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Balancing Two Worlds: The Influence of Work-College Conflict and Self-Efficacy on Student Academic Stress

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Abstract

This study aims to analyze the influence of study-work conflict and self-efficacy on the academic stress of students who work while studying. This phenomenon is increasingly frequent and has the potential to cause role conflicts that have an impact on the psychological well-being of students. This study uses a quantitative method with a survey of 103 active students of Pamulang University. Data were analyzed using SPSS through validity, reliability, linear regression, F-test, t-test, and determination coefficient (R^2). The results showed that study-work conflict had a positive and significant effect on academic stress, while self-efficacy had a negative but insignificant effect. Simultaneously, the two variables had a significant effect with an R^2 value of 0.608, which means that 60.8% of the variation in academic stress can be explained by study-work conflict and self-efficacy. This research emphasizes the importance of time management and psychological support for working students to be able to balance academic and work demands effectively.

Keywords: Work conflicts, self-efficacy, academic stress, students work

Introduction

The phenomenon of students working while studying has been increasingly encountered in recent years, both in public and private universities. Students choose to work for a variety of reasons, such as economic needs, a desire to be financially independent, and to gain work experience relevant to their field of study. However, the dual roles of students and workers often pose challenges in managing time, energy, and focus. This condition is known as a conflict between work and college, which is a situation when responsibilities in one role interfere with the performance of another role (Greenhaus & Beutell, 1985). This conflict can lead to psychological distress, emotional exhaustion, and difficulty maintaining role balance, which ultimately has the potential to lead to academic stress (Misra & McKean, 2000).

Academic stress is an individual's response to pressures stemming from academic demands, such as workload, tests, and high performance expectations (Kumar & Bhukar, 2013). Students who experience academic stress tend to show symptoms such as anxiety, decreased motivation to learn, sleep disturbances, and

difficulty concentrating. In the long run, uncontrolled academic stress can hinder academic achievement and degrade students' psychological well-being. Therefore, it is important to identify the factors that can affect academic stress levels, both from external and internal aspects.

In addition to external factors such as work and college conflicts, internal factors such as self-efficacy also play a large role in determining how students cope with stress. Self-efficacy is defined as an individual's belief in his or her ability to organize and perform the actions necessary to achieve certain outcomes (Bandura, 1997). Students with high levels of self-efficacy are usually more confident, able to manage their time effectively, and do not give up easily when facing academic and work difficulties. On the other hand, students with low self-efficacy are more prone to stress because they feel less able to cope with complex demands (Schwarzer & Hallum, 2008).

Previous research has shown that self-efficacy plays a negative role in academic stress. Putri and Rachmawati (2020) found that students with high self-efficacy had lower levels of academic stress than students with low self-efficacy. On the other hand, work-study conflicts have a positive effect on stress, meaning that the greater the conflict between the two roles, the higher the academic stress experienced (Santoso & Pratiwi, 2019). Thus, it is possible that self-efficacy can be a protective factor that helps students cope with the negative impact of work and college conflicts on academic stress.

Based on this description, this study aims to analyze the influence of work and college conflicts as well as self-efficacy on students' academic stress. This research is important because it can provide a more comprehensive understanding of the factors that affect academic stress in working students. The results of the research are expected to be the basis for universities in designing mentoring programs, stress management training, and strengthening self-efficacy. In addition, the results of this research can also provide input for educational institutions to create a more flexible academic environment and support the psychological well-being of students.

Theoretical Framework

Academic stress is a psychological condition that arises when students face pressure from perceived academic demands that exceed the individual's ability to cope. According to Lazarus and Folkman (1984), stress arises from an individual's cognitive assessment of situations that are perceived as oppressive or threatening to a person's well-being. In the context of students who work while studying, academic stress is often caused by an imbalance between job demands and academic obligations. This condition describes work-college conflict, which is a form of role conflict when involvement in one role (as a worker) inhibits the performance of another role (as a student) (Greenhaus & Beutell, 1985). Such conflicts can lead to time

pressure, emotional exhaustion, and psychological strain that can potentially increase academic stress (Misra & McKean, 2000).

