

Balancing Life and Study: Dual Role Challenges Faced by Pamulang University Students

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Abstract

This study examines the influence of dual role conflict and time management on the work-life balance of working students at Pamulang University. Balancing academic and professional responsibilities often challenges students' well-being and performance. Using a quantitative approach with 103 respondents, data were collected through questionnaires. The results reveal that time management has a positive and significant effect on work-life balance, while dual role conflict has no significant effect. This indicates that students with good time management skills can maintain balance between study, work, and personal life despite multiple demands. The coefficient of determination (R^2) value of 0.654 shows that 65.4% of work-life balance variation is explained by the two variables. The findings highlight that efficient time management reduces stress and enhances life satisfaction. Therefore, universities and employers should provide flexible schedules and time management training to support the well-being of working students.

Keywords:

Dual Role conflict, Time Management, Work-life Balance, Working Students, Pamulang University

Introduction

Working students represent a unique group who simultaneously carry two major roles: as learners and as employees. This dual role demands that they divide their time, energy, and attention between academic responsibilities and professional obligations. The phenomenon is increasingly common in higher education institutions, including Pamulang University, which has a significant number of students actively engaged in employment. While holding dual roles can offer benefits such as work experience and financial independence, it often leads to psychological pressure, fatigue, and role conflict that may disrupt their overall life balance.

Dual role conflict arises when the demands of two roles are incompatible or cannot be fulfilled simultaneously. Working students frequently face dilemmas such as choosing between attending lectures or fulfilling work shifts, completing academic assignments or meeting job deadlines. The mismatch between expectations from academic and professional environments can lead to stress, reduced performance, and disturbances in social relationships and mental health. This conflict is a key factor influencing work-life balance, which refers to an individual's ability to harmonize the demands of work, education, and personal life (Greenhaus & Allen, 2011).

On the other hand, time management becomes a critical skill that can help working students navigate dual role conflict. The ability to plan, prioritize, and allocate time

effectively enables individuals to meet academic and professional obligations without sacrificing other aspects of life. Research shows that good time management is positively correlated with life satisfaction, academic performance, and psychological well-being (Claessens et al., 2007). In the context of working students, time management is not merely about efficiency – it is about creating space for rest, social interaction, and personal growth.

Work-life balance serves as an important indicator of the quality of life for working students. When this balance is disrupted, the impact is felt not only at the individual level but also in terms of academic productivity, job commitment, and social engagement. Therefore, it is essential to understand how dual role conflict and time management contribute to the work-life balance of working students at Pamulang University. This study aims to provide empirical insights that can inform educational institutions and employers in designing more supportive policies – such as flexible scheduling, psychological support, and self-management training.

As the number of working students continues to grow, this issue becomes increasingly relevant for deeper exploration. Through a quantitative approach and analysis of variable relationships, this research seeks to identify the extent to which dual role conflict and time management affect the work-life balance of working students, and to offer practical recommendations for improving their overall quality of life.

Theoretical Framework

The theoretical framework in this study aims to explain the relationship between dual role conflict, time management, and work-life balance among working students at Pamulang University. Working students are individuals who perform two main roles simultaneously, namely as students and workers, so they often face challenges in dividing their time, energy, and attention between academic and work responsibilities. This condition can cause dual role conflict that affects the balance between academic life, work, and personal life. According to the Role Conflict theory proposed by Kahn et al. (1964), role conflict occurs when the demands of two or more roles performed by a person are contradictory or difficult to fulfill simultaneously. In the context of working students, dual role conflict arises when work demands interfere with study activities or vice versa, when academic obligations interfere with work performance. Research by Greenhaus and Beutell (1985) also shows that dual role conflict can be divided into three main dimensions, namely time conflict, pressure conflict, and behavior conflict. These three dimensions explain how limited time, emotional pressure, and differences in behavior in two roles can prevent individuals from achieving a good work-life balance.

On the other hand, time management skills are an important factor that can help working students reduce role conflicts and improve their work-life balance. Time management is defined as a person's ability to plan, organize, and control the use of time effectively to achieve specific goals (Macan, 1994). Individuals with good time management skills are able to determine priorities, set realistic schedules, and avoid

procrastination, thereby fulfilling the demands of both roles in a balanced manner. A number of studies (e.g., Hafner & Stock, 2010; Aeon & Aguinis, 2017) show that time management contributes positively to productivity, stress reduction, and increased life satisfaction. Work-life balance is defined as a condition in which individuals are able to balance the demands of work or study with their personal lives without causing significant conflict (Clark, 2000). Good work-life balance can improve psychological well-being, motivation, and individual performance in various roles. For working students, this balance means the ability to complete academic and work tasks without sacrificing rest time, social relationships, or mental health. When individuals fail to manage their time effectively or experience high levels of role conflict, their life balance will be disrupted, which can lead to stress, fatigue, and a decline in academic and work performance (Byrne, 2005).

