

CHAPTER 1

INTRODUCTION

1.1 Background

The landscape of higher education has undergone a fundamental shift in student identity. The traditional image of the “full-time scholar” is increasingly being replaced by dual-role students, who are individuals who must simultaneously navigate the demands of academic intensity and the high-pressure expectations of professional employment. This dual identity is not a personal choice but a form of adaptation to a changing world. The undeniable fact is that students’ well-being regarding their physical and mental health is not something that can be ignored anymore. As Suarjana (2024) stated that in Indonesia, health awareness is the key to a successful academic journey, indicates that we as observer of human resources, cannot avoid this topic anymore. This evolution of the student experience is rooted in the broader historical context of Globalization.

Over the past few decades, the integration of global markets and the rapid advancement of digital technology have intensified competition across all industries. As businesses expanded across borders, the demand for a highly skilled, versatile, and “ready-to-work” labor force grew. UNESCO (2025) stated that economic growth has been overwhelmed by the number of fresh graduates, which creates an imbalance of qualified students and the number of jobs, resulting in students finding difficulties in securing employment. This global pressure filtered down into the educational sector, forcing students to begin their professional journeys earlier than

ever before to remain competitive in a borderless economy. Today's job market is imbalanced because young professionals often lack the specific skills that modern companies require. This misalignment makes it difficult for graduates to find employment in their chosen careers, even when jobs are available (Niyazbayeva, 2025).

However, taking on these two roles at once comes with significant risks. Students often find themselves in a high-pressure situation where the demands of school and work overlap, pushing them past their mental and physical limits. Without enough time to rest and recover, this constant stress can damage a student's overall well-being, leading to health problems and mental exhaustion, which eventually causes their grades to suffer. Hence, a loop of contradiction was created. It is ironic that students' effort to excel in the market may be the cause of them to actually not excel in the market because of the constant pressure and self-expectation. This suggests that while working might help a student's future career, it can actually backfire and lead to burnout if the stress is not managed carefully. This modern pressure to succeed in two worlds at the same time is a direct result of Globalization. As the global economy grew more connected, companies began looking for graduates who were already 'market-ready' and experienced. This created the competitive environment we see today, where students feel they must start their professional lives early while still finishing their degrees.

For a broader context, globalization is a phenomenon that is an important part of society and has been sweeping through the entire world and its nations by storm, and slowly but surely transitioning to an expedited pace. According to

Janssen et al. (2008), globalization is the indication of the increasing transnational exchange of goods, persons, and ideas. One of the examples that has been affected by globalization is culture. It is an important part of every continent, country, down to the smallest area and family. Everyone, whether they realize it or not, always has some form of a culture that they always follow. Their cultural backgrounds can differ based on ethnicity, religion, gender, generation, or even geographical beliefs. Nowadays, a lot of ideas and ways of thinking can be shared across the world within a couple of seconds. One of the main reasons behind this is social media.

Social media sharing is a catalyst of the outbreak of information from across the globe that has become a normal part of people's lives, even their daily activities. Majority of people in the world have now become a user of social media. According to KAWO's "China Social Media Platform Guide", stated on research by Sun et al. (2024), as of December of 2022, more than 95% of internet users are engaged in social media activity. Figure 1.1 also stated that as of October of last year, the number of social media user identities (5.66 billion) in the world have accounted for about 93,7% of internet users (6.04 billion). This number of users available to exposure is an opportunity for social media platforms such as YouTube, Instagram, TikTok, Threads, X, and others to effectively lure them to make this digital interaction of using personalized algorithms and change it into a daily necessity.

