

THE IMPACT OF WORK STRESS AND TIME MANAGEMENT ON WORK BALANCE IN WORKING STUDENTS

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Abstract

A major problem in contemporary culture is the increasing trend of college students working while they are enrolled in classes. In order to meet their financial necessities, obtain professional experience, and develop their independence, many students acquire part-time or full-time jobs. However, balancing occupational and academic obligations presents significant difficulties that have an impact on time management, academic achievement, and emotional health. This combined weight can result in work stress, which is a condition that develops when an individual's ability to handle the demands of their job is exceeded, leading to tension and exhaustion. However, efficient time management is a critical ability that aids pupils in effectively planning, arranging, and balancing their activities. Students who manage their time well are frequently better able to balance their personal and professional lives, which lowers stress and boosts pleasure. The purpose of this study is to investigate how time management and work stress affect Indonesian working students' work-life balance. The study uses a survey with 102 respondents selected from different universities and takes a quantitative approach. Multiple linear regression, validity, and reliability tests were performed on the data using SPSS. The findings indicate that time management has a considerable and favorable impact on work-life balance, whereas work stress has no discernible effect. When combined, these two elements account for 60.2% of the variation in work-life balance. These results highlight how crucial time management is as a moderating factor that helps working students lead fulfilling personal and academic lives. **Keywords:** time management, work-life balance, working students, and work stress

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Introduction

Globally, the proportion of college students who work has increased significantly in recent years. In addition to earning money, many students labor to obtain real-world experience and be ready for their future employment. This problem is becoming more apparent in Indonesia's big cities, where living costs are high and there are plenty of job prospects for students. Working exposes students to a variety of pressures that might impair their academic attention and general well-being, despite the fact that it offers financial and social advantages.

The capacity to successfully divide one's time and energy between work and personal life without causing either to suffer is known as work-life balance. According to Greenhaus and Allen (2011), it is a condition in which people are equally content and involved in their responsibilities outside of work. For students, "life" consists of family ties, leisure, and studying, whereas "work" consists of employment activities. Keeping this equilibrium is essential for both academic achievement and mental well-being. However, combining job and study frequently results in role conflict, which can impair performance and cause emotional and physical exhaustion. According to Robbins and Judge (2019), stress arises when a person feels that their personal capacity and external demands are not balanced. Long job hours, rigorous academic schedules, and inadequate sleep are some of the things that might cause stress for students who are also employed. On the other hand, effective time management can be a crucial coping strategy to lessen the effects of stress and avoid burnout. The purpose of this study is to investigate how time management and work stress affect work-life balance among Indonesian working students. It adds to the expanding corpus of research on student well-being and offers guidance to companies and academic institutions in creating welcoming workplaces for student workers.

Theoretical Framework

Work Stress

When employment expectations surpass an individual's capacity for coping, a psychological condition known as work stress develops (Lazarus & Folkman, 1984). It involves performance-impairing emotional stress, worry, and fatigue. Multiple deadlines, erratic sleep patterns, or academic pressure are some of the causes of stress for students who work while they study. According to Robbins and Judge (2019), stress is not necessarily bad; in fact, mild stress can inspire people, but prolonged stress can result in low satisfaction and burnout. Long-term work-related stress has been linked to lower motivation and decreased productivity, according to prior research. Role overload is one of the major pressures impacting both professionals and students, according to Kyriacou (2001). Working students in this situation have two obligations that, if not handled, could lower their mental stability and level of academic commitment.

Time Management

According to Macan (1994), time management is a methodical approach to setting priorities and organizing tasks in order to enhance productivity and accomplish objectives. According to Claessens et al. (2007), time management lowers the chance of stress and improves one's sense of control. Students who are proficient in time management are better able to balance their personal, professional, and study obligations. Students who successfully manage their time report feeling less anxious and more satisfied, according to research by Misra and McKean (2000). In a similar vein, Peeters et al. (2014) found that organized time management improves work-life balance and academic achievement. Thus, it may be concluded that students' ability

to manage their time effectively has a significant impact on how they reconcile conflicting expectations.

Work-Life Balance

According to Greenhaus and Allen (2011), work-life balance is the degree to which people are equally engaged and content with their roles both inside and outside of the workplace. Happiness, emotional stability, and productivity all increase with a balanced lifestyle. Achieving balance for working students entails successfully completing coursework requirements while preserving relationships and personal well-being. According to Kalliath and Brough (2008), attaining work-life balance needs both individual self-management and organizational support. Students are more likely to stay balanced and achieve success in both areas if they can successfully manage their schedules and stress.

Conceptual Framework and Hypotheses

According to the ideas examined, this study makes the assumption that time management improves work-life balance while stress tends to reduce it. Together, these elements affect students' capacity to strike a balance between job and study.

