



Self-Regulation as a Moderator Between Husband's Support and Inter-Role Conflict in Student-Mothers: Academic Demands and Role Juggling

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Abstract: This study investigates the relationship between perceived social support from husbands and inter-role conflict, with self-regulation as a moderating variable among student-mothers. A quantitative, non-experimental design with a cross-sectional online survey was employed. Participants were 147 Indonesian student-mothers enrolled in master's and doctoral programs, all of whom were married, had children, were not employed, and did not live with extended family members. Data were collected using three standardized instruments: the Social Provision Scale (SPS) to measure husband's social support, the School-Family Conflict Scale (SKS) to measure inter-role conflict, and the Self-Regulation Scale (SRD) to measure self-regulation. Data were analyzed using descriptive statistics, Pearson correlation, and moderated regression with Hayes' PROCESS macro. Results indicated a significant negative relationship between husband support and inter-role conflict, suggesting that higher support reduced conflict. However, self-regulation did not moderate this relationship. The findings emphasize the importance of husbands' involvement in supporting student-mothers pursuing higher education.

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Introduction

In a constantly evolving global economy, women are increasingly expected to participate in the workforce and contribute to household income, which requires sufficient education and relevant skills (Bates, 2015; Hossain et al., 2019). Higher education is an important way for women to gain the knowledge, skills, and attitudes needed to succeed professionally while managing family responsibilities (Moreau, 2016). As a result, more women worldwide are pursuing higher education. However, women who are also mothers, often called student-mothers, face special challenges in balancing their studies with family life (Ismail et al., 2004; Springer et al., 2009). It can be very difficult when the demands of one role conflict with the demands of another, creating stress and competing priorities (Sicam et al., 2021).

The struggles of student-mothers can be understood through the concept of inter-role conflict. According to Van Rhijn's (2009) School-Family Conflict Theory, which adapts Greenhaus and Beutell's (1985) Work-Family Conflict Theory, inter-role conflict happens when the expectations of academic and family roles clash. This conflict is bidirectional: academic responsibilities can interfere with family duties, and family responsibilities can interfere with academic tasks. This shows how challenging it is to manage multiple roles when time, energy, and attention are limited.

Inter-role conflict happens at all levels of higher education, but is more common and severe among postgraduate students. Master's and doctoral programs require advanced skills, such as conducting independent, original, and in-depth research (Kemendikbudristek, 2023). Unlike undergraduate students, who mainly learn theory and basic skills, postgraduate



student-mothers face complex tasks that require critical thinking, research planning, and self-directed learning. These academic demands, combined with family and childcare responsibilities, increase stress, emotional strain, and inter-role conflict (Levecque et al., 2017; Chakraverty, 2020).

Postgraduate students also face emotional pressures such as anxiety, imposter syndrome, and risk of dropping out, which makes managing multiple roles even harder (Groenvynck et al., 2013; Pappa et al., 2020). For student-mothers, these pressures make them particularly vulnerable to inter-role conflict, which can be time-based (not enough time for all roles), strain-based (stress in one role affects another), or behavior-based (behaviors expected in one role conflict with another) (Van Rhijn, 2009).

In Indonesia, the PhD Mama Indonesia (2021) survey of 403 student-mothers at master's and doctoral levels found that many struggled to meet academic deadlines while managing family responsibilities, often experiencing guilt, fatigue, and lower academic productivity. Our small survey of 32 student-mothers (December 9–12, 2023) confirmed this: 81% said they did not have enough time to manage both roles, and 19% reported physical and emotional exhaustion that hurt their focus. Most experienced time-based and strain-based conflicts, while behavior-based conflicts were less common.

The consequences of inter-role conflict are multidimensional, affecting psychological well-being, physical health, family harmony, and academic performance (Frone, 2003; Zhang et al., 2011; Green, 2012). The significant impact of inter-role conflict on student-mothers' lives highlights the importance of exploring factors that help them manage multiple roles more effectively. Hosseini et al. (2023) identified four major factors influencing inter-role conflict: intrapersonal, interpersonal, organizational, and cultural. Among these, intrapersonal and interpersonal factors are most often emphasized, as they are directly related to an individual's ability to cope with stress (Greenhaus & Allen, 2011).

