

## **STRATEGIES OF WORKING STUDENTS IN TIME MANAGEMENT A PERSPECTIVE FROM HUMAN RESOURCE MANAGEMENT**

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### **Abstract**

This research examines how students who work manage their time efficiently from a human resources viewpoint. The rising trend of students juggling educational obligations alongside part-time or full-time jobs has sparked worries about their productivity, stress levels, and academic outcomes. Employing a qualitative methodology, information was gathered through semi-structured interviews with ten employed students at Pamulang University. The results indicate that prioritizing tasks, setting objectives, emotional strength, and support from organizations are crucial elements that help students effectively handle their dual responsibilities. Additionally, the study underscores the importance of self-regulation and institutional adaptability in promoting the well-being and performance of students. These findings offer valuable perspectives on how universities and employers can create conducive environments for working students, aiding in human resource strategies that harmonize productivity with personal growth.

**Keywords:** Strategies Of Working, Human Resource Management

### **Introduction**

In a time of financial instability and increasing costs of education, numerous university students in Indonesia opt to hold jobs alongside their studies. This combination brings both advantages and difficulties. For instance, employment allows students to acquire experience, enhance their financial autonomy, and foster essential interpersonal skills. Conversely, it often results in challenges such as time management struggles, exhaustion, and a decline in academic concentration.

From the lens of human resource management (HRM), working students form an expanding portion of the younger workforce who need to juggle their job and study responsibilities. Effectively managing time is essential and closely tied to HRM concepts like maintaining work-life balance, practicing self-management, and overseeing performance. Nonetheless, there has been a lack of research exploring this situation within Indonesia. Consequently, this study intends to investigate how

working students navigate their time use wisely, concentrating on behavioral, psychological, and organizational factors that contribute to their success.

### **Theoretical Framework**

Time management is a crucial factor in reaching success in both education and career. From the viewpoint of human resource management (HRM), effectively managing time demonstrates self-control, dedication, and goal focus, which are key aspects of individual performance. Students who work while pursuing their studies represent a distinct group facing significant challenges in juggling two demanding roles. Their struggles illustrate a practical application of HRM concepts, especially in areas related to motivation, performance evaluation, and maintaining work-life balance.

Research has shown that good time management skills can predict increased productivity, lowered stress levels, and academic success (Macan, 1994). Within the framework of HRM, time management closely connects to self-governance and organizational support systems that enhance individual effectiveness (Armstrong, 2020). Robbins and Judge (2019) point out that self-control and drive help people sustain their performance levels even when workloads are heavy. For students who work, their ability to manage time is impacted by both personal attributes and external factors like internal drive, task organization, and support from employers or instructors.

The Self-Management Theory (Manz, 1986) lays the groundwork for understanding how individuals manage their own actions to achieve their goals. This process involves self-monitoring, setting personal targets, and rewarding oneself, which relates directly to how students organize their study and work hours. Similarly, the Work-Life Balance Theory (Greenhaus and Allen, 2011) addresses the interrelationship between professional responsibilities and personal life, indicating that achieving balance requires clear limits, emotional strength, and supportive networks. These theories highlight that effective time management for working students results not just from personal efforts but also from supportive frameworks and flexible approaches within both educational and work environments.

From the perspective of HRM, balancing multiple roles necessitates the development of skills that are consistent with human capital management principles. Students with jobs need to exhibit abilities in setting priorities, communicating well, and managing stress. Organizational assistance, such as adaptable work schedules and understanding supervisors, plays a vital role in reducing role conflicts and boosting overall well-being. Furthermore, having emotional intelligence aids students in adapting, staying motivated, and maintaining mental health when dealing with overlapping responsibilities.

Building on these concepts, this study's conceptual framework combines three key elements: personal management traits (self-control, motivation, and organization), institutional support elements (teacher awareness, flexible job arrangements, and familial backing), and flexibility (emotional strength and coping strategies). These components interact dynamically to establish an effective time management approach

for those balancing their roles as both students and employees.

## Conceptual Framework

This research adopts a Human Resource Management (HRM) viewpoint, highlighting the combined effects of personal and workplace elements on working students' capacity to proficiently handle their time. The theoretical structure combines three key elements: Strategies Employed by Working Students (X1), Assistance from the Workplace (X2), and Skill in Time Management (Y).

## Hypotheses

H1: The efficiency with which students who are employed handle their schedules is favorably influenced by elements of personal management, including self-discipline, motivation, and structured preparation.

