

THE RELATIONSHIP OF TIME MANAGEMENT AND COMPANY SUPPORT WITH WORK STRESS AMONG WORKING STUDENTS AT PAMULANG UNIVERSITY

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ABSTRACT

This study aims to analyze the relationship between time management and company support with the work productivity of student workers. The phenomenon of students working while studying is increasingly common due to economic demands, the desire to gain work experience, and the drive for financial independence. The approach used is quantitative research with a correlational method, aiming to identify relationships between variables. The population of this study consists of active students working in various industry sectors, both private and public. Data is collected through closed questionnaires using a five-point Likert scale, covering three main variables: time management (X_1), company support (X_2), and work productivity (Y). The collected data is analyzed using multiple linear regression to test the partial and simultaneous effects of the independent variables on the dependent variable. The results show that time management has a positive and significant relationship with the work productivity of student workers. Students who can plan schedules, prioritize tasks, and avoid procrastination tend to be more productive at work. Effective time management skills also help them maintain a balance between academic achievements and professional responsibilities. This proves that time management is a fundamental skill that student workers must have to adapt to dual demands.

Keywords: Time Management, Company Support, Work Stress, Working Students

Introduction

The phenomenon of students working while pursuing higher education is increasing along with the growing economic demands and the need for financial independence. Many students choose to work part-time or full-time to gain work experience as well as support their education costs and daily living expenses. However, this dual role presents significant challenges, especially in managing time and responsibilities that must be balanced simultaneously.

Effective time management is a key factor for student workers to be able to fulfill their academic obligations while meeting work requirements. In addition, support from the company, such as flexible working hours and a conducive work environment, is also considered important in enhancing the productivity of student workers. Without adequate support, student workers tend to experience stress and difficulties in balancing these dual roles.

This study aims to examine the relationship between time management skills and company support with the work productivity of student workers. By understanding these factors, it is expected to provide clear insights on how to improve the performance of students who are also workers, as well as assist companies and educational institutions in creating an environment that supports their success.

Theoretical Framework

Time management is a key skill that plays a crucial role in enhancing work productivity, especially for student workers who must divide their time between academic responsibilities and employment. Time management can be defined as the process of planning and consciously controlling the use of time to optimize the effectiveness and efficiency of activities performed (Davidson, 2001). In the context of student workers, the ability to manage time is not only about prioritizing tasks but also about organizing complex schedules and minimizing distractions so that academic and work targets can be achieved well. Effective time management strategies such as creating organized schedules, selecting proper task priorities, delegating work, and techniques like the Pomodoro method have been proven to help students improve both learning and work productivity while preventing fatigue and academic stress (Saffira et al., 2024). Thus, time management is an important internal variable that determines the success of student workers in optimally meeting diverse daily demands.

On the other hand, company support plays a significant role as an external factor that supports the productivity of student workers. Company support includes all forms of assistance, from adequate facilities, flexible policies, effective communication, to motivational encouragement from supervisors and coworkers that create a conducive work environment (Relevant research, 2023). This support strengthens employee morale, improves work-life balance, and reduces stress burdens, thereby increasing work productivity. For student workers, company support becomes a source of strength that allows them to better manage their roles, bridging work and study so that the two do not interfere with each other. A supportive work environment and company care for employee welfare correlate positively with performance and the output of tasks produced.

The productivity of student workers themselves refers to the effectiveness and efficiency in completing academic and work tasks in a balanced manner. Productivity can be measured by the quality, quantity, and timeliness of task completion, which indicates the ability of student workers to optimize time usage and utilize support from their work environment (Setiawan & Dewi, 2024). Time management and company support become two main pillars helping student workers achieve optimal productivity. With good time management, students can prioritize, organize daily agendas with discipline, and reduce procrastination. Meanwhile, company support strengthens motivation and provides resources that facilitate the creation of a working condition that supports such achievements.

The study's conceptual framework is based on the assumption that time management as an internal variable and company support as an external variable jointly have a positive influence on the productivity of student workers. Time management plays a direct role in managing time resources so that learning and working activities can run effectively. Company support provides social capital in the form of resource access and motivation, enabling student workers to maximize their potential and complete tasks better. Therefore, the study examines the relationship between time management and company support on the productivity of student workers through a model that considers interactions between these two variables.

The hypotheses proposed in this study are: (1) there is a significant positive relationship between time management and the productivity of student workers; (2) there is a significant positive relationship between company support and the productivity of student workers; and (3) time management and company support simultaneously have a positive influence on the productivity of student workers. These hypotheses are based on the principle that both effective time management and a supportive work environment are keys to the success of student workers juggling dual roles in academics and employment.

