

## **MENTAL HEALTH MATTERS: WORKING-LIFE BALANCE FOR COLLEGE STUDENTS FACING BURNOUT**

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### **Abstract**

Students who study while working often face the dual pressures of academic and professional responsibilities, which can disrupt their work-life balance and impact their psychological well-being. This study aims to examine the extent to which mental health and work-life balance influence academic burnout levels in working students. The research method used was a quantitative approach with multiple linear regression analysis to examine the relationship between variables. The results showed that both independent variables, namely Mental Health and Work-Life Balance had significant negative effect on burnout. This means that the better a student's mental health and ability to balance the demands of study and work, the lower their level of academic burnout. Theoretically, these findings emphasize the important role of psychological well-being and time management in preventing excessive stress. The practical implications of this study's findings encourage educational institutions to strengthen support for working students through counseling services, stress management training, adaptive academic policies. Overall, this study emphasizes that stable mental health and a good work-life motivation, well-being and academic success of working students.

### **Keywords:**

Mental health; Work-life balance; Student burnout; Higher education; Work-study conflict.

### **Introduction**

In recent years, the topic of student mental health has become a major concern in the academic world, Student who juggle the dual roles of both student and workers face greater pressure than regular students. They are required to balance academic workloads, work responsibilities, and often conflicting personal lives. This pressure can lead to emotional exhaustion, decreased academic performance, and even emergence of burnout symptoms that threaten psychological well-being (Di Mario, 2024). With the increasing number of students working while studying, the issue of work-life balance and mental health has become crucial for further research.

Mental health is fundamental aspect that enables individuals to function optimally in the face of environmental demands. Students with stable mental health tend to have good self-control, think clearly, and make rational decisions even under pressure

(Zhan et al., 2025). Conversely, mental health disorders can hinder cognitive abilities, reduce motivation, and increase the risk of academic burnout (Chong et al., 2025). These conditions are exacerbated by minimal social support, poor time management, and inflexible academic policies for working students (Alsandi & Aryono, 2024).

Meanwhile, the concept of work-life balance is a crucial factor supporting the psychological stability of working students. This balance refers not only to the proportional division of time between study and work, but also to an individual's ability to manage emotional and mental energy to maintain harmony (Abdilah et al., 2023). When this balance is disrupted, students tend to experience excessive stress, difficulty concentrating, and decreased life satisfaction. Conversely, students who are able to maintain harmony between their academic and work roles are better able to manage stress and exhibit lower levels of burnout (Lianti & Syah, 2023).

The theory underlying this research refers to the Job Demands-Resources (JD-R) Model developed by Bakker and Demerouti (2017). This model explains that burnout occurs when work or academic demands exceed an individual's personal and environmental resources. In the context of working students, mental health and work-life balance serve as key resources that can mitigate the negative impact of external pressures. When these two factors are well maintained, students are better able to adapt to the dual burden and avoid excessive emotional exhaustion.

A research gap remains apparent in the limited number of studies linking work-life balance and mental health simultaneously in the context of working students, particularly in higher education settings in developing countries. Therefore, this study aims to investigate the relationship between mental health, work-life balance, and academic burnout levels in students juggling multiple roles. The findings are expected to provide theoretical contributions to the development of educational psychology literature and practical recommendations for higher education institutions in designing strategies to support student well-being.

### **Theoretical Framework**

Student juggling dual roles as student and workers often struggle with the heavy academic load and professional responsibilities. This pressure can lead to chronic stress, emotional exhaustion, and declining mental health. According to Liu et al. (2024), the combination of study and work significantly increases the risk of burnout and decreases academic satisfaction. This condition is exacerbated by limited rest time and low social support on campus and in the workplace. In response to this phenomenon, attention to the importance of mental health and work-life balance has become increasingly relevant in the context of student worker.

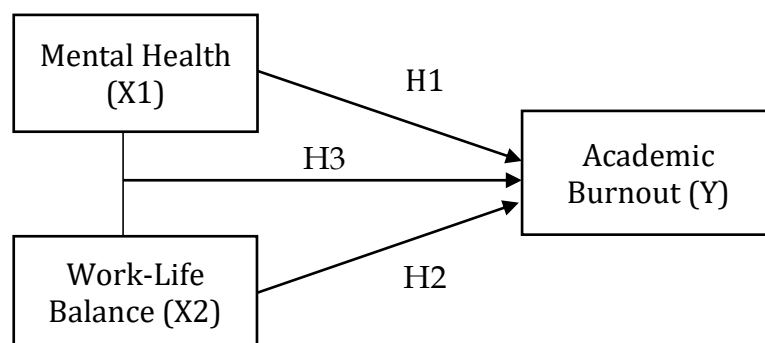
In recent literature, work-life balance is understood as an individual's ability to manage roles and responsibilities across various aspects of life without causing significant conflict (Yildirim & Arslan, 2023). An imbalance between study, work, and personal life can cause psychological stress that can lead to academic burnout. Mental health, on the other hand, serves as a protective factor, helping students cope with external demands more adaptively. As explained by Draghici and Cazan (2022), good

