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Sustainable Self-Management, Resilience and Management-School Support in Work-School Conflict

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ABSTRACT

Education is a very important and necessary thing for everyone. Therefore, there are still many people who, despite already working, wish to continue their studies to a higher level for various reasons. However, in reality, based on a preliminary survey that has been conducted, many students experience conflicts during their studies. Hence, the need for this research. This study aims to investigate the effects of resilience coping and sustainable self-management on work-school conflict, as well as the functions of school and management assistance because of what they frequently feel that their academic obligations and professional expectations are out of balance. Using a quantitative explanatory approach, Master's students at Mercu Buana University were participated in this study. A survey was used to gather data, and SEM-PLS was used for analysis. The test results that have an influence in reducing work-school conflict are resilience coping and sustainable self-management, moderated by school support. This research is expected to provide practical suggestions on how workers who continue their education can effectively manage conflicts between working and study. Based on the reference sources and the Conservation of Resources (COR) theory used as the theoretical foundation of this research.

Keywords: Self-Management; Resilience Coping; Work-School Conflict; Management Support; School Support.

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INTRODUCTION

According to SDGs 4 (Quality Education) and 8 (Decent Work and Economic Growth), education is essential to attaining sustainable development and raising the calibre of human resources (BPS, 2024; Zen & Mageiasti, 2025). However, according to BPS data, 1,010,652 university graduates in Indonesia were unemployed in February 2025. In order to improve their competitiveness and career prospects, this circumstance has prompted many employees to seek master's degrees (Bank Indonesia, 2025; Khaliq, 2020)

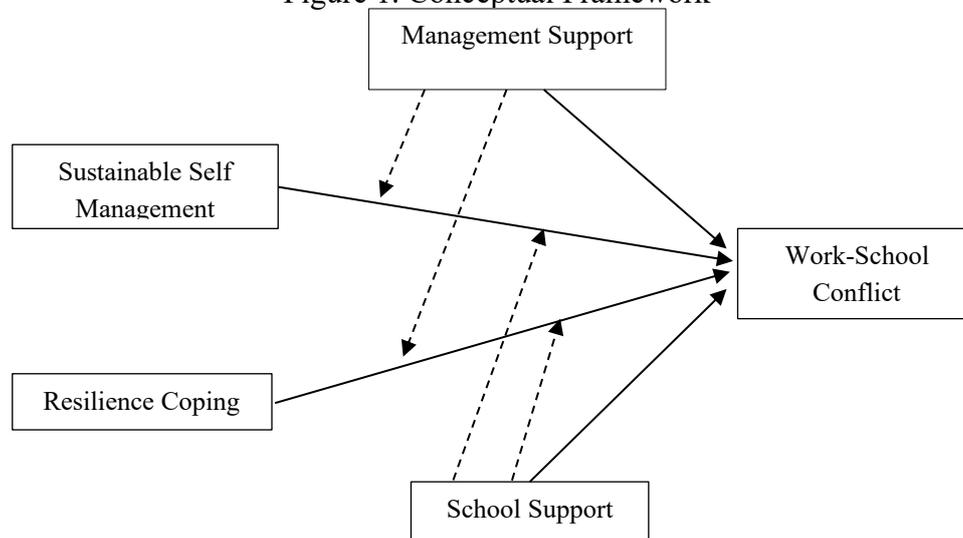
The simultaneous pressures of employment and academic roles can lead to work-school conflict, which is a risk factor for working students (Wan et al., 2021). In order to manage such challenges, resilient coping and sustainable self-management are crucial (Mcilroy, 2023; Flores-Buils et al., 2023). However, empirical research on their impact on work-school conflict yields contradictory results (Creed et al., 2022; Najwa et al., 2023; Zhu et al., 2024).

Additionally, it has been demonstrated that both management support and school support serve as moderating factors and direct predictors of work-school conflict (Azaria et al., 2023; Wood et al., 2021), though some studies present conflicting results (Salsabilla, 2023; Choi et al., 2023; de Sousa et al., 2024). Management and school support variables as moderating factors, these discrepancies underscore the need for additional research on the roles of resilience coping and sustainable self-management in work-school conflict.

In order to ascertain which factors may influence the occurrence of work-school conflict, a pre-survey was conducted among Master's students at Mercu Buana University. Based on prior research that identified multiple factors contributing to work-school conflict among working students, four indicators with the highest percentage of "Yes" responses were chosen as variables in this study. The following justifies the selection of these four variables as potential causes of work-school conflict: according to the resilience coping indicator, a large number of working students reported feeling worn out when dealing with dual responsibilities and lacking efficient coping mechanisms for stress resulting from work and academic demands.

