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# Business, Economics, Law, Communication, and Social Sciences (BELACOSS)

Scholarly Scientific Journal

ISSN (Online): 3089-9001, ISSN (Print):

<https://journal.arepublisher.com/index.php/belacoss>

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## The Influence of Work-Life Balance, Self-Efficacy, and Social Support on Working Students

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### ABSTRACT

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*Having both work and education is important. A nation's progress depends on its human resources, and education is the key to developing those resources. Working students are more likely to experience burnout. This study aims to examine the relationship between burnout and factors including work-life balance, self-efficacy, and social support. To achieve this, the researcher employed a quantitative strategy using a survey methodology. A total of 181 working students from Universitas Mercu Buana participated in the survey through a convenience sampling method. All respondents were asked to complete a questionnaire, and the data were analyzed using the Partial Least Squares (PLS) algorithm with SmartPLS version 4.1.1.2. The results showed that work-life balance had a negative but not significant effect on burnout. Similarly, self-efficacy had a negative but statistically insignificant effect on burnout. However, social support had a significant and negative influence on burnout.*

**Keywords:** *Work-Life Balance; Self-Efficacy; Social Support; Burnout.*

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Submitted: 08-10-2025

Revised: 13-10-2025

Accepted: 18-10-2025

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**Article Doi:**

[http:](http://)

## INTRODUCTION

Currently, human resource professionals are required to master up-to-date information that is relevant to prevailing trends and developments. This necessitates individuals who are committed, competent, and professional, capable of driving organizational change to produce high-quality human capital. Anyone engaged in the field of human resources, from top-level executives to entry-level employees, relies on talent management and other supporting services to carry out fundamental responsibilities and exercise their authority effectively (Ria Yuli Angliawati & Feti Fatimah Maulyan, 2020).

In light of the growing human needs and rising global expectations, it has become imperative for the younger generation to prioritize higher education (Mardelina & Muhson, 2017). Possessing the transformative capacity to alter an individual's financial standing and even elevate the social status of their family, a bachelor's degree constitutes a pivotal and reliable predictor of future success. The aspiration of students to pursue higher education remains robust, irrespective of their diverse socio-economic backgrounds or the availability of financial support (Restu, 2020).

The increasing demands of academic responsibilities and employment make dual-role conflict particularly challenging for working students. According to Finney (2013), as cited in Yahya and Yulianto (2018), stress may arise from unresolved role conflicts and, without continuous social support, can ultimately lead to burnout.

Psychological exhaustion caused by prolonged and persistent stress is commonly referred to as burnout. Feelings of inadequacy, failure, and overwhelming fatigue are the defining characteristics of this condition (Khansa & Djamhoer, 2020). For students who simultaneously study and work, such circumstances are unsustainable and must be addressed promptly, as they may result in loss of motivation and inefficiency in completing academic and work-related tasks (Mubdiyah, Rahmawati, & Ramadhan, 2023).

Burnout, therefore, requires immediate intervention. Both professional and informal occupations contribute to fatigue. Burnout reduces efficiency and increases the likelihood of errors, with diminished performance further exacerbating the decline in productivity. Organizations inevitably suffer when employees' physical or psychological exhaustion impairs their capacity to perform effectively (Santoso, 2004; Permatasari, Rezal, & Munandar, 2017).

Data from the administration of University X indicate that the proportion of students who successfully graduate on time across several cohorts remains relatively low, significantly below the target set by the Ministry of Education, Culture, Research, and Technology. This highlights substantial challenges in maintaining a balance between academic demands and other aspects of life. One contributing factor is student burnout, which hampers effective time management between study, rest, and personal or family needs.

A variety of factors may contribute to work-related burnout. Employee engagement, organizational commitment, work-life balance, self-efficacy, social support, and resilience have been identified as six key elements influencing this phenomenon. Lestari (2019) found that work-life balance significantly increases the risk of work burnout. According to Ulfa and Aprianti (2021), burnout is also influenced by an individual's sense of self-efficacy. Social support has been shown to significantly and simultaneously reduce work burnout (Handayani & Ubaidillah, 2023). Resilience has the potential to mitigate the adverse effects of burnout (Redityani & Susilawati, 2021). Furthermore, employee engagement exerts a significant and positive influence on burnout (Rizal & Fipiariny, 2022), while organizational commitment has also been found to affect burnout levels (Nurhasanah & Winata, 2022).

These criteria were employed by the researchers to guide the administration of a pre-survey questionnaire to 20 students, with the aim of identifying the primary causes of work burnout. The pre-survey findings for the most significant variables influencing burnout are presented in the table below.

