Psychosocial Safety Climate and Work-School Conflict in Working University Students

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Abstract

Working students face various difficulties in managing their academic and professional lives simultaneously, leading to work-school conflicts. One potential factor that can alleviate this conflict is the psychosocial safety climate in the work environment. This study aims to explore the relationship between psychosocial safety climate and work-school conflict among working students. Data were collected from 108 participants using the PSC-12 and WSC scales administered through a Google Form, with participants chosen through convenience sampling. The data were analyzed using multiple regression analysis tests, revealing that psychosocial safety climate significantly predicts work-school conflict ($R2 = 0.067$, $p = .007$, $p < 0.05$). Notably, aspects of management support and commitment played the most significant role in predicting work-school conflict in working students.

Keywords: Psychosocial safety climate, work-school conflict, working students

Received 13 June 2023/Accepted 10 September 2023

Introduction

Nowadays, there has been a significant increase in the number of working students. This increase is attributed to the various needs that students have in their lives, both primary and secondary. One way for students to meet these needs is by engaging in work (Petty, 2014). According to the BPS (2020), approximately 6.98% of students in Indonesia study while simultaneously working. A survey conducted by Dickler (2016) (as reported by cnbc.com) on American students revealed other reasons why students choose to work, such as covering relatively high education costs or education loans. The BBC (2015) also reported that a majority of students choose to work.

Part-time jobs are the most common option for students, although some also work full-time. The reason for opting for part-time work is that the hours are fewer than those of full-time work. The BPS defines part-time workers as those who work fewer than 35 hours per week, while full-time employees work 40 hours per week (BPS, 2021).

Based on research done by Dundes and Marx (2006) students who work part-time often benefit from a shift system, allowing them to organize their work hours around their timetable, thus making their working hours more flexible creating work-school balance (Jardim, 2020). However, it is essential to acknowledge that the work undertaken by students can also pose an additional burden on them. Students who work while studying might perceive a heavy burden in terms of assessments due to their limited time for university tasks. Balancing the demands of work and lectures can be challenging for students (Nurhayati et al., 2022). For example, Forbus et al. (2011) suggest that the hours dedicated to work reduce the available time for fulfilling academic duties, such as attending lectures and finishing assignments. Lecture responsibilities typically involve assignments as the primary focus, whereas work responsibilities require discipline and adherence to organizational rules, especially during working hours. If individuals are unable to cope with the pressures of both roles, conflicts may arise (Jardim, 2020).

The conflicts arising from managing both domains can be explained by the role strain theory proposed by Goode (1960), which emphasizes individual role resources. Specifically, when conflicting role demands occur, it leads to conflict in one of the domains. Goode then, explains that this happens because the resources utilized in one role are taken away from the individual, resources that could have been used in other roles. These resources encompass the individual's energy and time. Hence, a student who is employed would take on the conflicting roles of being both a learner and a worker (Jardin, 2020).

The conflict experienced by this individual includes interrole conflict. Which proposed by Greenhaus and Beutell (1985), interrole conflict is a situation in whichindividuals experience pressure from one role, while at the same time receiving pressure from other opposing roles. Greenhaus and Beutell's (1985) theory also discusses interrole conflict; the demands of different domains in an individual's life compete for available time and energy. Greenhaus and Beutell (1985) divided this role conflict into 3

aspects, namely behavior-based conflict, strain-based conflict,and time-based conflict. This concept has been used in various studies related to interrole conflict.

In this study, interrole conflict refers to work-school conflict. Work-schoolconflict is a situation in which students' work interferes with their ability to meet the demands and responsibilities of school (Frone, 1998; April, 2021). Work-school conflict itself is often experienced by students. This is because students are often confronted with various stressors in the school environment. The stimuli experienced by students include: (1) demands for good grades; (2) routine assessments of academic ability (exams); (3) as well as adjustment to the classroom environment at the turnof the semester. At the same time, students are asked to maintain their relationshipswith friends and family (Shannon, et al. 1999; Jardim, 2020).

