Role Conflict and Well-Being Among Working Students: The Viewpoint of a Full-Timer

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Abstract

This research examines the relationship between the conflicting role and the academic well-being of students who are both studying and working. It is widely assumed that students who are both working and studying experience low academic well-being, such as getting low grades, being not confident with academic performance, and feeling removed from college activities. On the other hand, most of them also experience a conflict between the multiple roles they engage in, and this reduces their productivity. Based on the literature, role conflict often occurs in individuals who have difficulty in determining the scale of priorities and responsibilities. Previous research has shown how role conflict was related to the well-being of part-time working students. Therefore, the purpose of this research is to determine whether role conflict of full-time working students is related to their subjective well-being. This study was quantitative with questionnaire data collection technique. The participants in this study were 100 college students in private universities in Jakarta. The data analysis technique used was the Spearman correlation test. The result showed that there was no relation between role conflict of working students and their academic subjective well-being. Theoritical and practical implications are discussed later.

Keywords: Role Conflict, Well-Being, Working Students

Abstract

Penelitian ini mencoba mengungkap hubungan antara konflik peran dengan kesejahteraan subjektif akademik mahasiswa yang kuliah sekaligus bekerja. Diketahui mahasiswa yang bekerja dan berkuliah mengalami indikator kesejahteraan akademik yang rendah seperti mendapat nilai yang buruk, tidak percaya diri dengan performa di perkuliahan dan tidak terikat dengan kegiatan kuliah. Di sisi lain, mereka juga banyak mengalami konflik dengan dua peran yang dilakukan sehingga menurunkan produktifitasnya. Menurut literature, konflik peran sering terjadi pada individu yang kesulitan dalam menentukan skala prioritas dan tanggung jawab. Penelitian sebelumnya, Role Conflict memiliki hubungan dengan well-being pada mahasiswa pekerja part-time. Oleh karena itu, tujuan penelitian ini adalah untuk apakah Role Conflict pada mahasiswa pekerja berhubungan dengan College Student Subjective Well-being pada mahasiswa pekerja. Penelitian ini bersifat kuantitatif dengan metode pengambilan data Kuesioner. Partisipan dalam penelitian berjumlah 100 Mahasiswa di perguruan tinggi swasta Jakarta. Teknik analisa data yang digunakan adalah uji korelasi. Hasil penelitian menunjukan bahwa tidak terdapat hubungan antara konflik mahasiswa pekerja dengan kesejahteraan subjektif akademik mahasiswa. Implikasi teoritis dan praktis didiskusikan kemudian.

Kata Kunci : *Konflik Peran, Kesejahteraan, Siswa yang Bekerja*

Introduction

Working students are currently a regular phenomena in several developing and developed countries. The research of *Endsleigh and the National Union of Students* in the *UK* has shown that in 2015 there was a significant increase of *working students* by 18% from the previous year [1] . Meanwhile in Indonesia,

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[1] J Mitchell, 'BBC News Indonesia', *BBC*, 2015 <www.bbc.com>.

Daulay and Rolay (2009) stated that at University of North Sumatra there were no less than 33,000 working students [2]. Furthermore, the data obtained by the Ministry of National Education of Indonesia from 2012 – 2014 shows that there 18% of students were studying and working at the same time [3]. This phenomenon has raised another problem, namely the low subjective well-being of working students due to conflictings roles at college and work. This research examines the relationship between role conflict and the dimensions of well-being of working students. These dimensions include *work in school*, *school in work*, *academic satisfaction*, *academic efficacy*, *school connectedness*, and *college gratitude*. Previous research has focused on the role conflict of working students who work part time, while this research is focused on those who work full time. It is expected that the result of this study could increase our understanding of the well-being of working students.