**Table 1. Pre-Survey of University X Students**

No	Question	Variable	Yes	No
1	I am a student of University X who is also working.	–	19	1
2	I feel exhausted and overwhelmed with the assignments given by lecturers.	<b>Burnout</b>	15	5
3	I find it difficult to divide my time between work, family, and study.	<b>Work-life balance</b>	15	5
4	I sometimes complain when faced with deadlines from both work and coursework.	<b>Self-efficacy</b>	12	8
5	When I need guidance while feeling overwhelmed, I know whom to ask.	<b>Social support</b>	8	12
6	I remain calm when problems arise.	Resilience	15	5
7	I perceive the campus environment as toxic.	Employee engagement	5	15
8	My employer supports me in pursuing higher education.	Organizational commitment	19	1

Table 1.1 demonstrates that, from the available sample, 19 out of 20 respondents reported being both students and employees. Furthermore, the results indicate that 15 of the 20 respondents experienced symptoms of burnout.

This phenomenon illustrates that a considerable number of students face burnout due to their dual roles as employees and students, which hinders their ability to allocate time effectively between work and study. In addition, the findings suggest that limited self-efficacy and insufficient social support further exacerbate the challenges of managing both academic and professional responsibilities, thereby reducing overall effectiveness in fulfilling tasks from both domains.

### **Academic Burnout**

If a student feels as though they will never accomplish anything due to the numerous rules and restrictions imposed by the institution, they may be experiencing academic burnout (Alimah & Swasti, 2018). Academic burnout has significant negative implications for students at Universitas Mercu Buana, thus necessitating efforts to mitigate its occurrence. Students at Universitas Mercu Buana are particularly vulnerable to burnout due to factors such as work-life balance, self-efficacy, and social support, among others.

Chronic stress or the inability to adequately manage personal resources can result in burnout, a condition characterized by emotional, mental, and physical exhaustion (Winata & Nurhasanah, 2022). In order to sustain harmony between professional, personal, and family life, work-life balance is essential (Mardiani & Widiyanto, 2021). A healthy work-life balance enhances job loyalty, productivity, and motivation. Contributing factors include working hours, flexibility, health, family, mobility, leisure, demographic characteristics, and others. In contrast, poor work-life balance leads to burnout, reduced well-being, work-life conflict, and dissatisfaction.

Prior studies provide strong evidence that achieving work-life balance significantly alleviates burnout (Handayani & Ubaidillah, 2023). Similarly, Winata and Nurhasanah (2022) reported that a healthy work-life balance can effectively reduce burnout. These findings imply

that students who struggle with time management are more likely to experience burnout and to disengage from academic and professional tasks. Contrarily, Lestari (2019) found that work-life balance can also significantly increase the risk of burnout, suggesting a complex relationship between the two constructs.

### **Self-Efficacy**

Self-efficacy refers to students' belief in their ability to perform tasks such as improving academic performance, completing assignments on time, and achieving satisfactory grades (Winata & Nurhasanah, 2022). Previous studies indicate that higher levels of self-efficacy may help mitigate burnout. Purwati and Mahfud (2019) found that burnout is associated with increased workload, while academic self-efficacy exhibits a moderately negative correlation with academic burnout among students in Bandung (Khansa & Djamhoer, 2020). Additional findings by Winata and Nurhasanah (2022) confirm that self-efficacy exerts a negative effect on burnout. In other words, the risk of burnout decreases as students' self-efficacy increases, because students with stronger confidence in their abilities are more capable of successfully completing academic demands.

### **Social Support**

Handono and Bashori (2013) defined social support as relationships that provide knowledge or practical assistance when needed, allowing individuals to feel cared for, respected, and valued. Such support may come from close social circles, including family members and friends.

Social support plays a critical role in reducing burnout. For instance, Purwati and Mahfud (2019) found that social support reduces occupational burnout among lecturers, while Puspitaningrum (2018) revealed that parental support significantly decreases student burnout during thesis writing. The level of burnout among students was found to be inversely related to the degree of parental support received. Moreover, Handayani and Ubaidillah (2023) confirmed that social support has a substantial and simultaneous negative impact on burnout.

Based on the collected data, this study focuses on Universitas X, given the high prevalence of student burnout and the institution's relatively poor record of on-time graduation.

Sidarta & Syarifudin (2022) state that the higher the level of investor interest, the higher a company's stock returns will be. According to Jogiyanto in Sutanto (2021), stock return is the value obtained from investment activities. Return is the primary objective of investors in gaining results from their investments. In conducting fundamental analysis, companies use financial ratios as key indicators (Giyartiningrum et al., 2023).

Research by Susanti et al. (2024) found that dividend policy has a positive effect on stock returns. However, different results were found by Lisiani and Mappanyukki (2021), who showed that the dividend payout ratio actually has a negative effect on stock returns. Furthermore, Susanti et al. (2024) also found that Return on Assets (ROA) has a significant and positive effect on stock returns. Conversely, the study by Jaya and Kuswanto (2021) on LQ45 companies during 2016–2018 showed different results, where ROA had a negative effect on stock returns.

A study by Artamevia and Triyonowati (2022) revealed that liquidity, as measured by the current ratio, has a positive effect on stock returns. In contrast, the findings of Yanita and Maulida (2022) showed that liquidity has a negative and significant effect on stock returns.

