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The effects of positive spillover and work-family conflict on female academics' psychological well-being

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Abstract: The issue of married women who work as academic lecturers is important to be studied. They are demanded to preserve their independence and increase intellectuality which then may decrease when they have children. This study aimed to examine whether positive spillover can reduce work-family or family-work conflict so as to improve psychological well-being. The subjects, who were screened with a random sampling technique, were 429 female lecturers working in universities in Riau. Data were analyzed using descriptive analysis and multiple regression. The result showed that respondents have low psychological well-being and better family-work positive spillover. Multiple regression analysis showed that family-work positive spillover and family-work conflict simultaneously influenced psychological well-being. Therefore, it can be concluded that female lecturers prioritize completing home tasks over others, which reduces their psychological well-being at the workplace.

Keywords: work-family conflict; positive spillover; psychological well-being; female academics

Abstrak: Perempuan yang sudah menikah dan berprofesi sebagai dosen masih menjadi isu penting untuk dikaji. Mereka dituntut untuk menjaga independensi dan peningkatan intelektualitas mereka, yang kemudian dapat menurun ketika mereka memiliki anak. Penelitian ini bertujuan untuk menguji apakah positive spillover dapat menurunkan konflik pekerjaan-keluarga atau keluarga-pekerjaan sehingga meningkatkan kesejahteraan psikologis. Subjek, yang disaring dengan teknik random sampling, adalah 429 dosen wanita yang bekerja di universitas di Riau. Data dianalisis dengan menggunakan analisis deskriptif dan regresi ganda. Hasil penelitian menunjukkan kesejahteraan psikologis yang rendah dan positive spillover keluarga-pekerjaan yang lebih baik. Analisis regresi berganda menunjukkan bahwa positive spillover keluarga-pekerjaan dan konflik keluarga-pekerjaan secara simultan mempengaruhi kesejahteraan psikologis. Oleh karena itu, dapat disimpulkan bahwa dosen wanita memprioritaskan menyelesaikan tugas rumah daripada yang lain, yang mengurangi kesejahteraan psikologis mereka di tempat kerja.

Kata Kunci: konflik keluarga dan pekerjaan; positive spillover; kesejahteraan psikologis; akademisi perempuan

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Introduction

Socio-psychologists recently have conducted many studies on the issue of conflicts between family life and career in professionals (Riley, 2012). Aside from the fact that the issue of occupational engagement and family matter is not the main research subject in organizational development, there are more organizations interested in helping their employees and in identifying the ways to maintain their employees' engagement, especially female employees, by assuring the balance between their work performance and family lives. Many organizations report the positive effects of the efforts of involving these women in developing their organizational activities. The positive effects meant are among other the increased number of women who work and are promoted, women's capacity to be leader, eagerness to take risks, and ability to respond to complaints (Burke, Koyuncu, & Fiksenbaum, 2006). The assumption is that the domains of women in their works and families can influence other domains as the association between work and family can be a conflict. There are different demands of roles that can create conflicts and decrease well-being (Katz & Kahn, 1978).

A change of perspective in a female worker has increased her responsibility at home and workplace. This drives various resources to help and depend on the roles of her work and her family's life (Clark, 2000). However, women's representation in an organization is still little so that fewer women can occupy managerial positions in different fields of work.

Most professions are dominated by men, for example, architecture and construction (Nilan & Utari, 2008). The contribution of married female academics indicates the need for keeping the autonomy of intellectual progress and the efficiency in certain fields in their early works.

However, women tend to show a decrease in their job performance when they have children. Based on the new database of the Directorate General of High Education (2013), there is still an imbalance in the composition of the number of female and male academics.

They are considered less interested and professional in improving their skills and proficiency needed by their professions. An academic who views the diversity of role as a positive thing is more likely to maintain the positive affect by increasing efficiency and skills in order to be able to predict performance and a higher level of success (Wayne, Musisca, & Fleeson, 2004). A female academic who receives more comfortable social support in her working environment shows enthusiasm in performing her job and plays her role as a family member (Noor, 2011). Previous researches on positive spillover could not provide sufficient information about its indicators on individual's health and well-being. Therefore, this study aimed to find a further explanation to the relationship among individuals when work-family conflicts come to their lives.

