

## **The Relationship Between Time Famine and Work-Life Balance in Working Students**

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### **ABSTRACT**

Students who decide to work have academic and occupational responsibilities. In addition, sometimes their responsibilities increase due to personal interests, so students who work experience a shortage of time or famine. Apart from all their responsibilities, working students must balance personal life, work demands, and academic demands. This study aims to determine the correlation between time famine and Work-life balance in working students. In this study, the researcher proposed a hypothesis that there is a negative relationship between time famine and Work-life balance in working students. The subjects in this study are 179 working students. The data collection method in this study uses a Work-life balance scale and a famine time scale. The data analysis technique used in this study uses product moment analysis (Pearson correlation). The results of the analysis of the research data showed a correlation coefficient of  $(r_{xy})=0.63$  and  $p=0.000$  ( $p<0.050$ ), which showed that there was a positive correlation between time famine and Work-life balance. This means the hypothesis in this study is rejected. Then, based on the results of data analysis, the determination coefficient ( $R^2$ ) is 0.426, which means that the contribution of the time famine variable to the Work-life balance is 42.6%, and other factors influence the remaining 57.4%.

**Keywords:** Working students, time famine, work-life balance

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### **Introduction**

Education is crucial for human survival, but the percentage of Indonesia's population who have completed education to higher education still needs to be higher, only 10.15% (Ahdiat, 2023) of the total population of Indonesia in mid-2023, which reached 278.7 million people. Of the 10.15% of the population who pursue higher education, the Central Statistics Agency (2023) shows that as many as 4,647,507 people are pursuing academy/diploma education, and 18,043,900 people are studying at universities. This shows that many residents aged 15 years and above have yet to have the opportunity to continue their education to a higher level. Internal factors such as low motivation and desire to live independently and external factors such as economic limitations and the social environment affect low interest in continuing education (Lestari, Zakso, & Hidayah, 2020). However, for some people, economic limitations are not a barrier to continuing their education to higher education. They choose to work while studying. This is in line with research conducted by Aprilia, Musfiana, and Suraiya (2019) on students of the Faculty of Teacher Training and Education, Syiah Kuala University, who work part-time, where several factors cause students to work while studying, including to seek experience, hone the knowledge skills they have, fill the free time required to continue their S2, to save and help ease the burden on their parents.

Regardless of the various reasons for studying while working, working students have

academic and occupational responsibilities that cause them to have dual roles. In addition, personal life is an essential part of their journey as college students. (Mardelina & Muhson, 2017). However, studying while working causes stress and exhaustion because working students have to manage their time between work, college, and personal life (Cahyadi & Prastyani, 2020). Working students also have lower academic achievement than students who do not work. (Mardelina & Muhson, 2017). Therefore, it is crucial for working students to balance all their roles without focusing on one role in the field of work, academics, or personal life, a process known as work-life balance.

Fisher, Bulger, and Smith (2009) define work-life balance as an effort to carry out responsibilities and roles in personal life and work in a balanced and harmonious manner without emphasizing one role. Fisher, Bulger, and Smith (2009) grouped Work work-life balance into two dimensions consisting of demands, which includes aspects of Work Interference with Personal Life (WIPL) and Personal Life with Interference Work (PLIW), and dimension Resources, which consists of aspects Work Enhancement of Personal Life (WEPL), and Personal Life Enhancement of Work (PLEW). Referring to theory Fisher, Bulger, and Smith (2009) Researchers interpret work-life balance as a condition in which working students can carry out roles in work, academics, and personal life in harmony, contentedly, and in balance without emphasizing one of their roles. Working students can reduce negative impacts and dual role conflicts by achieving work-life balance.

