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Work-Life Balance and Time Management on Academic Achievement of Part-Time Students in Yogyakarta: Testing Social Support as a Moderator

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Abstract: This study aims to investigate the impact of work-life balance and time management on the academic achievement of part-time university students in Yogyakarta, with social support as a moderating variable. The research addresses the growing challenge faced by students managing both academic and professional responsibilities. A quantitative approach was applied using a survey of 155 purposively selected part-time students. Validated instruments measured work-life balance, time management, academic achievement, and social support. Moderated regression analysis (MRA) in SPSS revealed that the final model accounted for 98.4% of the variance in academic achievement ($R^2 = 0.984$). Both work-life balance ($\beta = -0.292$, $p < 0.001$) and time management ($\beta = -0.344$, $p < 0.001$) had significant negative effects. However, social support positively moderated both relationships, reducing their negative impact (interaction effects: $\beta = 0.926$ and $\beta = 0.880$, respectively). The finding emphasizes the importance of institutional support and training to help students manage dual roles effectively.

Keywords: work-life balance, time management, academic achievement, social support, part-time students.

INTRODUCTION

Higher education is vital for cultivating human resources, particularly in today's competitive environment. In Yogyakarta, numerous students balance academic endeavors with part-time work due to socioeconomic constraints. Data from LLDIKTI Wilayah V (2024) showed that among 282,093 active university students, a cumulative quantity are concurrently

engaged in employment and education to attain financial security and acquire professional experiences.

While part-time employment offers financial remuneration and practical experience, it also poses challenges. Jogpaper (2022) reported that 22,500 students in Yogyakarta discontinued their studies due to academic disengagement, financial constraints, and inadequate time management. This finding highlights the need for a strong support system to assist students managing dual commitments.

Work-life balance is a critical concern for students balancing dual roles. The research indicates that an imbalance between academic and work commitments can result in stress, burnout, and diminished academic performance (Winata and Nurhasanah 2022; Ramachandaran et al. 2024). Effective time management is equally vital, as it enables students to fulfill academic and non-academic obligation (M. Krisna Bagus Virgiana et al. 2024; Dalia and Putra 2023).

Social support functions as a protective factor element, enhancing students' resilience and well-being (Tanjung et al. 2024). Nevertheless, this research focused on full-time students, with limited exploration of social support as a moderating factor, especially within the context of Indonesian.

This study examines the influence of work-life balance and time management on the academic performance of part-time students in Yogyakarta, with social support acting as a moderating variable.

Theory and Hypothesis Review

Theory of social-cognitive

Social Cognitive Theory (SCT) developed by Bandura (1991), highlight the dynamic interaction between personal, behavior, and environmental factors in shaping individual consider behavior. In the context of academic, SCT recommend that students learn through thought and social interaction, and shape behavior based on personal beliefs and environmental assistant.