Many respondents thought that the university had not given working students enough flexibility and that class schedules frequently clashed with working hours when it came to the school support indication. Many respondents admitted that they had not yet optimised their capacity to maintain the long-term balance between their roles in job and study, highlighting the necessity for self-management skills development. Lastly, regarding the management support indicator, supervisors did not always comprehend the difficulties brought on by greater academic duties, and students felt that workplace management still provided little assistance in juggling work and study. Below is the conceptual framework of the research that has been conducted.

Figure 1. Conceptual Framework



- H1: Sustainable self-management has a negative effect on work-school conflict.
H2: Resilience coping has a negative effect on work-school conflict.
H3: Management support has a negative effect on work-school conflict.
H4: School support has a negative effect on work-school conflict.
H5: Management support strengthens the effect of sustainable self-management on work-school conflict.
H6: Management support strengthens the effect of resilience coping on work-school conflict.
H7: School support strengthens the effect of sustainable self-management on work-school conflict.
H8: School support strengthens the effect of resilience coping on work-school conflict.

There is still a dearth of research on how resilient coping and sustainable self-management affect work-school conflict, with management and school support acting as moderating factors. The indicators of resilience coping, school support, management support, and sustainable self-management scored highest among respondents, according to the pre-survey results. Additionally, the results of previous research and theoretical assessments on work-school conflict are mixed, with some studies finding no significant links and others revealing considerable effects.

Therefore, more research is required in light of the current phenomenon gap and research gap found in earlier studies, as well as the scant literature looking at work-school conflict regulated by management assistance and school support. Thus, the researcher would like to carry out a study called, "The Influence of Sustainable Self-Management and Resilience Coping on Work-School Conflict Moderated by Management Support and School Support Among Master's Students at Mercu Buana University."

Introduction should provide:

1. Research problem recognition and its significance of research purposes;
2. Concise and appropriate information/data of the research problem;
3. Empirical study of problem solving;
4. Research gap based on the previous studies; and

Derivation of constructed research variables.

LITERATURE REVIEW

This study makes use of Conservation of Resources (COR) Theory, which holds that people work hard to acquire, preserve, and safeguard important resources. When these resources are in danger of being depleted or are not sufficiently restored, stress arises. Resilience coping and sustainable self-management are seen as internal resources in this setting, whereas school and management help are seen as external resources. Role conflict, or work-school conflict, is more likely to arise when external resources are scarce because loss spirals might occur. The Role Conflict Theory is another supporting theory that describes how conflict emerges when the demands of one role, whether they are behaviour-, strain-, or time-based—interfere with those of another.

Work School Conflict

This idea is especially pertinent when it comes to conflicts between employment and study. Furthermore, according to Social Exchange Theory, managerial and educational support is an example of a social exchange that affects how people react to conflict. The

social support theory (buffering hypothesis), which holds that environmental support can lessen the detrimental consequences of stress, is used as reinforcement. The study's overall theoretical framework is formed by the integration of COR theory, role conflict theory, and social support theory. When job pressures collide with academic obligations, it's referred to as work-school conflict (Greenhaus & Beutell, 1985; Markel & Frone, 1998). This conflict may arise from behaviour, stress, or time. People who find it difficult to balance their study and job schedules run the risk of being stressed out and doing worse (Lingard, 2007; Robbins & Judge, 2017).

Management Support

The ability to bounce back and adjust to adversity is known as resilience (Smith et al., 2008). Because it lessens burnout, resilience has a favourable correlation with engagement and performance in the workplace (Muslimin, 2021; Agus et al., 2025). Resilience is regarded as a personal resource that aids people in recovering from stress under the Job Demands-Resources (JD-R) framework (Scholze & Hecker, 2024).

School Support

Refers to managers' focus on and care for workers' contributions and well-being. This support could come in the form of role-balancing rules, emotional support, or practical help. Employee commitment, performance, and career growth are all improved by supportive managers (Mujibburahman & Hidayati, 2020). The degree to which workers feel valued and supported by the company is also reflected in organisational support (Erdogan & Enders).

METHOD

Research Design

This study uses an explanatory research design and a quantitative methodology. Sekaran and Bougie (2016) define quantitative research as a method that emphasises the collecting and analysis of data in numerical form and is carried out in a systematic and structured manner. This method seeks to determine correlations between the variables under study as well as to evaluate theories or hypotheses. Because the researcher wants to explain the associative relationships between the variables under investigation, the explanatory design is employed. The conceptualisation of the problem, the use of questionnaires or interviews for data collecting, the application of statistical tools for data analysis, and the interpretation of the results are all significant steps in this design (Ishaka, 2019).