Method

In order to determine and examine the impact of time management and work stress on work-life balance among working students, this study used a quantitative descriptive approach with an explanatory design. Because it enables objective variable measurement and statistical testing of hypotheses using numerical data, the quantitative approach was selected. This study's explanatory approach seeks to clarify the causal connections between the variables that were observed, with a particular emphasis on how stress and time management impact students' capacity to strike a balance between their academic and extracurricular obligations.

1. Population and Sample

All Indonesian university students enrolled in undergraduate programs who worked for pay were included in the study's demographic. Due to the size and dispersed nature of this group, the study used purposive sampling, in which participants were chosen according to predetermined standards pertinent to the study's goals. The requirements for inclusion were:

- a. The respondent is currently enrolled as an undergraduate at a university in Indonesia. While studying,
- b. The respondent works either full-time or part-time.
- c. For a minimum of three months in a row, the respondent has been employed.

A total of 102 legitimate responses were gathered from universities located in diverse cities, including Surabaya, Bandung, Jakarta, and Tangerang. Because it satisfies the basic rule of thumb in regression analysis, which recommends a minimum of 30 respondents for effective parameter estimate, this number of respondents was deemed appropriate (Hair et al., 2010).

Data Collection Techniques

A Google Forms-distributed online survey was used to gather data between April and May of 2025. To guarantee understanding, the questionnaire was composed in Bahasa Indonesia and has three primary sections:

- a. Section A: Demographic data (gender, age, educational background, length of employment, and weekly working hours).
- b. Section B: Work-stress measuring scale
- c. Section C: Scales for measuring work-life balance and time management.

A five-point Likert scale, with 1 denoting strongly disagree and 5 denoting strongly agree, was utilized for each component. Aspects like role overload, time pressure, and emotional strain were examined by the work-stress scale. The time-management scale assessed schedule consistency, priority, and planning skills. The work-life balance scale, on the other hand, measured engagement and satisfaction with both work and study roles.

Instrument Validity and Reliability

SPSS version 26 was used to conduct validity and reliability evaluations, which evaluated the measuring tools' quality. Each item is deemed valid if the correlation coefficient (r) is greater than 0.30 and the significance value (p) is less than 0.05, according to the Pearson Product-Moment correlation method used for validity assessment. The findings verified that every question item for the three variables satisfied the requirements for validity.

Cronbach's Alpha was used in reliability testing, and a minimum acceptance value of 0.70 was required (Nunnally & Bernstein, 1994). The following dependability coefficients were found:

- Stress at work: $\alpha = 0.882$
- Management of time: $\alpha = 0.886$
- Balance between work and life: $\alpha = 0.920$

These findings show that the research tool is dependable for additional analysis and has a high level of internal consistency. Consequently, it is safe to assume that the data gathered accurately reflects the actual responses of the community.

Data-Analysis Procedure

SPSS version 26 was used to analyze the gathered data. Descriptive analysis, traditional assumption tests, and inferential statistical tests were among the analytical phases, which are explained as follows:

- a. The overall tendency of each variable (mean, standard deviation, and frequency distribution) was determined and respondent profiles were summarized using descriptive statistics.
- b. The regression model complied with the requirements thanks to traditional assumption testing: The heteroscedasticity test used the Glejser method to check the consistency of variance among residuals, the multicollinearity test looked at

correlations between independent variables using tolerance (>0.10) and VIF (<10) values, and the normality test (Kolmogorov-Smirnov) confirmed whether residuals followed a normal distribution. The Durbin-Watson statistic was used in the autocorrelation test to verify the residuals' independence.

- c. The impact of independent factors (time management and job stress) on the dependent variable (work-life balance) was examined using regression analysis. Two models were evaluated: multiple linear regression to evaluate the combined effects of both variables, and simple linear regression for each independent variable independently.
- d. Each predictor variable's partial significance was assessed using a t-test, while the model's joint significance was investigated using an F-test.
- e. To determine the extent to which the two predictors together account for the variance in work-life balance, the coefficient of determination (R^2) was computed. According to the standard statistical rule, the null hypothesis is rejected if the significance value (p-value) for the hypothesis test is less than 0.05, which shows that the independent variable has a substantial impact on the dependent variable. On the other hand, the null hypothesis is accepted if $p > 0.05$, indicating the absence of a meaningful association.

Ethical Considerations

Anonymity was ensured, and all participants gave their consent. Prior to data collection, the goal of the study was described, and each participant gave their consent. The information was not shared with any outside parties and was only utilized for scholarly purposes.