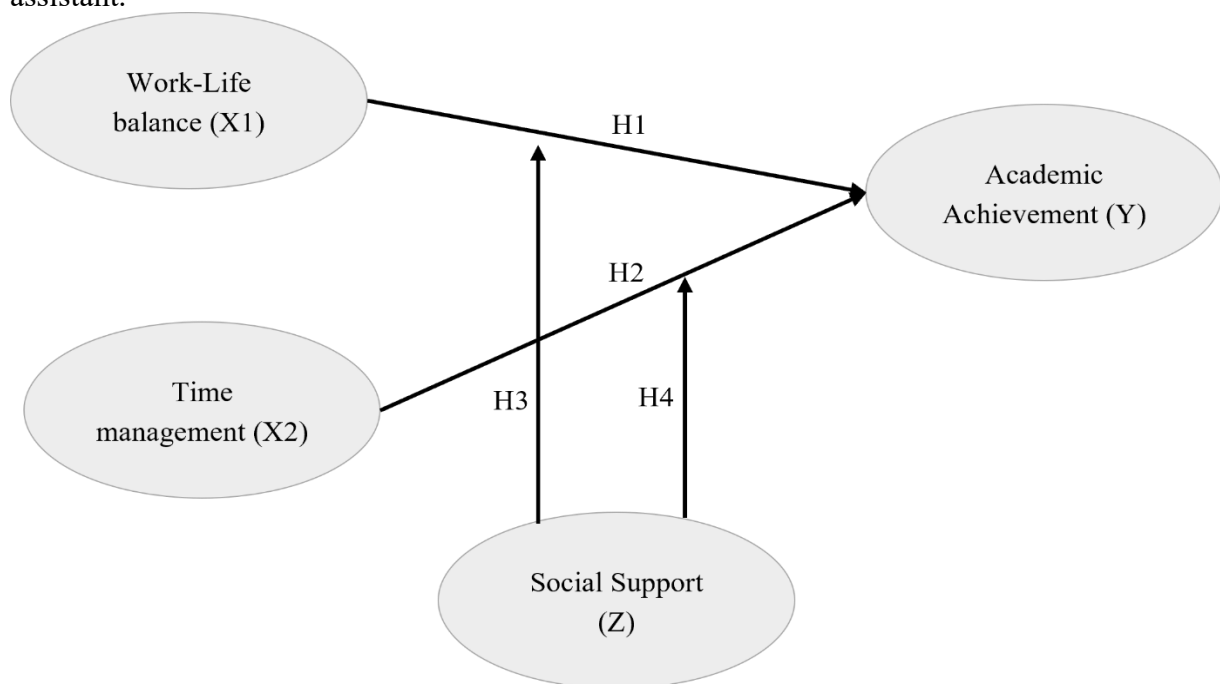


Figure 1: Conceptual Framework showing the direct effect of work-life balance and time management on academic achievement, with social support acting as a moderated.

The three main components in this theory include:

1. Reciprocal determinism
Which is a reciprocal relationship between individuals, behaviors, and environments that influence one to another.
2. Self-efficacy
Which refers to an individual's belief in his or her capability to complete a specific task, it is a crucial predictor of academic success (Bandura 1991).
3. Self-regulation
Which refers to an individual's capacity to monitor, control, and evaluate behavior to accomplish goals (Zimmerman 2000).

By considering the main components in social cognitive theory: reciprocal determinism, self-efficacy, and self-regulation. This theory is useful to explain the psychological and behavioral mechanisms that influence part-time students' academic performance. Students who are capable of managing their time effectively (self-regulation) and have confidence in their capacity to balance work and study (self-efficacy) are more likely to attain ideal academic results.

In addition, the social environment, including support from family, friends, and educational institutions, contribute significantly to reinforcing or weakening their academic behavior and inspiration, in accordance with the principle of reciprocal determinism. Therefore, social cognitive theory provides a strong theoretical foundation for examining the influence of work-life balance and management on academic performance, as well as understanding the moderating role of social support in the relationship.

Work-Life Balance

Work-life balance is the capacity of individuals to balance the strains between work and personal life without experiencing excessive pressure. Ramachandaran et al. (2024) said that WLB defines the condition when a person can conduct professional and personal tasks in a balanced manner, which has a positive influence on individual well-being and performance. Greenhaus et al. (2003) classifies WLB into three main dimensions:

1. Time balance: The ability to allocate time in balancing between work and personal commitment.
2. Engagement Balance: The degree of emotional and physical engagement in both work and personal life.
3. Satisfaction balance: The sense of fulfillment attained through participating in both career and personal responsibilities.

In the context of part-time students, an imbalance between work and study can result in burnout, strain, and diminished motivation to study. Arianti et al. (2022) and Winata and Nurhasanah (2022) demonstrate that WLB imbalance has negative implications for the learning outcome and academic achievement of students who work while studying.

Time Management

Time management is the process of planning, organizing, and controlling time used for certain activities effectively and efficiently (Black and Wiliam 2009; Macan 1994). In an academic context, good time management is especially important for part-time students who have to divide their time between work, study, and personal responsibilities. Good time management has been shown to improve students' academic performance (Claessens et al. 2007; Fitriana et al. 2021). Divide time management into three main aspects:

1. Time planning refers to the structured goal setting, priority scheduling, and deadline setting to enhance academic effectiveness.
2. Time attitude views and attitudes towards the importance of time, including the drive to be consistent in effecting tasks on time.
3. Time-Wasting behaviors that hinder efficiency, such as procrastination, external distractions, and failure to prioritize.

Students who are capable of achievement time optimally tend to have higher discipline in learning, thus potentially improving their academic achievements.