The purpose of this research design is to investigate how self-management and resilience coping affect work-school conflict, as well as how management support and school support function as moderating factors in this connection. As a result, a deeper comprehension of the phenomenon being studied is anticipated, especially when it comes to elucidating and evaluating the relationship between independent and dependent variables.

Research Population

436 enrolled students from semesters one through four of Universitas Mercu Buana's Master of Management program participated in this study. 436 current Master of Management students from semesters one through four made up the population, which represented general characteristics (Sekaran & Bougie, 2016). Non-probability sampling was the method employed, which does not give every member of the population an equal chance of being chosen (Hair et al., 2022). All 436 enrolled students in Universitas Mercu Buana's Master of Management Program from semesters one through four comprised the study's population.

According to Sekaran & Bougie, (2016), a sample is a subset of the population that reflects its general features. Non-probability sampling, more especially purposive selection, which chooses participants according to predetermined standards in line with the study's goals, was the sample strategy used (Hair et al., 2022).

A questionnaire with a Likert scale was the research tool utilised in this investigation. According to Sekaran and Bougie (2017), likert scale research tools can be displayed as sentences with predetermined response choices, like multiple-choice questions or checklists. An established reference for calculating the separation or gap between categories in a measurement tool is called a measurement scale. A five-point Likert scale, including gradations from the most negative to the most positive rating levels, was used in this investigation. The factors of work-school conflict, resilience coping, sustainable self-management, management support, and school support were all measured using this scale.

This study used a questionnaire with a Likert scale as its research tool. Sekaran and Bougie (2017) suggest that statements with predetermined response alternatives, like checklists or multiple-choice questions, can be used as research tools that employ a Likert scale. An established reference for calculating the separation or gap between categories in a measurement tool is called a measurement scale. A five-point Likert scale, structured in gradations from the most negative to the most positive rating levels, was used in this investigation. Sustainable self-management, resilience coping, work-school conflict, management support, and school support were all measured using this scale.

Students pursuing Master of Management degrees from Universitas Mercu Buana's Faculty of Economics and Business who work full-time jobs and attend classes were included in the sample criteria. The necessary sample size was calculated using G*Power software to guarantee sufficient statistical power. The minimum necessary sample size was 146 respondents, assuming values of $\alpha = 0.05$, power = 0.80, a medium effect size ($f^2 = 0.15$), and six predictors (four main factors and two interaction variables). To improve data adequacy, this study used 160 samples, and the researcher found that every sample chosen satisfied the predetermined standards.

The Partial Least Squares (PLS) method, which is component or variance-based, was used to analyze the data in this study. Whether or if there are correlations between latent variables can also be explained using partial least squares (PLS). Because PLS-SEM is a member of the non-parametric statistical method group, PLS analysis can function with data that is not regularly distributed. Furthermore, PLS analysis may be used to evaluate and create structural models, and it can be used to complicated models even with very small sample sizes (Hair et al., 2017).

RESULTS AND DISCUSSION

Classical Assumption Test

Table 1. Multicollinearity Test Results

| Indikator | VIF |
|-----------|-------|
| MS1 | 2.529 |
| MS2 | 2.380 |
| MS3 | 2.999 |

| Indikator | VIF |
|---|--------------|
| MS4 | 3.057 |
| MS5 | 3.257 |
| MS6 | 2.298 |
| RC1 | 2.020 |
| RC2 | 2.440 |
| RC3 | 2.798 |
| RC4 | 2.646 |
| SS1 | 2.356 |
| SS2 | 2.801 |
| SS3 | 3.267 |
| SS4 | 2.943 |
| SS5 | 2.560 |
| SS6 | 2.927 |
| SS7 | 2.754 |
| SSM1 | 2.311 |
| SSM2 | 2.927 |
| SSM3 | 2.605 |
| SSM4 | 3.238 |
| SSM5 | 2.713 |
| SSM6 | 2.634 |
| SSM7 | 2.605 |
| SSM8 | 3.074 |
| SSM9 | 3.096 |
| WSC1 | 3.414 |
| WSC10 | 2.467 |
| WSC2 | 3.281 |
| WSC3 | 3.878 |
| WSC4 | 4.285 |
| WSC5 | 3.140 |
| WSC6 | 3.566 |
| WSC7 | 4.096 |
| WSC8 | 3.781 |
| WSC9 | 3.059 |
| Management Support x Resilience Coping | 1.000 |
| Management Support x Sustainable Self-Management | 1.000 |
| School Support x Resilience Coping | 1.000 |
| School Support x Sustainable Self-Management | 1.000 |