Study Cahyadi and Prastyani (2020) female students who work while studying in West Jakarta showed that most respondents experienced difficulties in dividing time between work and college, which indicated a lack of time balance, which had an impact on additional responsibilities outside of their work. The company's demands also exert pressure that affects working students' academics and personal lives. Aligned with research Astuti and Nurwidawati (2022) students working in Surabaya face challenges in managing time, focus, and concentration. The study explains that the problem of college and work schedules triggers stress. The researcher also conducted interviews with 11 working students. The interview results show that most respondents have difficulty balancing academic, work, and personal life roles that, cause physical fatigue and psychological stress, such as emotional sensitivity and burnout. In addition, they experienced difficulties in time management, and some respondents experienced anxiety and stress. Based on the phenomenon that has been explained, working students experience an imbalance in their roles. In other words, working students experience Work-Life Balance. In particular, there are problems with time management, priority setting, and concentration problems that have an impact on unstable subjective well-being, such as stress, anxiety, and difficulty managing emotions.

Galis and Puspitadewi (2023) mention that low work-life balance can result in burnout among employees who struggle to prioritize work and family time. In addition, the study also explains that a low work-life balance can reduce the quality of employee work. Namely, employees tend to make mistakes more often, their level of accuracy decreases, and their creativity becomes limited due to physical and mental fatigue caused by too much time spent at work. In line with the research, Nurwahyuni (2019) says that a work-life balance causes employee performance to decrease. The study of Hafid and Prasetio (2017) also shows that low work-life balance is associated with increased intention to quit (turnover intention).

Pouluse and Sudarsan (2014) explains that work-life balance is influenced by four factors, namely individual factors (personality, welfare, and emotional intelligence), organizational factors (organizational support, boss support, coworker support, job stress, role conflict, role ambiguity, role overload, and technology), social factors (spouse and family support, responsibility in caring for children, personal and family demands and family disputes), and other factors (age, gender, marital status, parental status, experience, job level, type of job, income, and type of family). In addition to some of the factors stated above, Work-Life Balance The above is also influenced by time management. Chian and Rostiana (2023) studied students who worked part-time, freelance, and internships. The study shows that time management contributes positively to work-life balance. The research conducted by Bartholomew (2013) The article "An Empirical Analysis of Law Student Time Management Deficiencies" explains that the demands of law students' assignments cause law students to experience time famine. In the study, Bartholomew (2013) also mentioned that training time management positively impacts improving time management skills to prevent or minimize time famine. Economists and psychologists develop theoretical arguments regarding implementation challenges in time management. One of the arguments of the theory states that difficulties in time management are caused by a lack of skills and courage in developing and implementing time management (Fischer, 2000) Thus, it can be concluded that time famine is based on the individual's ability to manage time. Based on research conducted by various experts above, researchers want to determine the relationship between time famine and work-life balance for working students.

Time famine, also known as the term time pressure. (Garhammer, 2002), time poor (Vickery, 1977) and time poverty (Harvey & Mukhopadhyay, 2007). In addition, some experts mention time famine in other terms, namely time stress. Perlow (1999) define time famine as when a person feels overwhelmed by the number of tasks to complete while the available time is insufficient. Perlow (1999) mentioned that there are three aspects of time famine: continuous interruption (constant interruptions), Individual heroism (individual heroics), and mental crisis (mental crisis). Research Fear, Rogers, and Denniss (2010) revealed that many respondents felt that work hindered their time gathering with family and friends and doing healthy activities such as exercising and maintaining a diet. The study stated that the problem of time famine is more felt by those who have dependent children and workers who report stress due to high job demands.

Study conducted by Sathyanarayana and Indla (2010) they highlight that the ideal employee theory triggers time famine, which leads to stress, job dissatisfaction, and work-family conflicts. Bartholomew's (2013) research also shows that the high demand for working hours in the legal profession contributes to time famine. The Australian Work and Life Index shows that many workers, especially women (60%) and men (50%), feel pressured by time, which impacts personal time and social relationships. About 55-57% of full-time workers often feel pressured by time, with women experiencing higher time pressures than men. Studies conducted Park and Jung (2019) It was also mentioned that working students have a higher time famine than those who do not. Students who work more spend their time working, so they have less time to study. Sometimes, this makes working students compromise to carry out all their roles, one of which is reducing the number of course loads.