With this theoretical foundation and conceptual framework, the study can provide a deep understanding of how time management and company support complement each other in improving the productivity of student workers as well as offer strategic recommendations for individuals and organizations to maximize work potential in an era of multitasking and dual burdens.

Method

This study employed a quantitative approach with a correlational research design to examine the relationship between time management and company support toward the work productivity of student workers. The population in this study consisted of active university students who are concurrently working in private and public sectors. The sampling technique used was purposive sampling with criteria: (1) actively enrolled students, (2) working for at least six months, and (3) attending regular class schedules while employed.

Data were collected using a closed-ended questionnaire employing a five-point Likert scale designed to measure the three core variables: time management (X1), company support (X2), and work productivity (Y). The questionnaire items were developed based on theoretical constructs and relevant previous studies. Before hypothesis testing, the instrument underwent validity testing using Pearson Product Moment and reliability testing using the Cronbach Alpha coefficient to ensure data accuracy and consistency.

The data analysis technique used in this research was multiple linear regression, aimed at identifying both partial and simultaneous influences of X1 and X2 on Y. Additional tests included t-test for partial significance, F-test for simultaneous significance, and the coefficient of determination (R^2) to determine the extent of the variables' contribution to work productivity. Statistical analysis was

performed using SPSS software to ensure objective and reliable computation of results.

Results

The results of the multiple linear regression analysis indicate that both **Time Management (X1)** and **Company Support (X2)** have a significant influence on the **Work Productivity of Student Workers (Y)**.

Table 1. Variabel

No.	Variable	statistic
1	Soft skill Development (X1)	Results Valid, Significant correlation
2	Problem Solving(X2)	Valid, Significant correlation
3	Work Readiness (Y)	Vailid, Significant correlation

Simple Linear Regression of AI Dependent Variable (x1) on Work Readiness (Y)

Table 2 Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1	(Constant)	-1.165	1.939	—
	X1_Time Management	0.706	0.059	1.012
	X2_Company Support	-0.458	0.127	-0.307
Variable	B	t-value	Sig.	Description
Time Management (X1)	0.706	11.874	0.000	Significant positive effect
Company Support (X2)	-0.458	-3.599	0.001	Significant negative effect

The regression output shows that **Time Management (X1)** has a **positive and significant effect** on work productivity, as indicated by **B = 0.706**, **t = 11.874**, and **Sig. = 0.000**. This means that improvements in time management behavior lead to increased productivity among student workers.

Meanwhile, **Company Support (X2)** also has a **significant effect**, but in the **negative direction** with **B = -0.458**, **t = -3.599**, and **Sig. = 0.001**. This finding suggests that certain types of company support – such as excessive flexibility, reduced task loads, or lack of supervision – may inadvertently lower discipline and responsibility, causing a decline in productivity.

Tabel 3 ANOVA^a

1	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	<i>To be filled</i>	2	<i>To be filled</i>	(Insert F-value)

	Residual	<i>To be filled</i>	(n - 3)	<i>To be filled</i>	
	Total	<i>To be filled</i>	(n - 1)		

A. Dependent Variable: Y_Work Productivity

B. Predictory: (Constant), X1_Time Management, X2_Company Support

F-Test (ANOVA) Result for the Regression Model

The ANOVA results show that the regression model produced a **significance value (Sig.) of 0.000**, which is **less than 0.05**. This indicates that **Time Management (X1) and Company Support (X2) simultaneously have a significant effect on Work Productivity (Y)**.

**Table 4 coefficient of Determination
R Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.790	0.624	0.620	4.171

a. Predictors: (Constant), X1_Time Management, X2_Company Support

b. Dependent Variable: Y_Work Productivity

The **R value of 0.790** indicates a **strong relationship** between the independent variables (time management and company support) and work productivity.

The **R Square value of 0.624** means:

62.4% of the variation in work productivity is explained by time management and company support.

Meanwhile, the remaining **37.6%** is influenced by other variables not examined in this study, such as work motivation, academic pressure, job experience, family support, and compensation.

The **Adjusted R Square of 0.620** confirms that the model remains strong even after adjusting for the number of predictors.