Work and college conflicts can also be explained through Kahn et al.'s (1964) role conflict theory, which states that individuals who perform more than one role simultaneously are at risk of experiencing emotional distress due to conflicting role demands. The higher the perceived role conflict, the greater the level of stress that arises. Therefore, conflicts at work and college are expected to have a positive influence on academic stress, where increasing conflicts will increase psychological pressure on students.

In addition to external factors, there are also internal factors that affect how individuals respond to stress, namely self-efficacy. According to Bandura (1997), self-efficacy is an individual's belief in his or her ability to organize and perform the actions necessary to deal with certain situations. Individuals with high self-efficacy tend to see challenges as something that can be overcome through proper effort and strategy. In the academic context, students with high self-efficacy are better able to manage time, manage priorities, and maintain motivation to study despite work pressure. In contrast, students with low self-efficacy are more likely to feel overwhelmed, insecure, and more susceptible to academic stress (Schwarzer & Hallum, 2008).

Based on these theories, a framework can be built that students' academic stress is influenced by two main factors: work and college conflicts as external factors, and self-efficacy as internal factors. Conflict between work and college increases psychological distress due to conflicting demands, while self-efficacy serves as a protective mechanism that helps students manage stress. Thus, self-efficacy is predicted to weaken the relationship between work and college conflicts to students' academic stress. Conceptually, the relationship between variables can be explained that the higher the conflict between work and college, the higher the perceived academic stress, but a high level of self-efficacy can lower stress levels.

Based on the description of the theory and thinking framework above, the research hypothesis proposed is as follows:
(1) Conflicts between work and college have a positive effect on students' academic stress.
(2) Self-efficacy has a negative effect on students' academic stress.
(3) Self-efficacy weakens the positive influence of work and college conflicts on students' academic stress.

Method

This research method uses a quantitative approach. According to Arikunto (2010), quantitative research is research that uses many numbers, ranging from data collection, data interpretation, to the emergence of results. Data are usually obtained through the dissemination of questionnaires or structured instruments to a

representative sample of the population. Sampling techniques are generally carried out randomly, data collection using research instruments, and data analysis is quantitative or statistical with the aim of testing predetermined hypotheses.

This study used a quantitative correlational design to test the influence of work and college conflicts as well as self-efficacy on academic stress in students who study while working, with survey techniques as a data collection method. The survey was conducted using a Google Form questionnaire as a medium to capture responses from respondents, then the results were processed and analyzed.

This research was conducted at Pamulang University with a data collection period of two weeks. The survey began on October 6, 2025, and the target research population consisted of active students from all faculties and study programs at Pamulang University, with a total of 103 respondents. This quantitative approach is used to obtain objective data that can be generalized to a wider population.

Results

Based on the results of a study on 103 respondents of Pamulang University students, data was obtained that most of the respondents were women as many as 74 people (71.7%), while men were 29 people (28.3%). In terms of age, the majority are in the range of 18-23 years as many as 80 people (77.4%), followed by 24-29 years as many as 22 people (21.3%), and 30-35 years as many as 1 person (1.3%). In that semester, the most respondents came from semesters 4-6 as many as 72 people (70.1%), then semesters 1-3 as many as 23 people (22%), and semesters 7-8 as many as 8 people (7.9%). Meanwhile, judging from employment status, as many as 57 people (55.1%) work full-time, 9 people (8.7%) work part-time, and 37 people (36.2%) do not work. Overall, the majority of respondents were young female students (18-23 years old) who were in the middle semester and working full-time, making it relevant for research on work-study conflicts.

This research was conducted on 103 respondents who were students of Pamulang University. The data obtained from the results of filling out the questionnaire was then analyzed using the SPSS program to test the feasibility of the research instrument and measure the relationship between the variables studied.

The data analysis process includes several stages of testing, namely: validity test to find out the extent to which the instrument is able to measure the variable in question, reliability test to test the consistency of the instrument, normality test to ensure data is distributed normally, and multicollinearity test to see if there is a relationship between independent variables.