This study covers the period of 2020–2024, which includes both the pandemic and recovery phases. The fluctuations in healthcare sector stock returns raise the question of the extent to which fundamental factors influence stock returns. Based on these phenomena and

previous research, it is important to analyze the effect of dividend policy, profitability, and liquidity on stock returns in healthcare sub-sector companies listed on the IDX during this period.

## **LITERATURE REVIEW**

### **Burnout Theory**

According to Maslach and Leiter (2016), burnout is a psychological syndrome that arises as a response to chronic stress within the occupational context. It is commonly characterized by three core dimensions: emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment. These dimensions reflect the depletion of emotional resources, the development of negative or detached attitudes toward one's work, and a decline in perceived competence and achievement. Winata and Nurhasanah (2022), burnout refers to a state of physical, mental, and emotional exhaustion that may arise from prolonged engagement in activities or from an individual's inability to balance their capabilities with the demands they face.

### **Work Life Balance**

Moorhead and Griffin (2013) stated that work-life balance refers to an individual's ability to balance work demands with personal and family needs. In a similar vein, Mardiani and Widiyanto (2021) defined work-life balance as a condition in which individuals are able to manage and allocate their responsibilities across work, personal life, family, and other obligations, thereby preventing conflicts between family life and professional careers, while simultaneously enhancing motivation, productivity, and job loyalty. Generally, work-life balance is associated with factors such as working hours, flexibility, well-being, family, demographics, mobility, leisure, and others. Work-life balance is considered essential, as its absence may lead to low job satisfaction, reduced well-being, work-life conflict, and employee burnout.

### **Self Efficacy**

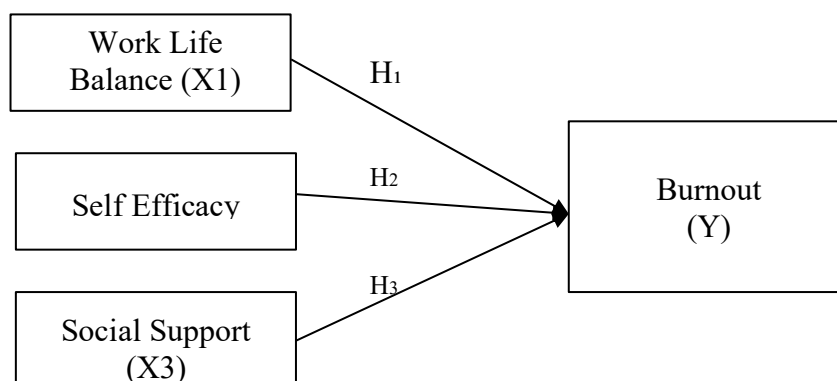
According to Usher and Schunk (2018), self-efficacy is an individual's belief in their own ability to carry out the actions necessary to achieve academic goals. Within the context of self-regulated learning, self-efficacy serves as a primary motivator that influences planning, implementation, and reflection throughout the learning process. Moreover, it develops reciprocally in response to both successful and unsuccessful academic experiences. Suharsono and Qomah (2014), self-efficacy is an individual's belief in their ability to succeed in specific situations. Self-efficacy plays a central role in determining how individuals approach goals, tasks, and challenges.

According to Bandura, as cited in Lunenburg (2011), there are four dimensions of self-efficacy, namely: Past Performance, Vicarious Experience, Verbal Persuasion, Emotional Cues

### **Social Support**

According to Sarafino and Smith (2014), social support refers to various forms of assistance available from others when needed. Such support typically originates from individuals within one's social environment, including friends, family, partners, or colleagues. Similarly, Irawan (2009) defined social support as a form of emotional expression that serves to protect individuals from anxiety. Social support may take the form of information or advice

provided on the basis of social closeness, or it may arise from the presence of others whose involvement generates emotional benefits through decisions that align with one's expectations. According to Sarafino, social support consists of four dimensions, namely: Emotional Support, Esteem Support, Instrumental Support, Informational Support.



## METHOD

This study was initiated by systematically identifying the problems observed at the research site. The process of problem identification served as the foundation for formulating the research objectives and designing the subsequent stages of investigation. The research was conducted over a defined period, commencing in September 2023 and concluding in July 2025.

The research design employed in this study is quantitative. According to Sugiyono (2013), the quantitative method is often referred to as the traditional, positivistic, scientific, or discovery method.

The measurement of variables in this study employed a Likert scale. The population consisted of 440 undergraduate students enrolled in the Regular Management Program II at University X in 2023, encompassing all cohorts. Based on administrative records, the total population at the research site was 440. Using Slovin's formula with a margin of error of 10%, the sample size was calculated as follows:

- $n = 440 / (1 + (440 * (0.1)^2))$
- $n = 440 / (1 + (440 * 0.01))$
- $n = 440 / (1 + 4.4)$
- $n = 440 / 5.4$
- $n = 81.48.$

Thus, the sample size was determined to be 81 respondents.

The sampling technique applied in this study was convenience sampling. According to Sugiyono (2018), convenience sampling is a non-probability sampling technique in which respondents are selected based on availability and accessibility. In this study, the primary criterion for selection was that the respondents were University X students who were also employed.

