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WORK-STUDY CONFLICT AND ACADEMIC BURNOUT AMONG WORKING STUDENTS

Nabilah Amanda Putri[1*], Aisyah Ratnaningtyas[2], Linus Kali Palindangan[3], Yudhi Satria Restu Artosandi[4]
[1*,2,3,4]Faculty of Pscyhology, Universitas Esa Unggul, Tangerang, Indonesia
email : nabilahamandaa@student.esanggul.ac.id[1*], aisyah.ratnaningtyas@esaunggul.ac.id[2], linus.kali@esaunggul.ac.id[3], yudhi.satria@esaunggul.ac.id[4]

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Abstract

Working students must manage the demands of both academic and work roles, which may lead to work-study conflict and contribute to academic burnout. This study aimed to examine the relationship between work-study conflict and academic burnout among working students. A quantitative approach with a correlational design was employed, involving 128 working students selected through purposive sampling. Data were collected using work-study conflict and academic burnout scales and analyzed using Spearman's rank correlation test. The findings showed a significant positive relationship between work-study conflict and academic burnout, with a correlation coefficient of 0.511 and p < .001. The coefficient of determination was 26.11%, indicating that work-study conflict was associated with 26.11% of the variance in academic burnout, while the remaining variance was associated with other factors. These findings highlight the importance of managing work and academic demands to reduce the risk of academic burnout among working students.
Keywords: *Work-Study Conflict, Academic Burnout, Working Students.*

INTRODUCTION

Higher education plays an important role in improving the quality and competitiveness of human resources. In addition to providing opportunities to acquire knowledge and skills, higher education enables individuals to develop capacities that can help them respond to social and economic changes. As competition in the labor market continues to increase, students are increasingly expected to develop skills and gain experience relevant to workplace demands. The World Economic Forum through The Future of Jobs Report (2023), identifies critical thinking, adaptability, and lifelong learning as increasingly important skills for responding to changes in the labor market. Against this backdrop, some students choose to work while completing their studies. Data from Statistics Indonesia (BPS) in 2020 indicated that approximately 6.98% of individuals aged 10–24 in Indonesia were simultaneously engaged in education and employment (Katadata, 2021). Students may choose to work because of financial needs and the desire to gain practical skills and experience that cannot be acquired solely through classroom learning (Kroupova et al., 2024; Višnjić et al., 2024).

Working while studying can provide practical experience that supports students' academic development by integrating theory and practice (Višnjić et al., 2024). However, working students must divide their time, energy, and attention between academic and work-related demands. These competing demands can limit schedule flexibility, increase inter-role conflict, and reduce the time available for academic activities (Creed et al., 2022; Hakim & Hasmira, 2022; Summer et al., 2025). Empirical research has further demonstrated that work–study conflict is positively associated with burnout among working students. For instance, Creed et al. (2022) found that work–study conflict was an important mechanism linking work-study boundary flexibility with student burnout, while Karnia et al. (2025) identified work–study conflict as a significant positive predictor of academic burnout among working students in Indonesia. Similarly, Drăghici and Cazan (2022) examined academic and work-related burnout among employed students and highlighted the relevance of burnout to academic adjustment. Simultaneous academic and work demands may also contribute to physical and mental exhaustion, sleep disturbances, reduced concentration, and declining academic performance (Samaratunga et al., 2025; Višnjić et al., 2024). These conditions are consistent with academic burnout, which is characterized by

exhaustion resulting from academic demands, cynicism toward academic activities, and reduced academic efficacy (Schaufeli et al., 2002).

The phenomenon of academic burnout among working students was also observed in the preliminary study conducted for this research, which indicated that students experienced considerable pressure and exhaustion while simultaneously fulfilling their roles as students and workers. These experiences were reflected in physical and emotional exhaustion, declining interest in academic activities, and reduced confidence in their academic abilities. Previous studies have likewise reported substantial levels of burnout among working students. (Stevani et al., 2025) found that, among 451 working students in the Jakarta metropolitan area, 24% were categorized as having high levels of burnout, 59% as moderate, and 17% as low. Meanwhile, (Zahra et al., 2024) reported that approximately 91.3% of part-time working students in Banda Aceh were categorized as having high levels of burnout. These findings highlight the prevalence of academic burnout among working students and the challenges associated with simultaneously managing academic and work demands.