Work-family positive spillover at first was defined as a role performed by an individual. This can support, facilitate and improve other roles, but can change the influence of one role on experience, thinking and feeling (Grzywacz & Carlson, 2007). The role of work-family positive spillover refers to individual's viewpoint on one domain of role towards other domain based on his/her affect or mood, skills and values, and behaviour (Edwards & Rothbard, 2000). In general, the dimension of feeling (affect or mood) is a condition where an individual can increase his/her effectivity, motivation, and positive interpersonal interaction in one role, and can bring an effect to other roles such as positive emotions.

The diversification model of the role of work to the family is assumed to maintain harmony in life and satisfaction in meeting the demands of work for the family (Clarke, Koch, & Hill, 2004; Greenhaus, Collins, & Shaw, 2003; Voydanoff, 2005). This has also been emphasized by Greenhaus & Powell (2006), which summarized the increase of role as an effective measure because it benefits from the diversity of roles.

Happiness or well-being is viewed as the indicator of positive mental health, satisfaction, and absence of mental illness (Tengland, 2001). Because positive psychological function can cause mental disorder and dissatisfaction, it can also lead to an individual's well-being and happiness (Ryff & Singer, 1996). Health is a part of positive emotions, originating from a mental process that describes life satisfaction (Diener & Larsen, 1993; Fredrickson & Joiner, 2002). The concept of positive and negative emotions refers to the ability to see failure in terms of its frequency and quality so that psychological health is regarded as a stronger measurement as compared to happiness (Ryff & Keyes, 1995).

Health is referred as eudaimonic or hedonic, quality of life, life satisfaction, and happiness (Baumann, 2010). Positive affect and decreased negative affect are defined as psychological well-being resulting from the transition of physical and psychological resources into an individual's life (Bradburn, 1969). In general, psychological well-being or happiness is defined with three characteristics. First, it is a subjective experience; second, it brings positive emotions and erases negative ones; and third, it describes the entire condition of life (Wright & Bonett, 2007). Psychological well-being affects individuals' mental function because it is related to the experiences in explaining the conditions of their positive and negative emotions (Wright & Bonett, 2007). Psychological well-being

structure as composed by Ryff (1989) indicates not only the positive effects of individuals' condition but also their viewpoints and responses to the efforts and diversity in accomplishing life satisfaction (Saricaoğlu & Arslan, 2013).

One of the consequences of double roles is the emergence of role-conflict, which is when the roles disturb each other (Ahmad, 2008). A meta-analysis study explains the negative consequences of a work-family conflict that disrupts an individual's role demands (Boyar, Maertz, & Pearson, 2005). Some literature reviews see this kind of conflict in different ways. For example, Greenhaus & Beutell (1985) and Harigopal (1995: 14) clarifies that the definition of work-family conflict is a disharmony between the roles because individual's responsibility at work and family responsibility cannot be fulfilled concurrently. Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) summarized the research based on the concept of individuals' responses towards their roles. A study on work-family conflict gives a holistic approach with the same emphasis on the effects of the work and family (Frone, Yardley, & Markel, 1997). It means that the correlation between the two roles includes the consequences affecting each other.

The two roles influence each other because of limited interaction between the work and family roles and individuals can only focus on one role. (Greenhaus & Beutell, 1985) showed that work-family conflict is divided into three types: time-based conflict, tension-based conflict, and behaviour-based conflict. Playing two different roles at the same time makes it difficult to fulfil the needs of both roles. Statistical data show that there is a close relationship with past experiences (Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005). The patterns of behaviours in the two unharmonious roles cause a conflict between them.

Table 1.
Guidelines for defining the dimension of psychological well-being theory