Research conducted by Burston (2017) found that working students tend toexperience conflict due to the lack of time they have, so there is an imbalance between working hours and student learning. The pressure created by this stressor will increase for working students. Some of the consequences that arise from work-school conflict include deteriorating mental health (Park & Sprung, 2013), low interest in learning, lowered academic performance, engagement (Adebayo, 2006; Owen et al., 2018) and satisfaction with school due to work fatigue (Butler, 2007). Inadequately handled role conflicts also have the potential to impact an employee's performance (Caesens et al., 2019), leading to a decline in the quality and quantity of work accomplished, the punctuality of task completion, efficiency in the workplace, and individual autonomy in tasks (Huang, 2019).

Another factor that can influence individual stress is the psychosocial safetyclimate (PSC). PSC is the organization’s policies, practices, and procedures aimedat protecting the psychological health and safety of its employees (Dollard, 2010). Based on research conducted by Dollard (2010) on employees, PSC can predict changes in skill discretion, work pressure, and emotional demands over time. Another study by Idris, Dollard, and Winefield (2011) also found that PSC affects performance and work relationships and is closely related to job demands and job resources. It can be said that PSC is closely related to an individual's workenvironment. A good work environment can support the mental health of its employees. Therefore, the hypothesis of this study is that there isa relationship between psychological safety climate and work-school conflict in working students. The minor

hypotheses of this study are:

H1: There is a relationship between management support and commitment to work-school conflict in working students.

H2: There is a relationship between management priority and work-school conflictin working students.

H3: There is a relationship between organizational communication and work-schoolconflict in working students.

H4: There is a relationship between organizational participation and involvementwith work-school conflict in working students.

The gap of knowledge

Previous studies (Dollard & Bakker, 2010; April, 2021) have identified a negative correlation between psychosocial safety climate and employee psychological health problems and work-school conflict, respectively. The current researcher aims to refers April's (2021) research which provide comprehensive model of analysing the association between psychosocial safety climate and work-school conflict in working students. However, this study streamlines the testing model by solely investigating the connection between psychosocial safety climate and work school conflict. This study's novelty lies in its distinct criteria for research participants. There were no limitations imposed on the professions of the respondents, and the educational backgrounds of the participants ranged from diploma (D3) to bachelor's (S1), master's (S2), and doctoral (S3) degrees.

Method

Participants

The population of this study were all active students at D3 (Polytechnic), S1, S2, S3 levels at X University. The sampling technique used accidental sampling.The sample of this study consisted of 108 people (79 females and 29 males) with subject criteria (1) active students at University X at D3 (Polytechnic), S1, S2, S3 levels (2) active in organizations or companies, either part-time or full-time (not anentrepreneur). Data collection started on 28 November 2022 and ended on 5 January 2023, using a Google form. Prior to proceeding with the questionnaire, participants were required to read

the attached informed consent presented at the beginning of the Google form. Only after agreeing to participate, respondents would be directed to access and complete the questionnaire.

Measurement

Two measuring instruments were used in this study, namely PSC-12 (Psychosocial Safety Climate) and WSC (Work-School Conflict). The psychosocial safety climate variable was measured using the psychosocial safety climate scale (PSC-12) developed by Hall, Dollard & Coward (2010). This scale was developedbased on Dollard & Bakker's (2010) psychosocial safety climate theory. The PSC-12 scale consists of 12 items, all of which are positive. The items are divided into four aspects, which are: 1) management support and commitment, 2) management priority, 3) organizational communication, 4) organizational participation, and involvement.

Some of the items used in this research are as follows "Effective management takes place when issues related to employees' psychological conditions arise". "Employee psychological well-being is a priority for this organization". "In my organization, stress prevention involves all layers within the organization". Participants were asked to choose the response that best suited them using a Likert scale ranging from 1 (indicating strong disagreement) to 5 (indicating strong agreement). The Cronbach's Alpha value for this scale is 0.95. The scale was translated into Indonesian by the research team using the forward translation technique. The Cronbach's Alpha value in the instrument measurement test was 0.939 (N = 38), with a range of Corrected Item-Total Correlation (CITC) from 0.598 to 0.822. In this research sample (N = 108), the Cronbach's Alpha score was 0.956, with a CITC range of 0.676 to 0.867.