Among these, the interpersonal factor, especially social support from the husband, plays a crucial role as a significant protective resource in helping student-mothers navigate the pressures of multiple roles and improve work-family balance (Greenhaus & Powell, 2006). In line with this, the PhD Mama Indonesia (2021) survey found that 50% of student-mothers acknowledged the essential role of their husbands in their academic success. Our survey supports this, with 96% of participants naming spousal support, whether emotional, motivational, financial, or related to childcare, as the most influential factor in their academic success and role management.

However, previous research has produced inconsistent findings regarding the strength of the relationship between spousal support and inter-role conflict. Some studies report a strong negative relationship, indicating that higher spousal support clearly reduces inter-role conflict, while others find only a moderate effect, suggesting that spousal support does not always have the same impact (Nugraha & Kustanti, 2018; Octaviana & Sugiasih, 2021). These inconsistencies imply that additional factors may influence how effectively spousal support helps reduce inter-role conflict.

For student-mothers, adults managing complex lives, stable intrapersonal factors are also necessary to help them handle inter-role conflict. Intrapersonal development enables student-mothers to become more flexible and adaptive in dealing with emerging challenges (Deci & Ryan, 2000; Zimmerman, 2002). One important factor is self-regulation, or the ability to plan, monitor, and adjust one's behavior to reach goals despite multiple demands (Zimmerman, 1989; Deci & Ryan, 2000). Self-regulation helps student-mothers make the most of spousal support. For instance, when husbands provide time for study, highly self-regulated student-mothers use it by setting study agendas, prioritizing urgent tasks, and



avoiding procrastination. Conversely, those with low self-regulation may waste that time, leaving conflict unresolved. Similarly, self-regulated student-mothers often restructure routines, such as studying at night after childcare, breaking large tasks into smaller goals, or using checklists to monitor progress, so that academic work is not sacrificed for family duties. These concrete strategies highlight how self-regulation acts as the bridge that links spousal support with reduced inter-role conflict.

Although many studies have looked at social support and inter-role conflict, few have examined how self-regulation affects this relationship, especially among postgraduate student-mothers in Indonesia. Most research focuses on work-family conflict, not school-family conflict, and few consider both interpersonal (spousal support) and intrapersonal (self-regulation) factors together. This study aims to fill this gap by investigating whether self-regulation strengthens the negative relationship between spousal support and inter-role conflict. The findings are expected to extend Van Rhijn's School-Family Conflict framework and provide practical insights into ways that student-mothers can manage both academic and family responsibilities more effectively.

Research Method

This study employed a quantitative, non-experimental design to examine the relationship between social support from husbands, inter-role conflict, and the moderating role of self-regulation among student-mothers. Participants were Indonesian married mothers enrolled in master's or doctoral programs at universities in Indonesia who were not employed, had children, and were not living with extended family. Data were collected through an online questionnaire distributed via student-mother community networks and social media platforms. This study received ethical approval from the Ethics Review Committee of the Faculty of Psychology, Universitas Indonesia (Approval No. 004/FPsi.Komite Etik/PDP.04.00/2025).

An a priori power analysis using G*Power 3.1.9.4 (Linear Multiple Regression, R^2 deviation from zero, effect size = .15, α = .05, power = .95) indicated a minimum required sample of 119 participants for three predictors (social support, inter-role conflict, and their interaction). The final sample consisted of 147 Indonesian student-mothers enrolled in master's and doctoral programs, thereby exceeding the minimum requirement and ensuring sufficient statistical power. The majority of participants were between 31 and 40 years old (54.42%), with an average age of 33 years. Most were in their second semester (36.73%). Additionally, half of the participants had one child (50.34%), with the majority of children being in the 0–5-year age range (65.99%).