There are various reasons why students study and work at the same time, ranging from financial problems, desire to help their parents, wanting to be more independent, seeking experience, and filling their spare time [4]. Personal interviews conducted by Daulay and Rolay (2009) showed that some students who study and work at the same time do so to make ends meet[5]. Kwardzo (2014) has observed that the ever-increasing cost of education encourages students to fulfill their needs by working[6]. This

is also emphasized by Wang and Chen (2013) who have shown that students work because of the financial necessities that would otherwise put them out of school [7]. In addition, the increasing competition for scholarship programs requires students to work to meet their needs. Some parents are no longer able to bear the tuition fees[8]. Working students have become a trend and an option due to several demands, both internal and external. It can, however, open up opportunities for self-development [9]. The consequence faced by the working students is that they certainly have more fatigue than students who do not work. This is stated by Purwanto (2013), who observed that working students have a higher level of fatigue due to their busy activities when compared to students who do not work[10].

According to Putri and Budiani (2012), working students also experience physical and emotional exhaustion [11]. The well-being of working students affects their academic achievement[12]. Based on interviews with five

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working students conducted by researchers , it was found that they faced difficulty in determining the priority scale between studying and working. This decresaed their well-being. Fauziah (2015) stated that the student worker whose well-being is disturbed because of this priority stale also face difficulties in their academic lives [13]. This poor quality of life can affect the success of work and personal relationships later in life.

Research conducted by Renshaw (2013) showed that psychological stress has a correlation with the functioning of students's survival. In addition, psychological pressure also affects students' mental health such as being easily anxious and getting stressed [14]. Thus, it is necessary to know the factors that can affect the subjective well-being of working students. Students' subjective well-being is an assessment of subjective satisfaction related to job success, personal relationships, physical and emotional health [15]. The concept of subjective well-being of students is very close to subjective well-being, namely one's evaluation of life based on cognition and affectiveness [16] [17]. *Subjective well-being* in adolescence is a factor in achieving academic satisfaction [18]. Meanwhile, according to Renshaw (2016), academic well-being is an assessment of four main aspects, namely *academic efficacy*, *academic satisfaction*, *school connectedness,* and *college gratitude* [19]. The subjective well-being of college students comes from subjective perspectives and differs with each individual.Wibisono (2017) has added that the low well-being of working students affects their anxiety levels[20].

It is now common for students to study while working to fulfill their needs and self-actualization [21]. Mardelina and Muhson (2017) stated that college students generally prefer to work with a contract system in the short term or part time[22]. The reason is that part-time work is more flexible and fewer than those of full-time. However, the demanding schedule and responsibilities cause students to be more stressed and this affects their anxiety levels[23].

Working students have multiple roles and different responsibilities which can lead to role conflict[24]. Multiple roles occur when the time that they have is not devoted to one activity but to do other activities [25]. The

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multiple roles that are carried out often lead to confusion in determining priorities and responsibilities. Thus, conflict arises for the college students[26]. According to Greenhaus, Singh, and Parasuraman (2001), multiple roles can lead to role conflict because one role requires time and different behaviors. Thus, that the needs of other roles are not always met[27]. This view is in line with interviews conducted by researchers, in which respondents felt unease in regard to the priority scales, and this had a negative impact on learning achievement and well-being. Greenhaus and Beutell (1985) added that role demands are not met when a person is physically and mentally absent. This is the source of the multiple role conflict that is carried out[28].

Role conflict arises because of two responsibilities of the role, namely studying and working responsibilities[29]. The lack of time causes their energy to be forced to carry out activities that are equally important and this ends up in role conflict[30]. Difficulty in managing time creates tension and results in decreased well-being. It is common that working students often get unsatisfactory grades[31]. This factor also becomes a burden at

work and college, affecting one's performance[32].

Role conflict can be overcome by dividing the right amount of time by managing one's allocation of time, so that the student's goals can still be achieved (Robinns, 1996 in Putri and Budiani, 2012)[33]. Suci (2009) stated that students who cannot manage their time will end up in a role conflict[34]. Someone who has role balance can reduce tension and obtain a more positive well-being than individuals who have less role balance. Role balance is how individuals regulate cognitive patterns and behavioral patterns in a certain way for their survival (Marck MacDezmid in Lenaghan and Senguptha, 2007)[35]. The advantage of playing balanced multiple roles has a positive effect on well-being[36].