One aspect of time famine is crisis mentality, which is the feeling of an employee who considers all work urgent and must complete it immediately in a limited time. The limited

time given by the company makes students who work feel that 24 hours a day is not enough to complete all their tasks, so the student will prioritize their work to be completed before the given deadline. When the assigned assignment has not been completed during working hours, students who work sacrifice their time outside work to fulfill their responsibilities. However, when working students prioritize their jobs, the time available for study is less and less, and the time to socialize could be better. (Summer, McCoy, Trujillo, & Rodriguez, 2023). This shows that crisis mentality Affects Aspects of work and interferes with personal life.

When an individual experiences time famine, they often feel they do not have enough time to fulfill personal and family responsibilities and work commitments. This imbalance can lead to high stress, poor health, and dissatisfaction in personal relationships. Research by Fear, Rogers, & Denniss (2010) shows that time famine impairs achieving a healthy integration between work and personal life. However, it is different when working students reach a work- work-life balance; working students can manage their time well or balance at work, personal/academic life, family, and even recreation. (Megayani, Santoso, & Sholikha, 2023). Nurendra and Saraswati (2017) also show that employees who have successfully achieved Work-life balance can face the role's demands with positive feelings, which impacts job satisfaction. Research conducted by Chian and Rostiana (2023) on students who work part- time, freelance, and in internships shows that time management contributes positively to work-life balance. The effectiveness of time management ultimately depends on the individual's ability to manage it. An individual's ability in time management plays an essential role in avoiding Time famine (Bartholomew, 2013) In this regard, the concept of Time famine also played a role. If students can manage their time well, they will likely not experience Time famine, that is, the feeling of lack of time. On the other hand, when students feel that 24 hours a day is not enough to complete all their tasks, they will work overtime, spend most of their time working, put aside time to study, or sacrifice time with family or partners.

## **Method**

### **Research variables**

The variables used in this study are time famine as an independent variable and work-life balance as a dependent variable.

### **Research measuring instruments**

The type of scale used is the Likert scale. Sugiyono (2018) explained that the Likert scale measures the attitudes, opinions, and perceptions of a person or a group of people about social phenomena. There are two scales in this study, namely:

#### **Work-life balance scale**

Researchers using a work-life balance scale adapted by Gunawan, Nugraha, Sulastina, and Harding (2019) based on the theory (Fisher, Bulger, and Smith, 2009). Scale Work-life balance consists of two dimensions: the demands, which include aspects of work interference with personal life and aspects of personal life interference with work, and dimensions of Resources, which include aspects of work enhancement of personal life and personal life

enhancement of work. Aitem Work-life balance was compiled using 5 alternative answers: very often, often, sometimes, rarely, and never. Scale Work-life balances This totals 17 items.

#### Time famine scale

This study measures it using a scale prepared by the researcher based on aspects of the theory. Perlow (1999) That is constant interruptions, individual heroics, and constant interruptions. It was compiled using 5 alternative answers: very often, often, sometimes, rarely, and never. Scale Time famine There are a total of 23 items.

### **Population and sampling method**

The population in this study is all students who study while working. The sampling method uses a purposive sampling technique. Purposive sampling is a technique for determining samples with specific considerations (Sugiyono, 2018). Certain characteristics in this study are working students. The subjects of this study are 179 students who work with a total of 63 male subjects and 116 female subjects from 57 universities with 60 different types of jobs. The age range of the research subjects is 18-27 years. This study involved two 30-year-old research subjects and one 39-year-old subject. Data collection was carried out online through google forms to social media.

### **Data analysis techniques**

In this study, the researcher used a data analysis method, the Product Moment Correlation statistical method from Karl Pearson, to determine the relationship between time famine and work-life balance. This data analysis used the IBM SPSS Statistic 25 software program.

