

CHAPTER 2

LITERATURE REVIEW

2.1 Literature Review

The commonness of university students engaging in simultaneous responsibilities has increased significantly in recent years. Students start to take part in part-time employment or even full-time employment to fulfill their needs. Of course, different types of employment are motivated by different situations. According to Yahya & Widjaja (2019), the most common motivator is financial, specifically to pay for tuition, daily needs, and lowering the burden of parents. Another aspect is to fill in their spare time, channeling their hobbies, gaining more experience, and being more independent. As much as we can see the benefits and advantages from the outside, however, we tend to ignore what students are feeling inside. As been stated before in research background, previous studies in Indonesia have found that working alongside studying have both positive and negative impacts on their physical health, mental health, and academic performance. Furthermore, it can vary between each student that faces these challenges. Variables of this subject consist of academic and work stressors which are the independent variables. The dependent variables consist of mental health, physical health, and academic performance, which will be discussed in the following sections.

2.1.1 Academic Stressors

As said before, one of the focuses of this framework is academic stressors. This is a near-universal phenomenon within the higher education experience. According to Samaratunga et al. (2025), the factors that most commonly affect this stress are the curriculum structure, exams, and the demanding academic workload. Usually, students that have more time in their studies, or in other words, don't have any part-time jobs or side hustles, have different approaches to managing their stress. Especially with more time in their hands to be more flexible regarding their study schedules.

The difference between students with part-time employment, however, is that the students with part-time employment don't have much leeway in managing their academic and work schedules. This empowered by the heavy curriculum system will intensify their stress (Samaratunga et al., 2025). The heavy burden of assignments and examinations already have quite an impact on students with no part-time employment, let alone the students with part-time employment responsibilities on their plates. These loads of burdens, if not managed correctly, could potentially impact students' reactions to stress that consist of physical, emotional, cognitive, and behavior (Qatrunada et al., 2022).

Furthermore, adding this stressor, combined with students' self-expectation, and their perceptions of stress itself can eventually catch up to their anxiety. This shows a result of a powerful connection between academic stress and the tendency of going through mental health problems, and in addition to that, the accumulation of these stressors may result in a loop of anxiety and exhaustion that can eventually

damage students' academic performance, and their well-being (Samaratunga et al., 2025).

2.1.2 Work Stressors

Work Stressors refer to the problems or hindrance that are related to students' experience in their workplace. This usually involves students' inability to separate their workload and prioritize their study first (Yahya & Widjaja, 2019). But other than that, workplace factors such as long working hours, project deadlines, peers and colleagues, and constant changes of work environment, forces students to do their study responsibilities while also juggling it with their role in their respective workplaces (Aurelius et al., 2024; Samaratunga et al., 2025).

Workplace is a very demanding environment, that is why students almost certainly will experience stress in their own ways. Different types of jobs can affect students in different ways. For example, students with remote jobs abroad may struggle with adapting their work hours with their sleep, as different time zones can have hours of difference with Indonesia. This might make it harder for students to turn off their priority to their professional work and switch to their studies. Part-time environments can also pressure students to perform at a higher level in a competitive way, forcing students to have a steep learning curve, adjusting to a completely volatile workplace, and stepping outside of their comfort zone.

Students often face heightened expectations regarding availability and accountability from workplace supervisors, and they need to cope with their stress accordingly. Managing academic and work responsibilities is not an easy thing at all. Linggasari & Kurniawan (2020) stated that juggling between these two

responsibilities has a positive impact on students' performance. However, different generations of students can face different challenges as different standards and requirements change overtime. These stressors and challenges can alter students' self-expectations to doubts and can be equally damaging to their well-being (Samaratunga et al., 2025).

2.1.3 Physical Health

Physical health in this research refers to the physiological state of students. This variable is the first dependent variable that will be affected by both stressors and is not strictly limited to the well-being of their physical health. This also mentions the fact that stressors may affect students' physical habits such as sleep schedules, eating habits, and other activities that may strengthen or weaken their immune system (Mofatteh, 2021). It is important to measure the impact of stressors on this variable because it can give us a somewhat measurable prediction and therefore mitigate the risks of such thing happening.