Three instruments were used in this study: (1) the School-Family Conflict Scale (SKS; Noveni, 2018), consisting of 45 items measuring time-based, strain-based, and behavior-based conflict on a 5-point Likert scale; (2) the Social Provisions Scale (SPS; Cutrona & Russell, 1987; adapted by Thohiroh et al., 2019 and tested by Putri, 2020), containing 24 items across six dimensions of social support on a 4-point Likert scale; and (3) the Self-Regulation Scale (SRD; Wicaksono, 2015; validated by Amalia, 2022), which includes 28 items measuring four dimensions of self-regulation on a 5-point Likert scale.

All instruments underwent further adaptation and pilot testing to ensure relevance to the context of student-mothers. The revised versions demonstrated good reliability and validity, with item selection based on expert judgment and statistical analysis. Data were analyzed using descriptive statistics, Pearson correlation analysis, and moderated regression analysis with Hayes' PROCESS macro.

Results and Discussion

The researcher first conducted a descriptive analysis to observe the general overview of the three research variables: inter-role conflict, social support from husbands, and self-regulation.

Table 1. General Overview of Research Variables

Variable	Min.	Max.	Mean	SD	Category	Percentage
Inter-Role Conflict (IRC)	48	179	110.44	24.766	Low	15.07
					< 85.67	
					Medium	67.12
					85.67 - 135.21	
Husband Social Support (HSS)	45	96	78.72	10.915	High	17.81
					> 135.21	
					Low	17.01
					< 67.81	
Self-Regulation (SR)	68	132	100.99	13.473	Medium	68.03
					67.81 - 89.63	
					High	14.97
					> 89.63	
					Low	20.55
					< 87.52	
					Medium	63.70
					87.52 - 114.46	
					High	15.75
					> 114.46	

Based on Table 1, it can be seen that most student-mothers experienced inter-role conflict at a medium level (67.12%). This indicates that the majority of student-mothers in this study potentially face moderate conflict in balancing academic and family roles. On the other hand, most student-mothers received social support from their husbands at a medium level (68.03%), suggesting that the majority of them perceive a moderate amount of support from their spouses. Regarding self-regulation, the majority of student-mothers also scored in the medium category (63.70%), indicating a fairly sufficient ability to manage academic and other role-related challenges. Before conducting further data analysis, the researcher tested the normality of the data using the Kolmogorov-Smirnov method on the residual unstandardized scores for the three research variables: inter-role conflict, social support from husbands, and self-regulation.

Table 2. Normality Test Results

Variable	D	p
Residual Unstandardized Scores	0.065	0.200

Based on Table 2, the test statistic value is $D(147) = 0.065$ and $p > 0.05$. Thus, the data meet the normality assumption, allowing for the continuation of parametric analysis in the subsequent research tests.

The researcher then conducted correlation analyses between husband social support and inter-role conflict with demographic factors to identify which demographics, if any, should be controlled as covariates in the moderation analysis. Two types of statistical analyses were used, depending on the nature of the demographic variables: independent samples t-test and Pearson product-moment correlation.

Table 3. Results of Demographic Factor Analysis

Variable	Level of Education	Mean	SD	t	p
Inter Role Conflict	Master's	78.61	10.93	-.199	.432

(IRC)	Doctoral	79.00	11.01		
Husband Social	Master's	111.47	25.46	.788	.843
Support (HSS)	Doctoral	107.93	23.09		

Regarding the analysis shown in Table 3, the results of the independent samples t-test indicated that there were no significant differences in husband social support and inter-role conflict between master's and doctoral student-mothers. Therefore, educational level was not considered a control variable in the moderation analysis.

Table 4. Results of Correlation Analysis Between Additional Demographic Factors and Study Variables

No		Mean	SD	1	2	3	4	5	6	7
1	IRC	110.44	24.766							
2	HSS	78.72	10.915	-.589**						
3	SR	100.99	13.473	-.663**	.446**					
4	Age	32.90	5.674	-.035	-.041	.130				
5	Semester	3.45	1.949	.080	.023	.022	.103			
6	NoC	1.67	.885	0.042	-.027	.098	.380**	.256**		
7	AoC	61.42	42.278	-0.59	.002	.154	.792**	.239**	.451**	

Notes: IRC: Inter-Role Conflict; HSS: Husband Social Support; SR: Self-Regulation; NoC: Number of Children; AoC: Age of Children.

