THE INFLUENCE OF WORK STRESS AND SOCIAL SUPPORT ON WORK-LIFE BALANCE AMONG WORKING-CLASS STUDENTS

Aditya Yusuf Pratama, Syaifudin Ma'mun
Pamulang University[1] Pamulang University [2]
Tukanggbubur234@gmail.com

Abstract

This study aims to analyze the influence of work stress and social support on work- life balance among working-class students. In the modern era characterized by high work demands and rapid educational development, students who work face a dual burden between professional and academic responsibilities. Such conditions often lead to work stress, which negatively affects the balance between personal and professional life. Conversely, social support from family, friends, colleagues, and the academic environment plays a crucial role in helping individuals manage stress and maintain their life balance. This research adopts a quantitative approach using a survey method by distributing online questionnaires to 101 respondents from the working-class student population. The sampling technique applied the Slovin formula, and the data analysis was conducted through simple and multiple linear regression using SPSS version 27. The findings indicate that work stress has a negative and significant impact on work-life balance, meaning that the higher the level of work stress, the lower the balance in students' lives. Meanwhile, social support positively and significantly influences work-life balance, indicating that the greater the social support received, the better the individual's life balance. Simultaneously, work stress and social support contribute 23% to the variation in work-life balance, while the remaining 77% is influenced by other factors such as time management, self-motivation, and work conditions. These results emphasize the importance of stress management and the strengthening of social support for working-class students to maintain harmony between their professional, academic, and personal lives.

Keywords: Work Stress, Social Support, Work Life Balance, WorkingClass Students, Regression Analysis

Introduction

In the ever-evolving era of globalization, organizational environments are undergoing rapid changes and increasing complexity. Organizations are required to continuously adapt to policy developments, technological advancements, and shifts in societal behavior (Sutrisno, 2017). In this context, human resources (HR) play a key role in maintaining organizational sustainability and competitive advantage. The quality of human resources, as reflected in employee performance, is greatly influenced by internal factors such as work stress and external factors such as workload. Work- related stress can reduce productivity and efficiency, while excessive workload may decrease motivation and work quality (Indriyani & Suhana, 2023).

As human needs become more complex, education remains one of the essential requirements for improving human resources. Education plays a crucial role in preparing high-quality human capital for national progress. Students, especially those balancing work and study, face multiple financial and academic responsibilities such as tuition fees, purchasing study materials, internet costs, research expenses, and practical work fees (Megayani, 2023).

Work stress represents a condition of tension that creates physical and psychological imbalance, influencing an individual's emotions, thought processes, and overall condition. Stress is a dynamic state in which individuals face opportunities, demands, or resources related to their desires, but with uncertain and significant outcomes. Some stress can be positive, while some can be detrimental (Ahmad et al., 2019). Employees experiencing workplace stress will likely see decreased performance, which, if unmanaged, can negatively affect organizational goals. Therefore, organizations must manage employee stress effectively to ensure optimal productivity and positive work attitudes (Ahmad et al., 2019).

Additionally, individuals need support from their surrounding environment to encourage personal development. Social support becomes a driving factor for employees to improve their performance and well-being. It represents care, appreciation, and motivation provided by others (Monintja, 2024). Social support arises from the perception that there are people who are willing to help during difficult circumstances, thereby increasing positive feelings and self-esteem (Cahyani & Frianto, 2019).

In this context, social support—both from professional and personal environments— acts as a crucial moderating variable. The presence of social support has been proven effective in mitigating the negative consequences of stress and workload while enhancing individuals' ability to cope with job pressures (Iriani, 2022). Social support can take the form of information, material assistance, or behavioral help obtained through social relationships, making individuals feel valued, cared for, and loved (Cahyani & Frianto, 2019).

Theoretical Framework

Work-life balance represents an individual's ability to effectively manage the demands of both professional and personal life domains. According to

Greenhaus and Allen (2011), maintaining equilibrium between work and non-work roles is essential for psychological well-being and overall life satisfaction. In the context of working-class students, achieving such balance is more challenging due to the simultaneous demands of academic and professional responsibilities.