As Sugiyono (2013) emphasized, data collection is the most strategic step in the research process, as the primary purpose of research is to obtain data. This study relied on primary data, which were collected directly through surveys administered to the research subjects. The main instrument used for data collection was a structured questionnaire.

**RESULT AND DISCUSSION**

Table 1. Respondents’ Characteristics Based on Employment Status

Employment Status	Frequency	Percentage
Employed	80	98.8%
Unemployed	1	1.2%
<b>Total</b>	<b>81</b>	<b>100%</b>

Source: Processed data from questionnaire (2025)

From the data presented in Table 1, it can be observed that out of 81 respondents, 80 (98.8%) were employed, while only 1 respondent (1.2%) was not employed. These findings indicate that the majority of students are currently engaged in employment, as reflected in the descriptive statistics above.

Table 2. Respondents’ Characteristics Based on Gender

Gender	Frequency	Percentage
Male	31	38.3%
Female	50	61.7%
<b>Total</b>	<b>81</b>	<b>100%</b>

Source: Processed data from questionnaire (2025)

Table 2 presents the results of the data analysis. Out of 81 respondents, 31 (38.3%) were male and 50 (61.7%) were female. The descriptive statistics clearly indicate that female students constituted the majority of the respondents.

Table 3. Descriptive Test of Questionnaire Responses Based on Burnout

No.	Statement	N	Mean	Std. Deviation
1	I feel that my work or academic activities are exhausting.	81	2.148	1.458
2	I feel that my work or academic activities drain my energy every day.	81	2.247	1.384
3	I find it difficult to stay motivated when facing daily work or study.	81	2.346	1.442
4	I feel that I do not have enough energy to cope with my workload.	81	2.296	1.374
5	I feel unwilling to interact with people around me.	81	2.198	1.383
6	I respond indifferently or apathetically to requests from colleagues or classmates.	81	2.049	1.439
7	I often feel disturbed by the presence of others.	81	2.086	1.363
8	I feel unconcerned about what happens around me.	81	2.148	1.441
9	I feel that my work or academic activities do not provide satisfactory results.	81	2.173	1.303
10	I feel that I have failed to make a meaningful contribution.	81	2.062	1.309
11	I am not proud of the results I have achieved.	81	1.988	1.300
12	I feel that the quality of my work has declined compared to before.	81	2.074	1.368

Source: Processed data from questionnaire (2025)

As shown in Table 3, the statement “*I am not proud of the results I have achieved*” recorded the lowest mean score (M = 1.988; SD = 1.300), while the statement “*I find it difficult to stay motivated when facing daily work or study*” yielded the highest mean score (M = 2.346) and the highest standard deviation (SD = 1.442). These findings suggest that

while most students reported challenges in maintaining motivation, feelings of dissatisfaction and lack of pride in their achievements were less pronounced but still evident.

**Table 4. Descriptive Test of Questionnaire Responses Based on Work-Life Balance**

No.	Statement	N	Mean	Std. Deviation
1	I have regular working hours.	81	4.062	1.070
2	I have sufficient time to rest.	81	3.914	1.335
3	I am able to divide my time between work, study, family, and friendships.	81	3.840	1.374
4	I am able to engage in activities outside of work and study.	81	4.025	1.267
5	I take responsibility for my work and studies effectively.	81	4.173	1.120
6	I am able to fulfill my roles both at work and at home equally well.	81	4.160	1.105
7	I do not feel empty or disengaged when managing work or life outside of work.	81	4.086	1.288
8	I am able to maintain my work commitments without neglecting my personal life.	81	4.136	1.184
9	I feel satisfied with my achievements in both work and personal life.	81	3.914	1.317
10	I feel fairly recognized in both my work and social life.	81	4.086	1.157
11	I feel that I have a balanced and fulfilling life.	81	3.988	1.272
12	I feel happy with the current condition of my work and personal life.	81	4.025	1.276

Source: Processed data from questionnaire (2025)

As presented in Table 4, the statement “*I take responsibility for my work and studies effectively*” recorded the highest mean score ( $M = 4.173$ ;  $SD = 1.120$ ), indicating that students perceive themselves as highly responsible in managing their dual roles. Conversely, the statement “*I am able to divide my time between work, study, family, and friendships*” received the lowest mean score ( $M = 3.840$ ;  $SD = 1.374$ ), suggesting that time management across multiple domains remains the most challenging aspect of work-life balance for respondents.