From the information above, studying and working at the same time have become a trend and are mostly done by students with different backgrounds. Working students experience role conflict because of the division of two responsibilities at the same time, which in turn can affect the college students' well-being. Research on this has been previously conducted in Indonesia by Metriana (2014), but it only measured subjective well-being in general[37]. This research differs from previous research because it measures specifically the role conflict of working students with students' academic well-being. This research is important, because it can help working

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students to devise strategies in overcoming role conflict that hinders their productivity.

Multiple roles lead to a tendency for role conflict to occur[38]. Role conflict arises due to the pressures that come from multiple roles [39] . Role conflict occurs when the implementation of multiple roles causes difficulties in dividing the time for and demands of each role. Working students are students who study and work at the same time [40] . Working students have different responsibilities and this often causes a decrease in productivity[41]. Working students often experience role conflict due to the demands of various roles [42] . Conflict in studying and working is one of the factors that decreases productivity; this creates tension in the students' life.

Students who study and work at the same time must have good time management and a good priority scale because multiple roles require more energy in certain periods of time (Suroto, 1992 in Wensly, 2016)[43]. Couzy (2012) has shown that lack of time in doing multiple activities causes role conflict[44]. The result of that research is in accordance with the opinion of Yang (2000) which stated that one of the factors that triggers the occurrence of role conflict is time-based conflict, namely role conflict because of the time used to fulfill one role reduces the time needed to fulfill the needs of other roles[45]. The trigger for role

conflict is due to the imbalance between the roles performed.

Role conflict in working students has an impact on sustainability because they would often feel that there is a decrease the ability to study and work effectively[46]. Carney (2005) stated that working students experience low academic well-being and declining health[47]. The negative effects of role conflict are more absence, decreased activity, and decreased amount of sleep (Greenberger & Steinberg in Isworohadi, 2009) [48]. Frone in Hill, Yang, Hawkins, and Ferris (2004) stated that role conflict affects academic well-being as a college student [49]. Research conducted by Kwardzo (2014) showed that time and types of work carried out by working students are two of the factors of low academic well-being. The imbalance in carrying out multiple roles causes students to compromise their academic well-being[50].

Metriana (2014) found that working students have negative emotions that lead to unsatisfactory academic performance [51]. Negative emotions experienced by students are related to personal feelings which are marked by a sense of helplessness, which leads to anxiety and prolonged stress. The result is a disruption of academic well-being and a decrease of academic achievement[52]. Students who have negative emotions experience low

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[51] Metriana.

[52] Putri and Budiani.

academic confidence[53]. The involvement in campus activities lead to a positive experience in college. If students are involved in campus and have a balanced job, students will experience more well-being (Carney in Tang and Chang, 2010)[54].

The relationship between working and studying imbalances creates emotional tension. This leads to drained energy that causes negative emotions[55]. Less flexible time affects workind students' studies at college because they devote more of their time to work so that they are less involved in academic and social activities (Fjorty, 1995 in Wang & Chen, 2013)[56]. Therefore, it is common for students to have negative emotional appreciation due to tension.

Minimal interaction besides studying at college makes students feel less connected to college, such as having less involvement in organizational activities, and other collegial activities. Students who study and work at the same time rarely engage in activities at college because they are more individualized than regular students. Carrying out multiple roles greatly affects the emotions that appear in students. Positive emotions are characterized by feelings of joy, full of energy, enthusiasm, concern, and individual well-being (Watson in Lenaghan and Senguptha, 2007)[57]. Negative emotions refer to the tendency to experience unpleasant feelings for a long time, usually characterized by bad moods such as distress, anger, and depression[58].

Working students have role conflict due to lack of balance, which has a negative impact on well-being[59]. Negative emotions in students cause stress, frustration, and depression (Tellegen in Lenanghan and Senguptha, 2007)[60]. The consequence that arises when role balance is not achieved is the appearance of negative emotions. This affects students' well-being (Tang and Chang, 2010). This tension causes stress and has a negative impact on students' well-being[61].