Furthermore, it is essential to recognize that the body has a finite capacity for handling pressure. When students consistently ignore physical warning signs, they risk reaching a 'physical threshold' where recovery becomes much more difficult. This is called "Allostatic Load", which essentially means the total physical burden caused by long-term stress (Guidi et al., 2021). When the pressure to cope becomes too high, the body enters a state of overload where its systems begin to break down. Researchers use specific health markers to track this burden and identify when a person has reached their physical limit. By tracking these physiological changes, this research seeks to identify the point at which dual-

role/double-job demands become unsustainable. This allows for a more proactive approach to health, moving beyond simply treating illnesses to prevent them before they cause a total collapse in energy

2.1.4 Mental Health

In addition to physical factors, mental health serves as the foundation for cognitive resilience and effective decision-making. High levels of stress do not just cause emotional discomfort; they actively drain the mental energy required to focus on complex tasks. Research by Hobfoll (1989) indicates that while individuals can sustain productivity under moderate demands, there is a functional threshold where excessive pressure leads to a collapse of coping mechanisms. When a student's mental resources are depleted, their ability to solve problems and handle workplace challenges decreases. Therefore, maintaining mental well-being is not just a personal matter, but a professional necessity for sustaining long-term productivity in both academic and work environments.

Mental health is just as important as physical health as the two of them are not mutually exclusive. How the two variables work with each other is the reason why these two variables are such an important part of students' overall well-being. Mental Health Foundation (2022) stated that these two factors are interconnected, significantly influencing and influenced by each other, that is why unsupervised cases of mental health can lead to a "downward spiral" that can affect the physical health, as both of them are one in a human body, where mental health issues can cause illness like insomnia, restlessness, and other physical degradation illnesses.

2.1.5 Academic Performance

Often regarded as the anchor of students' educational life, academic performance is the sole responsibility of students when attending university. This third and final variable will serve as the measurement of students' ability to manage their time, priority, and energy to fulfill their academic obligations such as studying, completing individual and group assignments, passing examinations, etc. According to (Rabby et al., 2025), examining students' educational achievement was usually done by looking at their Grade Point Average (GPA), their quality, and satisfaction of studying.

Other than just measuring students' abilities such as cognitive, affective, and behaviors in university, academic performance also serves as the standard for students to excel in their careers in the future (Mappadang et al., 2022). Academic performance is strongly associated with students' confidence, and it functions as a metric which are judged or evaluated outside their family circle (Carroza-Pacheco et al., 2025). Students' achievement is not limited to only what they feel but also affected but what they think. Ilma et al. (2026) said that according to Cognitive Load Theory, as humans, our memory capacity has a ceiling, and when that ceiling is broken by barrage of cognitive stimulations, automatically, a moment of stress is unavoidable. This proves that conducting research is relevant to examine how students react to each stressor, and how their well-being ultimately affects their academic performance. Examining these variables can be detrimental to how human resources practices are done to further deal with younger generations of workforce as they are going to eventually fill in the shoes of the older generations.

Moreover, the college era acts as a critical benchmark for students' future employability and professional value, which is why this time is the perfect time to develop it as well as possible (Ranganayaki & Vaishnavi, 2024). In the business world, a consistent record of achievement signals to employers that an individual possesses high self-discipline and the ability to perform under pressure. However, if stressors are not managed, the quality of this academic output will naturally decline. By examining this variable, the research highlights how well-being acts as a hidden factor in career preparation, showing that a student's success is determined not just by their intelligence, but by their ability to manage their internal resources effectively.

2.2 Previous Research

Proper research requires adequate previous studies as a proper base, which is why to do it precisely is key factor of every research (Snyder, 2019). By integrating various findings from previous diverse studies, a researcher can identify gaps and develop a more comprehensive understanding of a certain complex problem or situation.

In the context of this study, significant previous research has been conducted to examine the specific connections between the variables of interest. However, these correlations have frequently been analyzed in isolation, focusing on single-variable relationships within fragmented research contexts rather than integrated frameworks. The hypotheses developed in this research are therefore

grounded in a synthesis of these independent findings. While the specific combination of variables in this study is novel, each link is supported by established empirical evidence. This approach aligns with the principle that a strong research base is not merely a collection of similar topics, but a strategic integration of proven relationships to form a new, holistic model. The following table provides a simplified overview of the foundational research used to construct the framework for this study:

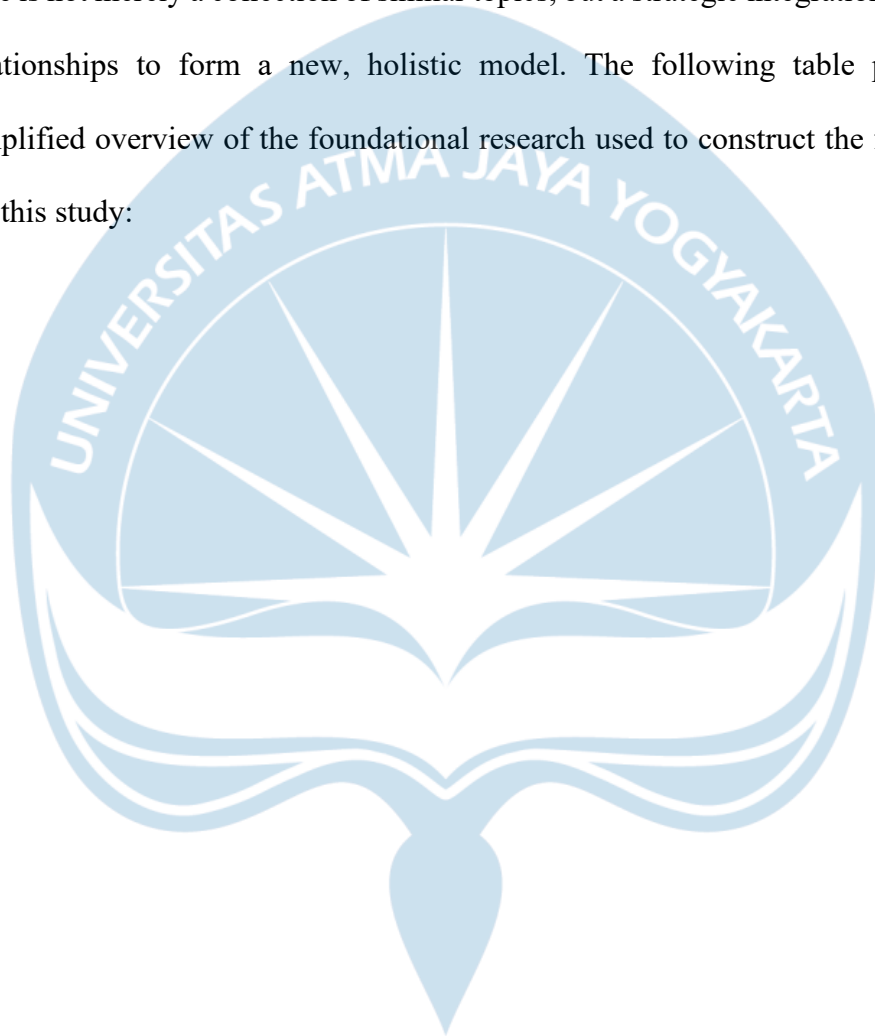


Table 2.1 Previous Research

No.	Title, Author, Year	Research Variables and Link with Hypothesis	Research Method	Result
1	<i>“Work–Study Conflict Stressors and Impacts: A Cross-Disciplinary Analysis of Built Environment Undergraduates”</i> (Marini Samaratunga, Imriyas Kamardeen, and Bogahawaththage Nishadi Madushika Chathurangi, 2025)	<i>Independent:</i> <i>Academic Stressors, Work Stressors,</i> <i>Dependent:</i> <i>Physical Health, Mental Health, Academic Performance</i> The study evaluates how the intensity of work and academic stressors, and their subsequent impacts on health and academic outcome which is essential for students’ employability. (H1, H2, H3, H4, H5, H6)	Quantitative approach, 5 Point Likert scale survey Analysis: Descriptive Statistics and ANOVA	The result shows that while most students face similar stress, Architecture students struggle the most; overall, the conflict between work and study leads to significant mental health issues and poor academic performance.
2	<i>Examining the effects of academic stress on student well-being in higher education</i>	<i>Independent:</i> <i>Environmental Stressors: Homework overload and assessment pressure.</i>	A “Mixed-Methods” approach, combining numbers with interview of personal stories.	The research concludes that sustained exposure to these stressors leads to significant psychological distress and somatic symptoms.