**Table 5. Descriptive Test of Questionnaire Responses Based on Self-Efficacy**

No.	Statement	N	Mean	Std. Deviation
1	I am able to complete challenging tasks in work or study.	81	3.963	1.222
2	I am confident in completing tasks that are outside my comfort zone.	81	3.988	1.319
3	I can remain calm and focused even when facing a heavy workload.	81	3.926	1.245
4	I have strong confidence in my own abilities.	81	3.988	1.281
5	I remain confident in achieving my goals even when facing obstacles.	81	4.086	1.288
6	I do not easily give up when tasks become increasingly difficult.	81	3.988	1.347
7	I believe I can learn new skills in various fields.	81	3.975	1.370
8	I can adjust my abilities to solve problems in different contexts.	81	3.938	1.270
9	I feel capable of adapting and maintaining good performance in new environments.	81	4.000	1.324

Source: Processed data from questionnaire (2025)

As presented in Table 5, the highest mean score for the self-efficacy variable was obtained for the statement “*I remain confident in achieving my goals even when facing obstacles*” ( $M =$

4.086; SD = 1.288), reflecting students' strong belief in perseverance despite challenges. Conversely, the lowest mean score was recorded for the statement "*I can remain calm and focused even when facing a heavy workload*" (M = 3.926; SD = 1.245), suggesting that maintaining composure under pressure remains relatively more difficult for respondents compared to other aspects of self-efficacy.

Table 6. Descriptive Test of Questionnaire Responses Based on Social Support

No.	Statement	N	Mean	Std. Deviation
1	I can talk to my family members when I encounter problems.	81	3.926	1.245
2	I feel that my family cares about my feelings.	81	3.889	1.343
3	I feel accepted by my family just the way I am.	81	3.963	1.383
4	My friends are present when I need support.	81	3.914	1.219
5	I feel that my friends care about me.	81	3.901	1.213
6	My friends encourage me to stay motivated in completing tasks.	81	3.827	1.331
7	I have someone very close who genuinely cares about me.	81	3.889	1.388
8	This person encourages me to become the best version of myself.	81	3.852	1.334
9	I do not feel alone because this person is always there for me.	81	3.864	1.394

Source: Processed data from questionnaire (2025)

As shown in Table 6, the statement "*I feel accepted by my family just the way I am*" obtained the highest mean score (M = 3.963; SD = 1.383), highlighting the importance of unconditional acceptance in strengthening social support. On the other hand, the statement "*My friends encourage me to stay motivated in completing tasks*" recorded the lowest mean score (M = 3.827; SD = 1.331), suggesting that motivational support from peers may be less consistently perceived compared to familial support.

Table 7. Convergent Validity Test Results

Variable	Indicator	Outer Loading	Remark
<b>Work Life Balance (X1)</b>	XWLB1	0.721	Valid
	XWLB2	0.822	Valid
	XWLB3	0.837	Valid
	XWLB4	0.890	Valid
	XWLB5	0.891	Valid
	XWLB6	0.901	Valid
	XWLB7	0.849	Valid
	XWLB8	0.895	Valid
	XWLB9	0.898	Valid
	XWLB10	0.885	Valid
	XWLB11	0.917	Valid
	XWLB12	0.863	Valid
<b>Self-Efficacy (X2)</b>	XSE1	0.910	Valid
	XSE2	0.922	Valid
	XSE3	0.920	Valid
	XSE4	0.884	Valid
	XSE5	0.922	Valid
	XSE6	0.938	Valid
	XSE7	0.902	Valid
	XSE8	0.934	Valid
	XSE9	0.906	Valid
<b>Social Support (X3)</b>	XSS1	0.733	Valid
	XSS2	0.811	Valid
	XSS3	0.819	Valid

Variable	Indicator	Outer Loading	Remark
Burnout (Y)	XSS4	0.848	Valid
	XSS5	0.887	Valid
	XSS6	0.916	Valid
	XSS7	0.856	Valid
	XSS8	0.871	Valid
	XSS9	0.835	Valid
	YB1	0.885	Valid
	YB2	0.860	Valid
	YB3	0.863	Valid
	YB4	0.863	Valid
	YB5	0.859	Valid
	YB6	0.908	Valid
YB7	0.898	Valid	
YB8	0.888	Valid	
YB9	0.886	Valid	
YB10	0.876	Valid	
YB11	0.883	Valid	
YB12	0.896	Valid	

*Source: PLS Output (2025)*

According to Ghozali (2014), an indicator is considered valid if its outer loading value exceeds 0.70. Based on Table 7, all indicators of **Work Life Balance (X1)**, **Self-Efficacy (X2)**, **Social Support (X3)**, and **Burnout (Y)** meet this criterion, confirming that each construct achieves convergent validity.

