SELF-EFFICACY AS MODERATOR BETWEEN JOB DEMANDS AND WORK ENGAGEMENT (A STUDY ON EMPLOYEES IN SERVICE COMPANIES)

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Enter : 20-09-2023, revision : 02-10-2023, accepted for publication : 06-10-2023

ABSTRACT

The objective of this research is to examine the relationship between job demands (work pressure and hassles) and job engagement with self-efficacy as a moderator among employees working in service companies. Job demands are situations in the work environment that require physical, social, and organizational efforts or anticipation to complete, thus impacting both the physical and psychological aspects. Work pressure is a temporary state experienced by individuals related to their work experiences due to time pressure in completing ongoing tasks and anticipation of new tasks to be completed. Hassles refer to feelings in individuals such as irritation, frustration, and inconvenience due to everyday situations they encounter. Job engagement is a positive, affective state that motivates individuals towards their work and well-being. The study included a total of 247 participants recruited using convenience sampling. The research results indicate that self-efficacy can act as a moderator in the relationship between job demands (work pressure and hassles) and job engagement. In participants with high self-efficacy, increasing work pressure leads to higher job engagement. However, in participants with low self-efficacy, higher work pressure does not necessarily lead to higher job engagement. Regarding the variable of hassles, in participants with low self-efficacy, increasing hassles lead to lower job engagement. Conversely, in participants with high self-efficacy, higher work hassles do not necessarily reduce job engagement.

Keywords: *Job demands, work pressure, hassles, work engagement, self-efficacy*

1. PREFACE

The COVID-19 conditions that have been happening since 2020 have brought about changes. Employees who used to have to work in the office had to complete their tasks at home due to government regulations related to work from home (WFH). Jobs that used to be done in the office had to be carried out at home. Likewise, meetings had to be conducted online. With the implementation of WFH regulations, it was hoped that the public could avoid the Corona virus. This, however, had an impact on the company's income. According to Fauzia (2020), the service sector was one of the most affected. Initially, the regulations were not considered too difficult. However, in reality, employees experienced changes such as increased workload and the shift to digital administration. Observing this phenomenon, employees faced several situations. Employees were required to complete tasks with deadlines that did not match their workload but still had targets to be achieved. This is a situation of work pressure. Work pressure is a temporary state experienced by individuals related to their work experience due to time pressure in completing the tasks at hand and anticipation of new tasks to be completed (Roe & Zijlstra, 2000). Additionally, when employees are confronted with a heavy workload of office administration, it can lead to feelings of frustration. This is felt when employees encounter complicated situations at work, known as hassles. Hassles are feelings in individuals such as irritation, frustration, and inconvenience due to the everyday situations they face (Kanner et al., 1981).

 https://doi.org/10.24912/ijassh.v1i4.28953

The situations of work pressures and hassles are categorized as examples of job demands. Job demands are situations in the work environment that require physical, social, and organizational efforts or anticipation to complete, thus impacting both physical and psychological aspects (Demerouti et al., 2001). In the field of industrial and organizational psychology, the Job Demands-Resources (JD-R) Model is well-known. This model was developed by Bakker and Demerouti. Bakker and Demerouti also added that job demands can predict individuals' attitudes towards work, one of which is job engagement (work engagement). Work engagement is a positive, affective state that motivates individuals towards their work and well-being (Bakker et al., 2008, in Bakker & Leiter, 2010).

The latest research conducted by Breevaart and Bakker (2018) focuses on job demands and work engagement, specifically among teachers in the Netherlands. In this study, cognitive demands and role conflict were considered. The results indicate that for challenge demands, there is a significant positive relationship between cognitive demands and work engagement, with a correlation coefficient of $r(271) = 0.18$, $p < 0.001$. This suggests that as cognitive demands increase, participants can still maintain their work engagement. On the other hand, the results for the variable role conflict show a significant negative relationship with work engagement, with a correlation coefficient of $r(271) = -0.23$, $p < 0.001$. This implies that as role conflict increases, it can decrease work engagement.

