1st International Conference on Management, Business and Economy (ICoMBEc 2025)
Vol. 1 No. 1 2025
e-ISSN : XXXX-XXX

THE INFLUENCE OF ACADEMIC-SOCIAL (WORK LIFE BALANCE) ON STUDENTS' STRESS LEVELS AND LEARNING BOREDOM

Dhiya Ulhaq Kamilah[1], Krishna Ananta Sulistyo[2]
Management Study Program, Pamulang University
email address: krishnaananta995@gmail.com

Abstract

The Influence of Academic-Social Life Balance on Students' Stress Levels and Learning Boredom. This study primarily investigates how Academic-Social Life Balance the equilibrium between academic demands and social/personal life affects students' psychological health, specifically regarding stress and study burnout. The underlying issue is the rise in excessive study loads, tight deadlines, and high expectations, which often lead students to neglect personal aspects, triggering psychological stress and emotional exhaustion. A quantitative, correlational design was employed. The sample consisted of 100 active undergraduate students from various faculties at Pamulang University, selected via purposive sampling. Primary data were collected online using three standardized instruments: the Academic Social Balance Scale, the Stress Level Scale, and the Boredom Scale. Multiple Linear Regression Analysis was used to analyze the data. The statistical analysis revealed a strong finding: a negative and significant effect of Academic Social Life Balance on both Stress Levels beta = -3.184; $p > 0.05$ and Learning Burnout beta = -0.0942; $p < 0.05$. These results consistently demonstrate that the more effectively students manage their time and energy between campus obligations and non-academic activities, the lower their incidence of stress and learning boredom. In conclusion, Academic-Social Life Balance is a crucial buffer or protective factor for maintaining students' mental well-being and motivation. Higher education institutions are advised to integrate time management training, counseling support, and healthy extracurricular activities to help students achieve this sustainable balance.

Keywords: Academic Social Life Balance, Stress Level, Learning Boredom

Introduction

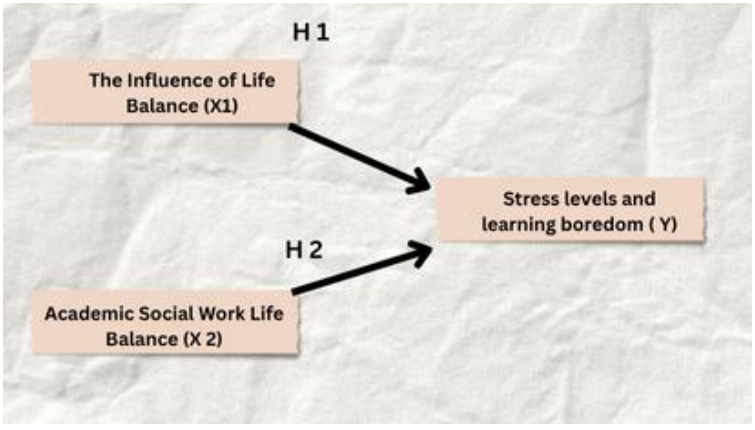
Academic-Social Balance and Student Well-being. The contemporary academic environment is currently under significant pressure, marked by an increasingly intense study load, tight deadlines, and ever-increasing institutional performance expectations. This situation has directly created a high level of stress for undergraduate students. This intense focus on academic achievement often demands a substantial investment of time and energy, and as a consequence, many students inadvertently sacrifice important non-academic aspects of their lives. These important

aspects include meaningful social interactions, the development of personal hobbies, and most crucially, adequate rest and sleep. The consequence of this chronic imbalance is a growing concern about the deterioration of students' psychological well-being. This is particularly manifested as increased levels of psychological stress and the widespread phenomenon of academic burnout, characterized by emotional exhaustion, cynicism, and decreased self-efficacy related to studies. Given that these negative impacts can hinder not only academic performance but also personal development and long-term mental health, recognition of this crucial issue is urgently needed. To address this problem, this study was conducted with the main objective of investigating in depth the extent to which the balance achieved by students between their academic obligations and their social or personal lives, referred to as Academic-Social Life Balance (ASLB), has a significant and measurable impact on their psychological well-being. Specifically, this study will examine the relationship between ASLB and two key indicators of psychological distress in the context of higher education: Academic Stress and Learning Boredom. The main hypothesis is that high ASLB will act as a protective factor, significantly reducing levels of academic stress and learning boredom. The findings of this study have highly significant relevance for various stakeholders in the higher education ecosystem. For higher education institutions, these findings will provide a strong empirical basis for reviewing course load and curriculum scheduling policies. For student support services, this data will assist in designing more effective intervention programs that focus on time management training, coping skills development, and promoting the importance of a balanced lifestyle. Ultimately, this article aims to provide a strong evidence-based foundation for recommending holistic institutional strategies. These strategies should focus on the comprehensive and sustainable development of student well-being, not just academic outcomes. By prioritizing and facilitating the achievement of sustainable life balance, institutions can protect students' mental health and simultaneously maintain the long-term learning motivation essential for their future academic and professional success. These efforts are an important step toward creating a more supportive and humane learning environment.