Next, a Pearson product-moment correlation analysis was conducted to examine the relationships between other demographic factors and both husband social support and inter-role conflict. As shown in Table 4, the four demographic variables, age, semester, number of children (NoC), and age of children (AoC), did not show significant correlations with either husband social support (HSS) or inter-role conflict (IRC) among student-mothers. Therefore, it was concluded that these demographic factors did not need to be controlled as covariates in the moderation analysis.

According to Table 4, the correlation analysis revealed a significant negative relationship between husband social support ($M = 78.72$, $SD = 10.915$) and inter-role conflict ($M = 110.44$, $SD = 24.766$), with $r = -0.589$, $p < .01$, $r^2 = 0.347$. This indicates that the higher the perceived social support from the husband, the lower the inter-role conflict experienced by student-mothers. Conversely, lower levels of perceived support were associated with higher conflict levels. Furthermore, the effect size suggests that this relationship is strong. Thus, the first hypothesis, stating that "Husband social support is significantly and negatively correlated with inter-role conflict among student-mothers," **is supported**.

As presented in Table 4, the correlation between self-regulation ($M = 100.99$, $SD = 13.473$) and inter-role conflict ($M = 110.44$, $SD = 24.766$) was also significant and negative, with $r = -0.663$, $p < .01$, $r^2 = 0.439$. This result shows that higher levels of self-regulation are associated with lower inter-role conflict, while lower levels of self-regulation are related to greater conflict. The effect size indicates a strong relationship between self-regulation and inter-role conflict among student-mothers.

Moderation analysis was conducted with self-regulation as the moderator in the relationship between husband's social support and inter-role conflict. The results of the moderation analysis are presented in Table 4.

Table 5. Results of Moderation Analysis

Variable	<i>b</i>	<i>SE</i>	<i>p</i>	95% CI
Predictors				
Husband Social Support (HSS)	-.478	.913	.602	[-2.282, 1.328]
Self-Regulation (SR)	-.632	.739	.393	[-2.091, 0.827]
Moderation				
Husband Social Support x Self-Regulation	-.004	.009	.695	[-.0215, .014]

The moderation analysis indicated that self-regulation did not moderate the relationship between husband social support and inter-role conflict among student-mothers. As shown in Table 5, the interaction between husband social support and self-regulation was not statistically significant ($b = -0.004$, $p = .695$, 95% CI [-0.0215, 0.014]). This result suggests that self-regulation neither strengthened nor weakened the relationship between husband's social support and inter-role conflict. Therefore, the second hypothesis, which stated that "Self-regulation significantly moderates the relationship between husband social support and inter-role conflict among student-mothers," **was rejected**.

The results of this study indicate that spousal social support has a significant negative relationship with inter-role conflict experienced by student-mothers. In other words, the higher the support provided by the husband, the lower the level of conflict between academic and domestic roles. Conversely, when spousal support is low, inter-role conflict tends to increase.

These findings are consistent with the stress-buffering theory by Cutrona and Russell (1990), which explains that social support can reduce the negative impact of stress arising from multiple role demands. In the context of student-mothers, such support can take the form of instrumental assistance, such as sharing childcare and household responsibilities (Greenhaus & Beutell, 1985), as well as emotional support, which fosters a sense of being understood and appreciated during the academic journey (Thoits, 1995). Individuals who perceive themselves as socially supported tend to experience lower stress levels because they feel more capable of handling the challenges they face (Cohen & Wills, 1985).

Previous research has also emphasized the importance of husbands in supporting the well-being of women with multiple roles, particularly in reducing stress and improving quality of life (Cohen, 2004; Bianchi & Milkie, 2010). This is especially relevant in Asian cultural contexts, including Indonesia, where social norms still position women as the primary caregivers at home, even as they pursue academic roles (Hofstede, 2001). Gender role expectations create additional pressure on student-mothers, particularly when they must divide their attention and energy between studies and domestic responsibilities (Ning & Karubi, 2018).