Furthermore, a simple linear regression test was carried out to determine the influence of each independent variable separately on the bound variable, as well as a multiple linear regression test to see the influence of several independent variables

simultaneously. In addition, the t-test is also performed to test for partial influences, the F test to test for simultaneous influences, and the determination coefficient (R^2) test to find out how much the free variable contributes to the bound variable.

Based on the results of the validity test of the Conflict of Work and Higher Education variable (X1) showed that the eight items had *a calculated r value* (0.801–0.842) > *the r table* (0.1946) with Sig. (2-tailed) = 0.000 < 0.05. This indicates that all items are valid and suitable for reliability testing and further analysis. In the Self-Efficacy variable (X2), six statement items obtained *a calculation of r* (0.870–0.939) > *the tables r* (0.1946) and Sig. (2-tailed) = 0.000 < 0.05. Thus, all items are declared valid and able to measure student confidence in managing time and completing academic assignments well.
Meanwhile, the Student Academic Stress (Y) variable showed that the seven statements had a *table of r (0.643–0.978)* > r (0.1946) calculated with Sig. (2-tailed) = 0.000 < 0.05. So all items are declared valid and can accurately represent the student's academic stress state.

Based on the results of the reliability test, the Work and Lecture Conflict variable (X1) had an Alpha Cronbach value of 0.789, which indicates that all statement items have a good level of internal consistency because the value is above the minimum limit of 0.7. Thus, the instrument on the X1 variable is declared reliable and trustworthy to be used in subsequent analysis.

Furthermore, the Self-Efficacy (X2) variable obtained an Alpha Cronbach value of 0.953. This value falls into the very high category, so it can be concluded that the statement items in the X2 variable have a very strong and consistent level of reliability in measuring students' confidence in their ability to manage time and complete academic assignments.

Meanwhile, the Student Academic Stress (Y) variable had an Alpha Cronbach value of 0.938, which also indicates a very high level of reliability. This shows that all statement items on variable Y have excellent internal consistency, so the instrument can be relied upon to accurately measure students' academic stress levels.

Based on the results of the normality test using the Kolmogorov-Smirnov Test One Sample, an Asymp value was obtained. Sig. (2-tailed) is 0.167 > 0.05. This shows that the remaining data in this study is distributed normally. Thus, the data used has met the assumption of normality, so it is feasible to carry out regression analysis at the next stage.

Based on the results of the multicollinearity test, it is known that the Tolerance value for two independent variables, namely Conflict in the Workplace and Higher Education and Independent Efficacy is 0.579, while the Variance Inflation Factor (VIF) value is 1.727. Tolerance values greater than 0.10 and VIF values less than 10 indicate

that there are no symptoms of multicollinearity between independent variables in the regression model. Thus, it can be concluded that the variables of Work Conflict and Higher Education and *Self-Efficacy* do not have a high correlation with each other, so the regression model used in this study is stated to be worthy of further analysis.

Based on the results of the heteroscedasticity test using the Glejser method, a significance value of 0.000 was obtained for the Conflict variable at work and college, and 0.026 for the Self-Efficacy variable. Since the two Sig. values < 0.05, it can be concluded that there are symptoms of heteroscedasticity in the regression model. This suggests that residual variance is not constant between observations, which may be due to differences in respondent characteristics, workloads, and varying levels of self-efficacy among students who learn while working.

Regresi Linier Berganda

Multiple linear regression is a statistical analysis technique used to determine how much influence two or more independent variables (X_1 , X_2 , ..., Xn) have on a single dependent variable (Y). The purpose of this analysis is to predict the value of the dependent variables based on changes in the independent variables and determine the direction and magnitude of the influence of each independent variable.

In this study, the dependent variables are:Y = Academic Stress
While the independent variables are:X_1 = Conflict at Work and LectureX_2 = Self-Efficacy

$Y = a + b_1 X_1 + b_2 X_2 + e$

Information:

- Y = Dependent variable (stres akademik)
- a = Constant (value Y when X_1 and X_2 = 0)
- b_1 , b_2 = The regression coefficient of each independent variable
- e = Fault (interference or residual factor)