Furthermore, Breevaart and Bakker (2018) conducted an analysis regarding the role of job demands in predicting work engagement, moderated by transformational leadership. Leadership is considered to have an influence when job demands are high. For the cognitive demands variable, the results indicate that when transformational leadership is high, the relationship between high cognitive demands and work engagement remains positive. Regarding the role conflict variable, the results show that when transformational leadership is high, the relationship between high role conflict and work engagement is not negatively affected. However, if the level of transformational leadership is low, then high role conflict can indeed reduce work engagement. In essence, transformational leadership appears to have a moderating effect, particularly in situations where employees face high job demands, such as cognitive demands and role conflict, impacting their work engagement.

Another study that used a different job resource as a mediator was conducted by Mulyana et al. (2020). The researchers included flexible leadership as a moderator in the relationship between job demands (workload) and work engagement. The results showed that the relationship between job demands as predictors and work engagement was lower with the moderating role of flexible leadership.

In that studies (Breevaart & Bakker, 2018; Mulyana et al., 2020), it has been explained that transformational leadership and flexible leadership can moderate the relationship between job demands and work engagement. However, the moderator based on other resources, namely personal resources, has not yet been elucidated. Personal resources are a positive self-evaluation related to an individual's resilience and their ability to control the situations around them (Xathopoulou, 2009, in Schaufeli, 2017). According to Xanthopoulou et al. (2007, in Bakker, 2008), there are three personal resources, namely self-efficacy, organizational-based self-esteem, and optimism. The previous study by Sajuthi et al. (2020) has already demonstrated the influence of self-efficacy as a mediator in the relationship between job resources and work engagement among veterinarians. However, it has not extensively explored whether self-efficacy can mediate the relationship between job demands and work engagement.

In addition to using different moderators, the study by Breevaart and Bakker (2018) had already incorporated the dimensions of job demands, which were challenge demands (cognitive demands) and hindrance demands (role conflict). However, it did not explore other dimensions of job demands. According to Bakker (2014), the dimensions of job demand include high work pressures, emotional demands, work hassles, role conflict, and tasks that require precision (cognitive demand). For this research, the researcher will use work pressures (as challenge demands) and hassles (as hindrance demands). This decision is based on the consideration that high work pressures, if not effectively managed or controlled by individuals, can lead to psychological symptoms such as fatigue and stress. Similarly, hassles, if left unaddressed, can increase fatigue.

Given this background, this research is conducted to examine the relationship between job demands (work pressures and hassles) and work engagement, with self-efficacy as a moderator, among employees working in service companies. This is motivated by the changes in the working conditions experienced by employees due to the COVID-19 pandemic and aims to address potential psychological challenges faced by employees. The research seeks to help employees maintain a sense of comfort and well-being in their work, considering the evolving work environment and demands brought about by the pandemic.

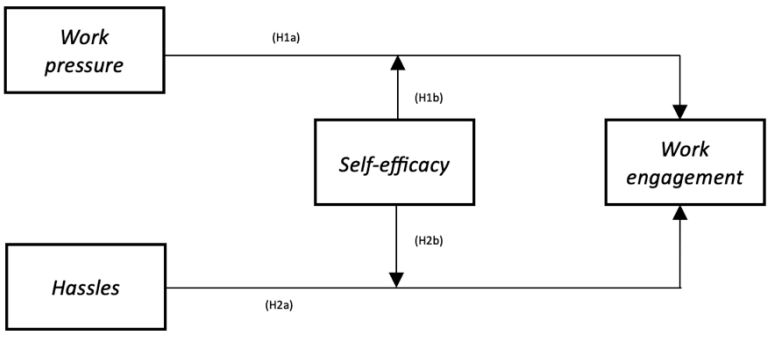
Based on the problem statement, the hypotheses in this research are as follows:
H1a: There is a relationship between work pressures and work engagement.

H1b: Self-efficacy moderates the relationship between work pressures and work engagement.

H2a: There is a relationship between hassles and work engagement.