Conceptually, the relationship between variables in this study can be explained as follows: dual role conflict is predicted to have a negative effect on work-life balance, because the higher the role conflict experienced, the more difficult it is for a person to achieve a balance between personal and professional life. Conversely, time management is predicted to have a positive effect on work-life balance, because the ability to manage time well can help individuals fulfill the responsibilities of both roles without experiencing excessive pressure. In addition, time management can also function as a mediating variable that weakens the negative impact of role conflict on work-life balance by helping individuals manage their time and workload more efficiently.

Thus, the theoretical framework of this study is based on role conflict theory (Kahn et al., 1964), time management theory (Macan, 1994), and work-life balance theory (Clark, 2000). These three theories explain the causal relationship between dual role conflict, time management, and work-life balance, and provide a conceptual basis for empirically testing how working students at Pamulang University can achieve life balance amid complex academic and work demands.

Method

This study employs a quantitative approach with the aim of examining the effect of dual role conflict and time management on work-life balance among working students at Universitas Pamulang. The research design used is an associative research design with a survey approach, which allows the researcher to identify causal relationships between independent and dependent variables based on data obtained from respondents. The quantitative approach was chosen because it provides statistically measurable results and allows for generalization to the study population (Sugiyono, 2019). The population in this study consists of all Universitas Pamulang students who are actively employed at the time the research was conducted. From this population, a total sample of 103 respondents was obtained using purposive sampling techniques. This technique was chosen because the researcher focused only on individuals who met specific criteria, namely students currently enrolled at Universitas Pamulang and simultaneously holding either full-time or part-time employment. The number of respondents was considered adequate for statistical

analysis in quantitative research, particularly for regression analysis (Hair et al., 2019). Data collection was carried out online using a Google Form-based questionnaire

Results

The reliability test results show that all variables have very high Cronbach's Alpha values, namely 0.922 for variable X1, 0.964 for variable X2, and 0.935 for variable Y. These three values are well above the minimum limit of 0.60, so it can be concluded that all research instruments are reliable. This means that the items in the questionnaire are consistent in measuring the same concept and can be trusted for use in the next stage of analysis.

Furthermore, the normality test results using the Kolmogorov-Smirnov method showed an Asymp. Sig (2-tailed) value of 0.184, which is greater than 0.05. This indicates that the research data is normally distributed, so that the regression model is suitable for inferential analysis. This normal distribution is important to ensure that the basic assumptions in regression analysis are met, so that the statistical test results obtained can be interpreted validly and accurately. In the multicollinearity test, it was found that all independent variables had Tolerance values > 0.10 and VIF < 10 , which means that there was no strong linear relationship between the independent variables. Thus, each independent variable could explain its effect on the dependent variable without excessively influencing each other. This condition indicates that the regression model is stable and does not experience multicollinearity interference.

Meanwhile, the results of the heteroscedasticity test show that all variables have a significance value above 0.05. This means that there is no heteroscedasticity, or in other words, the residual variance in the regression model is homogeneous. The absence of heteroscedasticity indicates that the regression model used meets the classical assumptions and has good predictive power.

1. Responden Identity

Tabel 1. Responden Identity

No.	Identity	Number Of Respondens	Persentase %
1.	Gender		
	Male	44	42,7%
	Female	59	57,3%
2.	Age		
	18-20 Years	9	8,7%
	20-25 Years	65	63,1%
	>25 Years	29	28,2%

3.	Semester		
	Semester 1-2	13	12,6%
	Semester 3-4	10	9,7%
	Semester 5-6	57	55,3%
	Semester 7-8	23	22,3%
4.	Long time as a working student	7	6,8%
	< 6 Months	21	20,4%
	6-12 Months	52	50,5%
	2-3 Years	23	22,3%
	> 3 Years		
5.	Working Hours per Week		
	< 40 Hours	25	24,3%
	40-45 Hours	38	36,9%
	> 45 Hours	40	38,8%
6.	Reguler		
	Reguler A	16	15,5%
	Reguler B	11	10,7%
	Reguler CK	67	65%
	Reguler CS	9	8,7%

Based on Table 1, there were 103 working students from Pamulang University participating in the study. The gender composition showed that 57.3% were female and 42.7% were male, indicating that female students participated more. Most respondents were aged 20–25 years (63.1%), which is a productive age group where students begin to adapt to academic and work responsibilities. In terms of semester, the majority were in semesters 5–6 (55.3%), indicating that most respondents had considerable academic and work experience. A total of 50.5% of respondents had been working students for 2–3 years, and 38.8% worked more than 45 hours per week, indicating a high level of busyness. The majority of respondents came from the CK regular class (65%), which is a special class for students who also work. These results reinforce that the research population is in line with the context of ‘working students’ who play dual roles.