The variable of work-family conflict was assessed using the Work-Family Conflict (WFC) scale developed by Carlson (2000). The researcher's justification for selecting this measurement is that even though Carlson's instrument measures work-family conflict, the underlying theory for work-family conflict is the same as that for work-school conflict, which is interrole conflict. This scale was adapted to fit the research variable, namely work-school conflict. The adaptation involved changing the wording of items related to 'family' to 'school'. Some of the items used include: "My job keeps me away from studying activities". "I often feel emotionally drained when I come home from work, which hinders my contribution to studying activities". "Due to pressures at school, I frequently think

about study matters at the workplace".

This WSC scale is a self-report scale with a total of 6 items. Subjects are asked to complete a questionnaire with response options on a Likert scale from 1 (strongly disagree) to5 (strongly agree). This scale has an Alpha Cronbach value of 0.86. The Alpha Cronbach score for the measurement instrument trial was 0.880 with a CITC rangeof 0.357 - 0.803. With this research sample (N = 108) the Alpha Cronbach score ofthis instrument is 0.915 with a CITC range of 0.487 - 0.747.

Data analysis

The data in this study were analyzed using the multiple regression analysistests on SPSS version 26. The demographic data were analyzed descriptively.

Result

The demographic data of the respondents in this study are presented in Table1, consisting of gender, age, field of study, level of education, generation, purposeof study, position or job title, field of work, working hours, weekly working hoursand priority scale of the respondents.

The majority of participants in this study were female (79 participants; 73.1%), ranged in age from 19 to 27 years (85 participants; 78.7%), and were undergraduate psychology students (59 participants; 54.6%; 68 participants; 63%). From a class perspective, the majority of responders (36; 33.3%) were from the 2020 class, with independent study as their primary objective (95; 87.9%). The majority of respondents (65; 60.2%) reported holding staff positions, while 95; 88% reported working in the service industry. The majority of respondents have currently worked between 0.5 and 36 months (86; 79.6%), mostly part-time (69; 63.9%), and for less than 20 hours per week (42; 38.9%). Regarding the priority scale of respondents, the majority still places college/study (76 people; 70.4%) as the top priority.

Table 1
Demographic Data (N=108)

Demographic	Category	Frequency	Percentage (%)
Gender	Male	29	26.9
	Female	79	73.1
Age	≤18 years old	3	2,8%
	19-27 years old	85	78,7%
	27-36 years old	11	10,2%
	37-46 years old	6	5,6%
	>46 years old	3	2,8%
Faculty	Psychology	68	63%
	Law	4	3,7%
	Engineering	9	8,3%
	Business and Economics	13	12%
	Pharmacy	2	1,9%
	Creative Industries Engineering	5	4,6%
	Medical	0	0%
	Biotechnology	6	5,6%
	Polytechnic	1	0,9%
Education Level	Doctorate Degree or equivalent	9	8,3%
	Master's Degree or equivalent	39	36,1%
	Bachelor's Degree or equivalent	59	54,6%
	Associate's Degree or equivalent	1	0,9%
Batch	2022	16	14,8%
	2021	20	18,5%
	2020	36	33,3%
	2019	60	27,8%
	2018	5	4,6%
	2017	1	0,9%
Purpose of Study	Independent Study	95	87,9%
	Grantee	13	12,1%
Job Title	Director	1	0,9%
	Manager	8	7,4%
	Supervisor	12	11,1%
	Staff	65	60,2%
	Student Employee	3	2,8%
	Part-time Staff (No caption)	2	1,9%
	Part-time Staff (Barista)	1	0,9%
	Part-Time Staff (Developer)	1	0,9%