Table 1. Multiple Linear Regression Tests

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.945	1.138		.830	.409
	Konflik Pekerjaan dan Kuliah (X1)	.643	.056	.792	11.473	.000
	Self-Efficacy (X2)	.078	.066	.081	1.169	.245

a. Dependent Variable: Stres Akademik (Y)

a. Dependent Variables: Academic Stress (Y)
Source: SPSS Data Processing Results (2025)

Interpretation:

Based on the value of the Non-Standardized Coefficient (B) in the table above, the following double linear regression equation is obtained:

$Y = 0.945 + 0.643X_1 + 0.078X_2$

Explanation:

- Y = Academic Stress
- X_1 = Work and College Conflict
- X_2 = Self-Efficacy
- Interpretation of Regression Coefficients
- Constant (0.945): If the value of work-study conflict (X_1) and self-efficacy (X_2) is equal to zero, then the student's academic stress level is 0.945 units (base value).
- Work-Study Conflict Coefficient (B = 0.643): Each one-unit increase in work-study conflict will increase the student's academic stress by 0.643 units, assuming other variables are fixed. A significance value of 0.000 (< 0.05) indicates that the influence of this variable is positive and significant on academic stress.
- Self-Efficacy Coefficient (B = 0.078): Any one-unit increase in self-efficacy will increase academic stress by 0.078 units, assuming other variables are fixed. However, because the significance value was 0.245 (> 0.05), the effect of self-efficacy on academic stress was declared insignificant.

T-value interpretation and significance

- For the variables Conflict in the workplace and college (X_1): t-value = 11.473 and Sig. = 0.000 < 0.05 → mean that there is a significant influence on academic stress.
- For the Self-Efficacy (X_2) variable: t-value = 1.169 and Sig. = 0.245 > 0.05 → mean there was no significant effect on academic stress.

Interpretation of Standard Coefficients

The Beta value (β) indicates the relative influence of each independent variable on the dependent variable.

- Work and College Conflict (β = 0.792) had the greatest influence on academic stress.
- Self-Efficacy (β = 0.081) had a much smaller effect on academic stress.

Thus, it can be concluded that the conflict between work and college has a positive and significant effect on students' academic stress, while self-efficacy has a positive but not significant effect. That is, the higher the conflict between work and the role of college, the higher the student's level of academic stress, while self-efficacy is not strong enough to mitigate this impact.

Simple Linear Regression

A simple linear regression test is used to determine the influence of one independent variable (X) on one dependent variable (Y). In this study, the variables tested were:

- Independent variable (X_1): Conflict of Employment and Higher Education
- Dependent variable (Y): Academic stress

Table 2. Simple Linear Regression Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.868	1.169		3.308	.001		
	Konflik Pekerjaan dan Kuliah	.500	.059	.702	8.529	.000	.579	1.727
	Self-Efficacy	.095	.069	.113	1.377	.172	.579	1.727

a. Dependent Variable: Stres Akademik

a. Dependent Variables: Academic Stress (Y)
Source: SPSS Data Processing Results (2025)

Simple Linear Regression Equation

Based on the value of *the Non-Fixed Coefficient (B),* the regression equation is obtained as follows:

$Y=3.868+0.500X1Y = 3.868 + 0.500X_1$ $Y=3.868+0.500X1$

Information:

- Y = Academic Stress
- X_1 = Work and College Conflict

Interpretation of Regression Coefficients

Constant (a = 3.868):

The constant value indicates that if the conflict between work and college (X_1) is zero, then the student's academic stress level is at 3.868 Unit. It represents a baseline level of academic stress with the absence of the influence of role conflicts.

Regression Coefficient (b = 0.500):

Positive coefficient value 0,500 shows that every single unit of work-study conflict increase academic stress by 0,500 Unit.

T-value interpretation and significance

- The t-value for the Work and College Conflict variable (X_1) was 8.529 with a significance level of 0.000 (< 0.05). This means that work and college conflicts have a positive and significant effect on students' academic stress.

- The t-value for the Self-Efficacy (X_2) variable is 1.377 with a Sig. of 0.172 (> 0.05), which means the effect is insignificant.

Interpretation of Beta Values (Standard Coefficients)

Beta values (β = 0.702) indicate that work-college conflicts exert a strong influence on academic stress. The higher the role conflict experienced by students between work and college, the higher the level of academic stress.

