RESEARCH PRESENTATION

Universitas Pamulang, Banten

The Effect of Work–Study Conflict, Social Distraction, and Role Overload on Work Reluctance

An empirical investigation into psychological strain and productivity barriers among working undergraduate students.

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RESEARCH CONTEXT

Dual-Role Pressures in Higher Education

Academic & Financial Balance

Working while pursuing a degree provides crucial practical experience and income, but creates severe competing temporal demands.

Workplace Reluctance Phenomenon

Accumulated stress and continuous interruptions trigger psychological withdrawal and hesitance towards occupational duties.

Integrated Tri-Factor Focus

Simultaneously evaluates Work-Study Conflict (X_1), Social Distraction (X_2), and Role Overload (X_3).



THEORETICAL FOUNDATIONS

Core Theoretical Lenses

Conservation of Resources (COR)

Hobfoll (1989)

Individuals strive to retain, protect, and build valuable psychological and temporal resources. Potential or actual resource loss directly induces work reluctance.

Key Focus: Resource depletion & stress protection

Role Theory

Kahn et al. (1964)

Role strain emerges when simultaneous expectations from employment and higher education create incompatible pressures and cognitive overload.

Key Focus: Incompatible inter-role expectations

RESEARCH METHODOLOGY

Quantitative Correlational Design

Stated Population

120

Working Students

Analyzed Sample

22

Purposive Sampling Criteria

Measurement Scale

5-Point

Structured Likert Scale

Sampling Criteria

- Active undergraduate status
- Currently employed (FT/PT/Freelance)
- ≥ 3 months work experience

Analytical Approach

- Multiple Linear Regression in SPSS
- F-Test for simultaneous significance
- One-Sample Kolmogorov-Smirnov Test

EMPIRICAL FINDINGS

Overall Regression Model Significance

Adjusted R-Squared

82.2%

Variance in Work Reluctance Explained

ANOVA F-Statistic

F(3, 18) = 33.288

$p < 0.001$

Multiple Correlation (R)

0.920

Strong Fit

Note: High simultaneous predictive power, but individual partial relationships require distinct statistical evaluation.

PARTIAL COEFFICIENTS

Multiple Regression Summary ($N=22$)

Predictor Variable	Unstandardized B	Std. Error	Standardized β	t-Statistic	p-value	Status
(Constant)	0.930	4.906	—	0.190	.852	Baseline
Work-Study Conflict (X_1)	0.029	0.097	0.036	0.300	.767	Not Significant
Social Distraction (X_2)	**0.924**	**0.129**	**0.909**	**7.175**	**< .001**	Significant
Role Overload (X_3)	-0.038	0.141	-0.039	-0.267	.792	Not Significant

KEY FINDING SPOTLIGHT

Social Distraction as the Primary Driver



Dominant Partial Predictor

$\beta = 0.909, t = 7.175, p < 0.001$. Social distraction showed an overwhelming positive relationship with work reluctance.

Cognitive Task Interruption

Non-work digital interactions during job execution disrupt attention flow, heightening psychological resistance toward tasks.

Fitted Equation Context

$Y = 0.930 + 0.029 X_1 + 0.924 X_2 - 0.038 X_3$

METHODOLOGICAL DIAGNOSTICS

Residual Normality Assumption Violation

Normality Test Statistics

Kolmogorov-Smirnov Stat	0.213
Asymptotic p-value	.010
Monte Carlo p-value	.009

Assumption Not Supported

Because $p < .05$, the assumption of normally distributed residuals is violated. Results must be interpreted with high caution.

Small Sample Limitation

Analyzed $N=22$ restricts statistical power and generalizability; larger representative samples are required for validation.

PRACTICAL APPLICATIONS

Recommendations & Strategic Actions

Workplace Support

Design structured focus periods to reduce avoidable digital interruptions and establish realistic workload boundaries for student employees.

Action: Distraction Control

Academic Guidance

Provide time-management training and flexible academic scheduling to assist working students in regulating competing responsibilities.

Action: Resource Coaching

Future Research

Expand sample size ($N > 100$), report instrument validity/reliability metrics, and perform rigorous diagnostic model checks.

Action: Sample Expansion

SUMMARY & Q&A

Thank You for Your Attention

Social distraction stands out as the predominant influence on work reluctance among working students, warranting targeted focus in future organizational and academic interventions.

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Image Sources



https://www.walbrook.ac.uk/hubfs/Website/Images/Blogs/Knowledge%20Hub/Student%20life/hero-image-knowledge-hub_balancing_full_time_work_and_study-Walbrook-U20.jpg

Source: www.walbrook.ac.uk



https://images.prismic.io/diginsights/aWqZyQIvOtkhBqrT_distraction.jpg?auto=format,compress

Source: diginsights.com