H2b: Self-efficacy moderates the relationship between hassles and work engagement

Figure 1
Research hypothesis diagram



2. RESEARCH METHOD

In this study, there were a total of 247 participants who were actively employed in service companies and had a minimum of 6 months of work experience. Among these participants, 115 were male (47%), and 132 were female (53%). Regarding their highest education level, 161 participants had completed a Bachelor's degree (65%), 36 participants had completed a Diploma (15%), 33 participants had completed a Master's degree (13%), and 17 participants had

 https://doi.org/10.24912/ijassh.v1i4.28953

completed high school or its equivalent (SMA/SMK) (7%). Out of the total participants, 140 were married (57%), and 107 were unmarried (43%). In terms of employment status, 181 participants were Permanent Employees (73%), and 66 participants were Contract Employees (27%). Participants' job levels were distributed as follows: 144 participants held positions as Staff/Officer (58%), 63 participants were at the Supervisor/Assistant Manager/Senior Officer level (26%), 25 participants were at the Manager/Area Manager/Branch Manager/District Manager level (10%), 13 participants were at the General Manager/Division Head level (5%), and 2 participants fell into the "Others" category (1%). The "Others" category included positions such as director and consultant.

The measurement instrument used to assess self-efficacy is the General Self-Efficacy scale developed by Schwarzer and Jerusalem (1995). It consists of 8 positive items and 2 negative items. The procedure for filling out this measurement tool involves asking respondents to rate the level of suitability or unsuitability based on their individual circumstances. Each item has a range of scores from 1 to 4. Scores of 1 and 2 indicate that participants tend to respond to situations as described on the left side (the closer to 1, the more it reflects conditions on the left side). Scores of 3 and 4 indicate that participants tend to respond to situations as described on the right side (the closer to 4, the more it reflects conditions on the right side). The scale used in this research is a Likert scale. An example item is, "I am ___ (*1: Not able / 4: Able*) ____ to handle various job-related problems (communication, information, etc.) in my work," "I am ___ (*1: Less capable / 4: Capable*) ____ of dealing with sudden work-related situations." The internal consistency of the 10 items in the General Self-Efficacy scale is considered quite good (α=0.879). After establishing reliability, the construct validity of the measurement instrument was tested using confirmatory factor analysis with the Lisrel application. Based on the validity test, confirmatory factor analysis indicated that the model fit for the General Self-Efficacy measurement had values of CFI = 0.94, NFI = 0.93, and IFI = 0.94.

Job demands were measured using the Job Demands-Resources Questionnaire (JDR), which was developed by Bakker in 2014. The procedure for filling out this measurement involves asking respondents to rate the level of suitability or unsuitability based on their individual circumstances. The scale used in this research is a frequency rating scale, with responses ranging from 1 to 5 (1 = Rarely, 2 = Occasionally, 3 = Sometimes, 4 = Quite Often, 5 = Often). For this study, reliability calculations were performed for both work pressures and hassles. There are 4 items to measure the work pressures dimension. An example item for the work pressures dimension is, "How often are you required to work quickly (at a high speed)? (*1: Rarely / 5: Often*)." The internal consistency of the 4 items is considered good (α=0.846). For the hassles dimension, there are 5 item questions. An example item for the hassles dimension is, "How often do you have to deal with somewhat troublesome administrative tasks for approval? (*1: Rarely / 5: Often*)." The internal consistency of the 5 items is also considered good (α=0.844). The measurement instrument with reliable items was then tested for construct validity using confirmatory factor analysis with the Lisrel application. Based on the validity test, confirmatory factor analysis indicated that the model fit had values of CFI = 0.97, NFI = 0.96, and IFI = 0.97.

In this study, work engagement was measured using the Utrecht Work Engagement Scales (UWES), a measurement tool developed by Schaufeli and Bakker (2003). This instrument consists of 17 items, encompassing three dimensions of work engagement: 7 items for the vigor dimension, 4 items for dedication, and 6 items for absorption. An example item for the vigor dimension is, "I am ___ (*0: Not at all / 6: Absolutely*) ____ enthusiastic about going to work every day." An example item for dedication is, "I find the work I do ___ (*0: Not meaningful at*

all / 6: Very meaningful) ____." And an example item for absorption is, "When I'm working, time flies by ___ (*0: Very slowly / 6: Very quickly*) ____." The internal consistency of the 17-item Utrecht Work Engagement Scales is considered quite good (α=0.928). However, reliability testing was conducted on each item. It was found that item no. 6 needed to be removed as it showed r = 0.023 (r < 0.3). Item no. 6, which states, "When working, I ___ (*0: Always keep track of / 6: Can be forgetful of*) ____ what's going on around me," indicated that the item could not differentiate between individuals who are engaged and not engaged in their work. This item is part of the absorption dimension, leaving 5 remaining statement items. After removing the item, the internal consistency of the 16 items was still considered good (α=0.945). The measurement instrument with reliable items was then tested for construct validity using confirmatory factor analysis with the Lisrel application. Based on the validity test, confirmatory factor analysis indicated that the model fit had values of CFI = 0.98, NFI = 0.97, and IFI = 0.98.