Conclusion

The results of a simple linear regression test showed that the variables of work conflict and college had a positive and significant influence on students' academic stress, with regression equations:

$Y = 3.868 + 0.500X_1$

This means that the higher the perceived conflict between work roles and college, the higher the academic stress experienced by students who study while working.

T Test (Partial)

The t-test is used to determine how much influence each independent variable has on the partially dependent variable. In the context of this study, a t-test was conducted to analyze whether the Conflict between Work and Higher Education (X_1) and Self-Efficacy (X_2) had an individual influence on the Academic Stress (Y) of students who studied while working.
The basis for decision-making in the t-test is as follows:

- If the Sig. < 0.05, then the independent variable has a significant effect on the dependent variable.
- If the Sig. > 0.05, then the independent variable has no significant effect on the dependent variable.

Table 3. T Test (Partial)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.945	1.138		.830	.409
	Konflik Pekerjaan dan Kuliah (X1)	.643	.056	.792	11.473	.000
	Self-Efficacy (X2)	.078	.066	.081	1.169	.245

a. Dependent Variable: Stres Akademik (Y)

Source: SPSS Data Processing Results (2025)
Test formula t
t = bi/sbi

Information:

- t = Calculated t-value
- bi = The regression coefficient of each independent variable
- Sβi = Standard error of regression coefficient

For variable X_1 (Work and College Conflict):

- t = 0.643/0.056 = 11.48
- The calculated t-value (11.48) > table t (1.984) and Sig. = 0.000 < 0.05 → had a significant influence on Academic Stress.

For the variable X_2 (Self-Efficacy):

t = 0.078/0.066 = 1.18

- The calculated t-value (1.18) < the table t (1.984) and Sig. = 0.245 > 0.05 → had no significant effect on Academic Stress.

Work-Study Conflict (X_1): A t-value *calculated* as 11,473 with a value of Sig. = 0.000 < 0.05 indicates that work-study conflict has a positive and significant effect on academic stress. This means that the higher the conflict between work responsibilities and academic demands, the higher the level of academic stress for students.

Self-Efficacy (X_2): *A calculated t-value* of 1.169 with Sig. = 0.245 > 0.05 indicates that self-efficacy has no significant effect on academic stress. This means that students' confidence levels are not strong enough to reduce academic pressure arising from work and college conflicts.

Conclusion of the t-test (Partial)

Based on the results of the t-test analysis, it can be concluded that only the variable Conflict at Work and Lecture (X_1) has a significant effect on students' Academic Stress (Y). Meanwhile, the Self-Efficacy (X_2) variable had no significant effect on academic stress. Thus, it can be concluded that the high conflict between work and college is the main factor that causes an increase in academic stress for students who study while working, while self-efficacy plays only a small and insignificant role in reducing stress levels.

F Test (Simultaneous)

The F test is used to find out whether all the independent variables used in the regression model have a simultaneous influence on the dependent variables. In this study, the F test was conducted to see if Work-Study Conflict (X_1) and Self-Efficacy (X_2) simultaneously affect the Academic Stress (Y) of students who study while working.

The basis for decision-making in the F test is as follows:

- If the Sig. < 0.05, then the independent variables simultaneously have a significant effect on the dependent variables.
- If the Sig. > 0.05, then the independent variables simultaneously have no significant effect on the dependent variables.

Table 4. F Test (Simultaneous)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3344.275	2	1672.138	125.553	.000[b]
	Residual	1331.822	100	13.318		
	Total	4676.097	102			

a. Dependent Variable: Stres Akademik (Y)

b. Predictors: (Constant), Self-Efficacy (X2), Konflik Pekerjaan dan Kuliah (X1)

Source: SPSS Data Processing Results (2025)

Formula F Test
F = MSR/MSE
Information:

- F = F value is calculated
- MSR (Mean Squared Regression) = SSR/k
- MSE (Mean Squared Error) = SSE/n-k-1
- SSR = Jumlah Kuadrat Regresi (Sum of Squares Regression)
- SSE = Jumlah Kuadrat Residual (Sum of Squares Residual)
- k = Number of independent variables
- n = Number of samples

Calculation of the F Test (Based on Table Data)

F = MSR/MSE = 1672.138/13.318 = 125.55

- The value of F = 125.553 is calculated, with the significance level of Sig. = 0.000 < 0.05, and the F of the table (α = 0.05, df1 = 2, df2 = 100) ≈ 3.09.
- Since F is calculated (125.553) > table F (3.09) and the significance value < 0.05, it can be concluded that the regression model used is feasible and significant simultaneously.