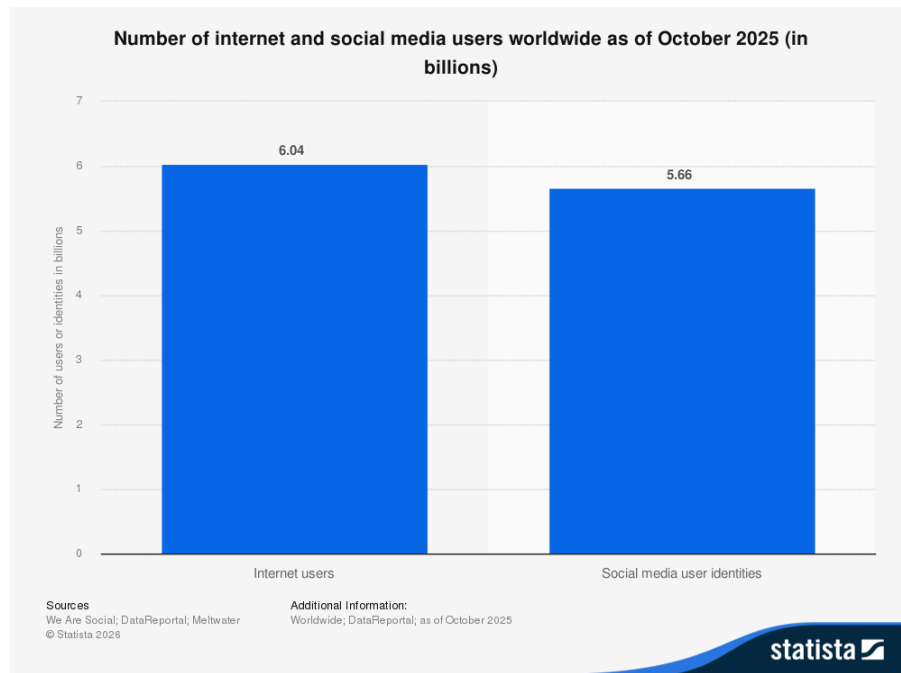


Figure 1.1 Number of Internet and Social Media Users Worldwide as of October 2025 (in billions)

Source: <https://www.statista.com/statistics/617136/digital-population-worldwide/?srsltid=AfmBOopEYOc809vUZIDAjmDSvvLYwfY50SUeVoT31-dW7BBSqo2mY4q4> (accessed on March 13th, 2026)

Social media algorithms have accelerated cultural globalization by facilitating an outbreak of cross-cultural information. This phenomenon is driven by the “Megaphone Effect”, where influencers and peers define “Taste Leadership” and “Trendy Lifestyles,” creating a sense of urgency for users to replicate what they see online (Ki & Kim, 2019; McQuarrie & Phillips, 2014). Consequently, social media acts as a medium where diverse lifestyles merge into a single globalized

norm, influencing the subconscious mindsets of users, which also aligns with the statement from Janssen et al. (2008) regarding to globalization as a phenomenon. As a result, compilation of cross-cultural mindsets slowly became the norm in students' subconscious mind. Research by Hodgson & Spours (2001) said that around late 1990s in the United Kingdom, the concept of part-time working started to surface amongst full-time students, whether in school or university. While that era lacked social media, today's students are constantly exposed to global standards of success and lifestyle. This modern exposure adds a layer of social comparison and 'self-expectation' that was not present in previous decades, intensifying the pressure on students to adopt professional roles while still in university.

Fast forward to the late 2010s, research done by Pan & Liu (2017) mentioned that in a way, part-time job helps college students to gather skills that will be needed in future endeavors after graduation, and that this concept of part-time employment is influenced by the western countries. The commonness of higher education in Indonesia, resulting in higher demands, has led to increasing tuition fees, and it has become one of the sole reasons why students do part-time jobs, especially those who came from a financially challenged family (Kurniawan & Idris, 2023). They also said that another motivation to do part-time jobs is to gain experience and networking that may be of use in the future after they start to meddle in the job market.

Engaging in part-time employment while attending full-time study is a good thing if we look at it only from the benefits perspective. However, if done excessively with unbalanced doses for each responsibility, it could possibly become

a threat to students' physical and mental health, and ultimately, their academic performance. A few years ago, a thesis conducted by Arizpe (2022) studied the connection between college students' mental health to their physical well-being. Their study found that high perceived stress is strongly correlated to poor physical health. Also, previous study by Yahya & Widjaja (2019) stated that students felt a difficulty in managing their academic and professional workloads, and those factors became a hindrance for their academic performance. That is why it all comes down to how each individual can manage their time efficiently and take needed breaks in between (Kurniawan & Idris, 2023).