Social Support

Social support is the kind of all forms of assistance that individuals receive from their social environment, whether in the form of emotional, informational, or instrumental support (House, 1988; Triwijayanti and Astiti, 2019). Such as support from family, peers, coworkers, and educational institutions, and plays an important role in helping individuals handle pressure and task load.

In the framework of social cognitive theory, social support serves as an environmental factor that can strengthen students' self-efficacy and self-regulation (Bandura 1991). According to Tanjung et al. (2024), part-time students who received strong social support demonstrated better resilience to stress. Dewi et al. (2024) asserted that social support is capable of decreasing burnout levels and directly enhancing academic performance.

Academic achievement

Academic achievement is an indicator of student success in achieving learning goals, which is generally measured through Grade Point Average (GPA). This achievement is contributed by various internal and external factors, including time management, work-life balance, learning encouragement, and social support (Jafari et al. 2019).

Part-time students often handle more complex challenges than full-time students because they have to balance two main roles, namely as students and as workers. In this condition, the capability to manage time and keep life balanced becomes very important to avoid a decline in academic performance.

Previous research demonstrated that WLB and time management have a positive and significant relationship with academic performance (Putri and Dewi 2022; Fitriana et al. 2021). Meanwhile, social support can serve as a moderating variable that strengthens the relationship by providing emotional stability, motivation, and social resources for students in dealing with multiple difficulties.

Hypothesis Development

Work-life balance and the academic achievement of part-time students

Work-life balance is a significant challenge for students who work while pursuing their academic performance. Ramachandaran et al. (2024) emphasized that maintaining a balance between academic obligation and personal commitments is crucial for student well-being, which in turn has a direct impact on academic performance. Additionally, Winata and Nurhasanah (2022) discovered that students who have low work-life balance are more likely to experience burnout, which impairs their ability to concentrate and be motivated to learn.

This study contributes to the body of literature by focusing on part-time students in Yogyakarta, a center of a significant educational hub in Indonesia with a sizeable population of students who work to fund their education. Unlike prior research that primarily examines the general student population or full-time students, this study explores the distinct challenges

faced by part-time students in managing dual roles. Since higher scores on the work-life balance scale indicate a greater imbalance, this study proposes the following:

H1: Inadequate work-life balance has a negative effect on the academic performance of part-time students in Yogyakarta.

Time management on the part-time student's academic performance

Time management is a critical skill that significantly influences academic success, particularly for students who must balance academic responsibilities with part-time work. Fitriana et al. (2021) found that all aspects of time management behavior were positively and significantly associated with students' academic achievement. Moreover, Britton and Tesser (1991) emphasized that effective time management contributes to improved academic performance, particularly in enhancing students' grade point average (GPA).

Focusing on part-time students, Puspita (2023) confirmed that time management has a positive and significant impact on their academic success. However, in this study, higher scores on the time management scale indicate more ineffective time use. Therefore, the hypothesis is stated as:

H2: Ineffective time management has a negative effect on the academic performance of part-time students in Yogyakarta.

The moderating role of social support in the relationship between work-life balance and academic achievement

Social support plays a vital role in enhancing the positive effects of work-life balance on academic achievement. Chen et al. (2023) found that students who receive strong support from family, peers, or academic institutions are better equipped to manage the dual demands of work and study. Social support contributes to improved coping mechanisms, emotional stability, and academic motivation. However, studies that specifically examine the moderating role of social support in the relationship between work-life balance and academic performance remain limited, particularly within the Indonesian context. This study addresses this gap by proposing:

H3: Social support moderates the negative effect of inadequate work-life balance on academic achievement of part-time students in Yogyakarta.

The moderating role of social support in the relationship between time management and academic achievement.

In addition to its role in the context of work-life balance, social support also plays a significant role in enhancing the influence of time management on academic achievement. According to Chen et al. (2023), students who receive strong social support are more capable of managing their time effectively, and evidenced by improved study planning, timely completion of assignments, and reduced academic stress. Moreover, Triwijayanti and Astiti (2019) found that social support positively contributes to students' academic performance by fostering mental resilience and increasing learning motivation. Accordingly, the final hypothesis is:

H4: Social support moderates the negative effect of ineffective time management on the academic achievement of part-time students in Yogyakarta.

