

Academic Stress and Role Conflict On Psychological Well-Being In Working Students

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Abstract: *This study aims to examine the relationship between academic stress and role conflict with psychological well-being among working students in Surabaya. A quantitative correlational design was employed using multiple regression analysis. The population consisted of undergraduate students who were simultaneously working while studying at several universities in Surabaya. A total of 162 participants were recruited using quota sampling based on inclusion criteria: active student status, currently employed (part-time or full-time), and aged between 18–30 years. Psychological well-being was operationalized based on Ryff's six dimensions (self-acceptance, positive relations, autonomy, environmental mastery, purpose in life, and personal growth). Academic stress was defined as perceived academic pressure related to academic demands, while role conflict referred to incompatibility between work and study roles (work interfering with study and study interfering with work). Data were collected through validated Likert-scale instruments and analyzed using SPSS after fulfilling classical assumption tests. The results showed that academic stress did not significantly predict psychological well-being. However, role conflict had a significant positive relationship with psychological well-being ($p < 0.05$), with an effective contribution of 2.6%. This finding indicates that higher role conflict was associated with higher levels of psychological well-being, suggesting a potential adaptive or challenge-based interpretation of role demands among working students. The study highlights the importance of role management strategies and institutional support systems in maintaining psychological well-being among students with dual responsibilities.*

Keywords: *Psychological Well-Being, Academic Stress, Role Conflict, Working Students*

Abstrak: *Penelitian ini bertujuan untuk mengkaji hubungan antara stres akademik dan konflik peran dengan kesejahteraan psikologis pada mahasiswa yang bekerja di Surabaya. Penelitian ini menggunakan desain kuantitatif korelasional dengan analisis regresi linier berganda. Populasi penelitian terdiri dari mahasiswa sarjana yang bekerja sambil menempuh studi di beberapa perguruan tinggi di Surabaya. Sebanyak 162 partisipan direkrut menggunakan teknik quota sampling berdasarkan kriteria inklusi yaitu berstatus mahasiswa aktif, sedang bekerja (paruh waktu maupun penuh waktu), dan berusia 18–30 tahun. Kesejahteraan psikologis dioperasionalkan berdasarkan enam dimensi dari Ryff, yaitu penerimaan diri, hubungan positif dengan orang lain, otonomi, penguasaan lingkungan, tujuan hidup, dan pertumbuhan pribadi. Stres akademik didefinisikan sebagai tekanan yang dirasakan terkait dengan tuntutan akademik, sedangkan konflik peran merujuk pada ketidaksesuaian antara peran pekerjaan dan peran sebagai mahasiswa (pekerjaan mengganggu studi dan studi*

mengganggu pekerjaan). Data dikumpulkan menggunakan instrumen skala Likert yang telah diuji validitas dan reliabilitasnya serta dianalisis menggunakan SPSS setelah memenuhi uji asumsi klasik. Hasil penelitian menunjukkan bahwa stres akademik tidak secara signifikan memprediksi kesejahteraan psikologis. Namun, konflik peran memiliki hubungan positif yang signifikan dengan kesejahteraan psikologis ($p < 0,05$) dengan sumbangan efektif sebesar 2,6%. Temuan ini menunjukkan bahwa ketidaksesuaian peran memiliki peran yang lebih penting dibandingkan tekanan akademik dalam menjelaskan kesejahteraan mahasiswa yang bekerja. Penelitian ini menekankan pentingnya strategi pengelolaan peran dan dukungan institusional dalam menjaga kesejahteraan psikologis mahasiswa yang memiliki tanggung jawab ganda.

Kata Kunci: *Kesejahteraan Psikologis, Stress Akademik, Konflik Peran, Mahasiswa yang Bekerja.*

Introduction

Education plays a crucial role in the development of a nation as it is closely linked to individual growth and broader social processes (Safitri et al., 2022). In the context of higher education, students are expected not only to achieve academic competence but also to maintain psychological well-being in facing various academic demands. However, in Indonesia, economic constraints often lead students to engage in employment while pursuing their studies, creating a dual-role condition that presents unique psychological challenges.