Source: Output results from SmartPLS 4.1.1.6 (2026)

All of the Variance Inflation Factor (VIF) test results were determined to be below the suggested level of < 5 . In particular, VIF values above 3 but still below the threshold of 5 were displayed by the indicators MS4, MS5, SS3, SSM4, SSM8, SSM9, and WSC1 through WSC9. Thus, it can be said that the independent variables in the structural model do not have a multicollinearity issue.

Table 2. F-Square

| <i>Variabel</i> | <i>F-Square</i> | <i>Description</i> |
|--|-----------------|--------------------|
| Sustainable Self-Management > Work School Conflict | 0.034 | Poor |
| Resilience Coping > Work School Conflict | 0.041 | Poor |
| Management Support > Work School Conflict | 0.026 | Poor |
| School Support > Work School Conflict | 0.118 | Poor |
| Management Support x Sustainable Self-Management | 0.000 | Poor |
| Management Support x Resilience Coping | 0.015 | Poor |
| School Support x Sustainable Self-Management | 0.037 | Poor |
| School Support x Resilience Coping | 0.005 | Poor |

Source: Output results from SmartPLS 4.1.1.6 (2026)

The F-squared test results for the relationship between sustainable self-management and work-school conflict revealed an F^2 value of 0.034, which is below the 0.35 threshold and falls into the very small effect category. As a result, it can be regarded as insignificant because it does not show a direct contribution to work-school conflict.

Resilience coping's impact on work-school conflict produced an F^2 value of 0.041, which is likewise classified as a very tiny effect because it is below the 0.35 criterion. As a result, it can be regarded as insignificant because it does not.

Because it falls below the 0.35 criterion, the effect of management assistance on work-school conflict has an F^2 value of 0.026, which is considered a very tiny effect and can be ignored because it does not directly contribute to work-school conflict.

With an F^2 value of 0.118, the relationship between school support and work-school conflict is classified as having a modest influence because it is below the 0.35 threshold. As a result, it can also be regarded as insignificant because it does not show a direct cause of work-school conflict.

Model Consistency Test

Table 3. R-Square Results

| | R-square | R-square adjusted |
|----------------------|----------|-------------------|
| Work School Conflict | 0.469 | 0.440 |

Source: Output results from SmartPLS 4.1.1.6 (2026)

The work-school conflict (Y) variable has an R-square of 0.469, according to the table's association among constructs based on R-square values. This indicates that Sustainable Self-management (x1), resilience coping (x2), management support (z1), and school support (z2) account for 46.9% of the variance in work-school conflict (y), with other factors not included in this study influencing the remaining 53.1%.

Hypothesis Testing

Table 4. Hypothesis Testing Results

| | Original Sample | Standard Deviation | T Statistics | P Values | Information | Hypothesis |
|--|-----------------|--------------------|--------------|----------|------------------------------------|-------------|
| Sustainable Self-Management -> Work School Conflict | 0.327 | 0.185 | 1,766 | 0.039 | Significant Positive Impact | H1 Rejected |
| Resilience Coping -> Work School Conflict | -0.355 | 0.188 | 1,890 | 0.029 | Significant Negative Impact | H2 Accepted |
| Management Support -> Work School Conflict | 0.218 | 0.139 | 1,566 | 0.059 | Positive Influence Not Significant | H3 Rejected |
| School Support -> Work School Conflict | 0.456 | 0.121 | 3,778 | 0.000 | Significant Positive Influence | H4 Rejected |
| Management Support x Sustainable Self-Management -> Work School Conflict | -0.035 | 0.202 | 0.172 | 0.432 | Negative Influence Not Significant | H5 Rejected |
| Management Support x Resilience Coping -> Work School Conflict | -0.262 | 0.227 | 1,151 | 0.125 | Negative Influence Not Significant | H6 Rejected |
| Sustainable Self-Management -> Work School Conflict | 0.435 | 0.228 | 1,904 | 0.028 | Positive Influence Significant | H7 Accepted |
| School Support x Resilience Coping -> Work School Conflict | -0.160 | 0.245 | 0.653 | 0.257 | Negative Influence Not Significant | H8 Rejected |

H1: Based on the results of the hypothesis testing, a t-statistic of 1,766, original sample 0.327 and p-values of 0.039. With p-values lower than the threshold of 0.05, this finding indicates that sustainable self-management has a positive influence on work-school conflict and is statistically significant.