The multiple roles that are carried out will run well depending on the background of appreciation. There are many factors in carrying out multiple roles and these determine the success of carrying them out. Working students experience role conflict due to several factors such as working hours, culture, emotional regulation, and the environment at collge. This is in line with the research conducted by Wang and Chen (2014), who stated that part-time working students experience high levels of *stress* and this affects their performance[62]. Students who work part-time experience tension because their time is more flexible. Meanwhile, Metriana (2014) stated that *full-time* working students have low levels of well-being[63]. The meaning carrying out the multiple roles depends on their appreciation and how the individuals position their positive or negative emotions on themselves.

Working students have different environments from those of regular students. Generally, the demands of working students are lighter than those of regular students. This is because classes start at night after working hours when students already experience physical and emotional exhaustion. This also limits the working students' interaction with

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[62] Wang and Chen.

[63] Metriana.

their colleagues. Because of this factor, lecturers usually understand that the demands of studying for working students are different from regular students.

Private universities that have religious principles can help students have more positive emotions in carrying out multiple roles. It is in line with Hamadi (2018), who stated that the level of religiosity of working students affects the source of pressure faced by them[64]. The religiosity of college student comes from internal and external factors (Jalaluddin in Eva and Bisri, 2018)[65]. This is felt by working students who study in universities with high religiosity. Their appreciation will be more positive because of the environment and culture of the universities that support them.

The multiple roles that are carried out affects how individuals interpret their well-being. Furthermore, role conflict occurs when the interpretation of multiple roles carried out is negative and vice versa (Clark and Tellegen in Lenaghan and Senguptha, 2007)[66]. The results support the idea that individuals with more positive personality traits tend to experience less stress and vice versa[67]. Next, the research showed that negative emotions lead to stress, frustration, and depression. In general, positive, and negative emotions tend to be motivated by mood factors and this has an impact on working students (Tellegen in Lenanghan and Senguptha, 2007)[68]. It can be concluded that the multiple roles carried out depend on the appreciation of each individual. Role conflict may not occur if the individuals interpret their multiple roles positively and vice versa.

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[67] Lenaghan and Sengupta.
[68] Lenaghan and Sengupta.

Research Method

This research used a quantitative approach with a non-experimental research design. In this research, the researchers used a sample of 100 working students from various majors in Jakarta which were divided into five regions (central, north, west, east, and south). The characteristics of participants in this research are: (1) Students who study and work full time (8 hours), (2) students who are 18-25 years old, and (3) students who study at private universities in Jakarta (central, east, south, west, north).

The sample was taken using incidental sampling[69] due to the large number of students scattered in Jakarta and the unknown number of students. This made it easier for the researchers in the process of collecting data from each scattered private university.

In this study, students' role conflict was measured using the *Role Conflict Scale* which was divided into two, namely *Work Interferes with Being a Student* (WIS) and *Whether Being a Student Interferes with Work* (SIW) compiled by Lenaghan and Sengupta (2007). This measuring tool was published by Kopelman (1983). Previously, this measuring instrument only measured the role conflict between work and family. However, Lenaghan and Segupta (2007) adapted students' role conflict to measure how working affects studying and studying affects working[70]. The number of items in the measuring instrument of *role conflict scale* was six items. These items were measured on a Likert scale from 1 (strongly disagree) to 5 (strongly agree) with a score indicating a high level of role conflict.

In this study, college student subjective well-being was measured using the *College student subjective Wellbeing Questionnaire* (CSSWQ) compiled by (Renshaw, 2016)[71]. The

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[70] Lenaghan and Sengupta.
[71] Renshaw.

measurement of student subjective well-being was divided into four, namely, 1) *academic satisfaction* describes feelings of satisfaction and pleasure in academic subjects undertaken at college; 2) *academic efficacy* sees individuals in managing and working hard when completing their academic subjects at college; 3) *School connectedness* describes good relationships with people or the college environment; and 4) *college gratitude* sees being grateful for what an individual has earned. These four aspects have their respective scores and a total score. The number of items on the *College Student Subjective Wellbeing Questionnaire* (CSSWQ) measuring instrument was 16 items. These items were measured on a Likert scale from 1 (strongly disagree) to 7 (strongly agree) with a score indicating the level of student well-being getting higher.

