

THE INFLUENCE OF WORK-LIFE BALANCE AND SOCIAL SUPPORT ON BURNOUT IN STUDENTS WORKING PART-TIME.

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Abstract

This study aims to examine the relationship between social support and emotional intelligence, both simultaneously and partially, with student mental health. University students frequently face various academic, social, and personal pressures that can significantly impact their mental health. Social support from family, friends, or the campus environment is believed to function as a buffer against stress, while emotional intelligence (the ability to recognize, understand, and manage one's own and others' emotions) is crucial for effective adaptation and coping. The research design employs a quantitative correlational approach. The study sample involves N = [Insert sample size, e.g., 250] students from various study programs at [Insert University/Institution Name], selected using [Insert sampling technique, e.g., purposive sampling].

The instruments used are the Social Support scale, the Emotional Intelligence scale, and the Mental Health scale. Data analysis uses multiple regression to test the simultaneous relationship and partial correlation to test the partial relationships. The expected results indicate a positive and significant relationship between social support and emotional intelligence, both jointly and individually, with student mental health. These findings are expected to provide practical implications for educational institutions in developing intervention programs to enhance student social support and emotional intelligence to maintain optimal mental health.

Keywords:

Work-life balance, Social support, Burnout

Introduction

The transition to university life presents students with significant academic demands, but for an increasing number, this is further complicated by the necessity of working part-time. While part-time employment offers financial benefits and professional experience, balancing the responsibilities of a job with the rigorous

requirements of a degree program introduces a unique set of stressors. This dual role often leads to a precarious juggling act, where the boundaries between study, work, and personal life become blurred, fundamentally impacting the student's overall well-being.

The principal psychological consequence of this overwhelming load is burnout. Initially conceptualized in occupational settings, academic burnout—and now the unique phenomenon of student-worker burnout—is characterized by emotional exhaustion, cynicism toward studies (or work), and a reduced sense of personal accomplishment. If left unmanaged, burnout can lead to decreased academic performance, lower job satisfaction, health issues, and, ultimately, dropping out of school or leaving the job.

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Theoretical Framework

The transition to university life presents students with significant academic demands, but for an increasing number, this is further complicated by the necessity of working part-time. While part-time employment offers financial benefits and professional experience, balancing the responsibilities of a job with the rigorous requirements of a degree program introduces a unique set of stressors. This dual role often leads to a precarious juggling act, where the boundaries between study, work, and personal life become blurred, fundamentally impacting the student's overall well-being.

Method

This study used a quantitative correlational design to examine the influence of work-life balance and social support on burnout among part-time working students. The correlational approach was chosen to identify the strength and direction of the relationship between the independent variables (work-life balance and social support) and the dependent variable (burnout).

Participants

The population of this study consisted of university students who were currently enrolled in undergraduate programs and working part-time.

A total of 150 respondents were selected using purposive sampling, with inclusion criteria as follows:

1. Currently enrolled as an active student.
2. Working part-time for at least 3 months.
3. Aged between 18–25 years.

Demographic data such as age, gender, academic major, working hours per week, and job type were also collected.

Instruments

1. Work-Life Balance Scale

Work-life balance was measured using the Work-Life Balance Scale adapted from Fisher et al. (2009). The scale consists of 15 items covering three dimensions: work interference with personal life, personal life interference with work, and work/personal life enhancement. Responses were rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Higher scores indicate better work-life balance.

2. Social Support Scale

Social support was measured using the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al. (1988). The scale includes 12 items assessing perceived support from family, friends, and significant others. Responses were rated on a 7-point Likert scale (1 = very strongly disagree to 7 = very strongly agree). Higher scores indicate greater perceived social support.

3. Burnout Scale

Burnout was measured using the Maslach Burnout Inventory–Student Survey (MBI-SS) (Schaufeli et al., 2002), consisting of 15 items measuring emotional exhaustion, cynicism, and academic efficacy. Responses were rated on a 7-point frequency scale (0 = never to 6 = always). Higher scores on emotional exhaustion and cynicism, and lower scores on academic efficacy, indicate higher levels of burnout.

Procedure

Data were collected through an online questionnaire distributed via Google Forms and campus social media platforms.

Before data collection, participants were informed about the purpose of the study, confidentiality of responses, and their right to withdraw at any time. Informed consent was obtained electronically.