	(David Pérez-Jorge, Majda Boutaba-Alehyan, Ana Isabel González-Contreras, and Itahisa Pérez-Pérez, 2025.)	<i>Relational Stressors: Conflict between academic demands and personal life.</i> <i>Dependent: Holistic Well-being: Measured through physical (somatic), psychological (cognitive-emotional), and behavioral manifestations.</i> This study tests if specific academic stressors can predict a decline in a student's overall health and happiness. (H1, H3)	This study validates the predictive pathway where specific academic stressors significantly correlate with a deterioration in the physical and mental health status of university students.	
3	<i>How does limited student engagement in virtual classrooms affect students' academic performance?</i> (Sheikh Mohammad Rabby, Asma Azad Akhi, Md. Shamim Talukder and Sumon Das, 2025)	<i>Independent: Academic Stressors (Technological and Environmental Stressors)</i> <i>Dependent: Academic Performance</i> This research uses the "Stressor-Strain-Outcome" model to show that external stressors create a	The researchers surveyed 304 university students to collect quantitative data. They used a mathematical model (PLS-SEM) to track how specifically these technical and digital stressors lead to lower engagement and grades.	The results prove that when students face technical glitches or poor online teaching, they stop engaging with the material. This lack of engagement is the direct cause of lower academic quality and slower career progress. Essentially, the study confirms that stressors are the root cause of poor student outcomes.

		strain that negatively impacts student performance.		
		(H5)		
4	<i>Work-life balance as a predictor of college student anxiety and depression</i> (Justin M. Sprung and Anna Rogers, 2020)	<i>Independent:</i> <i>Work-Life Balance. (The ability to manage job demands alongside personal and school life)</i> <i>Dependent:</i> <i>Mental health outcomes (Anxiety and Depression)</i> This study tests if a lack of balance can predict higher levels of psychological distress. It supports the hypothesis that work-life conflict is a primary risk factor for mental health decline. (H1, H2, H3, H4)	A quantitative study of 244 working college students. The researchers used standardized clinical scales (GAD-7 and PHQ-9) and regression analysis to determine how strongly balance predicts mental health	The results show that work-life balance is a significant predictor of both anxiety and depression. Students with better balance reported much lower distress levels, proving that managing these boundaries is critical for student well-being.
5	<i>Analysis of Academic Achievement in Students Working Part-time</i>	<i>Independent:</i> <i>Part-time work commitments, including motivations (financial vs. free time) and time management.</i>	A qualitative study using a phenomenological approach to understand the lived experiences of students. The researchers used observation,	The research found that while working part-time creates significant time pressure, students can maintain high academic achievement through

	(Glagah Mahestya Yahya, Sri Umi Mintarti Widjaja, 2019)	<i>Dependent: Academic performance and GPA stability.</i> The study explores students' multiple roles, examining if the strain of balancing a job leads to decline in academic achievement (H5, H6)	documentation, and interviews with students from Universitas Negeri Malang.	strict priority scaling and self-motivation. However, without effective planning, the dual roles create a risk of declining grades. The study highlights that the management of the stressor is just as important as the stressor itself.
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2.3 Hypothesis Development

2.3.1 Academic and Work Stressors Relationship on Physical Health

Previously, research done by Samaratunga et al. (2025), which is the main source of this thesis research, has highlighted the growing impact of students' Work-Study Conflict. Therefore, by having that as the base concept, this research will examine how the specific pathways of these academic and work stressors will deteriorate the overall well-being and productivity of the students. Looking first at physical outcomes, research done by Pérez-Jorge et al. (2025) has shed light on the prevalent effects of academic stressors on students' physical health. Results of their research show that physical health has a negative reaction to academic stress, giving students chronic fatigue, drowsiness, and digestive problems as the more frequent occurrences. In addition, prior studies have also investigated the links between work stressors and students' physical outcomes. Samaratunga et al. (2025) found that work stressors from balancing work and university studies negatively affect students' physical health in terms of habits, tiredness, and muscular pain. It is important to remember that the measurement scale for physical health in this study is specifically done through negative outcomes, like somatic symptoms, physical exhaustion, and health decline. Which means that a higher statistical score reflects a greater severity of physical health issues. Based on these relationships, the first two hypotheses are constructed:

(H1): Academic Stressors have a positive impact on students' Physical Health

(H2): Work Stressors have a positive impact on students' Physical Health

2.3.2 Academic and Work Stressors Relationship on Mental Health

Moving to the psychological dimension of well-being, Pérez-Jorge et al. (2025) also included mental health as another variable in students' well-being, and the result shows that students' mental health is negatively affected by academic stressors, with examples including anxiety, overreaction, and depression. Similarly, regarding employment pressures, both the research by Samaratunga et al. (2025) and another study by Sprung & Rogers (2020) found that work stressors negatively impact students' mental health as well, where working students reported moderate to severe stress levels. It is also important to remember that the same statistical measurement concept from Physical Health also applies to Mental Health, which measures negative outcomes of students' psychological distress. Meaning that a higher statistical value proves that students suffer more Mental Health issues. From these findings, the next two hypotheses are constructed to complete the mental health framework:

(H3): Academic Stressors have a positive impact on students' Mental Health

(H4): Work Stressors have a positive impact on students' Mental Health

2.3.3 Academic and Work Stressors Relationship on Academic Performance

Finally, prior literature has explored how these dual demands affect students' institutional achievements. Research done by Rabby et al. (2025) and Frazier et al. (2019) was conducted in order to find out about the effect of academic stressors on students' academic performance. The results show that academic

stressors, such as limited engagement, quality of studying, and problems with friends and peers, have a negative impact on academic performance, which explains students' educational goals in terms of learning achievement, quality, and satisfaction. Correspondingly, Yahya & Widjaja (2019) studied the effects of work stressors on academic performance and found that a majority of students have engagement difficulties and a lower GPA because they prioritize work over university, signifying that work stressors also negatively impact academic performance. However, this variable is not measured through negative outcomes, which means that the higher the statistical value of this variable, will represent the better outcome of students' Academic Performance. Based on these results, the final two hypotheses are constructed to complete the multiple linear regression model:

(H5): Academic Stressors have a negative impact on students' Academic Performance

(H6): Work Stressors have a negative impact on students' Academic Performance

2.4 Research Framework

While previous studies have established connections between these variables in isolation, a growing number of research has begun examining these impacts simultaneously. This indicates that the stressors discussed in preceding sections do not exist in isolation. Rather, they function as an interconnected system. This research is conducted to provide an updated, holistic framework of these variables in unison. As Fang et al. (2025) argues, although stressors may originate

from different environments such as the workplace and university, they remain deeply interconnected in their impact on the individual.

To address this topic, the following research framework on Figure 2.1 will map out the variables that will be examined in unison in this study. The framework starts with the independent variables, Academic (X1) and Work Stressors (X2). This model then structured with connecting lines to each dependent variable, Physical Health (Y1), Mental Health (Y2), and Academic Performance (Y3) to represent their influence on each independent variable on these dependent variables.

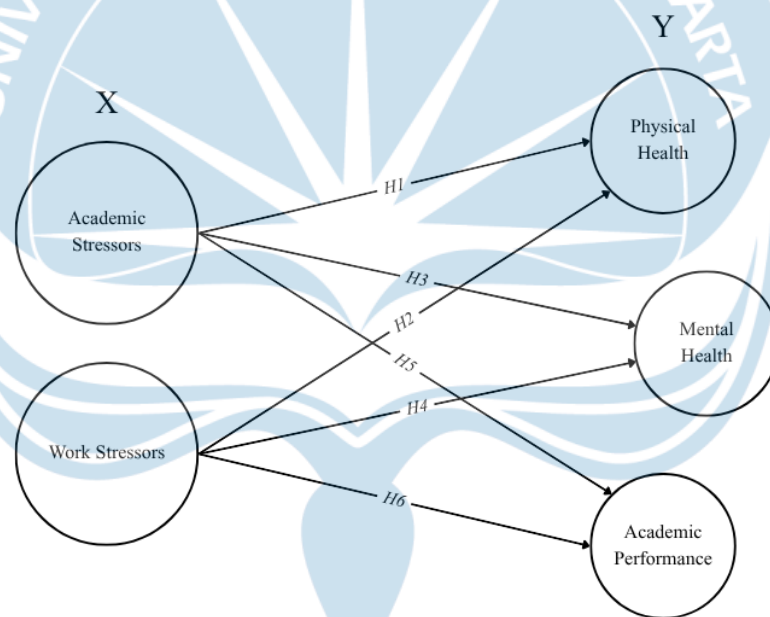


Figure 2.1 Research Framework

Source: Modified from conceptual framework by Samaratunga et al. (2025)