Simple Linear Regression Table Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1	(Constant)	-1.165	1.939	-
	X1_Time Management	0.706	0.059	1.012

A. Dependent Variable: Y_Work Productivity

Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1	(Constant)	10.942	1.552	-
	X2_Company Support	-0.311	0.118	-0.209

A. Dependent Variable: Y_Work Productivity

This study concludes that time management and company support have a significant influence on the work productivity of student workers. Time management shows a positive and dominant effect, indicating that student workers who are able to plan, organize, and control their time are more productive in balancing their academic and job responsibilities. In contrast, company support demonstrates a significant but negative effect on productivity, suggesting that support systems provided by employers may be poorly structured or overly lenient, reducing discipline and responsibility among student workers. Furthermore, the simultaneous analysis confirms that both variables contribute meaningfully to the prediction of productivity, with a coefficient of determination of 62.4%. This means that the combined effects of time management and company support explain the majority of productivity outcomes, while the remaining 37.6% is influenced by other factors not examined in this study, such as motivation, job satisfaction, academic workload, family support, and compensation.

Overall, the findings emphasize that work productivity among student workers relies more on internally developed competencies, especially time management, rather than external support alone. Therefore, improving students' self-management skills and designing more effective organizational support mechanisms are essential strategies to enhance their performance at work.

ANOVA^a

Modal	Sum of squares	df	Mean Square	F	sig
1	Regression	(To be filled with SPSS output)	2	(To be filled)	(Insert F value)

	Residual	(To be filled)	N - 3	(To be filled)	
	Total	(To be filled)	N - 1		

a. Dependent Variable: Work Productivity (Y)

b. Predictors: (Constant), Time Management (X1), Company Support (X2)

Multiple Regression table

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1	(Constant)	-1.165	1.939	—
	X1_Time Management	0.706	0.059	1.012
	X2_Company Support	-0.458	0.127	-0.307

a. Dependent Variable: **Work Productivity (Y)**

The regression results show that Time Management (X1) has a positive and statistically significant effect on work productivity with a coefficient value of 0.706, a t-value of 11.874, and a significance level of 0.000 (<0.05). This indicates that an enhancement in students' ability to plan, organize, and prioritize their tasks will directly increase their productivity in the workplace. Time management is also identified as the strongest predictor of work productivity, as reflected by the highest standardized Beta value (1.012).

In contrast, Company Support (X2) shows a significant but negative effect on work productivity with a coefficient of -0.458, a t-value of -3.599, and Sig. 0.001 (<0.05). This finding suggests that certain forms of company support—such as excessive flexibility, reduced supervision, or a relaxed work environment—may unintentionally lower work discipline and responsibility among students, which in turn decreases productivity.

Discussion

Working students hold dual roles as both learners and employees. This situation often creates pressure due to the need to fulfill academic demands while also meeting workplace responsibilities. Two important factors that significantly influence their level of work stress are time management and company support.

Working students who are able to organize their study schedules, coursework, and job duties effectively tend to experience lower levels of stress. Good time management helps them prioritize tasks, avoid workload accumulation, and maintain a balance between study and work. This means that the better a student manages their time, the lower the likelihood of experiencing excessive stress in handling both roles.

Furthermore, company support also plays a major role in reducing stress. Support in the form of flexible working hours, supervisors' understanding of class schedules, a positive work environment, and the provision of adequate facilities can help students feel appreciated and less burdened. Such support enables them to manage pressure more effectively, maintain productivity, and protect their mental well-being.

In conclusion, effective time management and sufficient company support act as protective factors in reducing work stress among working students. If one or both of these factors are lacking, the risk of stress and fatigue increases, which may negatively affect academic performance and job productivity.

Conclusion

Working students face dual responsibilities, fulfilling academic demands while also meeting workplace expectations. Managing both roles simultaneously may lead to work stress if not handled properly. Two key factors that influence the level of work stress in working students are time management and company support.

Time management plays a crucial role in enabling working students to organize priorities, create structured schedules, and avoid procrastination. When students are able to manage their time effectively, they can complete tasks on time, maintain a healthy balance between study and work, and reduce the pressure they experience. Poor time management, on the other hand, often results in task overload, fatigue, and increased work stress.

Meanwhile, company support serves as an external factor that assists students in carrying out their dual roles. This support may include flexible working hours, supervisors' understanding of class schedules, effective communication, reasonable workloads, and a supportive work environment. When students feel supported, they experience greater motivation and psychological comfort, enabling them to manage stress more effectively.

The interaction between these two factors determines the work stress level of working students. Strong time management combined with strong company support reduces stress and enhances overall performance in both academic and work roles. If either factor is lacking, the risk of stress increases, which may negatively affect academic achievement, work productivity, mental health, and potentially lead to burnout.

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It is hoped that the results of this study will contribute to the development of educational policies and curriculum designs aimed at improving students' employability, particularly in strengthening soft skills and problem-solving abilities as essential components of job readiness (Book Antiqua; bold; font 12; justified, single space)

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