METHOD

Respondents and sampling technique

The study's population consists of current university students in Yogyakarta who also work in part-time positions. A purposive sampling method was utilized to choose participants according to these specified criteria: current enrollment at a university in Yogyakarta and holding a part-time job for at least 10 hours per week.

Data were gathered through an online questionnaire shared through Google Forms, yielding a total of 155 participants who fulfilled the established criteria. The purposive sampling technique was chosen since it allows the researcher to focus on individuals whose traits are closely related to the research goals. This method is consistent with the suggestion of Mackiewicz (2018, p.212), who highlights the suitability of purposive sampling in social research to access particular subgroups within a population.

Instrument

This study employed four validated measurement scales tailored to part-time university students to assess the constructs of work-life balance, time management, academic achievement, and social support. Each item was rated using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), unless otherwise noted.

Work-life balance was measured using 4 items adapted from Brough et al. (2014). The items assess students' ability to balance academic/work responsibilities with other aspects of life (e.g., "I can balance between time at work and time for other activities", "Overall, I believe that my work and other activities are balanced"). Some items are reverse-coded to reflect imbalance. It's important to note that some items were reverse-coded, meaning that higher total scores on the scale indicate a greater degree of work-life imbalance. The scale showed good reliability with Cronbach's $\alpha = 0.89$.

Time management was measured with a 20-item scale adapted from Razali et al. (2018) and Britton and Tesser (1991). This scale evaluates students' time planning behaviors, organizational habits, attitudes toward time, and avoidance of time-wasting activities (e.g., "Do you make a list of the things you have to do each day?" and "Do you try to schedule your best hours for your most demanding work?"). Higher scores on this scale signify more ineffective time management. The scale indicates strong validity and internal consistency, with a Cronbach's $\alpha = 0.91$, and KMO = 0.85.

Note that higher scores on the work-life balance and time management indicate greater imbalance and ineffective time use.

Academic achievement was measured using 10 items derived from Pintrich et al. (1991) and modified for part-time students. The items cover self-perceptions of performance, ability to meet academic demands despite employment, GPA satisfaction, and academic self-efficacy (e.g., "I complete my assignments and exams on time", "Despite my job, I can maintain good academic results", "I am proud of the academic progress I have made while working part-time"). Higher scores indicate better academic performance.

Social support was assessed using a 12-item scale based on the Multidimensional Scale of Perceived Social Support (MSPSS) by House (1988) and adapted by Kumar et al. (2020). Items evaluate perceived emotional and instrumental support from family, friends, and significant others (e.g., "There is a special person who is around when I am in need," "I get the emotional help and support I need from my family" and "My friends try to help me"). Higher scores reflect stronger perceived social support. Cronbach's $\alpha = 0.88$.

Data Analysis Method

This research utilized Moderated Regression Analysis (MRA) to investigate how social support moderates the relationship involving work-life balance, time management, and academic achievement in part-time students. MRA was selected because it allows for the identification of interaction effects between independent variables and a moderating variable in forecasting the dependent outcome.

Prior to performing the primary analysis, a set of classical assumption tests was carried out to verify the strength of the regression model. These comprised the normality test (via the Kolmogorov-Smirnov approach), the multicollinearity test (applying Variance Inflation Factor,

VIF), and the heteroscedasticity test, evaluated through scatterplots and the Glejser test. This investigation was critical to confirm that the data satisfied the assumptions essential for dependable regression analysis.

After the assumption checks, the analysis continued with multiple linear regression to evaluate the direct impact of work-life balance and time management on academic performance. Thereafter, interaction terms were added to assess the moderating effect of social support.

All statistical analyses were carried out using SPSS software, which was chosen for its extensive capabilities in executing moderation analysis and diagnostic tests within social science research.

RESULTS AND DISCUSSION

Table 1. Descriptive Statistics of Key Variables

<i>Variable</i>	<i>Mean</i>	<i>Std. Deviation</i>
Work-Life Balance	15.51	2.254
Time Management	43.47	5.257
Academic Achievement	37.66	4.332
Social Support	38.02	4.467

The descriptive statistics indicate that the mean academic achievement of part-time students in Yogyakarta is 37.66 (SD = 4.332), suggesting a moderately varied level of academic performance across the sample. The work-life balance variable has a mean score of 15.51 (SD = 2.254). Given the scale's direction, where higher scores indicate greater work-life imbalance, the finding implies that, on average, students report a moderate degree of imbalance between academic and work obligations.