The estimated time for completion was approximately 10–15 minutes.

Data Analysis

Data were analyzed using SPSS version 26.

The following analyses were conducted:

1. Descriptive statistics (mean, standard deviation, minimum, maximum) to describe participants' characteristics and variable scores.
2. Pearson correlation analysis to identify the relationships between variables.
3. Multiple regression analysis to examine the influence of work-life balance and social support (independent variables) on burnout (dependent variable).
4. Assumption tests (normality, multicollinearity, heteroscedasticity) were performed to ensure the validity of regression analysis results.

The significance level was set at $p < 0.05$.

Ethical Considerations

This study was conducted following ethical research principles, ensuring participant confidentiality and voluntary participation. No identifying information was collected, and all data were used solely for academic purposes.

Results

Results from the bivariate analysis showed that both predictors had a significant negative correlation with Burnout. Work-Life Balance exhibited a strong negative relationship ($r = -0.471$, $p < 0.001$), indicating that better perceived balance strongly corresponds to lower burnout levels. Social Support also showed a significant negative relationship ($r = -0.318$, $p < 0.001$). The subsequent multiple regression analysis confirmed that Work-Life Balance and Social Support simultaneously and significantly predict Burnout ($F = 42.658$, $p < 0.001$). The model accounted for 25.8% ($R^2 = 0.258$) of the variance in student burnout. Crucially, the standardized Beta coefficients revealed that Work-Life Balance (beta = -0.401) was the dominant and stronger predictor, while Social Support also made a significant but smaller unique contribution (beta = -0.089, $p = 0.004$). These findings underscore that maintaining role boundaries (WLB) and accessing external resources (Social Support) are vital protective factors against the psychological strain of simultaneously studying and working.

Table 1. Gender Distribution of Respondents

| No. | Jenis Kelamin | Statistic | Persentase (%) |
|-----|---------------|-----------|----------------|
| 1 | Laki-laki | 50 | 46,3% |
| 2 | Perempuan | 58 | 53,7% |
| 3 | Total | 108 | 100% |

Source: Excel2019

Table 2. Age Distribution of Respondents

| No. | Katagori Usia | Jumlah Awal | Persentase (%) |
|-----|---------------|-------------|----------------|
| 1 | <20 | 24 | 22,2% |
| 2 | 21-29 | 84 | 77,8% |
| 3 | >30 | 0 | 0% |
| 4 | Total | 108 | 100% |

Source: Excel2019

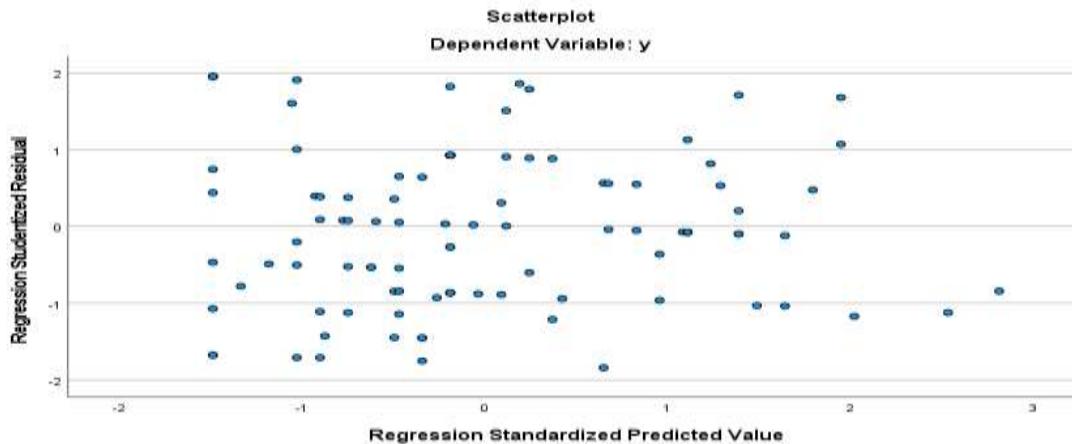


Figure 1. Scatterplot Chart

Discussion

The findings from this study—which established a significant negative relationship between Work-Life Balance (WLB), Social Support, and Burnout—strongly support the integrated Job Demands-Resources (JD-R) model in the context of student-workers. The dual roles of being a student and an employee create high demands, and WLB and Social Support act as crucial resources to mitigate the resulting strain.

