

# Effect of Stress as a Moderator Variable in Relationship between Work-Life Balance and Academic Performance (Study of Masters Management Students at the Faculty of Economics, Andalas University)

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**Abstract:-** This study is intended to examine the role of stress variables as a moderator variable between work-life balance and academic performance of MM FE Unand students. The object of the study was students of the Management Masters of the Faculty of Economics, Andalas University (MM FE Unand) who were still active until 2018 as many as 223. The sample of 132 students was selected based on the purposive sampling method. Hypothesis testing is done by using regression analysis with the SPSS program. The results showed that Work-life balance positively and significantly affected academic performance. Stress levels are positively and significantly affect academic performance. The stress level does not moderate the effect of work-life balance on academic performance.

**Keywords:-** WLB, Work-life Balance, Stress, Academic Performance

## I. INTRODUCTION

Jobs are often used as a basis in classifying one's socio-economic degrees both mentally and psychologically (Paul and Moser, 2009). Many changes in the workplace and the lives of employees in these decades have brought more attention to the harmonious balance between personal and professional lives of employees (Stanson et al., 2003). Many women now work even though they have children and other household responsibilities and also many workers now prefer to work from home or bring their work home.

The survey conducted by Tepper (2018) found that around 50 percent of students did not continue their education before receiving their education degrees. This is due to the high cost of education, poor academic performance, marriage or accepting new jobs. Based on Forlap Dikti data, most active students in Indonesia are in the field of economic studies, as many as 1,059,399 students and for the region of West Sumatra Province there are 6,470 students. If we detail again, the number of active students by gender, more than half (57%) is dominated by women.

The researcher has conducted a pre-survey that was represented by students for the West Sumatra Province in the Andalas University (Unand) for the Master of Management (MM) Faculty of Economics (FE). This preliminary survey found a tendency to decrease the number of active students and the number of students working in each class in each school year. Many of the MM FE-Unand students have more than one job, whether they are housewives, private employees, civil servants, entrepreneurs, lecturers or others. Of course it is not easy to realize work-life balance or regulate stress levels in carrying out daily activities. The researcher used stress level as a moderator variable, with the hope that the stress that emerged was moderate stress so that it could improve student academic performance. So that this study is intended to examine the role of stress variables as a moderator variable between work-life balance and academic performance of MM FE Unand students.

## II. LITERATUR REVIEW

### A. Work-Life Balance

Personal ability to balance the demands of work with personal and family needs (Ganapathi, 2016) and other outside work responsibilities (Delecta, 2011) known as work-life balance. Tinuke (2014) explains that the concept of work-life balance is based on the idea of paid work and personal life that must be taken as an opposite priority, so that both can be balanced (Moore, 2007).

### B. Stress Level

When demand made by an internal or external environment requires balance and recovery, the condition is called stress (Larson, 2004). Stress is a natural experience that will be beneficial or even destructive. Although stress levels have a negative definition of a condition characterized by physical, emotional and mental inability to work well (Lailani, 2005), stress is still needed for growth, change, development and performance of a person (Larson, 2004). It can be concluded that reactions to stress tend to vary for each individual and in the same conditions can have different consequences, as evidenced by certain individuals can develop, others may collapse under

pressure. This is because individuals lose their interest and the meaning of their work resulting in reduced professional success.

**C. Performance as Individual Outcome**

Individual performance refers to a series of individual behaviors or actions that are relevant to the organization's goals (Semendo et al., 2016). The ability of workers to overcome obstacles in achieving goals implies internal motivation that affects their behavior (Rod and Ashill, 2009). This has an impact on the individual's performance (Karatepe et al., 2013) and is not money-oriented (Rego et al., 2007).

**D. Academic Performance**

Academic performance can be considered as the efficiency and effectiveness of the learning process. Three typical factors used to measure academic performance are attendance, value, and participation (Gottfried, 2010). Factors such as gender, age, status when taking education, cumulative grade point average (GPA) and ethnicity (Tepper, 2018), attendance (Duff et al., 2004), grades (Gottfried, 2010) and achievement (Lin et al. , 2003) are often considered to influence academic performance.