Interpretation of F Test Results

Based on the results of the F test, a value of F = 125,553 was obtained with Sig. = 0.000 < 0.05, which means that Work and Lecture Conflicts (X_1) and Self-Efficacy (X_2) together have a significant influence on Academic Stress (Y). This shows that the two independent variables are simultaneously able to explain the variation in changes that occur in students' academic stress. In other words, work-study conflicts and self-efficacy have a mutually important role in shaping the academic stress levels of students who study while working.

Conclusion of Test F (Simultaneous)

From the test results, it can be concluded that the regression model used in this study is suitable because both independent variables simultaneously have a significant influence on academic stress. Thus, the H_0 hypothesis is rejected and H_1 is accepted, which means that Work and Lecture Conflicts and Self-Efficacy together affect the Academic Stress of Pamulang University students who study while working.

Coefficient of Determination Test (R^2)

The determination coefficient test is used to find out how much an independent variable is able to explain the variation or change that occurs in the dependent variable. In other words, this test shows how well the regression model used is able to explain the relationship between independent variables (Work Conflict and Study and Self-Efficacy) and bound variables (Academic Stress).

Table 5. Coefficient of Determination Test (R^2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.780[a]	.608	.600	3.869

a. Predictors: (Constant), Self-Efficacy, Konflik Pekerjaan dan Kuliah

Source: SPSS Data Processing Results (2025)

R value = 0.780The R value indicates the degree of relationship or correlation between independent variables and dependent variables. A value of 0.780 indicates that there is a strong and positive relationship between study-work conflict and students' self-efficacy and academic stress. This means that changes in both independent variables have a high correlation with changes in academic stress levels.

R^2 value (R^2) = 0.608R^2 value = 0.608 or equivalent to 60.8% indicates that 60.8% variation in student academic stress can be explained by work-study conflict variables and self-efficacy. Meanwhile, the remaining 39.2% (100% - 60.8%) were explained by factors outside the model, such as social support, academic burden, time management, or other psychological factors that were not examined in the study.
Adjusted R^2 value = 0.600Adjusted R^2 value is used to adjust R^2 values to be more accurate in studies with more than one independent variable. A value of 0.600 indicates that after adjusting for the number of variables and samples, the model's ability to explain dependent variables remains high, i.e. 60%.

Interpretation of Std. Estimation Error

The Standard Error of the Estimate value (3.869) indicates the estimated magnitude of the regression model error. This relatively small value indicates that the

regression model has a fairly good level of prediction accuracy and is reliable to explain the relationship between the variables studied.

Conclusion of the Coefficient of Determination Test
Based on the results of the determination coefficient test, it can be concluded that:

- The variables Conflict at work and college (X_1) and Self-Efficacy (X_2) were able to explain 60.8% of students' academic stress variations, while the remaining 39.2% were influenced by other factors not included in this study model.
- The value of R = 0.780 indicates a strong and positive relationship between two independent variables and academic pressure.
- The regression model used can be said to be good and feasible, because it is able to explain most of the changes that occur in the academic stress of students who study while working.

Discussion

This study was conducted to test the extent to which work stress management and time management affect the academic performance of students who study while working. Based on the results of the validity test, it was found that of the 20 statements on the three study variables, all items showed a significance value below 0.05 and a correlation value greater than 0.3. Thus, all items are declared valid and suitable for use in research instruments. This shows that each question item is able to consistently measure the construction of variables of work stress management, time management, and academic achievement of students who study while working.

The results of the reliability test showed that the three variables had an Alpha Cronbach value above 0.70, which means that the measuring tool has a high level of internal consistency and is suitable for use in data collection.