### **Measurement validity and reliability**

#### Work life balance scale

Based on the construct validity test conducted by Gunawan, Nugraha, Sulastina, and Harding (2019) using Confirmatory Factor Analysis (CFA), an  $SLF > 0.5$  value was obtained so that all statement items can be said to be valid. Then, all question items are reliable because they have a  $CR > 0.7$  value and a  $VE > 0.5$  value. The researcher also conducted internal consistency on the work-life balance scale using the Cronbach alpha coefficient to measure reliability. Cortina (1993) said that using alpha coefficients can detect whether the measuring instrument is unidimensional. The research is also strengthened by research conducted by Tavakol & Dennick R. (2011), who said that Alpha not only measures the unidimensionality of a set of question items but can be used to confirm whether a sample of question items is truly unidimensional or not. The reliability test of the scale is separated into two dimensions, namely, the demands and dimensions of resources, which means that it shows that the scale's work-life balance is multidimensional. As for the value of Cronbach's alpha in the dimension demands, it shows the number 0.885, while in the dimension resources, the value of Cronbach's alpha is 0.790, which indicates that the scale is reliable. Sugiyono (2018) said an instrument with a Cronbach alpha value  $> 0.6$  is reliable. Then, on the dimension demands, the difference coefficient of the item moves from 0.29 to 0.711. While in the dimension Resources, the coefficient of difference of the item moves from 0.333 to 0.667. Based on the item-total correlation, the criteria for selecting the item used a risk limit of 0.30. All items with a correlation coefficient of at least 0.30 are considered satisfactory (Azwar, 2021). However, if

the items that pass are not enough to meet the desired amount, it can be considered to slightly lower the threshold limit to 0.25 (Azwar, 2021). On a scale greater than or equal to work-life balance, one item has an item difference test value below 0.30. The item is still maintained. Azwar (2021) said that one or two items slightly lower than the minimum coefficient limit will have little effect on the scale function.

Time famine scale

Before the time famine scale was used for the study, the researchers conducted a tryout on 124 subjects. Trials are carried out to determine which items are of low quality; then, those low-quality items are dropped. Before being dropped, the reliability coefficient on this scale was 0.834. Then, after the low-quality item is dropped, the reliability coefficient on this scale increases to a value of 0.903 in Croanbach's alpha. According to Azwar (2021), the scale is considered more reliable if the reliability coefficient is closer to 1.00. Then, this scale is also tested for the ability of each item to determine the extent to which a test item can distinguish between people or groups of people who have or do not have the attributes measured. Azwar (2021) said all items with a correlation coefficient of at least 0.30 are considered satisfactory. However, if the items that pass are not enough to meet the desired amount, it can be considered to slightly lower the threshold limit to 0.25 (Azwar, 2021). Based on the item differentiation test results, out of 30 items, 7 items were lost, so the total number of items left was 23. In the time scale of famines that have been dropped, there are 18 favorable and 5 unfavorable items. The coefficient of difference of items moves from 0.276 to 0.744 so that items on the time famine scale are considered to have a reasonably satisfactory validity value. Then, a scale can be used if it meets the validity test requirements. In this study, the validity of the content was tested with the help of professional judgment by experts with input in the form of minor improvements in several sentence items, and the results were declared suitable for use in the research subject.

**Result**

Descriptive statistics

The research data obtained from the work-life balance and time famine scales will be used as the basis for hypothesis testing using hypothetical and empirical data. Table 1 below describes the work-life balance and time famine data.