H2: The potential of employed students to balance their scholastic and job-related responsibilities is greatly improved by backing from institutions, such as empathy from relatives, bosses, and teachers.

H3: The connection between personal and institutional elements and efficient time management is largely dependent on adaptability, which is demonstrated by coping mechanisms and emotional resilience.

In essence, this conceptual structure emphasizes that a combination of organizational support, self-leadership, and flexible habits leads to successful time management for students who are working. From a human resources management angle, these correlations highlight the vital strategic role of growing people, focusing not only on output but also on protecting mental and emotional health to guarantee consistent performance in diverse positions..

## Method

This study employed a quantitative research design to examine the relationship between working students' strategies and organizational support toward their time management ability. The purpose of using a quantitative approach was to measure and analyze variables statistically, allowing for objective evaluation of the factors influencing students' effectiveness in managing their time.

**Population and Sample** The population of this study consisted of undergraduate students at Pamulang University who are currently engaged in part-time or full-time employment while pursuing their studies. A total of 100 respondents were selected through purposive sampling, based on the criteria that participants must be actively enrolled students with ongoing work experience. This sampling method was chosen to ensure that the selected participants possessed relevant experience in balancing academic and professional responsibilities.

SPSS was employed to perform the statistical examination, with the purpose of figuring out how the strategies employed by working students (X1) and the support provided by the organization (X2) impacted their time management skills (Y). The overview of the outcomes from the multiple regression analysis, along with the t-test and F-test, can be found in Table 1.

Variabel	B	Std. Error	Beta	t	Sig.	F	Sig. (F)	R	R <sup>2</sup>	Adj. R <sup>2</sup>
<b>Konstanta</b>	0.875	0.501	—	1.745	0.084	<b>7.641</b>	<b>0.000</b>	<b>0.608</b>	<b>0.370</b>	<b>0.322</b>
X1_Q1	0.281	0.165	0.241	1.698	0.093					
X1_Q2	0.216	0.121	0.212	1.776	0.079					
X1_Q3	0.067	0.072	0.080	0.922	0.359					
X1_Q4	0.105	0.133	0.094	0.787	0.433					
X1_Q5	0.151	0.125	0.156	1.214	0.228					
X2_Q1	0.119	0.125	0.103	0.948	0.346					
X2_Q2	- 0.116	0.143 0.105	- 0.105	- 0.811	0.420					

The data presented in Table 1 reveals that, with the exception of X2\_Q2, all variables exhibit positive coefficients, implying that time management skills in students are generally enhanced by both the strategies employed by working students and the support provided by organizations.

Despite the fact that none of the separate variables possess statistical importance ( $p > 0.05$ ), the F-test outcome ( $F = 7.641$ ;  $Sig. = 0.000$ ) makes it clear that X1 and X2 have a considerable combined impact on Y. The coefficient of determination ( $R^2 = 0.370$ ) suggests that 37% of the fluctuation in the capacity for time management may be attributed to the total effect of the two explanatory variables.