The measuring instrument shows reliable results, in which role conflict has a Cronbach alpha value of 0.755 and CSSWQ of 0.879. The reliability in research can be said reliable if the value of the reliable coefficient is 0.07 (Kaplan and Saccuzzo, 2009) [72]. All measuring instruments have gone through an adaptation process recommended by Beaton, Bombardier, Guillemin & Ferraz (2000) with the translation and back-translation procedure [73]. The validity technique used to check the validity of the measuring instrument in this research was content validity. This research used content validity technique which means that the representation of the construct is in accordance with the measurement objective, and the items in the measuring instrument are really relevant in measuring the construct (Haynes, Richard, & Kubany in

Azwar, 2015) [74]. The eligibility test of content validity technique can be tested by using expert judgment. The instruments were constructed in respect to the aspects to be measured based on certain theories, before then being consulted with experts [75].

Results and Discussion

The number of participants from the research was 100, who were at their last semester at private universities in Jakarta. The following was the demographic data from the participants:

Table 1. Participant Demographic Data

Demographics	n = 100	Percentage
Gender		
Male	34	34. 0%
Female	66	66.0%
Age		
19	6	6,0%
20	13	13,7%
21	7	7,0%
22	32	32,0%
23	16	16,0%
24	16	16,0%
25	4	4,0%
29	1	1%
Private Colleges/ Universities		
Central Jakarta	65	65%
East Jakarta	33	33%
West Jakarta	1	1%
South Jakarta	1	1%
Semester		
1	10	16,9%
3	8	13,6%
5	15	25,4%
7	19	32,2%
9	6	10,2%
11	1	1,7%

[72] R.M. Kaplan and D.P. Sacuzzo, *Psychological Testing Principles, Applications, and Issues. 7th Edition – Abbreviated Paperback Edition Printed Especially for This Course.* (Belmont, CA.: Wadsworth, 2009).

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[75] Sugiyono.

Faculty

Accountant	42	42,0%
Public Administration	8	8,0%
Economy	4	4,0%
Science Technology	1	1,0%
Management	22	22,0%
Psychology	1	1,0%
Engineering	20	20,0%
Civil Engineering	1	1,0%
Cadets	1	1,0%

Results

The normality and linearity tests were conducted first to determine whether the researchers' data were normally and linearly distributed. Normality test using Kolgomorov Smirnov data can be said to be normally distributed if the significance value is above $p > 0.05$ (Sugiyono, 2014). If the significant value of the *role conflict scale* measuring instrument on the *school in work* dimension is $(p = .003)$ and on the *work in school* dimension is $(p = .007)$, this means the data are not normally distributed.

Hypothesis test in this study used a correlation test to determine whether there was a significant relation between conflict of working students and student well-being. In this case, the researchers used the Spearman correlation test technique because the distribution of data of two variables was not normally distributed. The results of the correlation between the dimensions of the two constructs can be seen in Table 2.

Table 2. The Correlation between Role Conflict Dimension and Working Students' Subjective Well-Being

Variable	WIS	SIW	AS	AE	SC
Work in School (WIS)					
School in Work (SIW)	.482**				
Academic Satisfaction (AS)	.0161	.086			
Academic Efficacy (AE)	.148	.115	.676**		
School Connectedness (SC)	-.002	-.063	.485**	.601**	
College Gratitude (CG)	.041	-.198	.382	.363	.590**

Based on the results from Table 2, it is found that there is no significant relation between *Work in School* dimension and *Academic Satisfaction* dimension (r= .016; p > 0.05). Although the value of r indicated a positive direction which meant that the higher the *work in school* dimension the higher the *academic satisfaction* dimension. However, this relation was not significant.

