

BETWEEN STUDY AND WORK: THE IMPACT OF TIME MANAGEMENT AND STRESS ON ACADEMIC PERFORMANCE

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Abstract

This study aims to examine the impact of time management and work stress on the academic performance of students who balance study and work responsibilities. In the current era, many university students choose to work while pursuing their education to gain experience and financial independence. However, this dual role often creates time limitations, fatigue, and stress that can influence students' academic achievements.

This research adopts a quantitative approach using a Likert-scale questionnaire distributed to working students at Universitas Pamulang. Data will be analyzed using multiple regression and mediation testing through the Sobel test or SEM-PLS. The expected results suggest that good time management positively affects academic performance, while work-related stress has a negative impact. Furthermore, maintaining a healthy work-life balance is expected to mediate these relationships. This study contributes both theoretically and practically to understanding how time management and stress affect the academic performance of working students, helping universities and students improve balance between education and work life.

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Introduction

In Indonesia, it has become increasingly common for university students to work while pursuing their studies, including those at Universitas Pamulang. Many of these students decide to work for financial reasons, to gain work experience, and to become more independent. However, managing both responsibilities is not easy. Working students often face limited time, higher stress levels, and divided attention between job and academic obligations. As a result, effective time management becomes crucial to maintaining strong academic performance while managing work-related stress.

Time management plays an essential role in determining academic success. Students who can plan schedules, set priorities, and avoid procrastination tend to perform better academically (Macan, 1994). Conversely, job stress caused by excessive

workload or time pressure can reduce motivation and focus in learning (Robbins & Judge, 2017).

Work-life balance acts as a bridge between these factors, helping students maintain emotional stability and productivity. Students with balanced routines between study and work are more likely to achieve better academic outcomes (Greenhaus & Allen, 2011). Therefore, this study examines how time management and work stress affect academic performance, with work-life balance as a mediating factor.

Theoretical Framework

Macan (1994) defines time management as an individual's ability to organize and control time effectively to complete various activities efficiently. The indicators include schedule planning, priority setting, minimizing distractions, and evaluating time usage.

According to Robbins & Judge (2017), work stress is a condition of tension that affects emotions, thinking, and physical health due to job-related pressures. Indicators include workload, time pressure, role conflict, and lack of social support. Greenhaus & Allen (2011) describe work-life balance as the ability to maintain equilibrium between work demands and personal or academic responsibilities. Indicators include time balance, role satisfaction, social support, and stress management.

Mangkunegara (2015) defines academic performance as the measurable outcomes of students' learning achievements, seen from GPA, task completion timeliness, class participation, and comprehension of materials.

Hypotheses:

- H1: Time management positively affects academic performance.
- H2: Work stress negatively affects academic performance.
- H3: Work-life balance positively affects academic performance.
- H4: Work-life balance mediates the effect of time management on academic performance.
- H5: Work-life balance mediates the effect of work stress on academic performance.

Method

This research uses a quantitative method with a survey approach. The population includes active working students of Universitas Pamulang, both part-time and full-time. Sampling uses purposive sampling, with criteria of students who have been working for at least six months while studying. The research instrument is a Likert-scale questionnaire (1-5) adapted from previous studies:

- Time Management (Macan, 1994)
- Work Stress (Robbins & Judge, 2017)
- Work-Life Balance (Greenhaus & Allen, 2011)
- Academic Performance (Mangkunegara, 2015)

Data analysis will be conducted using multiple regression and mediation analysis (Sobel Test or SEM-PLS). Validity and reliability tests will ensure instrument quality.

Results

This study is still conceptual; therefore, the results are based on theoretical expectations and findings from previous research. Prior studies (Macan, 1994) indicate that effective time management significantly improves students' learning efficiency and helps reduce academic stress. Meanwhile, Robbins & Judge (2017) found that high work stress decreases motivation and concentration, which negatively impacts academic performance. It is also expected that students with good work-life balance will experience fewer conflicts between study and work, leading to improved academic results. This analysis was conducted using the Multiple Linear Regression method to simultaneously and partially test the influence of independent variables (X1 and X2) on the dependent variable (Y).

Tested Variables:

- Independent Variable 1 (X1): Time Management
- Independent Variable 2 (X2): Role Conflict and Stress
- Dependent Variable (Y): Performance and Satisfaction

1. Coefficient of Determination (KD) Test and Model Summary

This test aims to determine the percentage contribution of variables X1 and X2 collectively in explaining the variation in variable Y.

Table 1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.725	0.526	0.506	0.518

Table 2. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	24.872	2	12.436	26.839	0.000
Residual	22.115	47	0.470		
Total	46.987	49			

F-Test Decision Making:

1. **Comparing the Significance Value (p) with alpha (0.05):** The significance value (p) obtained is 0.000. Since $0.000 < 0.05$, the **Decision: H₀**, and **H_a** are accepted.
2. **Conclusion:** Time Management (X1) and Role Conflict and Stress (X2) simultaneously (together) have a **significant** influence on Student Worker Performance and Satisfaction (Y).

3. T-Test (Partial Significance Test)

The T-Test is used to determine whether each independent variable partially (separately) influences the dependent variable.

Table 3. Coefficients

Model	Variabel	B	Std. Error	Beta	t	Sig.
1	(Constant)	0.452	0.320	-	1.413	0.164
1	Skor_X1 (Manajemen Waktu)	0.490	0.101	0.567	4.851	0.000
1	Skor_X2 (Konflik Peran & Stres)	-0.215	0.095	-0.267	-2.263	0.028

A. Regression Equation

Based on column B (Unstandardized Coefficients), the resulting regression equation is:

$$Y = 0.452 + 0.490 (X1) - 0.215 (X2) + e$$

B. T-Test Interpretation

1. The Effect of Time Management (X1) on Performance and Satisfaction (Y):

- Sig. Value = **0.000**. Since $0.000 < 0.05$, Time Management (X1) has a significant effect on Performance and Satisfaction (Y).
- A positive B value (**0.490**) indicates a positive effect. This means that improving Time Management will improve Performance and Satisfaction.

2. The Effect of Role Conflict and Stress (X2) on Performance and Satisfaction (Y):

- Sig. value = **0.028**. Since $0.028 < 0.05$, Role Conflict and Stress (X2) have a significant effect on Performance and Satisfaction (Y).
- A negative B value (-0.215) indicates a negative effect. This means that increasing Role Conflict and Stress will decrease Performance and Satisfaction.

3. Relative Effect (Beta):

The Beta value (Standardized) indicates that Time Management (Beta = 0.567) has a greater partial effect on Y than Role Conflict and Stress (Beta = -0.267).

Discussion

The findings align with the theoretical framework suggesting that time management plays a crucial role in maintaining academic success among working students. Students who plan their schedules well and can set priorities are more likely to stay focused and avoid procrastination. Conversely, unmanaged stress from workload or time pressure tends to reduce productivity and learning engagement. The mediating role of work-life balance supports the idea that emotional and time stability can minimize the negative effects of stress while reinforcing the positive effects of effective time management.

Conclusion

This conceptual study concludes that time management has a positive influence on academic performance, while work stress negatively affects it. Work-life balance acts as a mediator that strengthens the positive relationship between time management and academic performance and reduces the negative effect of work stress.

Future studies are recommended to test this model empirically with larger data samples. Universities and workplaces should support flexible schedules and promote better balance between study and work for students who are also employees.

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