Results

Prior to testing the hypotheses, the data met all the traditional presumptions: there was no autocorrelation (Durbin-Watson = 2.042), no heteroscedasticity ($p > 0.05$), and no multicollinearity (VIF = 1.146 < 10). However, the Kolmogorov-Smirnov test ($p = 0.002$) showed a small departure from normalcy, but the sample size was adequate for parametric testing.

Table 1. T-Test (Partial Effects)

Variable	B	Std. Error	Beta	t	Sig.	Interpretation
Constant	2.014	1.507	-	1.336	0.185	-
Work stress	0.026	0.066	0.026	0.389	0.698	Not significant
Time management	0.821	0.073	0.766	11.286	0.000	Significant

Source: Processed data

Better scheduling and prioritization greatly enhance students' capacity to handle their responsibilities, since time management has a very strong and considerable positive impact on work-life balance. However, work-related stress has no discernible impact;

when students efficiently manage their time, tension does not always lead to a loss of equilibrium.

Table 2. F-Test (Simultaneous Effect)

Source	Sum of squares	df	Mean square	F	sig.
Regression	1322.472	2	661.236	74.865	0.000
Residual	874.400	99	8.832	-	
Total	2196.873	101	-	-	

Source: Processed data

There is statistical significance in the entire model ($p = 0.000 < 0.05$). Work-life balance is influenced by both time management and work stress, demonstrating that the regression model is suitable for interpretation.

Table 3. Coefficient of Determination (R^2)

Model	R	R Square	Adjusted	Std. Error
Regression	0.776	0.602	0.594	2.972

Source: Processed data

Work stress and time management account for about 60.2% of the variation in work-life balance, with additional characteristics like motivation, social support, or emotional intelligence potentially accounting for 39.8%.

Table 4. Simple Regression (Work Stress → Work-Life Balance)

Variable	B	Std.Error	Beta	t	Sig.
Constant	13.260	1.702	-	7.793	0.000
Work stress	0.294	0.093	0.300	3.142	0.002

Source: Processed data

Stress by itself does not determine balance, as evidenced by the simple regression's positive association, which loses significance when time management is taken into account.

Table 5. Simple Regression (Time Management → Work-Life Balance)

Variable	B	Std. Error	Beta	t	Sig.
Constant	2.273	1.347	-	1.687	0.095
Time management	0.831	0.068	0.775	12.282	0.000

Source: Processed data

According to the positive coefficient, work-life balance is increased by an average of 0.831 points for every point that time management techniques are improved.

Standardized Beta Comparison between Work Stress and Time Management on Work-Life Balance



Source : processed data (SPSS)

Figure 1. Standardize Beta Comparison

The standardized beta coefficient of time management ($\beta = 0.766$) is substantially higher than that of job stress ($\beta = 0.026$), as the chart makes evident. This suggests that time management plays a more significant role in helping working students maintain balance.

Discussion

The study's conclusions show that among working students, time management has the biggest impact on preserving work-life balance. This is consistent with research by Macan (1994) and Claessens et al. (2007), which highlights how time management that is planned and structured improves self-regulation and lowers perceived stress. Students are less likely to encounter conflicts between work obligations and academic demands if they prioritize their duties, make detailed schedules, and follow established routines. This illustrates how proactive time management is an essential ability for students balancing several responsibilities.

Remarkably, the findings also demonstrate that work-life balance is not significantly impacted directly by work stress. This implies that students might have benefited from outside support networks that lessen the damaging effects of stress or may have created useful coping mechanisms. Adaptive strategies including problem-focused planning, emotional control, and looking for social support can lessen the effects of stress, claim Lazarus and Folkman (1984). Consequently, even though students could encounter work-linked stress, its impact is less significant than their time management skills.

Overall, the study highlights the value of training, planning tools, and awareness for working students, emphasizing that developing time management skills can be more advantageous for maintaining work-life balance than simply managing stress.

Conclusion

The results indicate that among working students, time management is the most important component in preserving work-life balance. Students are better equipped

to manage their job and study obligations when they prioritize their assignments, plan their activities, and adhere to set schedules. On the other hand, occupational stress has little impact on students, most likely as a result of their employment of useful coping mechanisms or outside assistance.

When taken as a whole, these variables account for 60.2% of the variation in work-life balance; the remaining variation may be impacted by personal traits, motivation, or social support.

The study's practical ramifications point to the necessity of mentoring programs, planning aids, or training to improve students' time management abilities. The theoretical ramifications highlight that in order to achieve work-life balance, mastering time management techniques is more important than concentrating only on work-related stress.

Future research ideas include looking at other aspects like employment qualities, sleep quality, and family support, as well as employing longitudinal methods to track shifts in work-life balance over time.

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