High Score	: Self-determined and free, able to withstand social pressure to think, and act in certain ways; guide behaviour from within; self-judgement by personal standards
Low Score	: Considering the expectations and judgments of others; depending on the consideration of others in making decisions; adhering to social pressure in thinking and acting in certain ways
Environmental Mastery	
High Score	: Having a sense of mastery and efficiency in managing the surrounding environment; controlling the diversity of complex outdoor activities; using the effectiveness of opportunities; able to choose or create contexts that fit personal needs and values.
Low Score	: Difficult to take care of daily needs; feeling unable to change or improve the surroundings; not aware of the opportunities around; has no control over the outside world.
Personal Growth	
High Score	: Having a feeling of growth continuously; considering to always need to develop; open to new experiences; having a sense of self-potential; acknowledging improvement in self-behaviour; making changes in how to increase knowledge and self-effectiveness.
Low Score	: A sense of stagnation; having no desire to improve or develop; feeling bored easily and not interested in life; feeling unable to change attitudes and new behaviour.
Positive relations with others	
High Score	: Warm, easily satisfied, trusting in relationships with others; empathy with the kindness of others; strong empathy, compassion and intimacy; understanding by giving and receiving relationships between people.
Low Score	: Closed to some things, trusting in relationships with others; hard to show warm attitude, too concerned about other people's attitudes; isolated and disappointed in a relationship; not willing to cooperate in maintaining relationships with others.
Purpose in life	
High Score	: Having a purpose in life and direction; feeling the importance of past lives; holding the beliefs that provide life goals; having a purpose in life.
Low Score	: Feeling life as less meaningful; having little purpose in life, not directed; not looking at the purpose of life openly; having a view or belief that gives life more meaning.
Self-acceptance	
High Score	: Having a positive self-attitude; acknowledging and accepting various aspects of self, including good and bad qualities; positive view of past lives
Low Score	: Feeling unsatisfied with self; disappointed with what has happened in the past; problems with certain personal characteristics; wanting to be different from others.

Source: Ryff & Singer (1996), The characteristics of psychological well-being.

Indonesia's Law No. 14/2005 on Teacher and Lecturer states that lecturer is an educator and professional academic who has the main tasks to change, develop, and disseminate science, technology, and art through education, research,

and public service. The law states that these two professions must have personal, professional, and social competencies²¹ obtained through professional education. According to the data released by the Ministry of Research and Techno-

logy of High Education, the total number of male lecturers was 155,151, and female lecturers was 117,432. The number of male and female students were 2,455,631 and 2,837,268 respectively throughout the country. Consequently, the ratio of lecturers compared to students reflected the shortage of lecturers.

Method

Respondents

Based on the database of high education, the total number of lecturers in universities across Riau Province was 2.389 lecturers, including as many as 1,234 female lecturers who are registered in the Ministry of Research and Technology's Report Forum of High Education of 2014. After the data were cleaned, the finalized

number of respondents used for the analysis of the present study was 492. They were academic staffs working in different universities in Pekanbaru City, Riau Province. A total of 133 (27%) were aged 24-32 years old. Most of them as many as 486 (98.8%) were Moslems. There were 33 (67.1%) having a bachelor degree, and 138 having a doctoral degree (PhD).

Instruments

1) Positive Spillover

The variable of Positive Spillover was measured based on affective positive spillover (feelings arising from the transfer from one role to another), instrumental positive spillover (values developed to meet work and family needs), and positive spillover behaviour (behaviour used in

Table 2.
Demographic data of respondents

Demography	Number	Percentage
Age		
24 to 32 years	133	27
33 to 41 years	178	36.2
42 to 50 years	125	25.4
51 to 59 years	51	10.4
60 to 68 years	5	1
Religion		
Moslem	486	98.8
Non-Moslem	6	1.2
Education Level		
Doctoral degree	138	28
Magister Degree	330	67.1
Bachelor Degree	24	4.9
Factors influencing work		
Sick children	224	45.53
No household assistant	143	29.06
No child caregiver	125	25.41
Factors influencing family		
Overtime work	157	31.91
Administrative task demand	209	42.48
Out of town duty	126	25.61

Source: Primary data 2016

the workplace affects the family and family behaviour that helps with work). The scale was developed by Hanson et al., (2006) consisting of 22 items. The items used include "Being in a positive mood at work helps me to be in a positive mood at home". The items were rated with a Likert scale of five subscales from Strongly Disagree (1) to Strongly Agree (5). Each domain was represented by 17 items. A study has shown satisfactory Cronbach's Alpha for each work-family domain (WF) and family-work (FW) which were divided into three indicators namely positive spillover performance (WF = .90 and FW = .95), instrumental positive spillover (WF = .94), and positive spillover behaviour (FW = .87).

2) Psychological well-being.