Working students are required to simultaneously fulfill academic responsibilities and work-related obligations, which may lead to psychological strain and decreased well-being (Martini et al., 2019). Psychological well-being, as conceptualized by Ryff, refers to optimal psychological functioning encompassing self-acceptance, autonomy, environmental mastery, positive relationships, purpose in life, and personal growth (Ryff & Keyes, 1995). Previous studies have shown that working students often experience difficulties in maintaining these aspects due to time constraints, fatigue, and competing demands, which may negatively impact their overall quality of life.

Two key factors frequently associated with psychological well-being in this population are academic stress and role conflict. Academic stress refers to psychological pressure arising from academic demands such as workload, examinations, and performance expectations (Gadzella, 1991). While excessive academic stress has been linked to negative emotional and psychological outcomes, some studies suggest that its impact on well-being may vary depending on individual coping mechanisms.

In contrast, role conflict refers to the incompatibility between multiple roles, particularly when work demands interfere with academic responsibilities or vice versa (Kopelman et al., 1983). This condition often leads to emotional strain, reduced time availability, and difficulties in balancing responsibilities, which may significantly impair psychological well-being. Empirical findings indicate that working students experiencing higher levels of role conflict tend to report lower well-being compared to those without such conflict.

Despite the growing body of research, several gaps remain. First, previous studies have often examined academic stress and role conflict separately, rather than investigating their simultaneous effects within a single analytical model. Second, findings regarding the relationship between academic stress and psychological well-

being remain inconsistent, suggesting the need for further empirical clarification. Third, research specifically focusing on working students in the Indonesian context is still limited, particularly in examining how dual-role pressures influence psychological well-being.

Based on these gaps, this study aims to examine the relationship between academic stress and role conflict with psychological well-being among working students. Specifically, this study hypothesizes that academic stress and role conflict simultaneously predict psychological well-being among working students (H1), academic stress negatively predicts psychological well-being (H2), and role conflict positively predicts psychological well-being (H3).

Methods

This study employed a quantitative correlational design to examine the relationship between academic stress and role conflict with psychological well-being among working students, using multiple regression analysis to assess both simultaneous and partial effects of the independent variables on the dependent variable (Field, 2018). The population consisted of undergraduate students in Surabaya who were simultaneously studying and working. The minimum sample size was calculated using G*Power software to ensure adequate statistical power (Faul et al., 2009), indicating a minimum of 139 participants based on $\alpha = .05$, power = .95, and a medium effect size. However, the final sample consisted of 162 participants recruited through quota sampling, a non-probability sampling technique used to ensure representation of specific characteristics within a population (Etikan & Bala, 2017). Participants met the inclusion criteria of being active undergraduate students, currently employed either part-time or full-time, aged between 18–30 years as part of early adulthood (Arnett, 2000), and willing to participate voluntarily. Participants came from various universities in Surabaya and reflected characteristics of early adulthood development.

Psychological well-being in this study was conceptualized based on Ryff's multidimensional model (Ryff, 1989; Ryff & Keyes, 1995), encompassing self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth, and was measured using an adapted version of the Ryff Psychological Well-Being Scale, with higher scores indicating greater well-being. Academic stress was defined as psychological distress arising from academic demands such as workload, examinations, time pressure, and competition (Gadzella, 1991), including stressors as well as emotional, physiological, and behavioral reactions, and was measured using a scale developed from the Student-Life Stress Inventory framework, where higher scores reflected higher perceived academic stress. Role conflict referred to incompatible demands between work and study roles, including Work Interfering with Study (WIS) and Study Interfering with Work (SIW) (Kahn et al., 1964; Kopelman et al., 1983), and was measured using an adapted role conflict instrument, with higher scores indicating greater perceived conflict. All instruments underwent validity and reliability testing prior to hypothesis testing through corrected item-total correlation and Cronbach's Alpha analysis, with all scales meeting acceptable psychometric standards (Azwar, 2012; Hair et al., 2019).