Conversely, time management shows a notably higher average score of 43.47 (SD = 5.257); since higher scores reflect more ineffective time use, this suggests that many participants face challenges in managing their time efficiently. Additionally, social support has a mean of 38.02 (SD = 4.467), indicating that the majority of part-time students perceive a considerable amount of support from their social circle, such as family, friends, peers, and educational institutions.

These descriptive findings offer a preliminary insight into the characteristics of the participants and indicate positive conditions related to time management and perceived support, which are two factors hypothesized to affect academic performance in the subsequent analyses.

Table 2. Correlation Matrix of Key Variables

<i>Variable</i>	<i>AA</i>	<i>WLB</i>	<i>TM</i>	<i>SS</i>
Academic Achievement	1.000	.456	.484	.474
Work-Life Balance	.456	1.000	.477	.372
Time Management	.484	.477	1.000	.271
Social Support	.474	.372	.271	1.000

Note: WLB = work-life balance; TM= time management; AA= academic achievement; SS = social support. Higher WLB/TM scores indicate greater imbalance/ineffective. Positive AA correlation suggests either a) high-achieving students accurately report struggles or b) scale limitation. See discussion for interpretation.

The correlation matrix illustrates the relationships among the primary research variables. Academic achievement exhibits a moderate positive correlation with work-life balance ($r = 0.456$), time management ($r = 0.484$), and social support ($r = 0.474$). It is important to recall that both the work-life balance and time management scales, higher scores indicate more greater imbalance and ineffective time use, respectively. Therefore, these positive correlations suggest that students who report greater imbalance and ineffective time management also report higher academic performance, which initially appears inconsistent with the hypothesized negative relationship. This discrepancy indicates a possible scale interpretation issue or the presence of confounding factors, and it warrants further examination in the regression analysis.

While these positive correlations between WLB/TL and academic achievement seem counterintuitive (table 2), they may indicate that students who openly acknowledge their struggles (resulting in higher WLB/TM scores) nevertheless achieve academically through compensatory mechanisms. For example, these students might employ exceptional grit, leverage unmeasured institutional support, or develop adaptive coping strategies that offset their reported imbalances. The pattern aligns with recent work on resilience in non-traditional learners (Chen et al. 2023).

Overall, these results suggest that all key variables are positively correlated, though the direction and meaning of these correlations must be interpreted with caution due to the reverse scoring of WLB and TM scales. We now turn to the moderated regression analysis for more nuanced insights into this relationship.

Table 3. Results of hypothesis testing using moderated regression analysis

<i>Hypothesis</i>	<i>Predicator/ interaction</i>	<i>Beta</i>	<i>p-value</i>	<i>Description</i>
<i>Model Fit</i>	-	-	<0.001	$R^2 = 0.984$; $adjusted\ R^2 = 0.981$
H1	Work-Life Balance	-.615	.000	Negatively significant
H2	Time Management	-.501	.000	Negatively significant
H3	Work-Life balance*Social Support	.926	.000	Significant interaction
H4	Time Management*Social Support	.880	.000	Significant interaction

a. Dependent Variable: Academic Achievement

Note: work-life balance; time management. all coefficients statistically significant at $p < 0.001$. The high R^2 consistent with prior studies documenting strong social support moderation effects ($\beta > 0.80$) in similar students' population (Dewi et al. 2024). Future studies should validate this effect using objective academic measures (such as institution GPA record).

The regression model demonstrated exceptionally high explanatory power, accounting for 98.4% of variance in academic achievement. While strong predictive capability may reflect: 1) the high reliability of our measurement instruments (all Cronbach's $\alpha > 0.88$), 2) The significant moderating role of social support ($\beta = 0.926$ for WLB*SS, and $\beta = 0.880$ for TX*TM), and 3) the focused nature of our sample (working students in Yogyakarta's distinctive educational context), such comprehensive variance explanation is unusual in

educational research. The potential for model overfitting should be considered, particularly given our sample (n=155) relative to the number of predictors and interaction terms. While the higher R² may reflect instrument reliability and contextual focus, future studies should replicate the findings with broader samples and objective academic outcomes to reduce the risk of overfitting. This finding should be interpreted with appropriate caution until replicated in larger, more diverse student populations using alternative validation approaches.