Work Stress and Work-Life Balance

Work stress refers to a psychological condition that occurs when an individual perceives a discrepancy between job demands and their ability to meet those demands (Lazarus & Folkman, 1984). High levels of work stress can result in emotional exhaustion, reduced motivation, and decreased concentration, which ultimately disrupt the individual's balance between work and personal life. Previous studies (Ahmad et al., 2019; Megayani, 2023) have shown that excessive work stress has a negative and significant impact on work-life balance, indicating that as stress increases, the level of life balance decreases.
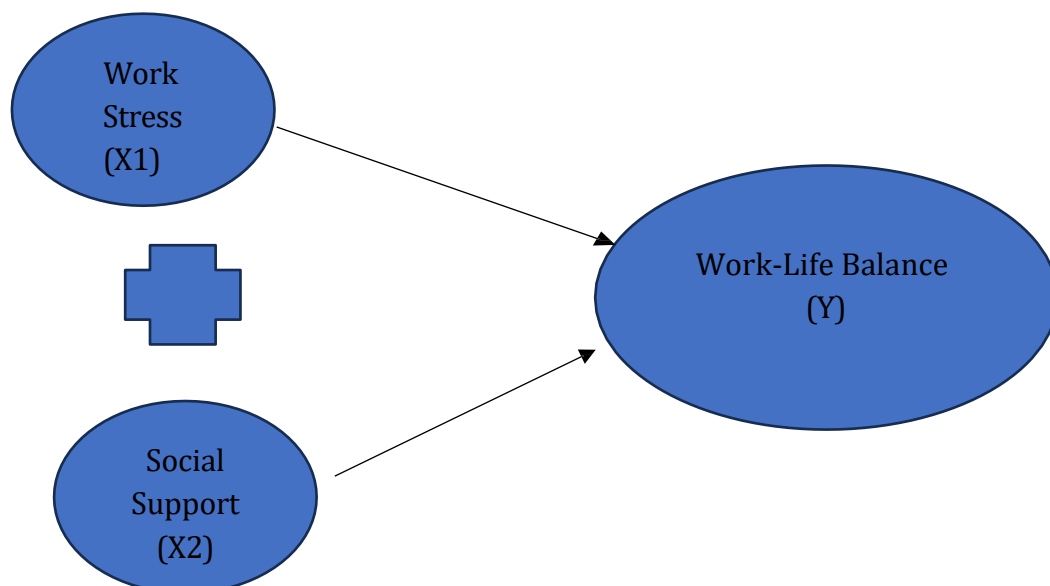
Social Support and Work-Life Balance

Social support is defined as the emotional, informational, or instrumental assistance provided by family, friends, colleagues, or the community (House, 1981). It acts as a psychological resource that helps individuals cope with stressful situations, reduce emotional burdens, and maintain mental well-being. Research by Monintja (2024) and Cahyani & Frianto (2019) indicates that social support positively influences an individual's ability to balance work and personal life, as it provides reassurance, motivation, and a sense of belonging.

Combined Influence of Work Stress and Social Support

While work stress tends to disrupt balance, social support serves as a buffering mechanism that mitigates the negative impact of stress on individual well-being (Cohen & Wills, 1985). When both factors are considered simultaneously, social support can reduce the harmful effects of work stress, thereby improving work-life balance. Thus, both variables interact to shape the individual's ability to maintain equilibrium between their academic, professional, and personal responsibilities.

Conceptual Model

H1: Work stress has a negative and significant effect on work-life balance among working-class students.

H2: Social support has a positive and significant effect on work-life balance among working-class students

H3: Work stress and social support simultaneously influence work-life balance among working-class students.

Methode

This study employed a quantitative research approach using a survey method to analyze the influence of work stress and social support on work-life balance among working-class students. The quantitative approach was chosen to obtain measurable and objective results that can be statistically tested.

Population and Sample

The population of this study consisted of working-class students who are simultaneously engaged in academic and professional activities. A total of 101 respondents participated in the research. The sample size was determined using the Slovin formula, which is suitable for finite populations and ensures representativeness of the sample in relation to the total population.

Data Collection Technique

Data were collected using an online questionnaire distributed through digital platforms such as Google Forms. The questionnaire contained structured questions using a Likert scale to measure respondents' perceptions of work stress, social support, and work-life balance. The online distribution method was selected to ensure efficiency, convenience, and accessibility for a large number of respondents.

Measurement of Variables

Each variable was operationalized as follows:

Work Stress (X_1): Measured through indicators such as workload, time pressure, role ambiguity, and emotional exhaustion.

Social Support (X_2): Measured based on perceived support from family, peers, coworkers, and the academic environment.

Work-Life Balance (Y): Measured through indicators reflecting time management, role balance, and satisfaction between work and personal life.

Data Analysis Technique

Data analysis was performed using SPSS version 27. The analysis included:

Descriptive Statistics — to describe respondent characteristics and variable distributions.

Simple Linear Regression — to measure the individual effect of work stress and social support on work-life balance.

Multiple Linear Regression — to determine the simultaneous effect of work stress and social support on work-life balance.

Hypothesis Testing (t-test and F-test) — to assess the significance of each variable's influence on the dependent variable.

Results

Table 1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig. F Change
1	0.496ᵃ	0.246	0.230	2.97120	0.000

A. Predictors: (Constant), Work Stress (X_1), Social Support (X_2)

B. Dependent Variable: Work-Life Balance (Y)

The coefficient of determination (R^2) of 0.230 indicates that 23% of the variation in work-life balance among working-class students is explained by work stress and social support, while the remaining 77% is influenced by other variables such as self- motivation, personal circumstances, and time management.

2. Simple Regression Analysis

Table 2. Effect of Work Stress on Work-Life Balance

Model	B	Std. Error	Beta	t	Sig.
(Constant)	11.695	1.917	—	6.100	0.000
Work Stress (X_1)	-0.426	0.093	-0.418	-4.559	0.000

Regression Equation:

$$Y = 11.695 - 0.426X_1$$

Interpretation: every 1-unit increase in work stress reduces work-life balance by 0.426. The significance value (0.000 < 0.05) indicates that work stress has a negative and significant effect on work-life balance.