psychological well-being can increase the effectiveness of coping strategies and reduce the risk of burnout in high-pressure situations.

This study adopts the Job Demands-Resources (JD-R) Model developed by Demerouti et al. (2001) and expanded by Bakker & Demerouti (2017). This model explains that burnout occurs when job demands exceed an individual's job resources. In the context of working students, mental health is considered a personal resource that helps manage stress and academic load, while work-life balance is an external resource that supports psychological stability. Although this model has been widely applied in professional settings, its application in the context of working students is still rarely discussed empirically. Therefore, this study seeks to fill this gap by examining the relationship between mental health, work-life balance, and burnout levels among students.

Based on the literature review and theory used, this study develops a framework that suggests that students with good mental health and the ability to maintain a work-life balance will tend to experience lower burnout. This framework forms the basis for formulating the following hypotheses:

- a. H1: Mental health negatively influences burnout in working students.
- b. H2: Work-life balance negatively influences burnout in working students.
- c. H3: Mental health and work-life balance simultaneously have a significant effect on burnout in working students.



**Figure 1. Hypothetical Framework of the Study**

This research is expected to contribute theoretically to expanding the application of the JD-R Model in academic settings, as well as providing new insights into the importance of psychological factors and role balance in preventing burnout. Practically, the findings of this study are expected to provide a basis for educational institutions to develop more adaptive mental health support policies and programs for working students, such as campus counseling, stress management training, and more flexible academic schedules.

## Method

This study employed a quantitative explanatory approach with a survey design to identify the influence of mental health and work-life balance on academic burnout in

student who work while studying. This approach was used because it allows researchers to explain casual relationships between variables through inferential statistical analysis (Hair et.al., 2020).

### Population and Sample

The population in this study included active college students in the South Tangerang area who held part-time or full-time jobs. The sampling technique used was purposive sampling, with the following criteria: (1) active students at the time of the study, (2) working at least 20 hour per week, and (3) willing to voluntarily complete the questionnaire. A total of 104 respondents met these criteria. This number was deemed sufficient for multiple regression analysis, as recommended by Hair et al., (2020), who recommend a minimum of five respondents for each statement item.

### Instruments and Variable Measurement

This study examined three main variables: Mental Health ( $X_1$ ), Work-Life Balance ( $X_2$ ), and Academic Burnout ( $Y$ ). Each variable was measure through seven statements were scored using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

- a. Mental Health ( $X_1$ ) was measured using an adapted version of the Depression Anxiety Stress Scale (DASS) developed by Lovibon (1995). This instrument has been extensively tested for validity and reliability (Osman et al., 2012) and is used to assess student's levels of stress, anxiety, and psychological well-being.
- b. Work-Life Balance ( $X_2$ ) was measure using an instrument adapted from research by Wang, Liu, and Chen (2021), which evaluates an individual's ability to manage time and roles between work, study, and personal life. One example item is "I am able to balance my time between academic and work responsibilities."
- c. Academic Burnout ( $Y$ ) was measured using the Maslach Burnout Inventory-Student Survey (MBI-SS) developed by Schaufeli et al. (2022). The seven items in this scale describe the dimensions of emotional exhaustion, cynicism towards studies, an decreased academic efficacy.

Prior to the main analysis, all statement items were tested using Corrected Item-Total Correlation for validity and Cronbach's Alpha for reliability. Based on Hair et., al (2020) criteria, an item is considered valid if the correlation value is greater than 0.30 and reliable showed that all items met these criteria, thus the instrument was deemed suitable for use.

### Data Collection and Analysis Techniques

Data was collected online through Google Forms to reach respondents from various Universities in the South Tangerang area. Before completing the questionnaire, participants were provided with information an out the purpose of the study, guaranteed data confidentiality, and the freedom to withdraw without any consequences. Data analysis was conducted using multiple linear regression with SPSS version 22 software examine the partial and simultaneous effects of mental health and work-life balance on student academic burnout.