Poor balance of academic and professional workload can be detrimental to one's well-being. Failing at this part can and will gradually kill a student's enthusiasm on studying, leading to a loss of motivation and engagement (Samaratunga et al., 2025). Each student will react to their stresses differently. Although there are definitely a number of students that can manage their responsibilities, the reality is there are students that can react negatively to that. This fact is proved by several previous researchers that have investigated the impacts of juggling between academic and professional workload on academic performance. Yahya & Widjaja (2019) have found that the impact was negative on students. If students can't manage their responsibilities optimally, it will inevitably pose a threat to the next generation of workforce, which is the students that are currently working hard to fulfill their qualifications. However, another research done by Kurniawan & Idris, (2023) and Linggasari & Kurniawan (2020) concluded

that the impact of juggling between part-time employment and studying was positive.

Many students naturally feel the sense of urgency to gain experience and networking before they graduate. This is due to the fact that in Indonesia, most entry-level job vacancies are somewhat a little unrealistic with what they are requiring, versus the age barrier that they set upon fresh graduates. News article from ANTARA (2024) also stated that although the unemployment rate is high, companies are still facing difficulties in finding a candidate that fits their requirements. ANTARA (2024) also stated that there was a discrepancy between the academic requirements set by recruiters and the actual credentials held by the labor pool.

Moreover, another factor of the urgency is availability. As we can see in Figure 1.2, the number of jobseekers in this country keeps on rising by the year, up until last year. When the number peaked at about 2.3 million registered jobseekers were actively looking for employment. However, the number of registered available job vacancies in 2025 only peaked at around 1.6 million. This creates a disparity between jobseekers and vacancies. Hence, the increase of competitiveness in Indonesian job market. It's unsurprising that more students are prioritizing part-time work and internships to bolster their resumes, to have a bigger chance in the job market once they graduate.

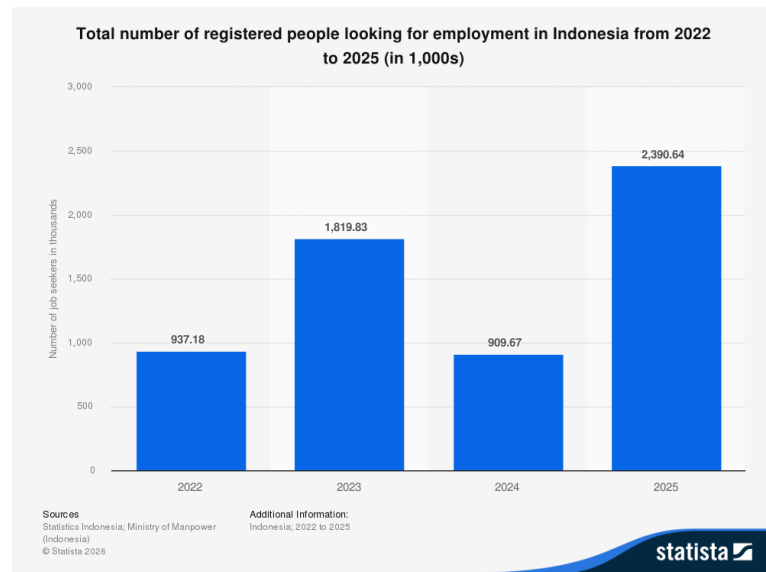


Figure 1.2 Total number of registered people looking for employment in Indonesia from 2022 to 2025 (in 1,000s)

Source: <https://www.statista.com/statistics/1477978/indonesia-number-of-registered-job-seekers/> (accessed on March 15th, 2026)

Therefore, this research is made in hopes to establish some knowledge on how Indonesian student-workers of today, specifically Yogyakarta, deal with the stress of the higher education and work environment. By gaining insights from this research, we can expand our academic and structural understanding of this unique demographic and how competitive the labor market is for upcoming graduates, which allows companies and organizations to build appropriate human resource practices that are tailored to students' specific needs. By identifying students' needs and motivations, corporate human resource managers can move away from the generalized labor to a more empathetic and supportive environment that is not

playing favorites but still have the tendency to maintain employees that have academic responsibilities.