Both work-life balance ($\beta = -0.615$) and time management ($\beta = -0.501$) showed significant negative effects ($p < 0.001$), indicating that higher scores, which reflect greater imbalance and ineffective time management, and they are associated with lower academic achievement. Thus, the negative coefficient confirms that as a student experience more difficulty balancing responsibilities or managing their time, their academic performance declines. These findings align with previous research highlighting the detrimental impact of work-study conflict and time mismanagement on student outcomes.

Additionally, social support demonstrated a strong moderating effect, with significant positive interaction effect (Work-life balance \times Social support: $\beta = 0.926$, $p < 0.001$; Time management \times Social support: $\beta = 0.880$, $p < 0.001$). This indicate that Social Support buffers the negative impact of work-life imbalance and ineffective time management, enabling students maintain academic achievement despite these challenges.

Table 4. Results of classical assumption tests

Asumtion	Metode test	Result	Description
Normality	Kolmogorov-Smirnov	p= 0.022	Not normal (tolerated)
Multikolinearity	VIF/Tolerance	VIF= 1.295	No multikolinearity
Heteroscedasticity	Scatterplot/ Gleiser	Not reported	Need additional visuals inspection

Normality Test

The Kolmogorov-Smirnov test yielded $p = 0.022$, indicating that the residuals are not perfectly normally distributed. However, given the sample size (n=155), slight deviation from normality is tolerable due to the Central Limit Theorem. Therefore, the normality assumption is considered adequately met for the purpose of regression analysis.

Multicollinearity test

The VIF values for all independent variables were well below 10, with the highest VIF recorded at 1.295. Tolerance values were also above 0.1, indicating that multicollinearity is not a concern in this model.

Heteroscedasticity Test

In addition to statistical procedures, the heteroscedasticity assumption was examined using a scatterplot of standardized residuals versus predicted values. As shown in Appendix A, the points are randomly scattered with no visible pattern (e.g., funnel or curvature), indicating that the assumption of homoscedasticity is met. Thus, the regression residuals exhibit constant variance across predicted values, fulfilling one of the key requirements for linear regression.

Appendix A. Scatterplot of standardized vs. predicted values.

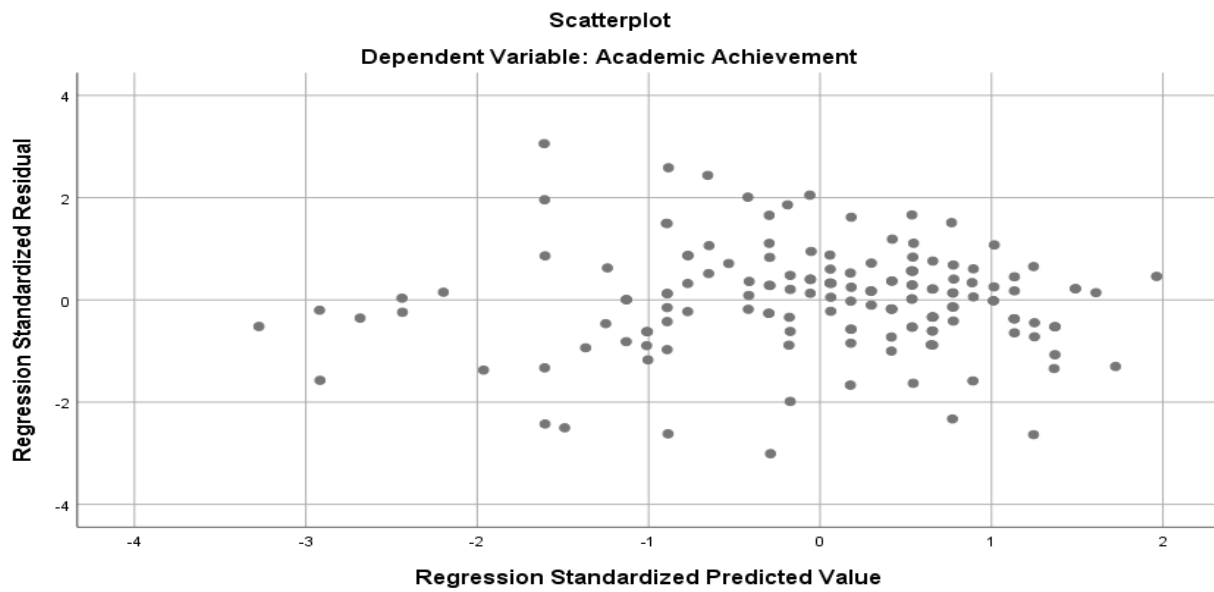


Figure A1. Residual plot confirming homoscedasticity assumption for regression analysis