Demographic	Category	Frequency	Percentage (%)
	Part-Time Staff (Project)	1	0,9%
	Educators	1	0,9%
	Teacher	3	2,8%
	Lecturer	3	2,8%
	Psychologist Assistant	2	1,9%
	Teacher Assistant	2	1,9%
	Dean	1	0,9%
	Daycare Assistant	1	0,9%
	Sales Representative	1	0,9%
	Administration	1	0,9%
Field of Work	Service	95	88%
	Manufacturing or Products	13	12%
	≥108 months	2	1,9%
	72-108 months	6	5,6%
Working Period	36-72 months	13	12%
	0,5-36 months	86	79,6%
	≤0,5 months	1	0,9%
Type of Work	Part-Time	69	63,9%
	Full Time	39	36,1%
	>50 hours	4	3,7%
	45-50 hours	6	5,6%
	40-45 hours	17	15,7%
Weekly Working Hours	35-40 hours	11	10,2%
	30-35 hours	8	7,4%
	25-30 hours	3	2,8%
	20-25 hours	17	15,7%
	<20 hours	42	38,9%
	Work	26	24,1%
Priority Scale	Study	76	70,4%
	Both are Important	6	5,6%

To test the proposed hypothesis, this study uses multiple linear regression analysis methods.

Table 2
Regression test results between psychosocial safety climate and work-schoolconflict

Model	R	R^2 Change	F Change	Standardized Coefficients Beta(β)	Sig.
1	.259	.067	7.631	-.259	.007**

**p<0,05

Table 3
Multiple regression test results of the psychosocial safety climate dimension withwork-school conflict

Model	R	R^2 Change	F Change	Standardized Coefficients Beta (β)	Sig.
1	.299	.090	10.425	-.299	.002
2	.306	.004	.483	.120	.489
3	.306	.000	.009	.016	.924
4	.306	.000	.006	.013	.936

1.Predictors: Management Support and Commitment
2.Predictors: Management Support and Commitment, Management Priority
3.Predictors: Management Support and Commitment, Management Priority,Organizational Communication
4.Predictors: Management Support and Commitment, Management Priority,Organizational Communication, Organizational Participation and Involvement

Table 2 shows that there is a relationship between the two variables, as can be seen from the significance value of 0.007 ($p < 0.05$). The above data also show that the psychosocial safety climate has an influence on work-school conflict by 6.7%. Table 3 shows the results of the correlation test between aspects of psychosocial safety climate and work-school conflict. Based on the results of the regression test data, it is found that only aspects of management support and commitment have a relationship with work-school conflict. This can be seen from the amount of significant value that has met the requirement of 0.002 ($p < 0.05$). The other three aspects of psychosocial safety climate do not have a significant relationship with work-school conflict.

Discussion

The main hypothesis of this study, that there is a relationship between psychosocial and work-school conflict in working students, is accepted. Psychosocial safety climate can predict work-school conflict ($R = -0.259$; $p = 0.007$,$p < 0.05$). This means that the better the quality of the psychosocial safety climate at work, the less conflict students experience. These findings are in line with previous research conducted by April (2021). The study found that low levels of individual conflict were a result of the good quality of the psychosocial safety climate at work.

In general, the majority of the research respondents' levels of work-school conflict were in the moderate (f = 43 people; 39.8%) to low (f = 27 people; 25%) category. This may occur because they receive support from colleagues, supervisors, friends, lecturers, and family. This finding is supported by Adebayo's (2006) research on working students in Nigeria. The results of this study state that there is a negative correlation between social support and the level of conflict experienced by working students, which means that the more social support students receive, the less conflict they will experience. This finding is also supported by the data from the open-ended questionnaire, where the majority of therespondents wrote that support from people around them is one of the significant factors that can help overcome the problems experienced by the respondents in bothwork and study. A discussion of the barriers experienced by respondents in their work-studylife was then undertaken in terms of work-study conflict. Based on the data from an open-ended questionnaire (Table 4.23), it can be seen that most of the constraints experienced by the respondents in their work-study life are related to time ('time- based conflict'). According to Greenhaus & Beutell (1985); Markel & Frone (1998),the time dimension is related to the limited time resources that individuals have. This can lead to a sense of fatigue due to the demands of fulfilling responsibilities in one of the domains. As a result, it is difficult for individuals to be physically present and meet the expectations of both domains.