In this context, spousal social support serves as a critical protective factor. It helps not only through fairer distribution of household tasks but also through emotional validation that acknowledges the struggles of student-mothers in fulfilling both roles simultaneously (Wulandari, 2018). When a student-mother feels supported, both emotionally and practically, she is more capable of managing multi-role demands, reducing stress levels, and enhancing academic self-efficacy (Bandura, 1997). Therefore, the presence of a husband as a source of support not only helps create role balance but also facilitates academic success and overall psychological well-being of student-mothers. Practically, these findings highlight the need for educational institutions to organize spouse-inclusive activities, such as awareness programs on the role of husbands in supporting their wives' studies and training in partner communication, to strengthen both emotional and instrumental support.



Moderation analysis results show that self-regulation does not act as a moderator in the relationship between spousal social support and inter-role conflict among student-mothers. In other words, self-regulation does not strengthen or weaken the effect of spousal support on inter-role conflict. Nevertheless, correlation tests show that both self-regulation and spousal support have significant negative relationships with inter-role conflict, with self-regulation demonstrating a stronger correlation. These findings indicate that both factors are important in reducing inter-role conflict and are better positioned as direct predictors rather than interacting variables.

Self-regulation reflects an individual's capacity to manage thoughts, emotions, and behaviors to achieve specific goals (Zimmerman, 2002), and it plays a vital role in helping student-mothers navigate the demands of academic and domestic roles. However, this ability has limitations, especially when individuals face simultaneous, complex, and ongoing external pressures (Baumeister & Vohs, 2007). In the lives of student-mothers, these dual roles often require high levels of energy, time, and commitment simultaneously, so without external support, self-regulation may weaken or fail to function optimally.

On the other hand, spousal social support also contributes to reducing inter-role conflict, particularly through emotional support and presence that alleviate psychological burden from multiple roles. When responsibilities can be shared and support is available, the pressure experienced by the individual becomes lighter, allowing self-regulation to function more effectively (Cohen & Wills, 1985; Thoits, 1995; Bianchi & Milkie, 2010). Thus, self-regulation and spousal social support are two important factors that work in parallel to help student-mothers manage inter-role conflict. Although they do not statistically strengthen each other as a moderation interaction, both contribute independently in daily life and complement each other in supporting multi-role functioning. Future research is recommended to examine both as direct predictors in a more comprehensive model. Accordingly, to maximize the benefits of self-regulation in managing inter-role conflict, institutions may offer counseling or training programs that help student-mothers strengthen their self-regulation skills, including time management, realistic academic planning, emotional regulation, and self-evaluation.

Based on demographic factor analysis, the study found no significant differences in the relationship between spousal support and inter-role conflict across demographic factors, including educational level, age, semester, and number of children. These demographic factors were also not significantly related to spousal support or inter-role conflict among student-mothers. This contrasts with previous studies, which suggested that demographic factors could influence student-mothers' experiences with inter-role conflict (Garg & Agrawal, 2022).

This can be explained by the fact that each student-mother employs different strategies to manage multi-role demands. Thus, even when they share similar demographic characteristics, their perceived experiences may differ. According to Allen and Eby (2016), individuals' perceptions of roles and stress are strongly influenced by internal factors, such as cognitive appraisal and coping mechanisms, rather than solely by objective external conditions. Additionally, Greenhaus and Beutell (1985) stated that inter-role conflict is not only determined by the number of roles undertaken but also by how individuals perceive and respond to role pressures.

For example, two student-mothers with the same number of children and in similar semesters may experience different levels of conflict depending on how they perceive social support and how effectively they manage their time and responsibilities. In other words, it is not demographic factors that determine inter-role conflict levels, but rather perceptions of

social support and role management, consistent with the study by Nurmayanti et al. (2024). Nurmayanti et al. (2024) also reported that psychosocial factors, such as individuals' perception of social support and coping strategies, have a greater impact on inter-role conflict than demographic variables like age or number of children. Individuals experiencing higher psychological pressure or negative perceptions of their burdens are more vulnerable to inter-role conflict, even when they share similar demographic characteristics with other student-mothers. Thus, this study shows that inter-role conflict cannot be explained solely by demographic factors but is more closely related to individual perceptions of multi-role management. Therefore, qualitative or mixed-methods approaches may be useful for exploring the subjective perceptions, strategies, and unique challenges faced by student-mothers in greater depth.