Table 3. Effect of Social Support on Work-Life Balance

Model	B	Std. Error	Beta	t	Sig.
(Constant)	12.190	1.599	—	7.624	0.000
Social Support (X_2)	0.423	0.082	0.463	5.178	0.000

Regression Equation:

$Y = 12.190 + 0.423X_2$

Interpretation: every 1-unit increase in social support raises work-life balance by 0.423. The significance value (0.000 < 0.05) confirms that social support has a positive and significant effect on work-life balance.

Table 4. Multiple Regression Analysis

Model	B	Std. Error	Beta	t	Sig.
(Constant)	9.953	1.930	—	5.157	0.000
Work Stress (X_1)	-0.303	0.100	-0.332	-3.024	0.003
Social Support (X_2)	0.224	0.112	0.220	2.005	0.048

Regression Equation:

$$Y = 9.953 - 0.303X_1 + 0.224X_2 + e$$

Interpretation:
- The constant (9.953) implies that if both independent variables equal zero, work-life balance remains at 9.953.
- Work Stress (X_1) negatively affects work-life balance ($\beta = -0.303$).
- Social Support (X_2) positively affects work-life balance ($\beta = 0.224$).
- Both are significant ($p < 0.05$), confirming that together they significantly influence work-life balance.

Result

Effect of Work Stress on Work-Life Balance:

Work stress has a negative and significant effect on work-life balance among working-class students. High stress levels lead to reduced focus, lower motivation, and mental fatigue, all of which disturb balance between work and study life.

Effect of Social Support on Work-Life Balance:

Social support has a positive and significant effect on work-life balance. Support from family, friends, colleagues, and campus communities enhances confidence, reduces emotional burden, and promotes psychological well- being.

Simultaneous Effect:

Work stress and social support jointly contribute 23% to variations in work- life balance, while the remaining 77% is explained by other factors such as time management, intrinsic motivation, and job flexibility.

Implications:

This study highlights the importance of stress management and social support for working-class students. Universities and employers should provide flexible policies and psychological support programs to ensure students can balance academic and professional commitments effectively.

DISCUSSION

The findings of this study provide important insights into how work stress and

social support affect the work-life balance of working-class students. The results show that work stress has a negative and significant influence on work-life balance. This finding aligns with the theoretical framework proposed by Lazarus and Folkman (1984), which explains that stress occurs when individuals perceive that the demands placed upon them exceed their available resources. In the context of working students, the dual role of being both an employee and a student creates continuous time pressure and mental strain, leading to decreased balance between academic and professional responsibilities.

Furthermore, the results confirm that social support has a positive and significant influence on work-life balance. This supports the findings of Cahyani and Frianto (2019), who emphasized that social support functions as a psychological buffer that reduces the negative effects of stress. Emotional and instrumental support from family, friends, coworkers, and academic mentors provides a sense of belonging and stability, helping students manage stress more effectively.

When examined simultaneously, both work stress and social support significantly affect work-life balance, contributing 23% of the overall variance. Although this percentage indicates that other factors also play a role, it demonstrates that these two variables are essential in shaping students' well-being. This implies that universities and organizations employing students should implement flexible work policies, counseling services, and support systems to help students manage their dual roles effectively.

These results also highlight the importance of self-regulation and time management as moderating elements in achieving balance. Students who can set clear boundaries between work and study tend to experience lower stress levels and better adaptation to environmental demands. Thus, practical implications of this study include the need for both educational institutions and employers to create a supportive ecosystem that promotes student well-being and sustainable performance.

reference for future researchers and practitioners.

References

Ahmad, Y., Tewal, B., & Taroreh, R. N. (2019). *The Effect of Work Stress, Workload, and Work Environment on Employee Performance at PT. FIF Group Manado.* EMBA Journal: Journal of Research in Economics, Management, Business and Accounting, 7(3), 2303–1174. https://ejournal.unsrat.ac.id/index.php/emba/article/view/23747

Cahyani, W., & Frianto, A. (2019). *The Role of Social Support Toward Work Stress as an Effort to Improve Employee Performance.* Journal of Management Science (JIM), 7(3).]

Indriyani, N., & Suhana, S. (2023). *The Role of Organizational Culture, Organizational Justice, and Employee Empowerment in Increasing Organizational Commitment.* Journal of Economics, 12(2), 1889–1896.

Megayani, M., Santoso, J. B., & Sholikha, H. (2023). *The Effect of Work Stress and Work Motivation on Work-Life Balance.* Innovative: Journal of Social Science Research, 3(6), 3337–3352.

Monintja, A. J., & Trang, I. (2024). *The Effect of Fatigue Syndrome, Social Support, and Work-Life Balance on Employee Productivity at PT. Uphus Khamang Indonesia.* EMBA Journal: Journal of Research in Economics, Management, Business, and Accounting, 12(1), 1052–1063.

Sutrisno, E. (2017). *Human Resource Management.* Jakarta: Rajawali Pers. 7/7107980/research_methods_the_basi cs.pdf.