1.2 Research Questions

Nowadays, the amount of pressure that students have to bear with keeps getting higher. The burden that students face from their possible lack of experience is the thing that hinders them from gaining experience itself, which may sound unrealistic from an objective standpoint (Praudia & Ambarini, 2025). It is important to find out both the reason and cause of this cultural transition, and the possible implications of it that can be integrated into human resource practices.

While previous research has examined these variables individually, there remains a lack of comprehensive studies focusing on the connection between academic stressors, work stressors, physical and mental health, and academic performance. Understanding these factors is crucial, as they directly correlate with study quality – a vital component of the university outcome, which is also the key for students to excel in the job market. By accounting for all of these variables, this study seeks to address the following research questions:

1. Does Academic Stressors have a significant impact on students' Physical Health?
2. Does Academic Stressors have a significant impact on students' Mental Health?
3. Does Academic Stressors have a significant impact on students' Academic Performance?
4. Does Work Stressors have a significant impact on students' Physical Health?
5. Does Work Stressors have a significant impact on students' Mental Health?

6. Does Work Stressors have a significant impact on students' Academic Performance?

1.3 Research Objective

A good amount of research has been done in the past specifically regarding stressors and the impact it had on each dependent variable individually. This research, however, aims to combine all the variables as thoroughly as possible. With that being said, this research aims to reach these objectives:

1. To analyze the effect of Academic Stressors on students' Physical Health.
2. To analyze the effect of Academic Stressors on students' Mental Health.
3. To analyze the effect of Academic Stressors on students' Academic Performance.
4. To analyze the effect of Work Stressors on students' Physical Health.
5. To analyze the effect of Work Stressors on students' Mental Health.
6. To analyze the effect of Work Stressors on students' Academic Performance.

1.4 Research Scope

This research examines the impact of academic and work stressors on the physical health, mental health, and academic performance of university students. Data will be gathered through primary questionnaire collection targeting students in Yogyakarta. To ensure data relevancy, participants must meet specific eligibility criteria: they must be undergraduate students currently enrolled in a university

within Yogyakarta and are undergoing their 5th semester or above. To accurately measure these phenomena within the target demographic, it is necessary to establish clear definitions for each variable. By grounding these definitions in previous literature, the research ensures that the data collected from students in Yogyakarta remains theoretically sound and measurable. Furthermore, each variable is broken down into specific dimensions, which serve as the indicators for the research instrument. These dimensions allow for a more in-depth analysis of how stress moves from a psychological feeling to a measurable impact on a student's well-being and productivity.

By the definition from Samaratunga et al. (2025), academic stressors are the exhausting part or identity of university in all the aspects. It could come in various ways such as responsibilities, commitments to organizations, extracurriculars, deadlines, etc. Busari (2014) and Mofatteh (2021) said academic stressors are the psychological and physiological pressures that arise from the demands of university life. This can range from lack of cope against overwhelming amounts of assignments, competition, relationships, personal problems, etc. In this research, these stressors are measured through the dimensions of Academic Workload and Academic Expectations. This variable focuses on how the volume of assignments, upcoming examinations, and the internal pressure to maintain a high GPA create a state of stress that can overwhelm a student's ability to cope. By defining these stressors, the research can identify how specific university demands act as a primary trigger for the decline in a student's overall well-being.

Work-related stressors are the nature of work environment that demands students' competencies and commitment (Samaratunga et al., 2025). It represents the pressure originating from a student's professional responsibilities and their environment in the workplace (Robbins & Judge, 2024). This research examines these stressors through the dimensions of role conflict and work-life interference. This refers specifically to the tension created when job duties clash with academic schedules and when work responsibilities invade a student's personal time. Defining this variable is essential for understanding how the "work" side of the dual-role identity creates unique pressures that differ from traditional academic stress.

