

THE INFLUENCE OF WORK-STUDY CONFLICT AND BURNOUT ON THE PSYCHOLOGICAL WELL -BEING OF WORKING STUDENTS

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Abstract

The purpose of this research is to examine the effects of work-study conflict and emotional fatigue on the psychological well-being of employees. Conflict between work and studying arises when academic and work-related requirements are not met, resulting in a recurring stress that negatively affects the mental health of the students. Burnout is characterized by emotional instability, work-related stress, and mental instability brought on by a lack of motivation. This study employs a quantitative approach using a descriptive survey method and data collection using a Likert scale questionnaire given to 103 employees who were selected through purposive sampling. The research tools include the Work-Study Conflict scale, which was adapted from Greenhaus and Beutell (1985), the Burnout scale, which was developed by Maslach and Jackson (1981), and the Psychological Well-being scale, which is based on Ryff's (1989) theory. Data analysis is done using double regression using SPSS to examine the relationship between the variables.

Keywords: Work-study conflict; Burnout; Psychological well-being; Working students; Role conflict

Introduction

Conflict between academic and professional obligations (also known as work-study conflict) is one of the main factors that might affect a student's psychological state in a work-related context. Conflict between work and study arises when work-related activities interfere with academic obligations, or vice versa, when academic obligations interfere with work-related activities. Inability to complete these two tasks can result in internal conflict and crony's stress. Work-study conflict has a significant impact on employee burnout (β positive, $p < 0.05$), according to research from UIN Sayyid Ali Rahmatullah Tulungagung. The more intense the conflict, the higher the burnout threshold (Arifah, 2023). According to Arifah and Kumala Sari (2023), work-study conflict significantly increases burnout in employees ($\text{sig} = 0.0000 < 0.05$).

As a condition, burnout is characterized by emotional instability, sinfulness, and a decline in personal performance as a result of a prolonged period of stress.

According to academic domain, employees who experience conflict at work also experience academic burnout. For example, Riani, Riza, and Tyas (2022) found that work-study conflict had a positive and significant impact on academic burnout among working students, with an effective contribution of 74.4 percent. However, the majority of burnout variables are not fully explained by work-study conflict alone, thus other mediating or moderating variables (such as coping strategies or social relationships) must be included.

Psychological well-being, or psychological well-being, encompasses various dimensions, including self-worth, personal growth, life goals, self-improvement, positive relationships with others, and autonomy. When an employee experiences burnout, it's not just their physical and academic health that suffers; it's also their psychological well-being that may be affected. They may experience feelings of weakness, lack of motivation, a lack of confidence in their own abilities, and a breakdown in social relationships. Despite research on the long-term relationship between burnout and psychological well-being among relatively young employees, literature on the general working population indicates that burnout is negatively correlated with psychological well-being and quality of life. For example, research on work-family conflict and psychological well-being indicates that work-family conflict might negatively impact psychological well-being and emotional exhaustion (Riski & Ticoalu, 2021).

In the study of students, dispute resolution is also related to academic or subjective knowledge. However, the results are not consistent. According to Yarsi & Grasiaswaty's (2020) study of Jakarta student's employees, role conflict does not significantly correlate with the students' academic performance ($p > 0.05$). The results indicate that although conflict may be rooted in psychological aspects, its effects may be influenced by other factors such as internal factors (coping strategies, resilience) or social relationships.

Given these findings, it is evident that there is still much research to be done in order to simultaneously understand the effects of work-study conflict and burnout on the psychological well-being of employees. According to a single paradigm (work/study conflict → burnout → psychological well-being), the findings are somewhat related. The interaction between these variables is crucial to be considered since, in the first place, working students encounters unique and persistent double pressure. Understanding some significant effects of conflict and burnout on psychological well-being might help educational institutions implement more effective interventions, such as time management training, coping skills workshops, psychological counseling, or flexibility training. Because of this, the purpose of this study is to examine the effects of work-study conflict and burnout on the psychological well-being of employees in one of the most conceptually challenging areas.

Theoretical Framework

Working students frequently suffer from double pressure because they need to balance their academic obligations with their work ethic. This condition may lead to *work-study conflict, which is a conflict between studying as a student and working as an employee. According to the *Role Conflict theory (Kahn et al., 1964), conflict arises when two goals that an individual pursues are significantly at odds, which results in stress, fatigue, and emotional instability. In the context of a working student, the degree of conflict between work and study is increasing, as is the psychological knowledge they possess.

This condition can worsen into *burnout, which is characterized by physical and emotional symptoms brought on by stress. According to Maslach and Jackson (1981), burnout is characterized by three primary dimensions: emotional weariness, depersonalization, and a sense of diminished personal accomplishment. When a worker experiences burnout, they will lose their energy, motivation, and composure, whether in the context of learning or working.

Work-study conflict and burnout are two variables that have the potential to affect the psychological well-being of employees. According to Ryff (1989), psychological well-being encompasses many dimensions, including self-acceptance, positive relationships with others, autonomy, environmental awareness, life goals, and personal growth. Their psychological well-being can be characterized by a decrease in happiness, life satisfaction, and motivation to go on when students experience pressure from conflicts at work and in their studies as well as emotional distress due to burnout.