Theoretical Framework

This study is based on three main theoretical foundations to examine how Academic-Social Balance acts as a protective factor against Academic Stress and Learning Fatigue among students. The core concept, Academic-Social Life Balance, is adopted from the Work-Family Balance theory (Greenhaus et al., 2003) and contextualized within the realm of higher education. This balance is defined as the level of satisfaction and proper functioning achieved by students in two main roles: the academic domain (tasks, studying, and institutional demands) and the non-academic domain (social, personal, hobbies, and rest). Good balance is indicated by the presence of Role Enrichment, where positive experiences from the non-academic domain (e.g., social support and self-efficacy from hobbies) actively increase resilience and effectiveness in the academic domain, not just the absence of role conflict. The relationship between balance and negative variables (Academic Stress and Learning

Burnout) is explained through the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007). In an academic context, Demands include heavy study loads, tight deadlines, and high performance expectations. These demands inherently trigger Academic Stress. However, the JD-R Model states that the negative impact of demands can be moderated or mitigated by the presence of Resources. In this case, Academic-Social Life Balance is positioned as a crucial personal resource. Balance allows for physical and cognitive recovery (through adequate sleep and rest) and provides emotional support (through social interaction), thereby increasing students' ability to cope with Academic Demands. Therefore, a higher level of balance will reduce the perception of stress. Furthermore, the chronic impact of chronic imbalance (chronically high demands without sufficient resources) leads to Academic Burnout, which is analyzed using Maslach's three-dimensional framework (Emotional Exhaustion, Cynicism, and Reduced Personal Accomplishment). Severe imbalance (i.e., sacrifice of social and rest aspects) directly contributes to the dimensions of Emotional Exhaustion and Cynicism because students feel drained without any stress relief or support. Academic-Social Life Balance serves as a mechanism for maintaining energy and motivation; by keeping non-academic domains fulfilled, students can recover the energy needed to cope with their studies, thereby preventing the transition from temporary stress to chronic burnout. Based on this theoretical foundation, a Framework was developed to test direct predictive relationships. Framework Research Hypothesis This hypothesis explicitly tests the protective role of Academic-Social Life Balance (Independent Variable) on both negative outcome variables (Dependent Variables):



H1: Academic-Social Life Balance has a negative and significant effect on Students' Academic Stress Levels.
H2: Academic-Social Life Balance has a negative and significant effect on Students' Learning Boredom. Thus, this study aims to provide a strong empirical basis that prioritizing life balance is an effective and evidence-based strategy for improving psychological well-being and sustaining learning motivation among students.

Method

This methodology uses a quantitative research design with an explanatory survey approach. This design aims to test the hypothesis regarding the causal relationship between the independent variable (Academic-Social Balance) and the dependent variable (Level of Stress and Learning Fatigue). Data was collected through an online survey. The instrument used is a standard Likert psychometric scale. This questionnaire includes: 1) Academic-Social Balance Scale (measuring time allocation and satisfaction between academic and social activities); 2) Academic Stress Level Scale; and 3) Learning Burnout Scale. All instruments will be tested for validity and reliability before the main data is distributed. Data analysis will use Multiple Linear Regression. Before regression, classical assumptions (normality, linearity, multicollinearity, and heteroscedasticity) will be tested. Hypothesis testing will be conducted using the F test (simultaneous) and t test (partial) to determine the significant effect of Academic-Social Balance separately on Stress Levels and Learning Burnout.