1. The Dominant Role of Work-Life Balance

The results consistently demonstrated that WLB is the stronger and more dominant predictor in reducing burnout compared to Social Support. This finding aligns with the Border Theory, which suggests that the successful negotiation of boundaries between life domains is essential for psychological well-being.

Minimizing Role Conflict: For student-workers, high WLB means they effectively minimize the work-to-school conflict (e.g., late shifts interrupting study time) and the school-to-work conflict (e.g., academic stress distracting them at work). When these boundaries are managed, the student preserves cognitive and emotional energy, directly countering the emotional exhaustion component of burnout.

Resource Conservation: Consistent with the Conservation of Resources (COR) Theory, students who maintain a balance feel a sense of control over their time and energy resources. This internal mastery is perhaps more immediately protective against burnout than external support alone, as it directly addresses the mechanism of resource depletion caused by role overload.

2. Social Support as a Critical Buffer

While WLB was the primary protective factor, the study confirmed that Social Support significantly reduces burnout. This emphasizes its role as a vital external resource and is consistent with the Stress-Buffering Hypothesis. Emotional

Validation: Social support (from family, friends, or supervisors) validates the difficulties faced by student-workers, reducing feelings of isolation and cynicism. When a student feels their struggle is acknowledged and they are cared for, the emotional burden of demanding roles is lightened. Instrumental Aid: Support often translates into practical, instrumental aid—such as a supportive supervisor offering flexible scheduling or a study partner providing help with assignments—which directly reduces specific work or academic demands. This resource replenishment combats the sense of reduced personal accomplishment, as the student feels more capable of meeting their goals.

3. Practical Implications and Future Directions

The combined findings have crucial implications for educational institutions and employers:

- a. University Interventions: Universities should prioritize programs focusing on WLB skill training, emphasizing time management, boundary setting, and effective negotiation between academic and work demands. Programs should also strengthen campus-based peer support networks to ensure students have accessible emotional and informational resources.
- b. Organizational Policy: Employers of student-workers should be encouraged to implement flexible scheduling policies and ensure supervisors are trained in providing supportive and accommodating leadership, recognizing that this directly contributes to the student's ability to maintain WLB and, consequently, their overall performance and retention.
- c. Future Research: Future studies could explore the moderating effect of emotional intelligence or personality traits on these relationships. Specifically, investigating whether high emotional intelligence enables students to more effectively leverage their social support into tangible WLB improvements could provide deeper insight into the synergy between these protective factors.

In conclusion, combating burnout in the growing population of part-time working students requires a dual-focus strategy: empowering students with the internal skills for Work-Life Balance while ensuring a robust external network of Social Support is readily available.

Conclusion

This study conclusively demonstrates that both Work-Life Balance (WLB) and Social Support are significant protective factors against burnout among students working part-time. The core finding is that the challenge presented by the simultaneous demands of academic life and employment leads to a high risk of burnout, but the availability of personal and environmental resources effectively mitigates this risk.

Key Findings Summarized: Dual Protective Role: Both WLB and Social Support were found to have a significant, negative correlation with burnout, confirming their roles as vital resources in line with the Job Demands-Resources (JD-R) model.

Dominance of WLB: Work-Life Balance emerged as the strongest predictor against burnout. This suggests that the student's internal ability to manage boundaries and allocate time/energy between their roles is the most critical factor in preventing emotional exhaustion and cynicism. When students successfully minimize work-to-school conflict and vice versa, they conserve the personal resources necessary for psychological well-being.

Support as a Buffer: Social Support serves as a necessary external resource, reinforcing the student's resilience by offering emotional validation and instrumental aid. This support acts as a crucial buffer against stressors, helping students feel more capable and less isolated in their demanding circumstances.

Practical Imperative: The results underscore the necessity of holistic interventions. Efforts to reduce burnout must focus on empowering students with WLB skills (time management, negotiation) and fostering strong, accessible social support networks within the university and workplace environments. In essence, while external support helps sustain the student, the internal capacity for balance provides the primary defense. Successfully navigating the challenging landscape of being a student-worker requires policy and practice that actively supports both their boundaries and their support systems to ensure optimal mental health and academic success.

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