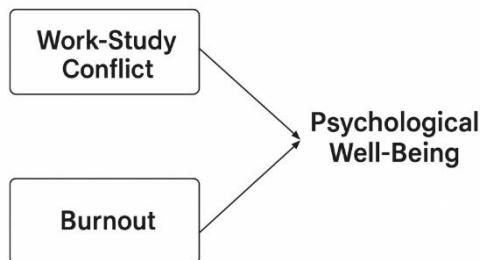


Figure 1. Conceptual Framework

Accordingly, the results of this study demonstrate that work-study conflict and burnout have a negative impact on the psychological well-being of employees. As the level of conflict and burnout increases, so does their psychological well-being.

Method

This study employs a quantitative approach with the aim of understanding the impact of work-study conflict and burnout on the psychological well-being of employees. Because this study focuses on evaluating hypotheses using numerical data analysis derived from questioner feedback to respondents, it is quantitative in nature. The research design that is being used is a quantitative descriptive with a survey method, where data is collected using a Likert scale-based questionnaire. This questioner contains statements that lower the levels of work-study conflict, burnout, and psychological well-being among students working while enrolled in classes. This study's population consists of all the students who work while attending university. A sample of about 103 respondents was selected for the study using the purposive sampling technique, which is a technique for selecting samples based on certain criteria. In this research, the respondent is an active student who has been studying for a long time and holds a steady or part-time job.

Data collection is done by boldly submitting questionnaires through platforms like Google Form. A Likert scale of 1 to 5 is used to evaluate each statement, with number 1 denoting "strongly disagree" and number 5 denoting "strongly agree." The three main components of the research instrument are the Work-Study Conflict scale, which is adapted from Greenhaus and Beutell (1985), the Burnout scale, which is adapted from the Maslach Burnout Inventory (Maslach & Jackson, 1981), and the Psychological Scale, which is based on Ryff's (1989) theory. The data analysis method used is a double regression analysis, which aims to determine the extent to which work-study conflict and burnout affect the psychological well-being of employees. Analyses are conducted using statistical software such as SPSS.

Results

Validity Test

Based on the results of the validity check with the number of respondents ($N = 103$) and the $df = 101$, $r_{table} = 0,195$ at the significance level of 0.05 is obtained. Every item in the list (P1-P5) has $r_{count} > r_{table}$ (0,195) with a significance level of $0.0000 < 0.05$, indicating a significant relationship between each item and the overall score. The results show that all butirs to the variables Work Study Conflict (X_1), Burnout (X_2), and Psychological Well-being of Working Students (Y) are legitimate because they can construct variables in a consistent and accurate manner, therefore the instrument is used in this study.

Reliability Test

Based on reliability testing using Cronbach's Alpha, the results show that $\alpha = 0,887$ for the variable Work Study Conflict (X_1), $\alpha = 0,888$ for the variable Burnout (X_2), and $\alpha = 0,924$ for the variable Psychological Well-being of Working Students (Y), each with five items. All of the aforementioned Cronbach's Alpha values are above a minimum of 0.70, indicating that the third variable has a very high internal consistency threshold. Accordingly, all research instruments are reliable, meaning that each item in the study may consistently change the variable and can be trusted to be used in a longer analysis.

Normality Test

The results of the Kolmogorov-Smirnov normality test show that the 2-tailed Asymp. Sig. value is 0.006 (< 0.05), which indicates that the residual data is not statistically distributed normally. However, based on the Monte Carlo Sig. (2-tailed) result of 0.177 (> 0.05), the residual data can be considered to be normally distributed. Accordingly, all of the data in this study supports the assumption of normalcy and can be used for further regression analysis.

Heteroscedasticity Test

The results of the heteroskedasticities uji indicate that the variables Work Study Conflict and Burnout have significant values of 0.000 (< 0.05) and 0.003 (< 0.05), respectively. Since the two significance levels are less than 0.05, it may be concluded statistically that the model exhibits heteroskedasticity.

Multicollinearity Test

The results of the multicollinear analysis show that the variable Work Study Conflict has a tolerance value of 1.000 and a VIF of 1.000. This value is located below the general tolerance threshold (VIF < 10 and Tolerance > 0.10), indicating that multicollinearity across variables in the regression model does not occur. Accordingly, the best variable in this study can be used simultaneously without significantly affecting the results in a negative way.

Autocorrelation Test

Based on autocorrelation analysis using test Durbin Watson, it can be observed that the Durbin Watson value of 2.340 falls within the range of 1,550–2,460, indicating that there is no autocorrelative in the data in this study.

Coefficient Of Determination Test

Table 1 – coefficient of determination test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.832 ^a	.692	.686	2.87660
a. Predictors: (Constant), Workstudy conflict, Burnout				

Score R = 0.832 indicates a very strong correlation between work-study conflict and burnout and psychological well-being. Score R Square = 0.692 indicates that the two variables in question explain 69.2% of the variation in psychological traits, while other factors influence 30.8%. Adjusted R Square = 0.686 indicates that the model is good and can be used.