One factor that may be associated with academic burnout among working students is work-study conflict. (Markel & Frone, 1998) define work-study conflict as the extent to which demands arising from the work role interfere with an individual's ability to fulfill academic role demands. Such conflict may arise from long working hours, work-related pressure or dissatisfaction, and high workloads that consume individuals' time and energy. Higher work demands may also make it more difficult for students to manage their time and energy to meet academic demands (Creed et al., 2022; Drăghici & Cazan, 2022). Persistent conflict may be associated with physical and mental exhaustion, reduced concentration, and an increased risk of academic burnout (Arifah & Sari, 2024; Karnia et al., 2025). Previous studies have demonstrated an association between role conflict and academic burnout among working students. (Kurniawan et al., 2021) found a significant effect of role conflict on academic exhaustion among students who worked while studying. Furthermore, (Karnia et al., 2025) demonstrated that work-study conflict predicted academic burnout, accounting for 74.4% of the variance among 385 working students in Karawang Regency. These findings suggest that work-study conflict is an important factor associated with academic burnout among working students.

Previous studies have examined financial and economic reasons why students work while pursuing their university education. Višnjić et al. (2024), in their systematic review of the literature on student work and academic performance, identified financial needs as one of the common motivations for student employment. In Indonesia, Hasanah et al. (2026) interviewed 10 working students at Universitas Pembangunan Panca Budi and found that their motivations included helping ease their families' financial burdens and gaining work experience. Ayuningsih et al. (2025) also investigated the motivations of students working part-time as live-stream hosts and reported that economic needs were the primary motivation among the students studied. These studies illustrate that financial and economic considerations can be among the reasons students work while pursuing higher education.

Other studies have examined work-study conflict and academic burnout among working students. Kastaman and Coralia (2022) investigated work–study conflict and academic burnout among working students in Jambi City. Arifah and Sari (2024) examined work-study conflict in relation to burnout among working students, while Putra and Anggara (2026) focused on university students working as online motorcycle taxi drivers. These studies examined work-study conflict and burnout in specific geographical or occupational contexts.

Although previous studies have examined students' financial motivations for working and the relationship between work-study conflict and academic burnout, further research involving working students from different geographical regions and occupational backgrounds may provide additional evidence regarding the relationship between work–study conflict and academic burnout in Indonesia.

Therefore, this study aims to examine the relationship between work–study conflict and academic burnout among working students from various regions of Indonesia and with diverse occupational backgrounds. Theoretically, this study is expected to contribute to the literature on work-study conflict and academic burnout among working students. Practically, the findings may

provide an overview of the challenges experienced by students who simultaneously fulfill academic and work responsibilities. Accordingly, this study hypothesizes that work-study conflict is positively associated with academic burnout among working students.

RESEARCH METHOD

This study employed a quantitative approach with a correlational research design. The study aimed to examine the relationship between work-study conflict and academic burnout among working students. Participants were recruited using non-probability purposive sampling based on predetermined eligibility criteria (Sugiyono, 2023). Eligible participants were undergraduate students in Indonesia who were simultaneously studying and working and had reached at least the third semester.

Data were collected through online questionnaires administered via Google Forms. The academic burnout scale was developed by (Fajrina, 2024) based on (Schaufeli et al., 2002) and consisted of 35 items measuring exhaustion, cynicism, and reduced academic efficacy. The work-study conflict scale was developed by (Zamarni, 2022) based on (Markel & Frone, 1998) and consisted of 25 items measuring time-based conflict and strain-based conflict. Content validity was assessed through expert judgment by a psychology supervisor, who evaluated the relevance of each item to the corresponding theoretical indicators using a five-point scale.

The content validity assessment indicated that all items on both scales were considered appropriate based on their respective theoretical indicators. Internal consistency reliability was assessed using Cronbach's alpha, with a coefficient of ≥ .070 considered acceptable (Hair et al., 2019). The reliability analysis showed that the academic burnout scale had a Cronbach's alpha coefficient of .853, while the work-study conflict scale had a coefficient of .852. Both coefficients exceeded the minimum acceptable value of .070, indicating satisfactory internal consistency.

Data analysis included tests of normality and linearity, Spearman's rank correlation, and categorization. Normality was assessed using the One-Sample Kolmogorov–Smirnov test, while linearity was assessed using the Test for Linearity procedure. Because the data were not normally distributed, Spearman's rank correlation was used to examine the relationship between the variables as a non-parametric correlation technique. Categorization was conducted by comparing the empirical mean with the hypothetical mean, which was calculated based on the number of items and the score range.

RESULT AND DISCUSSION

The study involved 128 university students who worked while pursuing their studies and met the established participant criteria. The participants were characterized based on demographic and employment-related variables, including gender, age, academic semester, marital status, occupational field, length of employment, and working hours. The majority of participants were female (75.0%), aged 21–23 years (67.2%), and in their eighth semester (44.5%). Most participants were unmarried (96.1%). Regarding employment characteristics, the largest proportion of participants worked in the service and retail sector (44.5%) and had been employed for one year (40.6%). Regarding working hours, the largest proportion of participants worked 21–30 hours per week (30.5%).