Table 8. Discriminant Validity Test Results (Cross Loading)

Indicator	Work Life Balance (X1)	Self-Efficacy (X2)	Social Support (X3)	Burnout (Y)
XWLB1	0.721	0.533	0.622	-0.615
XWLB2	0.822	0.659	0.652	-0.655
XWLB3	0.837	0.647	0.696	-0.716
XWLB4	0.890	0.668	0.722	-0.760
XWLB5	0.891	0.743	0.628	-0.629
XWLB6	0.901	0.698	0.686	-0.683
XWLB7	0.849	0.696	0.643	-0.619
XWLB8	0.895	0.739	0.688	-0.674
XWLB9	0.898	0.745	0.634	-0.686
XWLB10	0.885	0.733	0.675	-0.659
XWLB11	0.917	0.756	0.741	-0.760
XWLB12	0.863	0.794	0.678	-0.772
XSE1	0.725	0.910	0.666	-0.707
XSE2	0.742	0.922	0.643	-0.686
XSE3	0.786	0.920	0.688	-0.718
XSE4	0.706	0.884	0.657	-0.679
XSE5	0.766	0.922	0.690	-0.691
XSE6	0.746	0.938	0.732	-0.730
XSE7	0.713	0.902	0.690	-0.718
XSE8	0.755	0.934	0.739	-0.748
XSE9	0.752	0.906	0.753	-0.667
XSS1	0.593	0.668	0.733	-0.580
XSS2	0.688	0.720	0.811	-0.663
XSS3	0.698	0.781	0.819	-0.682

<b>Indicator</b>	<b>Work Life Balance (X1)</b>	<b>Self-Efficacy (X2)</b>	<b>Social Support (X3)</b>	<b>Burnout (Y)</b>
XSS4	0.667	0.674	0.848	-0.692
XSS5	0.694	0.680	0.887	-0.778
XSS6	0.692	0.647	0.916	-0.769
XSS7	0.667	0.544	0.856	-0.713
XSS8	0.626	0.541	0.871	-0.703
XSS9	0.585	0.535	0.835	-0.690
YB1	-0.747	-0.686	-0.764	0.885
YB2	-0.662	-0.618	-0.711	0.860
YB3	-0.643	-0.588	-0.737	0.863
YB4	-0.697	-0.637	-0.751	0.863
YB5	-0.659	-0.629	-0.712	0.859
YB6	-0.695	-0.725	-0.777	0.908
YB7	-0.734	-0.714	-0.772	0.898
YB8	-0.727	-0.707	-0.765	0.888
YB9	-0.661	-0.666	-0.701	0.886
YB10	-0.679	-0.691	-0.650	0.876
YB11	-0.751	-0.718	-0.672	0.883
YB12	-0.749	-0.751	-0.737	0.896

Source: SEM PLS Output (2025)

**Interpretation:**

According to Hair et al. (2017), discriminant validity is established when each indicator loads higher on its associated construct compared to other constructs. Based on Table 8, all indicators show the highest loading values on their respective variables (**Work Life Balance, Self-Efficacy, Social Support, and Burnout**) compared to other constructs. This finding confirms that discriminant validity has been achieved, ensuring that each construct is empirically distinct.

Table 9. Average Variance Extracted (AVE) Test Results

<b>Variable</b>	<b>Average Variance Extracted (AVE)</b>	<b>Remark</b>
Work Life Balance (X1)	0.749	Valid
Self-Efficacy (X2)	0.838	Valid
Social Support (X3)	0.711	Valid
Burnout (Y)	0.775	Valid

Source: SEM PLS Output (2025)

**Interpretation:**

All constructs are declared valid based on the Average Variance Extracted (AVE) values in Table 9. Following the guideline of Ghazali (2014), a variable is considered valid if the AVE value is greater than 0.50. Since all constructs (Work Life Balance, Self-Efficacy, Social Support, and Burnout) exceed this threshold, convergent validity is confirmed.

Table 10. Discriminant Validity Test Results (Fornell-Larcker Criterion)

<b>Variable</b>	<b>XSE</b>	<b>XSS</b>	<b>XWLB</b>	<b>YB</b>
XSE	<b>0.915</b>			
XSS	0.760	<b>0.843</b>		
XWLB	0.812	0.779	<b>0.865</b>	
YB	-0.771	-0.829	-0.797	<b>0.880</b>

Source: SEM PLS Output (2025)

**Interpretation:**

The Fornell-Larcker criterion states that the square root of AVE (shown in bold along the

diagonal) must be higher than the correlations between constructs. Based on Table 10, each construct’s AVE square root (XSE = 0.915, XSS = 0.843, XWLB = 0.865, YB = 0.880) is greater than its correlations with other constructs. This confirms that discriminant validity has been achieved, meaning each construct is empirically distinct from the others.

Table 11. Cronbach’s Alpha and Composite Reliability Test Results

Variable	Cronbach’s Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Remark
Work Life Balance	0.969	0.971	0.973	Reliable
Self-Efficacy	0.976	0.976	0.979	Reliable
Social Support	0.949	0.952	0.957	Reliable
Burnout	0.974	0.974	0.976	Reliable

Source: SEM PLS Output (2025)

**Interpretation:**

Based on Table 11, all constructs have Cronbach’s Alpha values  $\geq 0.70$ , which indicates strong internal consistency. Furthermore, the composite reliability values (rho\_a and rho\_c) for all constructs exceed 0.70, confirming that the measurement instruments used for Work Life Balance, Self-Efficacy, Social Support, and Burnout are reliable. These results are consistent with Ghozali (2014), which states that a construct is considered reliable if Cronbach’s Alpha and composite reliability exceed 0.70.