Data were collected through an online survey distributed via university networks and social media platforms. Before participating, respondents received an informed consent statement explaining the research objectives, confidentiality assurances, voluntary participation, and their right to withdraw. After providing consent, participants completed measures of psychological well-being, academic stress, and role conflict, with data collection continuing until the quota target was achieved. Data were analyzed using SPSS software, beginning with classical assumption testing including normality, linearity, multicollinearity, and heteroscedasticity tests (Field, 2018). Multiple regression analysis was subsequently conducted to examine both the simultaneous effects of academic stress and role conflict on psychological well-being and the partial effect of each independent variable. Statistical significance for all analyses was set at $p < .05$.

Result and Discussion

This study used quantitative correlational methods to explore the relationship between academic stress, role conflict, and psychological well-being in working students. Multiple regression analysis was conducted to examine the simultaneous and partial effects of academic stress and role conflict on psychological well-being. The results are presented in three main components: model summary, ANOVA, and regression coefficients. The analysis showed that there was no significant relationship between academic stress and psychological well-being, indicating that academic stress does not directly affect psychological well-being in this context. In contrast, a significant positive effect was found between role conflict and psychological well-being, which means that the higher the role conflict, the higher the psychological well-being of students. This indicates a positive association, which differs from previous findings.

Table 1. Multicollinearity Test Results

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Academic_Stress	.999	1.001
	Role_Conflict	.999	1.001

The multicollinearity test results indicated that all independent variables had tolerance values close to 1.00 and VIF values of 1.001, which are well below the critical threshold of 10. This indicates that there is no multicollinearity problem in the regression model, and the independent variables are not highly correlated with each other.

Table 2. Heteroscedasticity Test Results

Correlations			
			ABS_RES
Spearman's rho	Academic_Stress	Correlation Coefficient	-.137
		Sig. (2-tailed)	.081
		N	162

Role_Conflict	Correlation Coefficient	-.018
	Sig. (2-tailed)	.819
	N	162

The heteroscedasticity test using Spearman's rho correlation showed that the significance values for academic stress ($p = 0.081$) and role conflict ($p = 0.819$) were greater than 0.05. This indicates that there is no heteroscedasticity problem, and the residuals are distributed homogeneously.

Table 3. Descriptive Statistic Test Results

Correlations				
		PWB	Academic_Stress	Role_Conflict
Pearson Correlation	PWB	1.000	-.080	.161
	Academic_Stress	-.080	1.000	.027
	Role_Conflict	.161	.027	1.000
Sig. (1-tailed)	PWB	.	.156	.021
	Academic_Stress	.156	.	.367
	Role_Conflict	.021	.367	.
N	PWB	162	162	162
	Academic_Stress	162	162	162
	Role_Conflict	162	162	162

Descriptive statistics indicated that the mean score of psychological well-being was 256.24 ($SD = 39.26$), academic stress was 23.79 ($SD = 3.62$), and role conflict was 59.66 ($SD = 12.45$). This suggests that participants generally reported moderate levels of academic stress and role conflict.

Pearson correlation analysis showed that academic stress was not significantly correlated with psychological well-being ($r = -0.080$, $p > .05$). In contrast, role conflict showed a weak but significant positive correlation with psychological well-being ($r = 0.161$, $p < .05$). This indicates that higher role conflict is associated with higher psychological well-being, although the relationship is relatively weak.

Table 4. Model Summary Test Results

Model Summary ^b						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	.182 ^a	.033	.021	38.85334	.033	2.709

The model summary indicated that academic stress and role conflict explained a small proportion of variance in psychological well-being ($R^2 = 0.033$; Adjusted $R^2 = 0.021$). This suggests that only 3.3% of the variance in psychological well-being can be explained by the independent variables included in the model, while the remaining variance is influenced by other factors not examined in this study.