H2: Based on the results of the hypothesis testing, the t-statistic value obtained is 1,890, the original sample value is -0.355, and the p-value is 0.029. Where the p-value is lower than the threshold of 0.05, it can be concluded that resilience coping has a negative influence on work-school conflict and is statistically significant.

H3: Based on the results of the hypothesis test, the t-statistic value obtained is 1,566, original sample size 0.218, and the p-values are 0.117. Where the p-values are higher than the threshold of 0.059, it can be concluded that management support has an insignificant positive influence on work-school conflict.

H4: Based on the results of the hypothesis test, the t-statistic value obtained is 3.778, the original sample is 0.456, and the p-value is 0.000. With p-values lower than the threshold of 0.05, it can be concluded that school support has a positive influence on work-school conflict and is statistically significant.

H5: Based on the results of the hypothesis test, the t-statistic value obtained is 0.172, original sample size -0.035, and the p-value is 0.432. With the p-value higher than the threshold of 0.05, it can be concluded that management support weakens the influence of sustainable self-management on work-school conflict. insignificant.

H6: Based on the results of the hypothesis test, the t-statistic value obtained is 1.151, the original sample is -0.262, and the p-value is 0.125. With p-values higher than the threshold of 0.05, it can be concluded that management support weakens the influence of resilience coping on work-school conflict. insignificant.

H7: Based on the results of the hypothesis test, the t-statistic value obtained is 1.904, the original sample is 0.435, and the p-values are 0.028. With p-values slightly lower than the threshold of 0.05, it can be concluded that school support strengthens the influence of sustainable self-management on work-school conflict statistically significantly.

H8: Based on the results of the hypothesis test, the t-statistic value obtained is 0.653, the original sample is -0.160, and the p-value is 0.514. With p-values higher than the threshold of 0.05, it can be concluded that school support weakens the influence of resilience coping on work-school conflict, even though insignificant statistically.

Discussion

The Influence of Sustainable Self-Management on Work-school Conflict

The results demonstrate that work-school conflict is significantly impacted directly by sustainable self-management. This suggests that people's ability to handle several responsibilities affects how much conflict they encounter. Role tension may rise when self-management must be split between the responsibilities of employment and education.

This research backs up Liao & Hu's (2025) assertion that self-management entails learning regulation, time management, and emotional control in order to cope with dual-role constraints. Inter-role conflict and spillover perspectives suggest that self-management without enough outside assistance might exacerbate internal conflict, particularly in chronic circumstances.

The Influence of Resilience Coping on Work-School Conflict

With the initial sample value being negative, the hypothesis testing outcomes in this study show that resilience coping significantly and directly affects work-school conflict. This implies that work-school conflict decreases with an individual's resilience in handling conflict resulting from dual roles. This result is consistent with study by Muslimin (2021), which indicates that resilience is positively connected with engagement and effectiveness in the workplace through enhanced adaptation and decreased burnout.

The Influence of Management Support on Work-School Conflict

According to the findings of this study's hypothesis testing, work-school conflict is not significantly impacted directly by managerial assistance. This indicates that unless management support is backed by explicit systems, structures, or rules, role conflict cannot always be directly reduced by it. According to study by Eisenberger et al. (1986),

organisational support should not only satisfy employees' wants and entice them to join the company, but also cultivate a sense of duty to look out for the organization's welfare. It can be inferred from this

The Influence of School Support on Work-School Conflict

Work-school conflict is significantly impacted negatively by school assistance. Support, however, can occasionally lead to more demands and obligations, which might put further strain on working students. According to the Buffering Hypothesis (Cohen & Wills, 1985) and COR Theory (Hobfoll, 1989), support only successfully lessens conflict when it is robust, reliable, and adequate to counteract role expectations.

The Effect of Sustainable Self-Management Moderated by Management Support on Work-School Conflict

This study shows that the impact of sustainable self-management on work-school conflict is not substantially mitigated by management support. According to the Conservation of Resources Theory, even though the interaction coefficient's direction is positive, the intended level of assistance relative to the actual level is insufficient to serve as a protective resource. Consequently, the impact of personal resources on dual role conflict is neither substantially increased nor decreased by modest levels of contextual support. This is also compatible with the Buffering Hypothesis (Cohen & Wills, 1985), which states that if support is high, consistent, and insufficient to offset role expectations, it can be considered beneficial in decreasing conflict.