Table 12. R-Square Test Results

Variable	R-Square	Adjusted R-Square
Burnout (Y)	0.756	0.752

Source: SEM PLS Output (2025)

**Interpretation:**

Table 12 shows that the Burnout variable (Y) has an R-Square value of **0.756** and an Adjusted R-Square of **0.752**. According to the criteria proposed by Hair et al. (2017), an R-Square value of 0.75 indicates a **substantial** explanatory power. This means that the independent variables—Work Life Balance (X1), Self-Efficacy (X2), and Social Support (X3)—are able to explain **75.6%** of the variance in Burnout (Y). The remaining **24.4%** is influenced by other factors outside this research model.

Table 13. F-Square Test Results

Variable	Burnout	Self-Efficacy	Social Support	Work-Life Balance
<b>Burnout</b>				
Work-Life Balance	0.088			
Self-Efficacy	0.044			
Social Support	0.313			

Source: SEM PLS Output, 2025

**Interpretation:**

Table 13 presents the F-Square test results, which assess the effect size of exogenous variables on the endogenous variable (**Burnout**). According to Hair et al. (2017), the threshold values for F-Square are:

- 0.02 = small effect,
- 0.15 = medium effect,
- 0.35 = large effect.

Based on these criteria:

1. The effect of Work-Life Balance (X1) on Burnout (Y) is 0.088, which falls into the small effect category.
2. The effect of Self-Efficacy (X2) on Burnout (Y) is 0.044, also categorized as a small effect.
3. The effect of Social Support (X3) on Burnout (Y) is 0.313, which falls into the medium effect category and approaches the threshold for a large effect.

Thus, it can be concluded that among the three predictors, Social Support exerts the strongest influence on Burnout, while Work-Life Balance and Self-Efficacy demonstrate only minor effects.

Table 14. Hypothesis Testing Results

Hypothesis	Relationship	Original Sample (O)	Standard Deviation (STDEV)	T Statistik (  O/STDEV  )	P Values	Result
H1	Work Life Balance (X1) -> Burnout (Y)	-0.277	0.220	1.262	0.207	Not Significant
H2	Self Efficacy (X2) -> Burnout (Y)	-0.188	0.216	0.874	0.382	Not Significant
H3	Social Support (X3) -> Burnout (Y)	-0.470	0.142	3.307	0.001	Significant

Source: SEM PLS Output, 2025

**Interpretation:**

Table 14 summarizes the hypothesis testing results using the **bootstrapping procedure in SEM-PLS**. According to Hair et al. (2017), a hypothesis is considered significant if the **T-statistic > 1.96** and the **P-value < 0.05**.

1. The relationship between **Work-Life Balance (X1)** and **Burnout (Y)** shows a negative path coefficient (-0.277), with a T-statistic of 1.262 and a P-value of 0.207. Since the P-value is greater than 0.05, the effect is **not significant**, and thus **H1 is rejected**.
2. The relationship between **Self-Efficacy (X2)** and **Burnout (Y)** also indicates a negative path coefficient (-0.188), with a T-statistic of 0.874 and a P-value of 0.382. This result suggests that the effect is **not significant**, leading to **H2 being rejected**.
3. The relationship between **Social Support (X3)** and **Burnout (Y)** demonstrates a stronger negative path coefficient (-0.470), with a T-statistic of 3.307 and a P-value of 0.001. These values indicate a **significant negative effect**, which supports **H3**.

Overall, the findings reveal that among the three independent variables, only **Social Support** has a significant impact in reducing **Burnout**, while **Work-Life Balance** and **Self-Efficacy** do not show statistically significant effects.

**Discussion of Findings**

### **1. The Effect of Work-Life Balance on Burnout**

Based on the first hypothesis (H1), the relationship between Work-Life Balance (WLB) and Burnout is weak and unfavorable. The hypothesis testing results show a T-statistic of 1.262, an original sample value of -0.277, and a p-value of 0.207. This indicates that the first hypothesis is not supported, as the direct effect of WLB on Burnout is negligible and statistically insignificant. Although the negative direction is consistent with theoretical expectations (WLB tends to reduce exhaustion), the effect size is too small to be meaningful. This is plausible in the context of final-year university students, who may have already developed adaptive learning strategies and time-management skills, making other factors such as role conflict and daily recovery quality more influential in explaining variance in burnout.

Within the Job Demands–Resources (JD-R) model, WLB is conceptualized as a personal resource that often works indirectly when resource–demand fit is achieved (Bakker, 2023). Conservation of Resources (COR) theory further emphasizes the need for gain cycles in order for resources to effectively buffer against exhaustion (Sonnentag & Meier, 2024). Empirical findings also suggest that the impact of WLB on burnout is not necessarily direct. For example, Kalmanovich-Cohen and Stanton (2025, *International Journal of Manpower*, Emerald) found that working from home increases burnout primarily through work–family conflict and job stress, not through a direct pathway. Similarly, Song and Gong (2025, *Evidence-based HRM*, Emerald) highlighted how boundary crossing and nonwork role re-engagement capacity influence WLB and well-being, underscoring the importance of mediation and moderation effects. In the student context, recent campus-based research (2024) also linked successful management of study–work–life balance to better mental health, suggesting that boundary management quality is more critical than the mere presence of WLB.