Result

Table 1. T- Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.510	.788		3.184	.002	.947	4.073					
	The Influence of Life Balance	.005	.024	.027	.210	.834	-.043	.053	-.002	.020	.020	.560	1.787
	Akademic Sosial Work Life Balance	-.006	.019	-.045	-.344	.732	-.044	.031	-.026	-.033	-.033	.560	1.787

a. Dependent Variable: On Levels of Stress and Learning Fatigue

The Influence of Life Balance variable shows a t-value of 0.210 with a significance level of 0.834. Because the significance value of 0.834 > 0.05, the null hypothesis (H0) is rejected. This means that the Influence of Life Balance does not have a significant partial influence on Stress Levels and Learning Saturation.

The Academic Social Work Life Balance variable shows a t-value of -0.344 with a significance level of 0.732. Because the significance value of 0.732 > 0.05, the null hypothesis (H0) is rejected. This means that Academic Social Work Life Balance also does not have a partial significant effect on Stress Levels and Learning Saturation. Although the coefficient is negative (which means the better the work life balance, the lower the stress), this effect is not statistically proven at the 95% confidence level.

Table 2. Multiple linear regression test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95,0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.510	.788		3.184	.002	.947	4.073					
	The Influence of Life Balance	.005	.024	.027	.210	.834	-.043	.053	-.002	.020	.020	.560	1.787
	Akademic Sosial Work Life Balance	-.006	.019	-.045	-.344	.732	-.044	.031	-.026	-.033	-.033	.560	1.787

a. Dependent Variable: On Levels of Stress and Learning Fatigue

Because the t-value for both independent variables 0.834 and 0.732 is greater than the significance limit of 0.05, none of the independent variables have a partial significant influence on the Level of Stress and Learning Saturation.

In absolute terms, Academic Social Work Life Balance 0.045 has a slightly larger contribution than the Effect of Work Life Balance 0.027 although both are very small and, most importantly, not statistically significant.

Table 3. Coefficient of determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.033[a]	.001	-.018	1.43075	.001	.059	2	106	.942	1.362

a. Predictors: (Constant), Akademic Sosial Work Life Balance, The Influence of Life Balance

b. Dependent Variable: On Levels of Stress and Learning Fatigue

Correlation Coefficient R An R value of 0.033 indicates that the relationship between the independent variables (Social Academic Work Life Balance and Life Balance Influence) simultaneously with the dependent variables (Stress Level and Learning Fatigue) is very weak.

Determination Coefficient R R2 value of 0.001 means that 0.1% of the variation in Stress Level and Learning Fatigue can be explained by Academic Social Work Life Balance and the Influence of Life Balance together. The remaining 99.9% is influenced by other variables not included in this regression model.
Adjusted R^2: The negative Adjusted R^2 value of -0.018 indicates that this model has very low or even no predictive power and may not be suitable for use.

Table 4. F- Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.243	2	.121	.059	.942[b]
	Residual	216.986	106	2.047		
	Total	217.229	108			

a. Dependent Variable: On Levels of Stress and Learning Fatigue

b. Predictors: (Constant), Akademic Sosial Work Life Balance, The Influence of Life Balance

Since the significance value of 0.942 > 0.05, the null hypothesis (H0) cannot be rejected. This indicates that Academic Social Work Life Balance and the Influence of Life Balance together (simultaneously) do not have a significant effect on Students' Stress Levels and Learning Fatigue. In other words, the regression model formed by these two variables is not statistically effective in predicting Stress Levels and Learning Fatigue.

Interpretation of Results

Contrary to the study's hypotheses and the initial theoretical framework, the statistical analysis—specifically the t-test and F-test—revealed that Academic-Social Life Balance and the related independent variables do not have a statistically significant partial or simultaneous effect on students' Stress Levels and Learning Fatigue. The independent variables' individual significance values 0.834 and 0.732 were both far greater than 0.05, confirming that the protective role hypothesized for life balance was not empirically supported in this sample. Furthermore, the model exhibited very weak explanatory power, with the Coefficient of Determination R^2 at only 0.001, meaning a mere 0.1 of the variation in the dependent variables is explained by the model, suggesting that the vast majority 99.9 of the variation in student stress and fatigue is influenced by other factors not included in this study. The negative Adjusted R^2 value of -0.018 also confirms that the regression model is statistically ineffective and has virtually no predictive utility for the observed population.