It was also found that there is no significant relation between *Work in School* dimension and *Academic Efficacy* dimension (r= .148; p>0.50), and between *Work in School* dimension and *School Connected* dimension (r= -0.02; p > 0.05). Furthermore, there is no significant relation between *Work in School* dimension and *College Gratitude* dimension (r= .041; p > 0.05). From the results of Table 2, it is found that there are no significant relations between *School in Work* dimension and *Academic Satisfaction* dimension (r= .085; p > 0.05); between *School in Work* dimension and *Academic Efficacy* dimension (r= .115; p <0.05); between *School in Work* dimension and *School Connected* dimension (r= -.063; p <0.05); and between *School in Work* dimension and *College Gratitude* (r= -.198; p > 0.05).

Table 3. The Coefficient of Correlation Test

Coefficient Interval	Description
0.00 – 0.19	Very low
0.20 – 0.39	Low
0.40 – 0.59	Moderate
0.60 – 0.79	High
0.80 – 1.00	Very High

Discussion

The result of this research found that the dimension of role conflict in individuals did not have a relation towards students' well-being. Individuals who experienced role conflict as working students were not affected in their well-being. This could be caused by a positive interpretation of their multiple roles in their studies and work. Lenanghan and Senguptha (2008) specified that well-being as a college student is based on two emotions, namely positive and negative emotions. It also depends on how the individual deals with pressure[76]. In line with this study, it is possible that working students exhibited positive emotions, causing the pressure to be experienced as a positive thing.

The college students with multiple roles do not always have to experience role conflict because role conflict occurs when there is no balance in carrying out the roles. The emergence of role conflict due to the tension in carrying out multiple roles causes the individual to have difficulty in analyzing needs[77]. In addition, the requirements for each role will eventually have an impact on the tension [78]. Yang (2000) stated that it is necessary to have *time-based* management in carrying out multiple roles because it makes easier for someone to carry out multiple roles and avoid conflict[79]. The positive appreciation of working students regarding their multiple roles is one of the success factors in carrying them out. If multiple roles become a source of stress, the tension will rise and vice versa. Therefore, it is important for working students to have positive emotions because it has an impact on sustainability in carrying out multiple roles.

Working students would often choose the type of work and their working hours, because this is one method of carrying out multiple roles [80]. This is also supported by Tang and Chang (2010) who stated that *part-time* working students experience *stress* more easily because time for studying at college often clashes with time for working[81]. *Part-time* working students experience anxiety and tension more often because they have more difficulties in managing time[82]. Working hours for students have a positive impact on their sustainability and *part-time* working students experience a decrease in well-being[83]. Students' academic well-being depends on the type and hours of work because it is related to their health status in addition to influencing positive and negative emotions (Lederman in Wang and Chen, 2014) [84]. Because of this, it is common for working students to have good time management because they have multiple responsibilities, plus the fulfillment of each role that needs each other. This has a positive impact for working students who have limited time.

A working student's academic performance encourages them to get good grades. Rozali (2015) has argued that academic efficacy has a positive effect on student well-being and can help avoid pressure[85]. Orszag, Orzag, and Whitemore (2001) stated that working students tend to get higher GPAs than regular students do. Working students who have good *academic efficacy* get good *feedback*[86]. *Self efficacy* in college students is felt

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[76] Lenaghan and Sengupta.

[77] Tang and Chang.

[78] Buda and Lenaghan.

[79] Affrida.

[80] Metriana.

[81] Tang and Chang.

[82] Daulay and Rola.

[83] Wang and Chen.

[84] Wang and Chen.

[85] Yuli Asmi Rozali, 'Hubungan Efikasi Diri Akademik Dan Dukungan Sosial Orangtua Dengan Penyesuian Diri Akademik Pada Mahasiswa UEU Jakarta', *Jurnal Psikologi*, 13.1 (2015), 65–69.

[86] Lauren Dundes and Jeff Marx, 'Balancing Work and Academics in College: Why Do Students Working 10 to 19 Hours per Week Excel?', *Journal of College Student Retention: Research, Theory and Practice*, 8.1 (2006), 107–20 <https://doi.org/10.2190/7UCU-8F9M-94QG-5WWQ>.

to be a positive emotion and affects *academic efficacy*[87].