### **2. The Effect of Self-Efficacy on Burnout**

According to the second hypothesis (H2), the relationship between Self-Efficacy and Burnout is weakly negative. The hypothesis test results show a T-statistic of 0.874, an original sample value of -0.188, and a p-value of 0.382. Thus, the second hypothesis is not supported: while higher self-efficacy tends to predict lower burnout, the effect is not statistically significant. Substantively, this indicates that variance in burnout is more likely explained through indirect pathways—such as academic engagement or resilience—rather than through direct self-efficacy effects.

Consistent with Social Cognitive Theory, recent studies emphasize the mediating role of engagement and resilience. For instance, Cong, Yang, and Proietti Ergün (2024, *Acta Psychologica*) found that academic self-efficacy and learning engagement are negatively associated with burnout, with engagement mediating the efficacy–burnout link. Likewise, Wang and Zhang (2024, *Frontiers in Psychology*) showed that self-efficacy enhances engagement through resilience and professional commitment (parallel mediation), reinforcing the indirect character of the efficacy–burnout pathway. Similar evidence from educational research highlights the buffering role of resilience and engagement in reducing academic burnout when efficacy increases.

### **3. The Effect of Social Support on Burnout**

The third hypothesis (H3) proposed that Social Support has a negative and significant effect on Burnout. The analysis supports this claim, with a T-statistic of 3.307, an original sample value of -0.470, and a p-value of 0.001. These results confirm that Social Support significantly mitigates burnout. Individuals' perceptions of receiving care and encouragement

from friends, family members, or significant others are directly associated with lower levels of burnout. This underscores the role of social resources in protecting against mental health deterioration caused by academic and daily stressors.

The current findings align with recent empirical evidence. In the context of healthcare workers, Chen et al. (2024, *Human Resources for Health*) reported that social support is negatively correlated with multiple dimensions of burnout (emotional exhaustion, depersonalization, and reduced accomplishment), consistent with Conservation of Resources theory. In student populations, Kuokkanen, Romar, and Hirvensalo (2024, *SAGE Open*) found that parental, teacher, and peer support reduces school burnout while enhancing engagement. Similarly, Zhang et al. (2025, *Frontiers in Psychology*) documented a strong negative association between social support and academic burnout. Taken together, these studies strengthen the conclusion that social support serves as a highly effective lever in mitigating burnout.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the problem statement, data analysis, and discussion in the previous chapters, the following conclusions can be drawn:

#### 1. **Work-Life Balance and Burnout**

Work-Life Balance was found to have a negative effect on burnout, but the relationship was not statistically significant. This suggests that although some evidence points to the potential of work-life balance to reduce burnout, the effect was not strong enough to provide empirical support within this study. This phenomenon may be explained by the fact that most respondents were final-year students who had already developed the ability to adapt to academic demands and responsibilities.

#### 2. **Self-Efficacy and Burnout**

Self-Efficacy was shown to have a negative effect on burnout, but the effect was also statistically insignificant. This indicates that, at least among the participants in this study, there is no statistical evidence that higher self-confidence in one's abilities directly reduces burnout. A plausible explanation is that the respondents had already developed effective adaptation mechanisms and coping strategies, which weakened the direct influence of self-efficacy on mental exhaustion.

#### 3. **Social Support and Burnout**

Social Support was found to have a strong and statistically significant negative effect on burnout. Perceptions of higher social support from family, friends, or significant others were associated with lower levels of burnout. These results highlight the importance of social support in helping individuals manage psychological stress arising from both academic and occupational demands.

### Advice

Based on the findings, discussion, and conclusions of this study, the researcher provides several recommendations addressed to organizations, Universitas Mercu Buana, and future researchers:

#### 1. **For Working Students**

Students who also work full-time should recognize the importance of achieving a balance between academic life and work. Although Work-Life Balance has not been proven statistically significant in reducing burnout, maintaining adequate rest, managing priorities, and allowing space for emotional engagement in both domains remain essential

to prevent excessive fatigue. In addition, students are advised to actively build and maintain positive social relationships with family, friends, and colleagues, as Social Support has been shown to significantly reduce burnout.

2. **For Institutions/Companies/Universities**

Educational institutions as well as companies employing students are expected to provide time flexibility and psychological support to help students balance the demands of work and study. This may be implemented through adaptive part-time work systems, realistic academic workloads, or guidance and counseling programs. Such efforts can help prevent burnout and support both the continuity of students' education and their work productivity.

3. **For Future Researchers**

Stress management, coping strategies, and both academic and professional workloads represent other important context-specific characteristics that need to be examined in future studies, particularly among working students. To gain a deeper understanding of burnout and to compare full-time and part-time students, a mixed-methods approach may be employed.

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