Measurement of psychological well-being has been through the development and evaluation of various sources by Ryff so that it has six dimensions of psychological well-being. The construction of this model provides an individual picture in each of the sub-dimensions of autonomy, environmental mastery, personal growth, positive relationships with others, life goals, and self-acceptance (Ryff, 1995, 2013) A simple version with a total of 42 items, consisting of six dimensions (Ryff, 2013) was used for the current study. A study that has been conducted showed that the Cronbach α coefficient for the total psychological well-being construct was .847. While the Cronbach's α coefficient for reliability for autonomy and environmental mastery was .475 and .485, however, the value of the α coefficient for personal growth was .8, positive relationships (.836), life goals (.694), and self-acceptance (.706). The results of the pilot study showed that there were 15 question items dropped.

3) Work-Family Conflict

The work-family conflict model consists of four dimensions based on the measurement of

time, stress, behaviour, and psychological conditions, where each domain of family interferes with the work domain; and the role of family interferes with work. This instrument was rearranged by Steenbergen (2007) with three dimensions that had been built by Carlson et al., (2000) to test work-family stress. Steenbergen (2007) added the psychological dimension to conflict and non-family situations.

The α value for the total construct of work-family conflict was .954 and contained 24 questions. Based on the dimensions of the measure that was divided into time dimensions showed a Cronbach α coefficient of .912, while those based on stress (.872), behaviour (.850) and psychological (.848) indicated that the Cronbach α coefficient was also high. From the overall check of total items, no items were eliminated because their validity showed a value of more than 0.30.

Results

The descriptive statistics and correlation in the analysis of this study are shown in Table 3. University academic staff by 36% were dominated by the 33-41 years old age group, more than 90% were Moslems. The level of academic education in Pekanbaru, Riau as many as 67% were master's graduates and 28% were doctoral graduates. Female participants from tertiary institutions with a total of 63% said they spent 8-12 hours a day working, most had worked for 1-10 years in tertiary institutions with 55.5%. Approximately 46% of the female academics responded to the answer "sick child" as the most influential factor to work outside the home. While the answer to the absence of a household assistant was the most influential to the work, found as many as 29%. Various reasons that affect family life such as overtime work

emerged in the female academics' answers as many as 32%. While as many as 42% claimed

Table 3.
The statistics of the correlation between all variables

	Average	SD	1	2	3	4	5
1. Work-family Positive Spillover	39.08	4.733	1	.438 **	-.042	-.092 *	.097 *
2. Family-work Positive Spillover	43.99	5.485		1	-.040	-.006	.091 *
3. Work-family conflict	25.51	6.449			1	0.516 **	-.089 *
4. Family-work conflict	29.41	6.375				1	-.096 *
5. Psychological Well-being	110.14	9.107					1

Note: * $p < 0.05$; ** $p < 0.01$

that administrative tasks were the second factor which could affect family.

The level of positive spillover was divided into low, medium-low, medium and high. On the positive work-family spillover variable, the results showed that female academics used positive spillover of the family-work domain (56%) compared to the work-family domain (40.85%). While the psychological well-being level of female academics from various universities in Pekanbaru as a whole were in the low category.

The dimensions of psychological well-being were generally at the same level, except the dimension of autonomy which was in the high category. The resulting range of scores was between 23 and 83 ($M = 54.04$; $SD = 12,126$).

The correlation between the variables presented in table 3 indicated that the overall positive spillover domain and work-family conflict were significantly related to psychological well-being ($r = .438$, $p < .01$). However, some positive spillovers did not show a relationship with family-work conflict, because studies of family-work were not significantly related to several variables.

The analysis also examined the effect of work-family positive spillover on psychological well-being through work-family conflict among female academics. The results showed that model was significant with $F = 4.136$, $p < .05$,

Table 4 explains that the beta value obtained in the independent variable against the dependent variable was .093. This means that every increase in work-family positive spillover towards psychological well-being was .093. Meanwhile, work-family positive spillover through work-family conflict as intervening caused a decrease in work-family conflict by -.085 towards the standard deviation and affected psychological well-being. The research data analysis test showed the influence of work-family positive spillover and work-family conflict on female academics' psychological well-being. The results of the data analysis showed that work-family conflict fully mediated the relationship between work-family positive spillover and psychological well-being.

Table 5 shows that the beta value obtained from work-family positive spillover and work-family conflict indicated a Beta value of 0.088. This means that there was a family-work positive spillover that had a high influence on psychological well-being, indicated by the beta coefficient of 0.088. In line with this, the family-work positive spillover through work-family conflict as a mediator caused a significant decrease in psychological well-being within the range of one standard deviation of -.086. This also means that work-family conflict fully mediated the relationship between family-work positive spillover and psychological well-being.