The data collection process was assisted by four psychology master's program students. Data collection took place at the participants' workplaces. The researchers distributed questionnaires in the form of survey links to participants who met the criteria for this research. To increase the number of participants, the researchers also shared the survey link with colleagues in other service companies to request their willingness to complete the research questionnaire. The questionnaire was structured to include informed consent, personal information, and items or statements designed to assess employees' confidence in their abilities to complete their tasks, the job demands perceived by employees, and the level of employees' engagement with their work.

3. RESULT AND DISCUSSION

The relationships between variables are analyzed with the intention of assessing the strength of these relationships, expressed in the form of correlation coefficients among the three research variables: self-efficacy, job demands, and work engagement. Before conducting correlation tests, it is necessary to test the normality of the data to determine whether the data follows a normal distribution. If the data is normally distributed, then statistical analysis is conducted using parametric statistics. If the data is not normally distributed, non-parametric statistics are used instead. The results of the normality test using the One-Sample Kolmogorov-Smirnov Test indicate that self-efficacy, job demands (work pressures and hassles), and work engagement do not follow a normal distribution with a significance level of $p < 0.05$.

Table 1
Results of Normality Test with One-Sample Kolmogorov-Smirnov Test - Significance

Variable	Sig.	Description
Self-efficacy	0,000	Non-Normal Distribution
Work Pressures	0,000	Non-Normal Distribution
Hassles	0,021	Non-Normal Distribution
Work Engagement	0,001	Non-Normal Distribution

Therefore, all three variables are non-normally distributed, and as a result, the testing between variables will be conducted using non-parametric statistics. Subsequently, the study conducted a correlation test between work engagement and work pressures, as well as hassles, using the Spearman correlation test.

 https://doi.org/10.24912/ijassh.v1i4.28953

Table 2
Matrix Correlation between Research Variables

Variable	*Mean*	SD	1	2	3	4
Self-efficacy	3,28	0,463	1			
Work pressures	3,85	0,789	0,153*	1		
Hassles	3,22	0,952	- 0,028	0,481**	1	
Work engagement	4,72	0,897	0,589**	0,165**	-0,175**	1

As a moderator, self-efficacy will be categorized into two groups: high and low. The high category is defined as values where participants' scores are > the mean value of 3.28, and the low category is defined as values where participants' scores are < the mean value of 3.28. After categorizing self-efficacy, hypothesis testing will be conducted.

The results of the regression analysis for work pressures and work engagement in individuals with low self-efficacy category show a non-significant positive relationship, $r_s(247) = 0.014$, $p = 0.879 > 0.01$. In contrast, individuals with high self-efficacy category show a significant positive relationship, $r_s(247) = 0.244$, $p = 0.006 < 0.01$. This suggests that when individuals have high self-efficacy, they are more likely to have high work engagement when faced with high work pressures. However, for individuals with low self-efficacy, facing high work pressures may not necessarily lead to an increase in their work engagement.

Furthermore, the results of the regression analysis for hassles and work engagement in individuals with low self-efficacy category show a significant negative relationship, $r_s(247) = -0.305$, $p < 0.01$. On the other hand, in individuals with high self-efficacy category, $r_s(247) = -0.056$, $p > 0.05$, indicating no significant relationship between hassles and work engagement. This suggests that for individuals with low self-efficacy, high hassles can decrease work engagement. However, for individuals with high self-efficacy, an increase in hassles may not necessarily lead to a decrease in work engagement. Therefore, it can be said that self-efficacy moderates the relationship between hassles and work engagement.