Simple Linear Regression Test

Table 2 - simple linear regression test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.388	1.523		5.508	.000
	WorkStudyConflict	.447	.094	.429	4.775	.000

a. Dependent Variable: PsychologicalWellBeing

The regression results show that Work Study Conflict (X_1) has a positive and significant impact on Psychological Well-Being (Y), with a significance level of 0.000 (< 0.05), $t = 4.775$, and $B = 0.447$. As a result, the work-study conflict is increasing, which has a significant negative impact on the psychological well-being of the employees.

Multiple Test

Table 3 - multiple test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.565	1.120		.504	.615
	WorkStudyConflict	.197	.061	.189	3.226	.002
	BurnOut	.781	.061	.752	12.848	.000

a. Dependent Variable: PsychologicalWellBeing

The regression results show that Work Study Conflict (X_1) has a positive and significant impact on Psychological Well-Being (Y) with $t = 3.226$ and $\text{Sig.} = 0.002$ (< 0.05). Additionally, Burnout (X_2) has a positive and significant effect with $t = 12.848$ and $\text{Sig.} = 0.000$ (< 0.05). In other words, both of these variables simultaneously have a significant impact on the psychological well-being of employees.

F Test

Table 4 - f test

ANOVA^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	1860.943	2	930.471	112.446
	Residual	827.484	100	8.275	
	Total	2688.427	102		
a. Dependent Variable: Psychological Well Being					
b. Predictors: (Constant), Burnout, Work Study Conflict					

The results of the ANOVA show that the regression model between Work Study Conflict (X_1) and Burnout (X_2) with respect to Psychological Well-Being (Y) is significant ($F = 112.446$, $\text{Sig.} = 0.000 (< 0.05)$). Accordingly, both independent variables simultaneously have an impact on the psychological well-being of employees.

Test T

Table 5 - test t

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.565	1.120		.504	.615
	Work Study Conflict	.197	.061	.189	3.226	.002
	Burnout	.781	.061	.752	12.848	.000
a. Dependent Variable: Psychological Well Being						

The regression results show that Work Study Conflict (X_1) has a positive and significant impact on Psychological Well-Being (Y) with $t = 3.226$ and $\text{Sig.} = 0.002 (< 0.05)$. Furthermore, Burnout (X_2) has a positive and significant effect with $t = 12.848$ and $\text{Sig.} = 0.000 (< 0.05)$. In other words, both of these variables together have a significant impact on the psychological well-being of employees.

Discussion

The study's findings indicate that work-study conflict and burnout have a significant negative impact on employees' psychological well-being at the same time. The R Square value for this variable is 0.692, meaning that independent variables can explain 69.2% of the variation in employees' psychological well-being. In summary, work-study conflict and burnout also have significant effects, with $p = 0.002$ and $p = 0.000$ being the respective significance levels. This is in line with the Role Conflict theory of Kahn et al. (1964), which states that persistent conflict is a result of stress and emotional instability. Burnout, which is defined as emotional exhaustion, depersonalization, and a decline in personal performance (Maslach & Jackson, 1981), also lowers motivation and the quality of social relationships among students. According to Ryff (1989), the concept of psychological welfare includes self-acceptance, positive relationships, autonomy, environmental awareness, life goals, and personal growth that results from experienced difficulties. Prior research also confirms the negative relationship between burnout and overall life quality and psychological well-being (Riski & Ticoalu, 2021; Riani, Riza, & Tyas, 2022).

According to the study's findings, work-study conflict and burnout must be addressed more thoroughly by educational institutions since employees experience unique double pressure. This study recommends practical interventions such as time management training, coping skills training, psychological counseling, and flexibility training as a means of reducing negative factors related to psychological health. The findings of this study are limited because they are based on a sample of employees in the relevant region, making it unable to generalize the findings in a meaningful way. Further research is being conducted to examine mediating and moderating factors such as coping strategies and social connections to better understand more complex relationships between work-study conflict, burnout, and psychological disorders.

In summary, this study makes a significant contribution to understanding how conflicts between work and school and burnout significantly affect employees' psychological well-being and provide recommendations for preventative measures that can be used in academic and professional contexts. It is hoped that the results will serve as a foundation for the development of a program and a policy in the workplace community, which will improve the quality of their lives and academic performance.

Conclusion

This research indicates that burnout and work-study conflict have a significant negative impact on the psychological well-being of employees. As the conflict between work and school demands increases and burnout increases, the psychological well-being of students undergoes a significant decline. This article discusses conflict and burnout theories that contribute to stress and psychological problems among employees. Because of this, interventions that emphasize time management training, coping skills training, and psychological counseling are extremely important for improving the psychological well-being of employees and reducing the gap between their academic and professional lives. This research makes a significant contribution to the development of academic and practical skills for working as a student, and it

also creates opportunities for further research on the mediating and moderating factors in the relationship in question.

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