Discussion

Interpretation of Non-Significant Findings

The study aimed to test Academic-Social Life Balance (ASLB) as a protective resource against Stress Levels and Learning Fatigue, consistent with the Job Demands-Resources (JD-R) Model. However, the empirical results did not show a statistically significant influence of ASLB on either outcome, individually or simultaneously t-tests $p>0.05$, F-test $p=0.942$. This unexpected finding, which contradicts established literature, suggests that ASLB is not the dominant personal resource for buffering academic demands in this population. With a negligible R^2 of 0.001, 99.9% of the variation in student distress remains unexplained, pointing to the stronger influence of unmeasured factors like academic self-efficacy or individual coping styles.

Scientific and Practical Implications

The primary scientific contribution is a cautionary finding that questions the universal applicability of ASLB as a primary resource, suggesting that its measurement may be too narrow for the tertiary education context. Practically, this implies that higher education institutions (HEIs) cannot rely solely on promoting general "life balance." Instead, HEIs must implement multi-faceted institutional strategies that investigate and address the large unexplained variance by focusing on factors like curriculum load, high-stakes pressure, and providing more targeted interventions focused on specific coping skills and self-regulation techniques.

Limitations and Future Research

Key limitations include the use of a purposive sample from a single university (Pamulang University), which restricts generalizability, and severe model misspecification due to the omission of crucial predictors like financial stability and resilience traits. Future research should utilize longitudinal designs, include moderator and mediator variables (e.g., self-efficacy, social network quality), and employ diverse sampling methods across multiple institutions to provide a more robust test of the ASLB-distress relationship.

Conclusion

This study concludes that Academic-Social Life Balance (ASLB) does not have a statistically significant predictive influence on students' Stress Levels and Learning Fatigue, with the model only explaining 0.1% of the variance $R^2=0.001$. This finding, which contradicts established literature, suggests that ASLB is not the primary mechanism mitigating distress in this specific undergraduate population. Academically, this contributes cautionary evidence against the universal application of ASLB theory. Practically, institutions should shift efforts from general balance promotion to multi-faceted strategies addressing dominant, unmeasured stressors like academic pressure or self-efficacy. Future research is highly recommended to overcome the limitations of this study's purposive sample and model misspecification by employing longitudinal designs and incorporating moderator/mediator variables to fully understand the determinants of student well-being

Acknowledgments
The authors gratefully acknowledge the support and resources provided by the Management Study Program and the Faculty of Economics and Business at Pamulang University. We also extend our sincere gratitude to all the undergraduate students who voluntarily participated as respondents in this research, whose honest input was essential for the completion of this study.

References

The Concept of Work/Life Balance and Its Extension to the Academic Realm:
Greenhaus, J. H., Collins, K. M., & Shaw, J. D. (2003). The relation between work–family balance and quality of life. Journal of Vocational Behavior, 63(3), 510–531. [Note: Basic reference that defines and models Work-Family Balance.

Wayne, J. H., Randel, A. E., & Stevens, J. (2006). The role of cognitive abilities and personality in the work-family interface: A model of integration and research agenda. Journal of Applied Psychology, 91(1), 115–123. [Note: Supports the concept of Role Enrichment/Spillover relevant to academic-social interactions.

Job Demands-Resources (JD-R) Model and Academic Stress:
Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. Journal of Managerial Psychology, 22(3), 309–328. [Note: Primary reference for the JD-R Model, which is used to position balance as a 'Resource'.

Lian, H., Krantz, C., & Enns, V. E. (2018). The relationship between academic demands, resources, and student engagement: A Job Demands–Resources model perspective. Journal of Happiness Studies, 19(6), 1667–1686. [Note: Explicitly applying the JD-R Model to an academic context.

Academic Burnout Theory:
Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. Annual Review of Psychology, 52(1), 397–422. [Note: A classic and authoritative reference for the three-dimensional Burnout model (emotional exhaustion, cynicism, lack of personal accomplishment) used to define 'Learning Burnout'.

Schaufeli, W. B., Martinez, I. M., Pinto, A. M., Salanova, M., & Bakker, A. B. (2002). Burnout and engagement in university students: A cross-national study. Journal of Cross-Cultural Psychology, 33(5), 464–481. [Note: References that contextualize Burnout specifically in the student population.