**E. Framework**

The theoretical framework proposed for this study based on the review of the theory as described in the development of hypotheses. The relationship between variables can be described as follows:

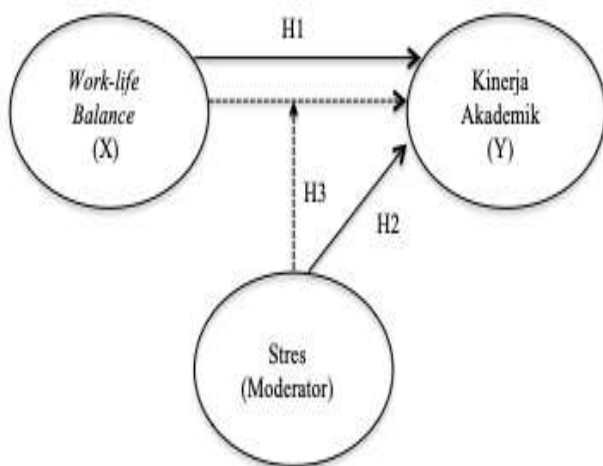


Fig 1:- Framework for Thinking

**III. METHOD**

The research is quantitative to the data obtained from questionnaires to the sample. Distribution of questionnaires is done online and offline throughout the research object. The population is an active student of Master of Management, Faculty of Economics, Andalas University (MM FE Unand). The sampling technique used is purposive sampling, the sample required for this study amounted to 132 respondents from a population of 224 students.

**IV. ANALYSIS**

**A. Respond Rate**

Information	Frequency
Offline questionnaires	50
The questionnaire response	84
Online questionnaires	132
Questionnaires were analyzed	

Table 1

**B. Respondent Profile**

Characteristics	Frequency	Percentage
<b>Gender</b>		
Man	51	52%
Woman	47	48%
<b>Age</b>		
≤ 20 years	0	0%
20 – 29 years	70	71%
30 – 39 years	23	23%
40 – 49 years	5	5%
≥ 50 years	0	0%
<b>Status</b>		
Single	61	62%
Married	37	38%
<b>Year of College</b>		
≤ 2015	11	11%
2016	34	35%
2017	37	38%
2018	16	16%
<b>Occupation Status</b>		
Not working	7	7%
Part-time	25	26%
Working	66	67%
<b>Occupation</b>		
Civil servant	13	13%
State-owned enterprises	13	13%
Private	60	61%
Others	12	12%
<b>Tenure</b>		
≤ 1 years	32	33%
2 – 4 years	38	39%
5 – 10 years	24	24%
10 – 20 years	4	4%
≥ 20 years	0	0%

Table 2

### C. Hypothesis Testing

Based on the results of data processing is done can be obtained hypothesis testing results as shown in Table below

Variabel	Academic Performance		
	Model 1	Model 2	Model 3
Step 1: <i>Work-life balance</i>	0,380		-0,440
Step 2 : Stress level		0,471	0,855
Step 3: Moderasi <i>Work-life balance</i> *Stress Level			-0,004*
F	31,536	81,414	34,724
R <sup>2</sup>	0,247	0,459	0,526
Adjusted R <sup>2</sup>	0,239	0,453	0,511
Note: N=98 *sig. > 0,05			

Table 3

## V. CONCLUSION

The test results using work-life balance variables, stress levels and academic performance provide empirical evidence that: work-life balance positively and significantly affects academic performance. This means that the higher the implementation of work-life balance practices, the academic performance will be high, and vice versa. This is because individuals tend to choose situations where work, family commitments or other things that can be balanced will affect job satisfaction, increase productivity, and affect academic performance.

Stress levels are positively and significantly affect academic performance. This is interpreted as the higher the stress level, the higher the academic performance. Stress that arises is a positive thing and can still be controlled so that stress is transformed into motivation that improves academic performance.

Meanwhile, stress levels do not moderate the effect of work-life balance on academic performance. All flexibility consequences and choices have been considered beforehand. Students who also work consider this as a condition that can provide benefits and rewards. So that the stress that arises is overcome by occasional holidays or spending time only with yourself or others.

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