The Influence of Resilience Coping Moderated by Management Support on Work-School Conflict

The results of this study's hypothesis testing show that the impact of sustainable self-management on work-school conflict is not much mitigated by management support. According to the Conservation of Resources Theory, even though the interaction coefficient's direction is positive, the intended level of assistance relative to the actual level is insufficient to serve as a protective resource. Consequently, the impact of personal resources on dual role conflict is neither substantially enhanced nor diminished by a moderate degree of contextual support. Additionally, organisational characteristics have less of an impact on human resilience than personal factors. This association is consistent with Cohen & Wills' (1985) Conservation of Resources (COR) theory, which holds that recovery is improved and loss spirals are avoided when internal resources (resilience) and external resources (support) are combined.

The Influence of Sustainable Self-Management Moderated by School Support on Work-School Conflict

The results of the hypothesis test in this study indicate that school support can significantly reduce the impact of work-school conflict on sustainable self-management. Thus, a relationship between educational institutions and sustainable self-management can help resolve work-school conflicts. According to the findings of Creed et al. (2022), when schools provide flexible policies, academic environments or services that facilitate students' work, self-management strategies, such as time management and tugas strategies, can be used more effectively, such as in online ujian and kuliah access. Because of this, school support increases self-management skills to resolve work-school conflict. Due to a lack of educational support, self-management skills may be somewhat hindered due to institutional challenges.

The Influence of Resilience Coping Moderated by School Support on Work-School Conflict

The results show that the impact of sustainable self-management on work-school conflict is not substantially mitigated by management support. Conservation of Resources (COR) Theory suggests that although the interaction coefficient is positive, the level of support is insufficient to serve as a protective resource. Therefore, the impact of personal resources on dual-role conflict is neither enhanced nor diminished by modest contextual support. Additionally, resilience seems to be formed more by individual characteristics than by organisational ones. This outcome is in line with COR theory (Cohen & Wills, 1985), which stresses that in order to stop loss spirals and encourage recovery, internal resources (resilience) and external resources (support) must cooperate. Despite the intense demands of both work and school, they can be handled with the help of useful coping mechanisms. According to Karnia et al. (2025), the majority of students exhibit moderate to high coping levels, which reflect efforts to control academic and work burnout.

CONCLUSION AND RECOMMENDATION

Conclusion

1. Work-school conflict is positively and significantly impacted by sustainable self-management. Without sufficient assistance, intensive self-management may heighten perceived conflict and raise awareness of dual-role pressures.
2. Work-school conflict is negatively and significantly impacted by resilience coping. Work-study conflict decreases with increased resilience. Resilient people are better equipped to safeguard their psychological resources, according to the Conservation of Resources Theory (COR).
3. Although management support has a direct impact, it does not automatically lessen conflict unless it is backed by explicit structures and regulations. Because academic obligations are the main cause of conflict for working students, campus assistance is frequently more important than workplace support.
4. Support from the school has a favourable and noteworthy impact. According to Social Support Theory, students who get institutional support are better able to handle dual-role conflict.
5. The impact of sustained self-management on work-school conflict is not mitigated by management support. According to Halbesleben et al. (2024), personal resources seem to be more important than external organisational support.
6. Additionally, the impact of resilience coping is not mitigated by management support. Resilience functions both directly and mostly independently of working context (Cruz et al., 2022).
7. The association between work-school conflict and sustainable self-management is moderated by school assistance. According to role conflict theory, self-management of role conflict is more effective when there is strong institutional support.
8. The impact of resilient coping is not mitigated by school support. Institutional and personal resources typically function in distinct ways (Bakker & de Vries, 2021).

Recommendation

1. Academic Establishments

- a. Give working students access to more flexible academic regulations, such as modified schedules, organised online platforms, and opportunities for academic leave.
- b. Provide counselling services or workshops that teach stress management and resilience.

2. Organisations in the Workplace

- a. Give employees who are pursuing education institutional assistance in the form of flexible work schedules and remote work choices.
- b. Promote candid dialogue on dual-role needs between managers and staff.

3. Students Who Work

- a. Create self-management techniques that are balanced and include a clear division of labour and study responsibilities.
- b. Make active use of social and institutional support networks.

4. Upcoming Studies

- a. To gain a deeper understanding of the function of management assistance, employ qualitative methods.
- b. Incorporate other moderating factors including gender, age, job type, and organisational culture.
- c. To investigate conflict dynamics over time, use longitudinal study designs.

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