Physical health in this study refers to the physiological state and functional capacity of the student's body. It is measured using the dimensions of somatic symptoms and health behaviors (Arizpe, 2022). This variable looks beyond simple illness to focus on how chronic stress leads to physical "wear and tear," such as tension headaches, fatigue, and changes in sleep or other health related behaviors. By establishing this definition, the research treats physical health as the capital that students must maintain to sustain their high-performance lifestyle. For not having a healthy physiological state will lead to a decline of students' performance such as study quality, attendance, and many more.

Mental health in this context refers to the outcome of students' psychological well-being that is affected by their ability to balance between the aspects of their lives (Sprung & Rogers, 2020). According to the World Health Organization (2025), mental health is conceptualized as a state of psychological

wellness that empowers individuals to navigate life's pressures, fulfill their personal potential, and maintain productivity in both educational and professional settings. Mental health serves as the primary driver for a student's cognitive resilience. In the context of this study, this variable is examined through the dimensions of psychological distress and emotional exhaustion. This approach allows this research to examine how the depletion of mental resources affects a student's capacity to handle the dual demands of their academic and occupational roles.

Finally, the last variable is academic performance. Academic performance is regarded as the primary measurable outcome of a student's educational journey (Rabby et al., 2025). This research defines this variable through the dimensions of students' Grade Point Average (GPA) along with their quality and satisfaction of study. It serves as the output variable that indicates how well a student can manage their time and energy to fulfill university obligations like exams and assignments. In a broader sense, defining academic performance allows the study to show how a student's well-being directly impacts their "market readiness" and future career potential.

It is important to have a good understanding of the research and all the aspects in it to gain a good outcome, like having a reliable criterion of the study (Garg, 2016). The selection of this research object is due to the fact that Yogyakarta is populated with a good amount of college students. Yogyakarta is one of the cities in Indonesia that is most populated by college students. Data collected from December 2025 by BPS (2025) shows that the number of students from both public and private university combined exceeds 430.000 students. This serves as a great

population that can represent the situation of students in Yogyakarta. The conflicting results of previous studies have also formed a gap that needs to be investigated by this research. Which is why this research aims to take a more recent study to test the relevancy of this research topic in the year 2026, when the research objects (i.e. the students) will have a quite different situation than previous studies because of the period that those studies took place (2023 and before the COVID-19 pandemic).

1.5 Research Benefits

This research will contribute to the literature of dual-role conflict of students by providing recent empirical evidence within the landscape of Yogyakarta. Previous studies have studied and covered academic and work stressors in western context, and this study plans to bridge the gap by focusing on pressures of students in a developing economy. By examining the interaction between stressors and their multifaceted impact on physical health, mental health, and academic outcomes, this study refines the theoretical understanding of human behavior under pressure. It offers significant insights for the older generation of human resource managers, providing them with a theoretical framework to understand the evolving traits and perspectives of the younger generation. As this new demographic prepares to eventually replace the current workforce, these insights provide the necessary context to bridge the generational divide in organizational behavior.

Practically, the findings of this study serve as a data-driven foundation for university administrators and HR practitioners to develop support systems that align

with the specific needs of modern students. By integrating the insights gained from this research into human resource practices, we can improve the potential of future human resources. From a business management perspective, understanding the student-employee's point of view today will pay long-term dividends for organizations. As the younger generation eventually will be the successor the older generation, this research helps ensure a smoother transition by preparing current and future managers to handle stress as a strategic asset rather than a liability.

1.6 Originality of Writing

This thesis is an original work, independently conducted without unauthorized assistance from any individual or external source. All data, analyses, interpretations, and conclusions presented herein represent original contributions, with any incorporation of others' work explicitly acknowledged through proper citations and references. This research/thesis has not been previously submitted for any academic qualification and does not infringe upon any intellectual property rights. Full responsibility for its content and authenticity is affirmed.

