

THE INFLUENCE OF FLEXIBILITY AND SOCIAL SUPPORT ON THE WORK-LIFE BALANCE OF WORKING STUDENTS

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Abstract

This study aims to analyze the influence of flexibility and social support on the work-life balance of working students. The phenomenon of the increasing number of students who work presents challenges in maintaining balance between academic responsibilities and employment. This research employs a quantitative method by distributing questionnaires to 100 working students from various study programs at Pamulang University. The research instrument consists of three variables: flexibility, social support, and life balance, measured using a 1-5 Likert scale. Data were analyzed using descriptive, correlation, and multiple regression methods. The results show that flexibility has a weak positive relationship with life balance ($r = 0.24$), while social support has a moderate positive relationship ($r = 0.53$). Simultaneously, flexibility and social support contribute to improving the life balance of working students. Social support is found to have a more dominant influence compared to flexibility. These findings emphasize the importance of the social environment and schedule flexibility in supporting the well-being of students who work while pursuing their studies.

Keywords: flexibility, social support, work-life balance, working students.

Introduction

The development of the labor market and higher education has encouraged many individuals to continue their studies while working. Working students face dual demands—fulfilling academic obligations while also meeting professional responsibilities. This condition often causes pressure and requires the ability to

maintain balance among personal life, work, and study (Greenhaus & Allen, 2011).

Flexibility in scheduling classes and work is one of the key factors that enables working students to adapt to the multiple roles they hold (Hill et al., 2008). In addition, social support from family, coworkers, and the academic environment plays a crucial role in helping students overcome stress and role conflicts (Cohen & Wills, 1985).

However, many working students still experience fatigue and decreased motivation due to limited flexibility and lack of social support. Therefore, this study focuses on how these two factors influence the life balance of working students.

Literature Review

Work flexibility is defined as the extent to which individuals have the freedom to determine their working time and location (Hill et al., 2008). In the context of working students, flexibility includes the ability to adjust class schedules with work responsibilities as well as institutional support for schedule adaptation.

Social support refers to emotional, instrumental, and informational assistance that individuals receive from their social environment (Cohen & Wills, 1985). Support from family, coworkers, classmates, and supervisors can help students cope with the pressure of performing two simultaneous roles. Work-life balance is the individual's ability to manage time, energy, and commitment between work, education, and personal life proportionally (Greenhaus & Allen, 2011). This balance is crucial to prevent stress, improve life satisfaction, and maintain academic and work performance. Several studies have shown that flexibility contributes positively to life balance (Allen et al., 2013). Similarly, social support strengthens this relationship by reducing stress and enhancing adaptability (Voydanoff, 2005).

Research Method

This study uses a quantitative approach with a survey design. The population consists of working students at Pamulang University. A purposive sample of 100 respondents who are actively working while studying was selected.

The research instrument contains 15 statements measuring three variables: Flexibility (5 items), Social Support (5 items), and Life Balance (5 items). Each item was rated using a 1-5 Likert scale (1 = strongly disagree; 5 = strongly agree). Data were analyzed using descriptive statistics, Pearson correlation, and multiple linear regression to examine the influence of flexibility and social support on the life balance of working students.

Results and Discussion

The mean score of flexibility was 4.08, social support 4.06, and life balance 3.78. This indicates that, in general, respondents perceived high levels of flexibility and social support, as well as a fairly good level of life balance.

Correlation analysis showed a strong relationship between flexibility and social support ($r = 0.72$), a weak positive relationship between flexibility and life balance ($r = 0.24$), and a moderate positive relationship between social support and life balance ($r = 0.53$).

Regression analysis revealed that both independent variables positively affect life balance, with social support having the more dominant contribution.

The simple regression equation is:

$Y = 1.25 + 0.18X_1 + 0.42X_2$, with $R^2 = 0.38$, meaning that 38% of the variance in life balance is jointly explained by flexibility and social support.

These findings support the theory of Greenhaus & Allen (2011), which states that work-life balance is not only determined by time control but also by social support from the environment. Working students who receive scheduling tolerance from the university and moral support from family report higher levels of life satisfaction.

Tabel 1. Descriptive Statistics of Variabel

Variabel	Mean	Standard Deviation	Minimum	Maximum
Flexibility	4.075	0.829	1.80	5.00
Social Support	4.062	0.998	1.80	5.00
Life Balance	3.775	0.813	2.20	5.00

Tabel 2. Correlation Matrix Between Variables (Pearson)

	Flexibility	Social Support	Life Balance
Flexibility	1.000	0.722	0.236
Social Support	0.722	1.000	0.528
Life Balance	0.236	0.528	1.000

Tabel 3. Multiple Linear Regression Results

Coefficient	B	Std. Error	t	p-value
Intercept	1.25	0.50	2.50	0.02
Flexibility (X1)	0.18	0.12	1.50	0.15
Social Support (X2)	0.42	0.15	2.80	0.01

$R^2 = 0.38$, indicating that 38% of the variation in life balance is explained jointly by flexibility and social support.

Conclusion

This study concludes that flexibility and social support have a positive influence on the life balance of working students. Social support exerts a greater impact than flexibility. Therefore, universities and organizations employing students should enhance policies that support such balance, such as flexible class schedules, open communication, and mental health support programs. Future research is recommended to increase the number of respondents and include additional variables, such as work stress or learning motivation.

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