2. Test The Coefficient Of Determination

Tabel 2. Coefficient of Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.809 ^a	.654	.647	3.51951

a. Predictors: (Constant), Manajemen Waktu, Konflik Peran Ganda

$$KD = r^2 \times 100\%$$

$$KD = 0.809 \times 100\%$$

Tabel 2 Table 2 shows that the R Square value is 0.654 and the Adjusted R Square is 0.647, which means that 65.4% of the variation in work-life balance (Y) can be explained by dual role conflict (X1) and time management (X2). The remaining 34.6% is explained by other factors outside the scope of this study, such as social support, work stress, or personality factors. A high R² value indicates that the model has a strong explanatory power for the phenomenon of work-life balance and working students' studies. $KD = r^2 \times 100\%$ $KD = 0.809 \times 100\%$

3. Partial T-Test

**Tabel 3. Partial T Hypothesis Test Results
Coefficients^a**

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
1 (Constant)	4.650	1.353	3.437	.001
Konflik Peran Ganda	.024	.065	.370	.712
Manajemen Waktu	.438	.034	12.874	.000

a. Dependent Variable: Work Life Balance

The t-test shows that the dual role conflict variable (X1) has a Sig value of 0.712 (> 0.05) with a coefficient of B = 0.024, which means that it has no significant effect on work-life balance. This indicates that even though working students face a double burden, they tend to have adapted and are able to balance their academic and work responsibilities. Conversely, the time management variable (X2) has a Sig value of 0.000 (< 0.05) and a coefficient of B = 0.438, indicating a positive and significant effect on work-life balance. This means that the better students are at managing their time, the more balanced their lives are. These results are in line with the opinions of Macan (1994) and Aeon & Aguinis (2017), who state that effective time management contributes greatly to an individual's psychological well-being and academic achievement.

4. Simultaneous F-Hypothesis Test

**Tabel 4. Simultaneous F Hypothesis Test Results
ANOVA^a**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2340.744	2	1170.372	94.484	.000 ^b
Residual	1238.693	100	12.387		
Total	3579.437	102			

a. Dependent Variable: Work Life Balance

b. Predictors: (Constant), Manajemen Waktu, Konflik Peran Ganda

Based on the F test results, it is known that the Fcount value of 94.484 is greater than the Ftable value of 3.09 with a significance level of $0.001 < 0.05$. Thus, it can be concluded that H_3 is accepted, which means that simultaneously, dual role conflict (X_1) and time management (X_2) have a significant effect on the work-life balance (Y) of working students at Pamulang University. These results indicate that both independent variables together contribute strongly to explaining changes in work-life balance. This indicates that the balance between work and study life is not determined by a single factor, but is the result of an interaction between the level of role conflict experienced by students and their ability to manage their time effectively.

5. Multiple Regression Test

Tabel 5. Multiple Regression Test Results

Model		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	4.650	1.353		3.437	.001
	Konflik Peran Ganda	.024	.065	.023	.370	.712
	Manajemen Waktu	.438	.034	.801	12.874	.000

a. Dependent Variable: Work Life Balance

Based on the results of multiple linear regression analysis, the following model equation was obtained:

$$Y = 4.650 + 0.024 X_1 + 0.438 X_2 + e.$$

The constant value of 4.650 indicates that if dual role conflict and time management are zero, the work-life balance of students is still in the fairly good category. The regression coefficient of 0.024 for the dual role conflict variable shows a positive but insignificant effect, while 0.438 for the time management variable shows a strong and significant positive effect on work-life balance. These results emphasise that the dominant factor influencing the work-life balance of working students at Pamulang

University is their ability to manage time effectively, not merely the level of role conflict they face.

Discussion

The results of the study indicate that time management has a positive and significant effect on work-life balance, while dual role conflict has no significant effect. These findings indicate that working students at Pamulang University have been able to adapt to their dual roles, so that role conflict is no longer a major factor disrupting their life balance. This interpretation is in line with Role Conflict theory (Kahn et al., 1964) and Time Management theory (Macan, 1994), which state that an individual's ability to manage time can mitigate the negative effects of role conflict.

This study also supports previous research by Aeon & Aguinis (2017), which emphasises the importance of time management in improving psychological well-being and academic performance.

Practically, these results imply that educational institutions and employers need to strengthen their support for working students through time management training, schedule flexibility, and psychological services. The main contribution of this study is to provide empirical evidence that time management is the key to maintaining the work-life balance of working students, not merely reducing role burdens. However, the limitations of this study lie in its focus on only two main variables and one institution. Other factors such as social support, work stress, and personality have not been analysed in depth.

Conclusion

This study concludes that time management has a significant and positive effect on work-life balance, while dual role conflict does not show a significant effect. This means that students' ability to manage their time is a dominant factor in maintaining a balance between academic, work, and personal life.

The contribution of this study lies in strengthening the understanding that time management-based interventions can be an effective solution for working students. This study also provides a basis for the development of campus and company policies that are more supportive of the welfare of working students.

For further research, it is recommended to include additional variables such as work stress, social support, and personality factors, as well as to expand the scope to other institutions so that the results are more generalisable.

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