Table 1. Characteristics of the Participants

Characteristic	Category	N	%
Gender	Male	32	25.0%
	Female	96	75,0%
Age	18–20 years	24	18,8%
	21–23 years	86	67,2%
	24–26 years	16	12,5%
	>26 years	2	1,6%
Academic Semester	3rd	12	9,4%
	4rd	16	12,5%
	5th	7	5,5%
	6th	24	18,8%
	7th	9	7,0%
	8th	57	44,5%
	>8th	3	2,3%
Marital Status	Unmarried	123	96,1%
	Married	5	3,9%
Occupational field	Service and Retail	57	44,5%
	Manufacturing	11	8,6%
	Administration and Office Work	13	10,2%
	Education	7	5,5%
	Freelance and Digital Work	15	11,7%
	Other Fields	25	19,5%
Length of Employment	< 1 year	8	6,3%
	1 year	52	40,6%
	2 years	35	27,3%
	3 years	14	10,9%
	> 3 years	19	14,8%
Working Hours	< 10 hours/week	5	3,9%
	10–20 hours/week	34	26,6%
	21–30 hours/week	39	30,5%
	31–40 hours/week	23	18,0%
	> 40 hours/week	27	21,1%

The One-Sample Kolmogorov–Smirnov test indicated that the data were not normally distributed. The *academic burnout* scores showed $p = .025$, while the *work-study conflict* scores showed $p = .000$. Therefore, Spearman's rank correlation was used to examine the relationship between work-study conflict and academic burnout.

Table 2. Normality Test Result

One-Sample Kolmogorov-Smirnov		
	Academic Burnout	**Work-study Conflict**
N	128	128
Asymp. Sig. (2-tailed)	0,025	0,000

The linearity test indicated a significant linear component ($p < .001$), while the Deviation from Linearity was not significant ($p = .074$). These results indicate that the relationship between work-study conflict and academic burnout was linear.

Table 3. Linearity Test Result

ANOVA Table			
		F	**Sig.**
Academic Burnout	Linearity	111,927	0,000
Work-study Conflict	Deviation from Linearity	1,444	0,074

The hypothesis was tested using Spearman's rank correlation. The analysis showed a significant positive relationship between work-study conflict and academic burnout among working students ($r_s = .511$, $p < .001$). This suggests that higher levels of work-study conflict were associated with higher levels of academic burnout. The squared correlation coefficient (r_s^2) was .261, indicating that approximately 26.11% of the variance in academic burnout was statistically associated with work-study conflict, while the remaining 73.89% may be associated with other factors not examined in this study. Therefore, the hypothesis stating that there is a relationship between work-study conflict and academic burnout among working students was supported.

Table 4. Spearman's Rank Correlation Results

	Coefficient Correlation	Sig.	N
Work-Study Conflict *Academic Burnout*	0,511	0,000	128

The categorization results indicated that both work-study conflict and academic burnout were in the low category. The empirical mean of work-study conflict (71.59) was lower than its hypothetical mean (75), while the empirical mean of academic burnout (94.38) was also lower than its hypothetical mean (105). Thus, the overall levels of both work-study conflict and academic burnout among the participants were categorized as low.

Table 5. Categorization of Work-Study Conflict and Academic Burnout

Variable	N	Empirical Mean	Hypothetical Mean	Category
Work-study Conflict	128	71,59	75	Low
Academic Burnout	128	94,38	105	Low

This study found a significant positive relationship between work-study conflict and academic burnout among working students ($r_s = .511$, $p < .001$). This finding indicates that higher levels of work-study conflict were associated with higher levels of academic burnout. This relationship may be understood through the demands associated with simultaneously fulfilling work and academic roles. According to (Markel & Frone, 1998), work-study conflict occurs when the demands associated with work and academic roles interfere with one another, making it difficult for individuals to fulfill the demands of both roles. Working students need to allocate their time, energy, and attention between work and academic responsibilities. When work demands interfere with academic responsibilities, students may have less time and energy to attend classes, complete assignments, and prepare for examinations. When such demands persist, students may experience exhaustion, cynicism, and reduced academic efficacy, which correspond to the dimensions of academic burnout described by (Schaufeli et al., 2002).