1.7 Writing Systematic Order

CHAPTER I: INTRODUCTION

This chapter outlines the research background, questions, objectives, scope, and potential benefits of the study.

CHAPTER II: LITERATURE REVIEW

This chapter provides theoretical foundation and prior studies on the variables, including the formulation of hypotheses.

CHAPTER III: RESEARCH METHODOLOGY

This chapter details the sampling techniques, data collection methods, variable measurements, and overall analytical processes.

CHAPTER IV: DATA COLLECTION AND ANALYSIS

This chapter presents the collected data, its evaluation, analytical results, findings, and outcomes of the research process.

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusions, implications, limitations, and recommendations derived from the research.

Research procedure is the process that every researcher follows to ensure a systematic approach to their research. Investigating a problem or question will require researchers to have a based understanding of each variable, the process of examining, and how to analyze the findings and ultimately, proceeding with the results. Good research needs to have a good procedure, starting from conceptualization all the way to the final conclusion. Identifying a problem in a certain medium is a starting point of research. However, despite being a very crucial

part of conducting research, it can have a certain degree of difficulty, especially for researchers who have less experience (Oyadiran Phillip et al., 2021).

Should a problem be identified, a research objective can also be identified. Then the researcher can start gathering literature reviews based on the background and variables stated prior. The way this step works is that a researcher must gather information from previous studies. Those studies may include supporting theories, similar systematic procedure, variables, and data results related to selected topic. This ensures that the previous studies provide enough information on the topic to have a clear understanding of previous discoveries, discussions, and emerging research gaps. Upon giving literature review and research background, the next step is to explain the method of the research. Using previous studies to support research method is also a mandatory requirement, as it's going to be a solid foundation of the research.

After that, the crucial part of the research is collecting data and analyzing the data gained from it. Data collection is when a researcher uses a certain method to gather information from samples. The data could be responses from survey as a primary data source, or historical data from databases as a secondary data source. After collecting data from one of the sources, researchers will analyze the data that they got in hand. Data analysis is a detrimental portion of research procedure, as it will produce a solid base for the researcher to make decisions (Dibekulu, 2020). It is important to use the correct analysis method as well. Based on the explanation above, the figure below shows the research procedure in its entirety:

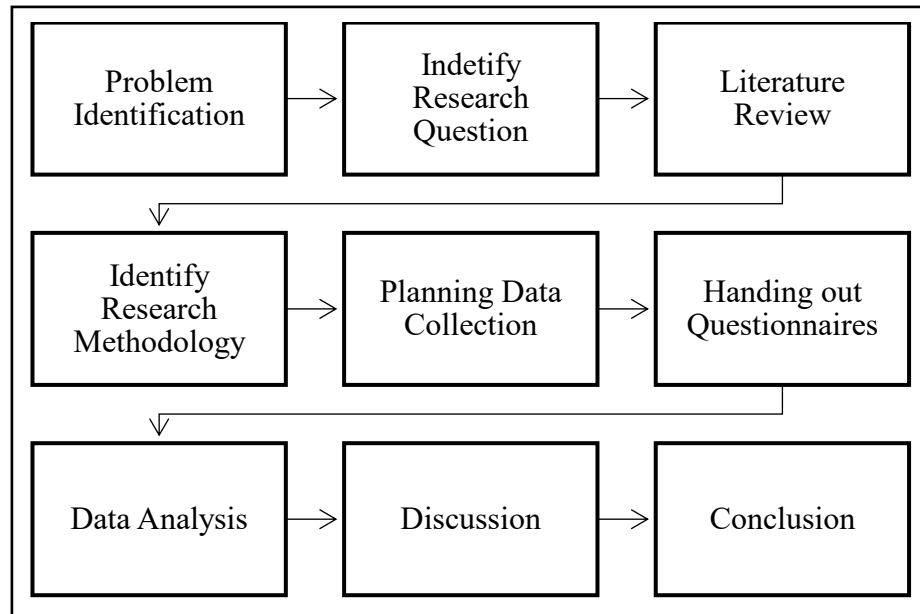


Figure 1.3 Research Procedure