Table 5. Simultant Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8178.579	2	4089.289	2.709	.070 ^b
	Residual	240023.545	159	1509.582		
	Total	248202.123	161			

Furthermore, the overall regression model was not statistically significant ($F = 2.709$, $p = .070$), indicating that academic stress and role conflict simultaneously did not significantly predict psychological well-being.

Table 6. Partial Test Results

Coefficients ^a						
Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	247.34	24.757		9.991	.000
		4				
	Academic_Stress	-.914	.845	-.084	-1.082	.281
	Role_Conflict	.514	.246	.163	2.089	.038

In terms of partial effects, academic stress did not significantly predict psychological well-being ($\beta = -0.084$, $t = -1.082$, $p = .281$).

In contrast, role conflict showed a significant positive effect on psychological well-being ($\beta = 0.163$, $t = 2.089$, $p = .038$), indicating that higher role conflict was associated with higher levels of psychological well-being. Thus, H3 is not supported because the direction of the relationship is opposite to the initial hypothesis.

The following are the results of hypothesis testing in tabular form which shows the significance of the relationship between the variables studied:

Table 7. Hypothesis Test Results

Hypothesis	T-Value	P-Value	Description
Academic Stress & Role Conflict → Psychological Well-Being	2, 709	0,70	Not Significant
Academic Stress → Psychological Well-Being	-1,082	0,281	Not Significant
Role Conflict → Psychological Well-Being	2,089	0,038	Significant

Why Academic Stress Was Not Significant

The non-significant relationship between academic stress and psychological well-being may indicate that working students have developed adaptive coping mechanisms. Academic stress does not always produce maladaptive outcomes; in some cases, moderate stress may function as motivational pressure (Pascoe et al.,

2020). The findings indicate that academic stress does not significantly predict psychological well-being among working students. This suggests that academic pressure alone may not be sufficient to reduce psychological well-being in students who simultaneously work and study. Theoretically, psychological well-being is not solely determined by the presence of stress but by how individuals interpret and manage stressors (Ryff & Singer, 2008). Academic demands may be perceived as normative challenges within higher education contexts. When individuals possess adequate coping resources, academic stress may function as motivational pressure rather than psychological burden.

Additionally, students who work may experience a sense of financial autonomy and competence, which could buffer the potential negative effects of academic stress. Within Ryff's framework (Ryff & Keyes, 1995), autonomy and environmental mastery are core dimensions of psychological well-being. Employment may enhance these dimensions, thereby maintaining overall psychological functioning despite academic pressure. This finding suggests that academic stress in this population does not automatically translate into reduced well-being, especially when individuals are capable of managing their dual responsibilities effectively.

Why Role Conflict Shows a Significant Positive Relationship with Psychological Well-Being

In contrast to the initial hypothesis, role conflict showed a significant positive relationship with psychological well-being. This finding is somewhat unexpected, as previous literature generally suggests that role conflict negatively affects well-being (Kopelman et al., 1983; Waheed & Malik, 2013).

This inconsistency indicates that the impact of role conflict may not be universally detrimental, but rather dependent on contextual and individual factors. One possible explanation is that working students may interpret role demands not purely as stressors, but also as challenges that foster personal growth and competence. Within the framework of psychological well-being (Ryff & Keyes, 1995), managing multiple roles may enhance dimensions such as environmental mastery and autonomy. Students who successfully navigate both academic and work responsibilities may develop stronger coping skills, time management abilities, and a sense of accomplishment.

This finding aligns with the concept of "challenge stressors," where certain forms of stress can have positive psychological outcomes when individuals possess sufficient coping resources. Therefore, role conflict in this context may not always be detrimental, but can also function as a developmental stimulus that contributes to psychological well-being.

Although prior studies emphasize the negative consequences of role conflict, the present findings suggest that its effects may vary depending on how individuals perceive and manage competing role demands. Even though the statistical contribution was relatively small (2.6%), the significance indicates that role conflict still plays a meaningful, albeit limited, role in shaping psychological well-being among working students. The effective contribution (2.6%) was derived from the squared standardized beta coefficient (β^2), representing the unique variance explained by role conflict.