The form of limited time resources in both roles can be in the form of limitedenergy and time. This can be seen from the respondents' responses to the open- ended questionnaire, which mentioned that they lacked energy (54 people) and time(42 people) to carry out work responsibilities as the two options that received the most votes. Limited working hours are antecedent to the conflict experienced by respondents in this study. This is aligned with the results of the norming of respondents to the WSC scale on the School Interference Work Time (SIW) dimension, which tends to be high. The dynamics of the data from respondents to the previous review did not stop there. In the discussion of work interference school(WIS-time), the obstacles experienced by the participants have similar problems, but the range is from low to moderate.

In addition to experiencing constraints on the time dimension, respondents also experienced constraints on the pressure dimension (strain-based conflict). According to Markel & Frone (1998), the pressure felt in one role that interferes with the performance of other roles can lead to strain-based conflict or pressure- based conflict. Based on the results of the norming of the WSC scale

respondents on the work interference school strain dimension, the majority of the respondents fell into the low to moderate category. Meanwhile, on the school interference-workstrain dimension, the majority of respondents fall into the moderate to high category.

The forms of constraints in the pressure dimension experienced by the respondents themselves include the accumulating workload. This is supported by Markel and Frone's (1998) findings that workload is one of the antecedents of WSC.A high workload has the potential to drain an individual's energy, resulting in a decrease in the individual's motivation to fulfill their responsibilities in other areas. Research conducted by Adebayo (2006) also found that workload was positively correlated with levels of conflict. More specifically, the higher the workload of students, the higher the level of conflict. Similar findings were also found in a studyconducted by Andrade (2018), which revealed that high workloads make students feel tired and difficult to engage in their responsibilities in other domains, which ultimately leads to conflict in students.

The researcher then conducted a regression test of psychosocial safety climate aspects on work-school conflict to find out which aspects of psychosocial safety climate have the greatest and most significant role in the level of conflict experienced by students. The statistical test results showed that the aspect of management support and commitment was able to predict work-school conflict ($p= 0.002$; $P < 0.05$), while the other three aspects of psychosocial safety climate, namely management priority ($p = 0.489$), organizational communication ($p = 0.924$) and organizational participation and involvement ($p = 0.936$), allegedly did not havea significant influence on work-school conflict. Based on the results of the regression tests, it can be seen that minor hypothesis 1 is accepted, while minor hypotheses 2, 3, and 4 are rejected.

The conflict dynamics experienced by the respondents can be explained using the JD-R model theory proposed by Bakker & Demerouti (2007). The JD-R model or Job-Demand Resources Model theory is a theory that aims to describe theconditions of the work environment. In general, this theory explains that it is divided into two aspects, namely the demand aspect and the resources aspect. Demand refers to physical, psychological, social, and organizational aspects. Meanwhile, resources are related to issues surrounding social or organizational aspects. Resources are influenced by interpersonal and social relationships, work rules, and the work itself. The JD-R model explains that

individuals who experience burnout and several other health problems are the result of high and excessive job demands (Bakker, 2003).

Research conducted by (Adebayo, 2006; Wyland, 2015; Owen et al, 2018) found that job demands are positively correlated with work-school conflict, where the higher the job demands owned by individuals, the more conflict they will experience. This can happen because fulfilling job demands takes time and energy.Meanwhile, energy and time owned by individuals are limited, the higher the job demands owned by individuals, the more energy and time will be spent on work, which will ultimately make it difficult for students to fulfill their responsibilities inthe study domain, which consequently leads to work-study conflict. If job demandscan increase conflict, then job resources can act as a conflict reducer. In this study, the psychosocial safety climate can act as a resource through management supportand commitment.