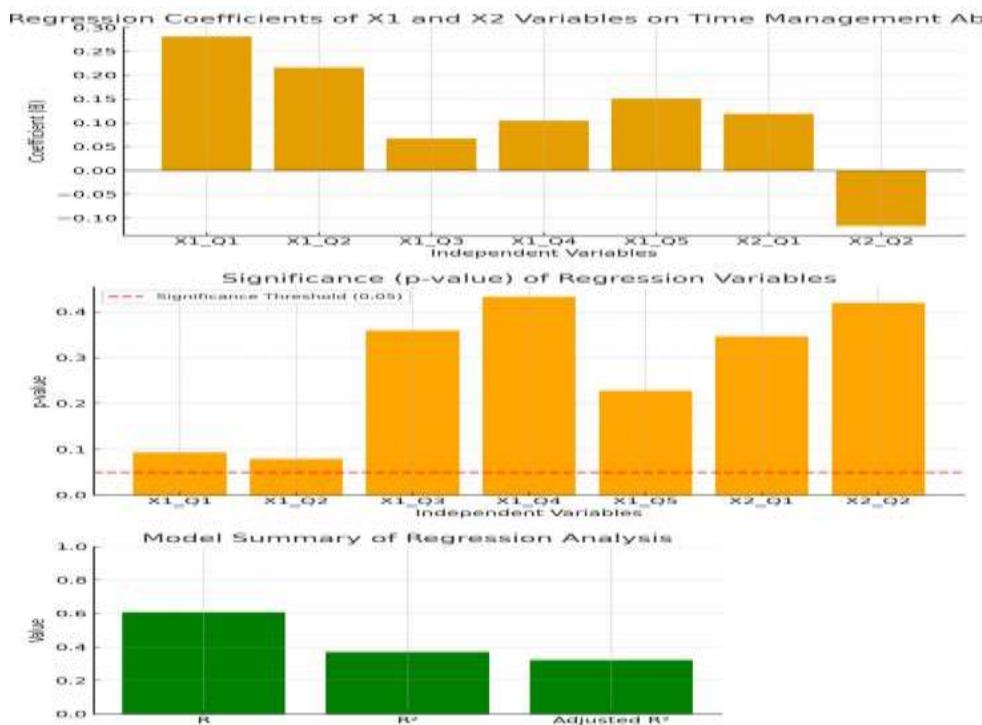


Figure 1 offers a visual representation of the multiple regression analysis, which investigates how Working Students' Strategies (X1) and Organizational Support (X2) affect Time Management Ability (Y).

The regression coefficients (B values) for each component of X1 and X2 are shown in the initial graph (upper section). According to the data, most coefficients are positive, with X1\_Q1 (0.281) and X1\_Q2 (0.216) having the highest values. This demonstrates that time planning and prioritization practices among working students significantly and favorably impact their ability to manage time. The fact that X2\_Q2 has a negative coefficient implies that this particular organizational support indicator might not automatically lead to improved time management.

The p-values for each variable are displayed in the second graph (center section). The significance level ( $p = 0.05$ ) is indicated by the red dashed line. All p-values are greater than this threshold, demonstrating that none of the variables, when considered separately (using the t-test), have a statistically significant impact. However, their positive coefficients point to the possibility that these elements, taken as a whole, improve time management results.

The third graph (lower section) summarizes the overall model's fitness. The regression analysis yielded  $R = 0.608$ ,  $R^2 = 0.370$ , and Adjusted  $R^2 = 0.322$ . According to these numbers, X1 and X2 together account for 37% of the variation in students' capacity for time management, while the remaining 63% is attributable to other variables like personal drive, amount of work, and stress.

## Discussion

The results gleaned from this research project underscore that the individual's methods for handling their own time exert a more powerful effect on the capability of students who work to juggle their scholastic and job-related duties than the help provided by their organizations. This points to the fact that personal skills, like defining objectives, self-control, and determining what is most important, play a vital role in deciding how well someone performs.

Looking at this from the standpoint of how companies manage their workforce, these findings highlight how vital it is to be able to lead oneself, as this skill helps people do well both in school and at their jobs. Students who take the initiative to map out, arrange, and keep tabs on what they are doing are in a better position to handle the different roles they play effectively. This is in line with the Self-Management Theory put forth by Manz in 1986, which emphasizes that the ability to regulate oneself is what drives steady performance, as well as the Work-Life Balance Theory from Greenhaus and Allen in 2011, which stresses how important it is to keep things balanced between one's personal life and work life.

Even though it turned out that the assistance from organizations (X2) had a good effect, it was not significant enough to be statistically relevant, but we should still recognize how valuable it can be in practice. Bosses who are understanding, work schedules that are adaptable, and educational settings that show consideration can lessen disagreements about roles and mental stress. These kinds of supports help create a more even playing field where students who are working can do well.

The R<sup>2</sup> value (0.370) shows that while personal approaches and support from the organization account for 37% of why people differ in their ability to manage time, there are other things that also play a part in the remaining differences, like how driven someone is, how they deal with stress, and how much work they have. So, studies in the future could look into things like the ability to bounce back from tough situations, ways of coping, and the values of the school as other things that affect how well students who work handle their time.

## Conclusion

The results of this investigation indicate that the use of individual self-control approaches greatly influences how well student employees manage their time, but assistance from their workplace, while beneficial, does not have a significant impact. Taken together, these different factors account for 37% of the changes seen in time management skills.

Considering this from a human resources management angle, it highlights the fact that self-control, methodical preparation, and control over one's feelings are very important skills to have in order to improve grades and job performance. To make the most of these results, schools and companies need to put into place helpful systems like guidance programs, versatile work schedules, and classes on how to manage time effectively.

To conclude, it is vitally important that institutions foster a forward-thinking mindset alongside an adaptable strategy, guaranteeing that student employees are capable of achieving a sound equilibrium between maintaining effectiveness and preserving their well-being, consequently promoting ongoing advancement in the realm of human capital.

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