Discussion

The finding of this study highlights the significant challenges faced by part-time students in balancing academic and work commitments, while also highlighting the crucial role of social support in mitigating these challenges. The negative effects of inadequate work-life balance and ineffective time management on academic achievement align with existing literature, reinforcing the notion that students who struggle to allocate time efficiently or maintain equilibrium between roles are more likely to experience diminished academic performance. This is consistent with social cognitive theory, which posits that self-regulation and self-efficacy are critical for success in demanding environments. When students are unable to manage competing responsibilities, their academic engagement and outcome suffer, reflecting the broader struggles of non-traditional learners in higher education.

A key contribution of this research is the demonstration of social support, whether from family, peers, or institutions, that can buffer the adverse effect of work-life imbalance and ineffective time management. This aligns with prior studies emphasizing the role of emotional and instrumental support in enhancing resilience and coping strategies. Social support appears to function as a stabilizing force, enabling students to navigate stressors more effectively and maintain academic performance despite competing demands. This finding has important implications for universities and policymakers, as it highlights the need to foster supportive environments for part-time students through mentorship programs, counselling services, and flexible academic policies.

However, the study limitation must be acknowledged. The reliance on self-reported data may introduce biases, and the cross-sectional design prevents causal inferences. Future research could employ longitudinal methods to track changes in work-life balance and time management over time, as well as qualitative approaches to explore students lived experiences in greater depth. Additionally, expanding the study to diverse geographical and socioeconomic contexts would enhance the generalizability of the findings.

In conclusion, this study provides valuable insights into the dual challenges of work-life balance and time management for part-time students while emphasizing the protective role of social support. The results call for targeted interventions that address both individual and institutional factors, ensuring that students who juggle work and study receive the necessary resources to succeed. By integrating theoretical framework with practical application, this

research contributes to a deeper understanding of the factors that shape academic achievement in non-traditional students' populations.

CONCLUSION

This study examined the complex interplay between work-life balance, time management, social support, and academic achievement among part-time university students in Yogyakarta. The finding provides compelling empirical evidence that inadequate work-life balance and ineffective time management negatively impact academic performance, while social support serves as a significant moderating factor that mitigates this adverse effect. These results align with and extend previous research in educational psychology, particularly social cognitive theory, by demonstrating how environmental factors (social support) interact with personal and behavioral factors (self-regulation, time management) to influence academic outcomes.

The theoretical implication of this research is threefold. First, it reinforces Bandura's (1991) conceptualization of reciprocal determinism by showing how external support systems can enhance students' capacity to manage dual roles. Second, it contributes to the literature on non-traditional learners by highlighting the unique challenges faced by working students in developing economies. Third, the study advanced methodological approaches to studying academic achievement by employing moderated regression analysis to best interaction effects, providing a model for future investigations.

From practical standpoints, these findings suggest that universities and policymakers should prioritize three areas: 1) implementing targeted time-management training programs for part-time students, 2) developing institutional support systems that address work-study conflicts, and 3) fostering partnerships with employers to create more flexible work arrangements for students' employees. The strong effect of social support particularly highlights the need for mentorship programs, and peer support networks within academic institutions.

While this study offers valuable insights, several limitations warrant consideration. The use of self-reported measures and cross-sectional design limits causal interpretation, and the focus on a single Indonesian region may affect generalizability. Future research should employ longitudinal designs, incorporate objective performance metrics (e.g., institutional GPA data), and expand to diverse cultural contexts to validate these findings.

In closing, this investigation makes a substantive contribution to our understanding of the factors influencing academic success in non-traditional student populations. By empirically demonstrating how personal, behavioral, and environmental factors interact to shape educational outcomes, the study provides both a theoretical framework and practical recommendations for supporting working students. As higher education institution worldwide increasingly serves diverse student bodies, these insights offer valuable guidance for creating more inclusive and supportive learning environments.

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