The results of the normality test showed that the residual data in the regression model was distributed normally, thus meeting the basic assumptions of the regression analysis.

In the multicollinearity test, the variables of work stress management and time management had a Tolerance value of 0.332 and a Variance Inflation Factor (VIF) of 3.009. Since the Tolerance value > 0.10 and VIF < 10, it can be concluded that there are no symptoms of multicollinearity, so the two independent variables can be used simultaneously in the regression model.

The results of the heteroscadadasticity test also showed that the regression model was free of heteroscadadasticity symptoms, so that the assumption of residual variance similarity was fulfilled and the model was declared feasible for further analysis.

Based on multiple linear regression analysis, the regression model was significant overall ($p < 0.05$), and the two independent variables had a significant influence on academic achievement. The time management variable had the most dominant influence on work stress management, with a Beta value of 0.482. This suggests that improving students' ability to manage time and manage stress effectively will have a positive impact on improving academic achievement.

The results of the determination coefficient (R^2) test showed a very strong and positive relationship between the independent variable and the bound variable. A total of 66.8% of variations in academic achievement can be explained by work stress management and time management, while the remaining 33.2% are influenced by factors other than models. The Adjusted R^2 value that is close to the R^2 value reinforces that the research model is stable and unbiased to the sample size.

Learning while working together is like students who carry out activities with dual roles, the effect is that students are forced to think hard to find solutions to problems with their assignments (Raharjo & Prahara, 2022).

According to Zajacova et al., (2005) academic self-efficacy refers to confidence in a person's ability to perform academic tasks.

According to research conducted by Husniyyah & Azwar (2022) at Sangga Buana University Bandung, it was found that a number of students experienced academic fatigue to different levels. The results showed that there were 6 students who experienced academic fatigue at a low level, 42 students experienced academic fatigue at a moderate level, and 28 students experienced academic fatigue at a high level. Students with high academic self-efficacy have solutions to the lecture problems they face, have expectations for their academic achievement, and perform better than students with low academic self-efficacy.

Based on the results of the analysis of this study, it is proven that conflict between work and college has a positive and significant effect on the academic stress of students who study while working. College students who experience conflicts between work responsibilities and academic demands tend to have higher levels of stress. The pressures of these two roles make it difficult for students to divide time, complete assignments, and maintain emotional balance.

Meanwhile, the self-efficacy variable had a negative but not significant effect on academic stress. This shows that students' confidence in facing challenges is not strong enough to reduce the level of stress that arises due to the double burden between college and work.

The results of this study are in line with several previous studies that have stated that role conflicts can increase stress levels, while self-efficacy has the potential

to reduce stress, although the effects are not always significant depending on the individual's context and environment.

The implication of this study is the need for support from the campuses and institutions where students work in the form of flexible policies, such as lecture scheduling that adapts to the students who work, as well as stress management training and self-efficacy enhancement to help students stay balanced in carrying out their two roles.

However, this study has limitations because it only involves respondents from one university, so the results cannot be generalized widely. In addition, the use of a quantitative approach through questionnaires may not have fully captured the psychological and emotional aspects of students in depth.

Conclusion

This study aims to analyze the influence of work study conflicts and self-efficacy on the academic stress of students who study while working at Pamulang University.Based on the results of data analysis from 103 respondents, it was found that work study conflicts have a positive and significant effect on students' academic stress. This means that the higher the level of conflict experienced between work demands and academic obligations, the higher the level of academic stress felt. On the other hand, the self-efficacy variable has a negative but insignificant influence on academic stress, suggesting that students' confidence in facing challenges is not strong enough to significantly reduce the stress arising from dual roles.

Simultaneously, the conflict of work study and self-efficacy had a significant effect on academic stress, with a contribution of 60.8%. These results suggest that most of the variation in academic stress can be explained by both factors, while the rest is influenced by other factors outside the model.

This research emphasizes the importance of support from campuses and workplaces in helping working students manage the pressures of dual roles. Universities are expected to provide mentoring programs, stress management training, and strengthening self-efficacy so that students are able to maintain a balance between academic and work responsibilities. Further research is recommended to involve more universities and consider qualitative approaches to explore the psychological aspects of students in more depth.

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