Table 1. Description of Work Life Balance and Time Famine Data

Variable	N	Hypothetical Data				Empirical			
		Mean	Min	Max	SD	Mean	Min	Max	SD
WL	179	51	17	85	11,33	48,14	17	78	8,437
B									
TF	179	69	23	115	15,33	55,19	31	90	12,336

Information:

N = Number of subjects

Min = Minimum or lowest score

- Max = Maximum or highest score
- Mean = Average
- SD = Standard deviation
- WLB = Work-life balance
- TF = Time famine

Data Categorization

Table 2. Categorization of Work-Life Balance

Category	Guidelines	Score	N	Percentage
Low	$X < (\mu - 1\sigma)$	$X < 39.67$	26	14,5 %
Medium	$(\mu - 1\sigma) < x \leq (\mu + 1\sigma)$	$39,67 \leq X < 62,33$	146	81,6 %
High	$X \geq (\mu + 1\sigma)$	$62,33 \geq X$	7	3,9 %

Information:

- X : X- Subject score
- $\mu$  : Mean or hypothetical average
- $\sigma$  : Hypothetical standard deviation

Based on the table above, the categorization results obtained from the work-life balance scale in this study are divided into 3 categories: high, medium and low. The categorization results were obtained based on the mean and standard deviation from the hypothetical score data. In the high category, the results were obtained by 3.9% (7 subjects), the medium category by 81.6% (146 subjects) and the low category by 14.5% (26 subjects). This shows that the subjects in this study have a work-life balance in the medium category.

Table 10. Time Famine Categorization

Category	Guidelines	Score	N	Percentage
Low	$X < (\mu - 1\sigma)$	$X < 53.67$	81	45,3 %
Medium	$(\mu - 1\sigma) < x \leq (\mu + 1\sigma)$	$3,67 \leq X < 84,33$	96	53,6 %
High	$X \geq (\mu + 1\sigma)$	$84,33 \geq X$	2	1,1 %

Information:

- X : X- Subject score
- $\mu$  : Mean or hypothetical average
- $\sigma$  : Hypothetical standard deviation

Based on the table above, it is known that the time famine of working students is in the high category, with 2 subjects (1.1%). Then, the time famine of students who work is in the medium category, with as many as 96 subjects, or 53.6%. Furthermore, the low level of time famine among working students was 81 people (45.3%). It can be concluded that most working students experience moderate time famine.

### Assumption test

Several conditions need to be met before conducting a hypothesis test using the product-moment correlation analysis technique, namely a normality test and a linearity test (Hadi, 2015).

#### a. Normality Test

Based on the normality test results for the work-life balance scale,  $K-SZ = 0.065$  with  $p = 0.064$  was obtained. The results obtained show that the work-life balance scale is normally distributed. Furthermore, for the famine time scale, the result was obtained  $K-SZ = 0.48$  with  $p = 0.200$ . The results show that the time scale of famine follows the distribution of normally distributed data.

#### b. Linearity Test

Based on the linearity between the time famine and work-life balance variables, the value of  $F = 129.939$  with  $p = 0.000$  ( $p < 0.050$ ) shows that the relationship between the time famine variable and the work-life balance variable is linear.

## Hypothesis Test

After normality and linearity tests are conducted, hypothesis tests are carried out. The product-moment correlation analysis technique (Pearson correlation) developed by Karl Pearson was used in the hypothesis test of this study. The rule from this product moment correlation test is that if  $p < 0.05$ , there is a correlation between the independent variable and the bound variable, but if  $p > 0.05$ , then there is no correlation between the independent variable and the bound variable. Based on the results of the hypothesis test carried out, the results were obtained from the time famine variable and the work-life balance variable with a correlation coefficient ( $r_{xy}$ ) = 0.653 and  $p = 0.000$  ( $p < 0.050$ ). The results show a positive relationship between the time famine variable and the work-life balance variable, where the higher the time famine, the higher the work-life balance, and vice versa, the lower the time famine, the lower the work-life balance. Furthermore, the coefficient of determination obtained ( $R^2$ ) is 0.426, which means that the contribution of the variable time famine to the work-life balance is 42.6%, and the remaining 57.4% is influenced by other factors.