## Results

This study involved 104 students working while studying in the South Tangerang area. A purposive sampling method was used to select respondents who were actively attending lectures and had full-time or part-time jobs. The majority of respondents (63.5%) were in semesters 6-8, while 36.5% were in semesters 3-5. This indicates that the majority of respondents were in the final stages of their studies and had learned more about studying while working. In terms of length of employment, 54.8% of respondents had worked for 1 to 3 years, 24.0% for more than 3 years, and 21.2% for less than year. These data indicate that most respondents had been balancing their academic and work responsibilities for a considerable period time.

After identifying the characteristics of the respondents, the next step is to conduct multiple linear regression analysis to determine the relationship between Mental Health (X<sub>1</sub>), Work Life Balance (X<sub>2</sub>) and Academic Burnout (Y). Multiple linear regression test, F test (simultaneous), t-test were used in SPSS version 22. The results of this analysis are used to show the research hypothesis about how the variables studied relate to each other.

**Table 1. Multiple Linear Regression Test**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.412	1.925		13.203	.000
	Mental Health	-.512	.082	-.598	-6.268	.000
	Work-Life Balance	-.328	.095	-.274	-3.456	.001

a. Dependent Variable: Burnout

Source: SPSS version 22

Based on the analysis results in the table above, the multiple linear regression equation is as follows:  $Y = 25.412 - 0.512X_1 - 0.328X_2$

Y = Academic Burnout

X<sub>1</sub> = Mental Health

X<sub>2</sub> = Work-Life Balance

The constant value of 25.412 indicates that if the Mental Health (X<sub>1</sub>) and Work-Life Balance (X<sub>2</sub>) variables are held constant, the student's Academic Burnout level will be 25.412. The regression coefficient for the Mental Health (X<sub>1</sub>) variable is -0.512 with a significance value 0.000 (<0.05). This indicates that Mental Health has a negative and significant effect on Academic Burnout level tends to be. Furthermore, the Work-Life Balance variable (X<sub>2</sub>) has a regression coefficient of -0.328 with a significance value of 0.001 (<0.05). These results indicate that Work-Life Balance also has a negative and significant effect on Academic Burnout. This means that the more

balanced a student's personal and work life is, the lower the level of academic burnout they experience.

Overall, both independent variables Mental Health and Work-Life Balance jointly play a role in reducing the level of Academic Burnout in students who work while studying.

**Table 2. Simultaneous F-test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2004.205	2	1002.102	116.880	.000 <sup>b</sup>
	Residual	865.949	101	8.574		
	Total	2870.154	103			
a. Dependent Variable: Burnout						
b. Predictors: (Constant), Work-Life Balance, Mental Health						

Source: SPSS version 22

The F-test analysis results show that the F-value is 116.880 with a significance level of 0.000 (<0.05). This finding indicates that Mental Health and Work-Life Balance have a significant influence together on Academic Burnout in students who work while studying. These results are consistent with research by Yildirim and Senel (2023) which suggest that an individual's ability to maintain a balance between work and personal life can help reduce the level of fatigue experienced.

**Table 3. Partial T-test**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.412	1.925		13.203	.000
	Mental Health	-512	.082	-0.598	-6.268	.000
	Work-Life Balance	-328	.095	-0.274	-3.456	.001
a. Dependent Variable: Burnout						

Source: SPSS version 22

The results show that Mental Health (B = -0.512; Sig. = 0.000) has a negative and significant effect on fatigue, meaning that better Mental Health leads to lower levels of fatigue (Wang, 2024). Furthermore, Work-Life Balance (B = -0.328; Sig. = 0.001) also has a negative and significant effect on fatigue (Yildirim & Senel, 2023).

**Table 4. Coefficient of Determination R<sup>2</sup>**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.836 <sup>a</sup>	.698	.692	2.928
a. Predictors: (Constant), Work-Life Balance, Mental Health				

Source: SPSS version 22

The multiple linear regression model showed an R value of 0.836, indicating a strong relationship between Mental Health and Work-Life Balance on fatigue, with an R<sup>2</sup> value 0.698, indicating that the two independent variables were able to account for 69.8% of the variation in fatigue, while 30.2% of the variation was caused by other variables not included in the relationship between variables.