Researchers were also interested in showing how many variants of each independent variable could explain and most influence the dependent variables. Analysis was done to examine the effect of work-family positive spillover on psychological well-being with family-work conflict as mediator variable among female academics. Statistical results showed the model was significant with $F = 4.328$, $p < .05$.

The beta value obtained in the independent variable against the dependent variable showed the value of .091. This means that any increase in the work-family positive spillover affected psychological well-being as much as .091. Meanwhile, the work-family positive spillover through family-work conflict as mediator caused a significant decrease in psychological well-being ($\beta = -0.090$). The results of this analysis specified the influence of family-work positive spillover on psychological well-being through family-to-work conflicts among female academics as partial mediator. This proved that this model was significant and can be accepted in explaining how the factors affected each other. Family-work positive spillover can affect psychological well-being in the presence of family-work conflict among female academics.

The beta value obtained in the independent variable compared to the dependent variable was .091, meaning that each increase in the family-work positive spillover affected psychological well-being as much as .091. Meanwhile, family-work positive spillover through family-work conflict as a mediator caused a significant increase in psychological well-being in a standard deviation as much as -.096 and this value was still significant. Therefore, the results showed that family-work conflict was a partial mediator in the relationship between family-work positive spillover and psychological well-being.

Discussion

The results of this study showed two contradicting findings in the fact that female academics used work-family positive spillover more than that of family-work positive spillover. This should not happen because emotions and feelings at work are related to the management of feelings in activities as family member (Stevens, Minnotte, Mannon, & Kiger, 2007). Emotional response at work is more able to decrease stress, which can contribute to activities done as a family member (Veld, van der Heijden, & Semeijn, 2016).

Table 4.
Regression analysis on the hierarchical effects of work-family positive spillover on psychological well-being through work-family conflict

Model	Unstandardized Coefficient		Standardized Coefficients	t	Sign
	B	Std. Error	β		
Constant	97.090	6.095		15.930	0.000
<i>Work-family Positive Spillover</i>	0.334	0.155	0.097	2.157	0.032
Constant	103.061	6.845		15.055	
<i>Work-family Positive Spillover</i>	0.321	0.155	0.093	2.157	0.038
Work-family conflict	- 0.215	0.113	- 0.085	-1.897	0.058

a. Dependent Variable: psychological well-being

Table 5.
Regression analysis on the hierarchical effects of family-work positive spillover on psychological well-being through work-family conflict

Variable	Unstandardized Coefficient		Standardized Coefficients	T	Sign
	B	Std. Error	β		
Constant	97.691	6.202		15.757	0.000
<i>Family-work Positive Spillover</i>	0.284	0.141	0.091	2.021	0.044
Constant	103.615	6.908		15.000	0.000
<i>Family-work Positive Spillover</i>	0.276	0.140	0.088	2.021	0.050
Work-family conflict	- 0.218	0.113	- 0.086	- 1.926	0.055

a. Dependent variable: psychological well-being

Table 6.
Regression analysis on the hierarchical effects of work-family positive spillover on psychological well-being through family-work conflict

Model	Unstandardized Coefficient		Standardized Coefficients	T	Sign
	B	Std. Error	β		
Constant	97.090	6.095		15.930	0.000
<i>Work-family Positive Spillover</i>	0.334	0.155	0.097	2.157	0.032
Constant	105.002	7.257		14.469	0.000
<i>Work-family Positive Spillover</i>	0.313	0.155	0.091	2.157	0.032
family-work conflict	- 0.238	0.119	- 0.090	- 1.994	0.047

a. Dependent variable: psychological well-being

Table 7.
Regression analysis on the hierarchical effects of family-work positive spillover on psychological well-being through family-work conflict

Model	Unstandardized Coefficient		Standardized Coefficients	t	Sign
	B	Std. Error	β		
Constant	97.691	6.202		15.757	0.000
<i>Family-work Positive Spillover</i>	0.284	0.141	0.091	2.021	0.044
Constant	105.284	7.132		14.763	0.000
<i>Family-work Positive Spillover</i>	0.284	0.140	0.091	2.021	0.044
Family-work Conflict	- 0.253	0.119	- 0.096	- 2.133	0.033

a. Dependent variable: psychological well-being

Several studies explain that individuals who have a good quality of work are not necessarily able to create a comfortable climate or atmosphere in the family. Factors like support from the

spouse and other members of the family can help reduce the work-family conflict (Johnson, 2005; Stevens et al., 2007). In addition, literature showed that *work-family positive spillover* is

related to the existence of work-family conflict such as dissatisfaction and desolation of the family, or achievement of role related to the family's poverty (Frone, 2003).