## Discussion

This study explores the relationship between time famine and work-life balance in working students. The results of the analysis showed a positive correlation between time famine and work-life balance with correlation coefficients ( $r_{xy}$ ) = 0.653 and  $p = 0.000$  ( $p < 0.050$ ). This is contrary to research by Bartholomew (2013), which shows that famine time increases with increasing working hours and task demands, thus disrupting efforts in work-life balance. Then, the results of the categorization obtained from the scale Work-Life Balance showed that subjects in the high category were 15.6% (28 subjects), the medium category was 78.80% (141 subjects), and the low category was 5.6% (10 subjects). This shows that the subjects in this study have Work-Life Balance (work-life balance) in the medium category. This means that the subjects in this study can carry out their roles, demands, and responsibilities well and have few conflicts or problems.

Furthermore, the categorization results obtained from the time famine scale showed that subjects in the high category obtained results of 1.1% (2 subjects), medium category of 53.6%

(96 subjects), and low category of 45.3% (81 subjects). This shows that the subjects in this study have a time shortage (time famine) in the medium category, which means that the subjects in this study still have a feeling of needing more time to complete their work. Thus, time famine in the medium category refers to a condition where a person needs more time to complete all his tasks and obligations, but the intensity is mild. Students who work with a time famine level in the medium category view the number of responsibilities or work that must be completed in a limited time so that students who work will focus on completing their work immediately.

Students who work in the category of time famines can still manage stress and feelings of being pressured by time without feeling completely overwhelmed. Working students still have time for some personal or recreational activities but feel the available time needs to be increased to meet all their needs and responsibilities. However, in this study, only two students worked with a high level of time famine, meaning that overall, working students did not experience the demands of academic, personal, or work assignments. This suggests that most working students may have good time management skills or supportive working conditions so that working students can maintain a work-life balance.

This study found that the longer the time frame, the better the student's work-life balance. This means that when working students feel that they lack time or, in other words, that their time is limited, it will increase their efficiency and focus. Students must manage their time well and, based on discipline, complete their tasks on time and formwork effectiveness that benefits their lives. Nika Sintesa (2022) As Atkinson (1990) explained, Good time management is essential to setting priorities and avoiding procrastination. Prioritizing tasks and managing time can reduce academic stress and frustration, resulting in a more enjoyable learning experience. (Kandhal, Visnu, & Gayathri, 2021).

Time famine motivates students to develop better time management skills and value leisure time. When free time becomes scarce, working students value time for themselves and their loved ones more. Students face time constraints when working, so they look for creative ways to complete their assignments. Backed by research, Höcker, Engberding, Haferkamp, and Rist (2012) and Shalsabila et al. (2018) show that time limits can increase thinking creativity so that they can solve problems and develop new solutions. In addition, when students complete assignments in a limited time, working students can feel more significant accomplishment. This can increase the confidence and motivation of working students. Although the initial hypothesis was not accepted, time famine affects Work-Life Balance positively. Moreover, Time famine makes working students focus on their work and can set priorities well so that work will be completed quickly. If the charged task is completed prematurely, much free time will be left. The remaining free time can be used freely by working students, for example, for quality time with family, friends, or partners to do the desired activities or hobbies.

Based on the results of data analysis, it shows that  $R = 0.653$  with a coefficient of determination ( $R^2$ ) of 0.426, so the effective contribution of time famine in influencing work-life balance in working students is 42.6%, and the remaining 57.4% is influenced by variables that are not studied in this study. The data collection in this study was carried out independently online through a google form that allowed for social desirability. Namely, subjects tended to answer questions in a way that others would see well. In addition, the

characteristics of the subjects in this study are less specific because they do not refer to a particular type of work, working conditions, or gender. Students with different types of jobs or working conditions may face different time famines so that they can affect their work-life balance differently.

### **Conclusion**

This study shows a positive relationship between time famine and work-life balance in working students. The higher the time famine, the higher the work-life balance for working students, and vice versa; the lower the time famine, the lower the work-life balance for working students. Suppose future researchers want to conduct similar research or develop this research. In that case, they are expected to choose more specific subject characteristics because the characteristics of work, type of work, and working conditions also greatly affect work-life balance.

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