Working students ultimately choose and adjust their time between studying and working. This is also called as positive self-meaning. This is one of the factors that boost student motivation, because the pressure is not something that is considered as a source of tension, but as a *challenge*. In addition, working students are more independent than regular students and have clearer goals at work. Moreover, the graduation of college students is a benchmark for a company in promoting students who study and work at the same time. Students who study and work have low grades due to lack of time, but they have greater opportunities after graduation such as promising jobs and high salaries (Gleason in Metriana, 2014) [88] . Working students experience salary increases faster than regular students, because they have experience and are more mature before working.

The multiple roles that are carried out are an option because it is more challenging for college students, in addition to being able to manage themselves better and get material and moral benefits. College students also realize that if they only study without sharpening their *soft skills*, they will eventually be eliminated in the increasingly sophisticated era. Being a college student who just studies is not enough because they are required to be reliable in various fields. This factor is one of the choices that college students often take. It is not

surprising that working students are increasing every year.

In fact, college students prefer to do multiple roles because they can have many friends, be more independent, and manage their time. This becomes a positive emotion for working students, impacting their appreciation as working students. Thus, working provides opportunities for college students to actualize themselves more. In line with Tellegen (1985), negative emotions possessed by students can lead to stress and anxiety that are motivated by mood factors; this may have an impact on working students[89]. The multiple roles that are carried out will not end up in role conflict if college students turn this pressure into a positive thing.

The result of this study was that there is no relation between role conflict and well-being because it is motivated by many factors such as working hours, culture, and environment. *Part-time* working students had low academic well-being[90]. Universities that had high religiosity also influences the meaning of work. Hamadi (2018) found that the level of religiosity in working students influence their attitude towards multiple roles [91] . Student religiosity comes from internal and external factors (Jalaluddin in Eva and Bisri, 2018)[92]. Students who have a positive outlook also affect how work is appreciated. The fact is that private universities that have high religiosity affect their appreciation in carrying out multiple roles. Indirectly, positive perceptions will arise.

Thus, it can be concluded that working students have different understanding of their circumstance. Having a positive or negative emotion depends on the individual. The working hours that students choose affect students' self-actualization as college students.

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[87] N Amin and others, 'No Title"거대한 잠재력" 인도·아세안 본격 공략 시동', *International Institute for Environment and Development*, 07/80.2 (2010), 125 <https://arxiv.org/pdf/1707.06526.pdf%0Ahttps://www.yrpri.org%0Ahttp://weekly.cnbnews.com/news/article.html?no=124000%0Ahttps://www.fordfoundation.org/%0Ahttp://bibliotecavirtual.clacso.org.ar/Republica_Dominicana/ccp/20120731051903/prep%0Ahttp://webpc.cia>.

[88] Metriana.

[89] Lenaghan and Sengupta.

[90] Wang and Chen.

[91] Hamadi., Wiyono. J., & Rahayu.

[92] Eva and Bisri.

A supportive university environment also influences the multiple roles and becomes one of the factors supporting it. In line with the data obtained, religious private universities have a positive effect in undergoing pressure. The appreciation of being a working student at a religion-based university and a good environment is important for a working student.

The results has shown that there is no relation between role conflict and well-being in working students. This is due to several background factors. Previous research have shown that that role conflict is related with well-being, especially on students who work *part time*. It is different from students who work full time, and who are the sample of this study. Thus, from this study, it can be concluded that multiple roles do not affect the academic well-being of working students who work full-time.

Recommendation

Future studies should expand the research sample, such as in the Greater Jakarta region or other big cities in Indonesia. The next research should also focus on students in specific semesters because the credits of each semester can be different. Practical suggestion for private colleges is that they are expected to add literature for students who have multiple roles as working students. This seeks to increase the productivity of students who study and work at the same time.

Limitation

This research did not explore other related factors such as working hours, culture, environment, and religiosity in working students's multiple roles. This study also stands in need of a wider sample. The lack of extensive data received can also be one of the factors why no significant relation was found between multiple roles and well-being. The sample distributed is very limited, and this is one of the obstacles of this study. There is also a lack of specifications in the sample, such as college students with specific study programs, less specific age and less combination between students who work with a contract system or a time system. The selection of colleges is also limited.

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