The present findings are consistent with previous research on working students. (Creed et al., 2023) identified different profiles of work-study conflict and study burnout among working students and found differences in characteristics such as age, gender, and working hours. This suggests that working students may experience different challenges in managing their academic and work responsibilities. The present findings are also consistent with (Karnia et al., 2025), who reported a positive relationship between work-study conflict and academic burnout. Similarly, (Pratama & Yuwono, 2026) found that work-study conflict was positively related to academic burnout, while self-efficacy and social support were negatively related to academic burnout. Taken together, these findings suggest that academic burnout among working students may be related not only to conflicts between work and academic demands but also to the personal and environmental resources available to students.

The categorization results provide an additional perspective on the findings. Both work-study conflict and academic burnout were categorized as low. The empirical mean of work-study conflict was 71.59, which was lower than the hypothetical mean of 75.00, while the empirical mean of academic burnout was 94.38, which was lower than the hypothetical mean of 105.00. These findings indicate that the overall levels of both variables were relatively low in the sample. Nevertheless, the two variables showed a significant positive relationship. Therefore, a significant relationship between work-study conflict and academic burnout does not necessarily indicate that the overall levels of both variables are high among the participants.

The findings also indicate that work-study conflict is not the only factor associated with academic burnout. The squared correlation coefficient (r_s^2) was .261, corresponding to 26.11%.

This indicates that approximately 26.11% of the variance in academic burnout was statistically associated with work-study conflict, while the remaining 73.89% may be associated with other factors not examined in this study. This interpretation is consistent with previous findings suggesting that coping strategies, self-efficacy, and social support are also related to academic burnout among working students (Karnia et al., 2025; Pratama & Yuwono, 2026). Therefore, although work-study conflict is an important factor associated with academic burnout, it does not fully explain academic burnout among working students.

However, this study has several limitations. First, the study focused on work-study conflict as one factor associated with academic burnout, while other potentially relevant factors were not examined. Therefore, the findings cannot provide a comprehensive explanation of the factors associated with academic burnout among working students. In addition, the use of purposive sampling and a sample of 128 working students may limit the generalizability of the findings to the broader population of working students in Indonesia.

The findings have practical implications for working students and higher education institutions. Working students may benefit from planning their academic and work schedules based on their priorities and available time, particularly when work commitments overlap with academic activities. Universities could provide accessible academic advising services to help working students plan their course loads, assignment deadlines, and examination schedules in relation to their work commitments. Academic advisors and student counseling services could also offer consultations for working students who experience difficulties balancing academic and work responsibilities, including guidance on time management and coping with competing demands. In addition, universities could establish clear channels through which working students can communicate scheduling difficulties to academic advisors or relevant faculty members. Where feasible and consistent with academic requirements, lecturers could consider reasonable flexibility in consultation arrangements and assignment deadlines when students face work-related scheduling conflicts. Universities could also provide information about available academic support and counseling services during student orientation and through online student platforms to make these services easier to access. These measures may help universities respond to the challenges associated with balancing work and academic responsibilities. However, their implementation and effectiveness would need to be evaluated in practice.

Future research should examine other factors associated with academic burnout among working students, such as self-efficacy, social support, and coping strategies. Further studies could also investigate specific dimensions of work–study conflict, particularly time-based and strain-based conflict, to provide a more detailed understanding of their relationships with academic burnout. In addition, studies involving more diverse samples and probability-based sampling methods may improve the generalizability of the findings. Future research could also consider the current context of rapid digitalization and increasing economic pressures by examining how digital work arrangements and financial demands relate to work–study conflict and academic burnout among working students. This may provide further insight into the challenges faced by working students in changing work and economic environments.

CONCLUSION

This study concludes that work-study conflict is significantly and positively related to academic burnout among working students. Students who experience greater conflict between their work and academic roles tend to experience higher levels of academic burnout. Although both work-study conflict and academic burnout were categorized as low in this study, the significant relationship between the two variables indicates that work-study conflict remains an important factor associated with academic burnout. However, work-study conflict does not fully explain academic burnout, as other personal and environmental factors may also be associated with students' academic burnout. Therefore, understanding and managing the competing demands of work and academic roles is important for supporting the well-being of working students. This study concludes that work-study conflict is significantly and positively related to academic burnout among working students. Students who experience greater conflict between their work and academic roles tend to experience higher levels of academic burnout. Although

both work-study conflict and academic burnout were categorized as low in this study, the significant relationship between the two variables indicates that work-study conflict remains an important factor associated with academic burnout. However, work-study conflict does not fully explain academic burnout, as other personal and environmental factors may also be associated with students' academic burnout. Therefore, understanding and managing the competing demands of work and academic roles is important for supporting the well-being of working students.

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