Why The Effective Contribution Was Relatively Small

The regression analysis in this study showed that 90.7% of the variance in psychological well-being was explained by factors outside the variables examined. This finding is theoretically consistent, as psychological well-being is a multidimensional construct that is influenced by a wide range of psychological, social, and contextual factors (Ryff & Singer, 2008). In the present study, academic stress and role conflict represent external or situational stressors; however, their relatively small explanatory power indicates that they are not the primary determinants of psychological well-being among working students.

Previous literature suggests that internal psychological resources and social factors tend to have a stronger influence on well-being. For example, social support has been shown to buffer the negative effects of stress and enhance individuals' sense of belonging and emotional stability (Li et al., 2021). Similarly, psychological capital comprising self-efficacy, optimism, hope, and resilience plays a critical role in enabling individuals to cope effectively with academic and life demands (Sultan et al., 2023). Emotional regulation is also a key factor, as it allows individuals to manage negative emotions and maintain psychological balance under pressure (Extremera et al., 2020). In addition, work–life balance has been identified as an important factor that helps individuals manage multiple role demands more adaptively (Park & Sprung, 2015).

In relation to the findings of this study, the weak explanatory power of the regression model and the non-significant simultaneous effect suggest that psychological well-being among working students is more strongly influenced by these internal and supportive factors rather than by academic stress and role conflict alone. This may also explain why academic stress did not show a significant effect, and why the overall model failed to reach statistical significance. Therefore, academic stress and role conflict may function more as situational challenges, while the ability to manage these challenges depends largely on individual coping capacities and available support systems.

Developmental Perspective

Participants aged 18–30 fall within emerging adulthood (Arnett, 2000), a developmental stage characterized by identity exploration and role experimentation. At this stage, holding multiple roles may not inherently reduce well-being. Instead, psychological outcomes depend on how individuals integrate these roles into identity formation. The impact of role conflict on well-being depends on how individuals integrate multiple roles into their identity. When individuals are able to manage and interpret role demands adaptively, role conflict may contribute positively to psychological well-being.

Theoretical Contribution

This study refines the understanding of stress–well-being dynamics among working students by demonstrating that not all academic stress is necessarily detrimental to psychological well-being, whereas structural role incompatibility tends to have stronger psychological consequences. The findings also suggest that internal psychological resources likely play a moderating role in shaping these relationships. Collectively, these results contribute to the development of stress-coping and role theory literature, particularly within the context of higher education and the experiences of working students.

Conclusion

This study examined the relationship between academic stress and role conflict with psychological well-being among working students in Surabaya. Based on the results of multiple linear regression analysis, it can be concluded that academic stress and role conflict simultaneously do not have a significant relationship with psychological well-being.

Partially, academic stress does not have a significant relationship with psychological well-being among working students. This indicates that academic pressure experienced by students who work while studying does not directly influence their level of psychological well-being. However, role conflict shows a significant positive relationship with psychological well-being. Thus, H3 is not supported because the direction of the relationship is opposite to the hypothesis. This finding indicates that higher levels of role conflict are associated with higher psychological well-being among working students, suggesting that the ability to manage multiple roles may contribute to adaptive psychological functioning. The effective contribution of role conflict to psychological well-being is 2.6%, indicating that although the contribution is statistically significant, it is relatively small. Overall, psychological well-being among working students is not significantly influenced by academic stress but is positively affected by role conflict. The remaining variance in psychological well-being is influenced by other factors not examined in this study.

The study highlights practical implications for working students, workplaces, and future research. Working students are encouraged to manage their dual roles through effective time management, prioritization, emotional regulation, and seeking support to maintain psychological well-being. Workplaces employing students should offer flexible schedules and foster a supportive environment that acknowledges academic responsibilities. Future research is recommended to investigate additional factors influencing students' psychological well-being, such as social support, coping strategies, and emotional regulation, and to consider larger or more diverse samples and alternative research designs for deeper insights.

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