### **Discussion**

This section describes the research results by linking them to the research objectives and the theoretical framework used. Based on the results of multiple linear regression analysis using SPSS version 22, the coefficient of determination (R<sup>2</sup>) value was obtained at 0.698, which means that 69.8% of the variation in burnout levels in students who study while working can be explained by two independent variables. Meanwhile, the remaining 30.2% is explained by other factors outside this research model, such as academic load, social support, work environment, and individual coping strategies. The F value of 116.880 with a significance of 0.000 indicates that both variables simultaneously have a significant influence on student burnout levels, so the model used can be said to be appropriate to explain the relationship between variables.

Partially, the mental health variable (B = -0.512; Sig. = 0.000) showed a significant negative effect on burnout. This means that the better a student's mental health, the lower their level of academic burnout. This finding confirms that emotional stability and psychological well-being play a crucial role in maintaining an individual's resilience to academic stress. This finding aligns with the Job Demands-Resources (J-D) theory developed by Bakker and Demerouti (2017), which explains that every individual requires a balance between the demand they face (demands) and the resources they possess (resources). Personal resources such as good mental health serve as a buffer against stress and burnout that arise from academic and work demands. In the context of working students, a healthy psychological state helps individuals manage emotions, manage time, and adapt to the dual burdens they face. Research by Draghici and Cazan (2022) supports this finding by stating that psychological burnout levels. Meanwhile, Liu et al. (2024) added that coping flexibility namely the ability to adapt strategies to deal with stress, plays a crucial role in reducing the risk of burnout. Therefore, students with good mental health tend to be

better able to cope with academic pressure without losing motivation and balance.

In addition, the work-life balance variable ( $B = -0.328$ ;  $Sig. = 0.001$ ) also showed a significant negative effect on burnout. This means that the more balanced the time management between academic activities, work, and personal life, the lower the level of burnout experienced by students. This balance is a form of external resources within the JD-R Model framework (Demerouti et al., 2001), which serves to reduce the negative impact of excessive demands. Students who are able to manage their time well and maintain boundaries between the academic world and work will have stronger psychological resilience, so they are less prone to prolonged stress.

These findings also support research by Yildirim and Arslan (2023), which found that work-life balance significantly contributes to mental well-being and significantly reduces burnout in college students. This demonstrates that work-life balance is not only important for professional works but is also highly relevant for students with high academic burdens. Research by Wang (2024) confirms that the ability to manage study, work, and rest time appropriately can increase efficiency and reduce the potential for chronic stress.

In terms of theoretical implications, this study strengthens the concept of the JD-R Model, which emphasizes the importance of personal and environmental resources in preventing burnout. By incorporating the context of students studying while working, these results extend the theory's application from the professional workplace to higher education settings. Both variables mental health and work-life balance proven to be important predictors in understanding the dynamics of student academic burnout. This research also demonstrates consistency with studies by Almutairi et al. (2022) and Bakker & Demerouti (2017), which confirmed that psychological well-being and adequate environmental support can reduce stress and burnout. This alignment suggests that burnout is not solely a result of high academic demands, but also an imbalance between workload and available resources.

Overall, the results of this study confirm that mental health and work-life balance have a significant influence on student burnout. These findings not only reinforce previous theories and studies but also open up opportunities for further research to explore the role of mediating variable such as social support, academic motivation, and individual coping strategies. Thus, this study makes an important contribution to the development of educational policies and psychological support in higher education settings, particularly for students who juggle dual roles as students and workers.

## **Conclusion**

This study confirms that mental health and work-life balance play a significant role in reducing academic burnout in students who have dual roles as students and employees. Both variables were shown to have a significant negative effect on academic burnout, with the better an individual's psychological well-being and role balance, the lower the level of burnout. These results confirm the relevance of the Job-Demands-Resources Model (Bakker & Demerouti, 2017) in the context of higher education, which explains that a balance



between academic demands and personal resources can reduce the risk of stress and burnout.

The primary contribution of this research lies in extending the application of JD-R theory the professional environment to the academic realm. Thus, this study provides new insight into how working students face not only physical and mental demands but also complex roles that require self-regulation and time management skills. Scientifically, these finding the importance of psychological and environmental resources in maintaining student academic resilience. Practically, the result of this study can serve as a basis for educational institutions to develop policies and support programs that are more welcoming to working students. Educational institutions are expected to provide counseling facilities, stress management training, and academic flexibility that allows students to balance study and work responsibilities. Such efforts not only have the potential to reduce burnout but also improve student's psychological well-being and academic productivity.

It can be concluded that this research provides significant scientific and practical contributions to the development of education policies and psychological support in higher education. Mental health and work-life balance are not only protective factors against burnout but also fundamental to creating resilient, productive, and highly competitive students in the academic and professional world.

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