq	F
Self -Efficacy	.5155	.1229	4.1944	.0000	.2736	.7575		
Work-Study Conflict	.8273	.1109	7.4612	.0000	.6090	.9455		
int_1	-.1618	.0324	-4.996	.0000	-.2256	-.0981	.3371	46.949

Table 5: Conditional effect of X on Y at values of the moderator:

Self-Efficacy	Effect	se	t	p	LLCI	ULCI
1.9068	.5187	.0564	9.1914	.0000	.4076	.6298
3.0632	.3316	.0371	8.9373	.0000	.2585	.4046
4.2196	.1444	.0487	2.9644	.0033	.0485	.2403

The table 4 findings show that self-efficacy moderates between the relationship of work-study conflict and turnover intentions with the coefficient value of -.1618 and p-value <0.001. As a result, hypothesis 5 is likewise accepted.

5. Discussion

The main purpose of this study was to analyze the impact of WSC among the young entrepreneurs who have the passion to continue their studies but as they are exhibited different roles such as student and entrepreneur and both roles have different demands that are conflicting with each other as both of roles require a lot of time and attention that make it quite difficult for students to continue their studies. The results of this study shows that there is significant positive relationship between work-study conflict and burnout that is supported by previous researches. So the results of this study recognized conflicting role demands as predecessor of burnout (Lee & Ashforth, 1996; Peeters et al., 2005; Shahzad et al., 2022). It has been depicted that work study conflict aggravates the burnout (Creed et al., 2022). Different studies also supported that university students faces high level of stress (Abouserie, 1994; Cotton, Dollard & de Jonge, 2002) that not only affects their readiness but also negatively impact the academic performance (Markel & Frone, 1998)

The results also reveals that there is a positive relationship between work study conflict and turn over intention as individuals when not able to cope with the demands of the different roles they develop the intent to quit from one of the roles, these results also supported by the previous researches that work-study conflict leads to the turnover intentions. It is also revealed that burnout mediates between the relationship of WSC and TOI. It is also predicted the moderation effect of self-efficacy on the WSC and burnout relationship, so that the relationship would be weak and negative when self-efficacy was high. Hence, self-efficacy moderates between the relationship of work study conflict and burnout. Studies shows that work study conflict results in various damaging consequences like deprived psychological and physical health, it also increases the work load and job in security (Clark, Jassal, Kyte, & LeFebvre, 2017; Mounsey, Vandehey & Diekhoff, 2013; Polidano & Zakirova, 2011). There is the deprivation of research regarding understanding the situation occur due to the conflicting roles of study and work (Chu, Creed & Conlon, 2019).

So, this research paves the way to understand the dynamics of work-study conflict among the young entrepreneurs and it also gives the insight that work study conflict results in burnout that leads towards the turn over intention means quitting from one of the role's demands. But if an individual has high level of self-efficacy, it motivates the individual to tolerate the pressure and demands from both of the domains of role and try to fulfill the responsibilities of both roles simultaneously without getting emotionally exhausted.

6. Implications

Universities should organize certain seminars and workshops on enhancing the self-efficacy of students so they can be well equipped in dealing with the inter role conflict. It's like a skill set that improves the overall personality of the individuals and as a young entrepreneur it develops the competency in the individuals to be flexible and adaptable by having the higher level of self-efficacy that will help them not only in coping the challenging situation but also enhances their capability of risk taking. A supportive environment is also very crucial for such working students to execute their both roles at the same time.

7. Limitations and Future Direction

This study uses the cross sectional methodology, future research should apply the longitudinal method of data collection for more accuracy of data. Future research should also see other factors for moderating role like teacher support and commitment. There is a need to study more about the outcomes of work-study conflict for example life satisfaction, quality of life, presenteeism etc.

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