Table 3
Results of the Analysis of the Role of Self-efficacy as a Moderator in the Relationship between Work Pressures and Hassles on Work Engagement

Variable		***Work Engagement***			
		Low SE		**High SE**	
		r_s	p	r_s	p
X1	***Work Pressures***	0,014	0,879	0,244**	0,006
X2	***Hassles***	-0,305**	0,001	-0,056	0,535

Figure 2
The role of self-efficacy as a moderator in the relationship between work pressures and work engagement

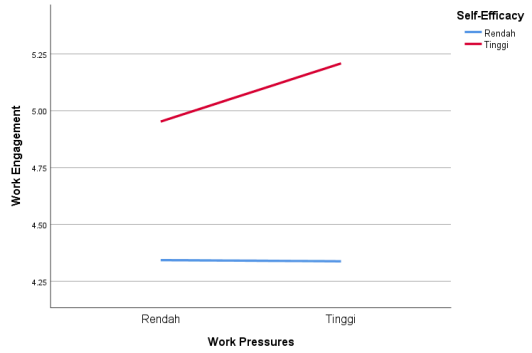
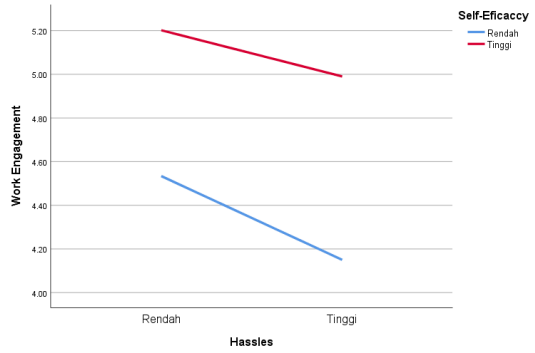


Figure 3
The role of self-efficacy as a moderator in the relationship between hassles and work engagement



4. CONCLUSIONS AND RECOMMENDATIONS

The analysis results show that individuals with high self-efficacy, as work pressure increases, their work engagement also increases, $r_s(247) = 0.244$, $p = 0.006 < 0.01$. For individuals with low self-efficacy, as hassles increase, their work engagement decreases, $r_s(247) = -0.305$, $p < 0.01$. In this study, self-efficacy was used as a variable that can moderate the relationship between work pressures and hassles on work engagement. Both of these research findings support the results of Xanthopoulou et al. (2013), which state that self-efficacy can play a role in influencing the relationship between job demands and work engagement. These results are also in line with the Job-Demands Resources (JD-R) theory, where resources can influence the relationship between job demands and work engagement.

The limitations of this study include the data collection method. In this study, the researcher only collected data that were filled out on the spot or based on the participant's current conditions. This is different from the study by Breevaart and Bakker (2018), which used a longitudinal approach involving periodic observations of participants (allowing for multiple observations over time, not just one-time questionnaire completion). Another limitation is the diversity of participants from various service companies in the study. It would be beneficial for future research to focus on specific service industries (e.g., retail, food and beverage, education, etc.).

 https://doi.org/10.24912/ijassh.v1i4.28953

This approach could provide insights into how job demands and work engagement vary across different service sectors and help address industry-specific challenges.

Furthermore, this study focused on explaining the moderator role of one personal resource variable. In future research, it would be valuable to consider other personal resource variables (such as organizational-based self-esteem and optimism). This could enrich research on job demands, personal resources, and work engagement, which is an area that may still have limited exploration. Additionally, investigating other dimensions of job demands could also be interesting, as there are various aspects of job demands that can impact work engagement and are commonly encountered in daily work situations. Exploring these factors could provide a more comprehensive understanding of the relationship between job demands and work engagement.

Through this research, one dimension of personal resources, which is self-efficacy, has shown that it can also act as a moderator in the relationship between job demands and work engagement. For individuals who feel they have low self-efficacy, based on Bandura's theory, they can start trying things that can boost their self-efficacy, such as mastery experiences (e.g., recalling past successes), vicarious experiences (e.g., observing others or role models who have succeeded to boost their own motivation), verbal persuasion (e.g., seeking positive support from people around them), and physiological and affective states (e.g., engaging in activities they enjoy to improve well-being and self-confidence).

Acknowledgement
We would like to express our gratitude to all the research participants who willingly took part in this study.

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