Finally, the results indicate a significant negative relationship between self-regulation and inter-role conflict among student-mothers. In other words, the higher the level of self-regulation, the lower the level of inter-role conflict experienced. This finding aligns with Zimmerman's (1989) self-regulation theory, which states that individuals who can consciously plan, monitor, and evaluate their behaviors and thoughts makes them more adaptive in achieving goals, even in complex and high-pressure situations. For student-mothers, the ability to develop strategies, manage time, and regulate emotions effectively allows them to navigate academic and domestic demands more smoothly, thereby reducing inter-role conflict intensity.

Self-regulation is also associated with the ability to delay gratification, manage stress, and set boundaries while performing multiple roles (Baumeister & Heatherton, 1996). When academic and maternal roles occur simultaneously, individuals with high self-regulation can prioritize tasks and adjust expectations for themselves. They can recognize time and energy limitations and adjust standards for success in each role, ultimately helping to reduce role strain.

These findings are consistent with previous studies showing that self-regulation significantly contributes to lowering inter-role conflict. For example, Schraw, Crippen, and Hartley (2006) found that academic self-regulation helps students improve learning efficiency and manage academic stress. Tangney et al. (2004) also reported that individuals with high self-control maintain healthier interpersonal relationships and experience fewer social conflicts, including within households. In multi-role contexts, this ability is crucial, as student-mothers must maintain family harmony while meeting academic demands.

Considering Indonesia's cultural context, this study did not fully capture additional social support factors and contextual conditions that may affect inter-role conflict and self-regulation. The involvement of parents and extended family is particularly important, as emotional and instrumental support, such as childcare, household help, or encouragement, reduces student-mothers' burdens and allows them to apply self-regulation strategies more effectively. Together, internal resources (self-regulation) and external support (from spouses, parents, and extended family) help lower inter-role conflict and enhance well-being and academic success. Future research should explore other forms of social support and specific participant characteristics to gain a more comprehensive understanding of these dynamics.

Lastly, although this study was conducted in Indonesia, its findings can also be applied to various Asian contexts. This is because the roles of husband support, self-regulation, and extended family involvement are issues that not only arise in Indonesian society but also in other Asian countries facing similar challenges related to family structure, gender norms, and the pressures of multiple roles, such as South Korea, Turkey, and Malaysia, which also have traditional and collectivist cultures (Hyounju & Wang, 2018; Noor,

2002; Uysal et al., 2019). Therefore, the results of this study have cross-cultural relevance and can enrich the understanding of inter-role conflict dynamics among student-mothers in Asia.

Conclusion

The results revealed a significant negative relationship between the husband's social support and inter-role conflict. In other words, the higher the level of perceived support from the husband, the lower the level of inter-role conflict experienced by student-mothers. Therefore, the first hypothesis, stating that "Husband social support is significantly and negatively associated with inter-role conflict among student-mothers," was supported. However, the moderation analysis showed that self-regulation did not significantly moderate the relationship between husband's social support and inter-role conflict. In other words, self-regulation did not strengthen nor weaken the effect of the husband's social support on inter-role conflict. Thus, the second hypothesis, which proposed that "Self-regulation significantly moderates the relationship between husband social support and inter-role conflict among student-mothers," was rejected.

Recommendation

Based on the results and conclusions of this study, several recommendations can be proposed for future research. Future studies are encouraged to: (1) examine self-regulation and husband social support as direct predictors of inter-role conflict among student-mothers. This would clarify the contribution of each variable and open opportunities for mediation analysis. (2) Employing qualitative or mixed-methods approaches is recommended to capture the subjective experiences of student-mothers in managing multiple roles, thus enriching the findings. (3) Participant criteria should be more detailed, particularly regarding employment status, study status, availability of childcare assistance (e.g., domestic helpers, daycare, family or neighbors), and husband's employment conditions (working or not, remote or outside the household). Controlling these contextual variables will provide a more realistic understanding of student-mothers' experiences. These recommendations are expected to enhance future studies that support student-mothers in managing academic and personal role demands.

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