The results of the regression tests show that the aspects of management support and commitment are the aspects that have the greatest and most significant influence on the amount of effective contribution owned, which is 9% (R2 Change= 0.090). The aspect of management support and the commitment itself has a different amount of effective contribution when viewed from the direction of the conflict owned by the respondents (school-work conflict = 6.2%; work-school conflict = 10.3%). The aspect of management support and the commitment itself refers to the support and commitment of the organization's management in addressing issues related to the mental health of workers. It also refers to the measures taken to find the cause and to solve the problem. This aspect is the formation of resources that can reduce conflict.

The support or resources that students receive can come from two domains.The first domain is the domain of family and neighborhood. According to Cinnamon (2018), adolescents who work and receive social support from family and friends are able to view the relationship between work and college with minimalconflict. The support can be in the form of listening to their experiences and feelings, encouraging them, and helping them to make decisions and solve problems they are experiencing.

The second domain that can provide support is the work domain. Based onthe research conducted by Mayo, Sanchez, Pastor, and Rodriguez (2012), it was found that supervisor support can reduce employee strain. Supervisor support has adirect relationship with employees to reduce strain, the second is coworker support. Adebayo (2006) in his research also supports this fact. He found that social support from supervisors and coworkers has the ability to significantly predict WSC.

Limitation of this study

There are several limitations in this research, namely:

1. Before generalizing research findings, keep in mind that the number of respondents in this study is still limited to one university. Furthermore, the number of respondents from each faculty and degree of education was uneven (majority of respondents were from the faculty of undergraduate psychology).
2. Finding students studying while working at university X is challenging due to researchers' limited connections and the lack of specific data on the working student population, therefore data collection takes longer than intended.
3. The researcher did not dig deeper into the real conditions of the psychosocial safety climate in the respondent's workplace, therefore could not objectively ascertain whether there were variables that played a deeper or more significant role in the research respondents.

Conclusion

There is a negative relationship between psychosocial safety climate and work-school conflict. Based on the results of multiple regression tests between aspects of psychosocial safety climate and work-school conflict, it was found that aspects of management support and commitment are the only aspects that have a significant influence on the level of work-school conflict, while the aspects of management priority, organizational communication, organizationalparticipation, and involvement do not have a significant influence.

Based on the findings of this study, psychosocial safety climate is able to predict work-school conflict, but the effective contribution of PSC still tends to below. Therefore, further research needs to consider other variables as independent variables or moderators such as individual time perception, and support roles in more depth. In addition, the researchers suggest that future researchers should

lookmore closely at the intrinsic aspects that arise from within the individual. In addition, the number of respondents in this study is still limited and less evenly distributed, thus the discussion in this study is less extensive and notcomprehensive. Considering this research, the number of respondents in the next study needs to be increased.

Regarding further research, there are several things that can be considered, including building upon the current study's findings, it is evident that psychosocial safety climate (PSC) exhibits a correlation with work-school conflict (WSC); however, the actual extent of PSC's influence remains relatively modest. Subsequent investigations should encompass additional variables, either as independent or moderating factors. Consideration of elements such as individual time perception and the nuanced role of support could enhance our understanding. Furthermore, delving deeper into intrinsic factors originating within individuals could provide valuable insights.

Acknowledging the current study's limitations in terms of a limited and uneven respondent pool, it is imperative that future studies strive for a more extensive and balanced sample size. Employing tools like the raosoft website can aid in determining an ideal number of respondents for enhanced discussion and optimal results.

To further enrich the scope of the study, it is recommended to augment the open-ended questionnaire with inquiries that shed light on the actual workplace climate experienced by respondents. This approach will provide a clearer and more comprehensive perspective on the respondent's professional environment.

Acknowledgment

This research was funded by the Research and Community Service Institute of the University of Surabaya through the Quality ResearchPublication Programmed. The content is the sole responsibility of the authors.

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