However, work-family conflict consistently and strongly appears when it is stimulated by social pressure and support because in it there is stress related to the engagements in multiple roles. Therefore, the *work-family positive spillover* needs to be present to reduce any possible conflict (Michel, Kotrba, Mitchelson, Clark, & Baltes, 2011).

The results of this study also showed that *positive spillover* of both work-family and family-work has good benefits. In *positive spillover*, there are knowledge and expertise within one role that can be used in other roles (Edwards & Rothbard, 2000). In female academics, engagement in different roles will realize a mutual relationship between work and family. Female academics in Pekanbaru viewed *Tridharma Perguruan Tinggi* as one of the work pressures that are against family demands.

According to previous studies, it can cause disruption to psychological well-being and low mental health (Frone, 2000). The results of this study do not really support previous studies, which stated that *work-family positive spillover* and family-work positive spillover is the most effective in determining individual's psychological well-being (Kinnunen, Feldt, Geurts, & Pulkkinen, 2006). When faced with a conflict between work and family, it should show a significant negative relationship to psychological well-being. However, this situation was not proven in this study. This might be caused by the academics who did not pay much attention to the activities of the *Tridharma Perguruan Tinggi* as a whole, but they took part in one part only. One of the qualitative studies conducted by three universities in Indonesia revealed that academics or lecturers at

universities and colleges do not pay much attention to quality, they are more likely to look for strategies to deal more with improving personal finances (Gaus & Hall, 2016).

On the other hand, one study states that positive spillover from family to work is not only known as a concrete source like additional income and health insurance benefits but also it emphasizes the transfer of positive abilities and values from home for the completion of tasks at work (Tsai, 2008). One study explains that individuals who are aware of environmental mastery and are able to control themselves well in a number of events are predicted to be able to push their surroundings to be more positive and able to find new perspectives (Savitri & Listiyandini, 2017).

When family-work conflict occurs, it is negatively connected with positive emotions and it shows the opposite direction to surrounding control and physical health (Tsai, 2008). Researches conducted among Asian and American women show that those who have children and work at least 20 hours a week are certainly involved in the work-family conflict (Grzywacz, 2000). Empirical studies on the work-family positive spillover show positive results including mental health (Grzywacz, 2000). Positive mental health is the result of positive spillover which has a reciprocal effect on the related conflict. The stress caused by the excessive pressure in taking care of the household takes place from family to work, as in this study, it is usually stress due to the illness of the child and the absence of a housemaid. This can disrupt activities in carrying out teaching and delay in completing publication and administrative arrangements.

Although many similar studies explain the relationship between work and family roles lead

to conflict (Ahmad, 1996; Greenhaus & Beutell, 1985). there are also benefits derived from work and family relationships (Carlson et al., 2000; Greenhaus & Powell, 2006). In line with previous research that concluded that work-family interaction involves family sympathy so that limited time can be used to complete work that does not reduce the quality of psychological well-being at the workplace (Edwards & Rothbard, 2000). This means that the role of women in careers has provided important benefits in life. Therefore, family-work conflict cannot be avoided. Emotional overburden during work unwittingly bring effects of quality improvement and positive reactions to family (Kooles & Rothermund, 2011). Individuals who carry positive emotional transfer into family roles are found to have an effect on job satisfaction Masuda et al., (2012), as well as

positive emotions that are transmitted into work roles can have an impact on family satisfaction.

Conclusion

The results of this study have revealed that in overcoming the challenges of work and family, impacts on work and family life, female academics showed a decrease in their psychological well-being at the workplace and family environment. The use of self-report survey data limited this study. However, the variety of data collecting method can help explore related topics. In addition, the importance of self-report development and mental health determining factors within a certain context like stress, time, and offering of support to university can reduce the possibility of conflict.[]

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