



Determinants of Social, Economic, and Academic Factors Influencing Pamulang University Students' Decisions to Work While Studying

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ABSTRACT

This research is conducted in response to the increasing trend of university students undertaking employment while pursuing higher education as a strategy to meet financial needs and enhance career readiness. This study analyzes the factors influencing students' decisions to work while studying, focusing on Regular CK (Thursday) class students at Pamulang University, South Tangerang. Using a quantitative descriptive approach, the research examines economic, motivational, social, and institutional factors shaping students' dual roles as workers and learners. Data were collected through questionnaires and analyzed using several statistical procedures to ensure data quality. Validity testing confirmed that all research items were valid, while reliability testing showed strong internal consistency across variables (Cronbach's Alpha > 0.70). Classical assumption tests were also performed, where the Kolmogorov-Smirnov test indicated normally distributed data (Asymp. Sig. = 0.200), and linearity testing confirmed significant linear relationships between variables. Correlation analysis revealed a strong positive relationship between the examined factors and students' decisions to work while studying ($r = 0.623$, $p < 0.05$). Regression analysis further demonstrated that variable X significantly influences student decisions, supported by corrected item-total correlation values for X1.5 (0.485), X1.9 (0.484), X1.15 (0.516), X1.16 (0.502), and X1.18 (0.488), along with significant t-test and F-test results. The findings indicate that students' decisions to work are influenced not only by economic necessity but also by personal motivation, career preparation, and social support. This study contributes theoretical insights into working-student behavior and offers practical implications for educational institutions and employers in developing supportive environments for students managing dual responsibilities.

Keywords: Academic Policy, Economic Factors, Motivation, Pamulang University, Working Students

1. INTRODUCTION

The phenomenon of students choosing to work while studying is increasingly prevalent in various universities in Indonesia, including Pamulang University. This condition emerges as a response to various social, economic, and psychological factors influencing individuals' decisions in pursuing higher education. In the context of Regular CK (Thursday) class students at Pamulang University, this phenomenon becomes even more interesting as most students come from a working background striving to balance academic responsibilities with job demands. Working while studying is no longer merely an option but often becomes a necessity driven by family economic conditions, the desire for financial independence, and the motivation to gain work experience early. According to Kniveton (2004), students' decision to work while studying can be influenced by economic factors, social environment, personal motivation, and future career opportunities. However, on the other hand, this phenomenon also presents significant challenges, such as decreased focus on studying, time pressure, and fatigue that potentially affect students' academic achievement.

Pamulang, as one of the universities with the largest number of students in South Tangerang, has a flexible lecture system, one of which is the Thursday Employee Class (CK) intended for working students. This system provides broad opportunities for those who wish to continue their education without leaving

their main jobs. Based on the author's initial observation of several Regular CK students, most choose to work while studying due to economic reasons and work experience, although some also admit difficulty in managing time and maintaining academic performance. Research by Mutaufiq et al. (2025) mentions that economic factors are the main driver for students to work while studying, but intrinsic motivations such as the desire to develop skills, increase self-confidence, and expand social networks also play an important role. On the other hand Rahayu et al. (2024) found that although working while studying can increase independence and responsibility, it can also cause stress and decrease academic concentration if not managed well.

The phenomenon of students working while studying also reflects social changes in society's perspective on higher education (Paraswati et al., 2025). Contemporary students do not only view university as a means to obtain a diploma but also as a preparatory stage for entering the workforce. This aligns with Herbert et al. (2020)'s opinion which states that work experience during studies can strengthen students' professional readiness and become an added value when entering the job market. However, not all students are able to balance job and academic demands effectively. The author's initial interviews with several Regular CK students at Pamulang University revealed various reasons and considerations before deciding to work while studying. Most mentioned economic factors and personal needs as the main drivers, while others view work experience as an investment for the future. However, there were also complaints about physical fatigue, time constraints, and difficulty in fully participating in academic activities. With the increasing number of students choosing to work while studying, this research is important to conduct to analyze in-depth the factors influencing the decision of Pamulang University students, especially the Regular CK (Thursday) batch, in choosing to work while studying. This research is expected to contribute to the development of academic policies and institutional support for working students so they can optimally balance work and education. Based on this background, the author is interested in raising the title: "Determinants of Social, Economic, and Academic Factors Influencing Pamulang University Students' Decisions to Work While Studying."

In this research, students' decision to work while studying is influenced by various internal and external factors such as economic, motivational, social, and institutional factors. Economic factors are one of the main reasons students choose to work while studying. According to Bozick (2007), economic pressure and financial needs to fund education and daily living costs often drive students to seek employment. Motivation is the internal and external drive that moves a person to achieve certain goals. The social environment includes support from family, friends, and society that can influence students' decision to work. Home (1997) emphasize that social support functions as emotional and moral strength that helps students overcome pressure due to dual responsibilities. According to Müller and Mildemberger (2021), academic flexibility such as evening classes, blended learning systems, and adaptive academic policies are main supporting factors for working students. This aligns with Institutional Support Theory, which emphasizes the importance of structural support for non-traditional students. Working while studying also functions as a long-term career development strategy. According to Herbert et al. (2020), work experience during studies enhances professional readiness, work ethic, and graduate competitiveness in the job market. Through work experience, students can apply academic theory in practice and build professional networks that will benefit them after graduation. In this context, students consider the benefits (income, experience) and costs (time, energy, academic risk) before deciding to work while studying. The final decision is made based on the balance between personal needs, abilities, and available opportunities.

2. METHODS

2.1. Research Methods

This study employs a descriptive qualitative methodology to explore the phenomenon of working students in depth. Rather than statistical analysis, the focus is on understanding the students' lived experiences, subjective perceptions, and underlying motivations for juggling employment with academic duties. Data were gathered using a multi-method approach comprising in-depth interviews, observations, and document analysis. This triangulation of methods provides a comprehensive and nuanced understanding of the students' dual roles as employees and learners. This qualitative method allows the researcher to interpret the meaning and reasons underlying students' choices. This research was conducted at Pamulang University (UNPAM), located in South Tangerang, Banten, focusing on students from the Regular CK (Thursday) class,

most of whom work while studying. The research took place from October to December 2025, covering all stages of preparation, data collection, analysis, and report writing. Research subjects consisted of active management students from the Regular CK class who work while studying. Informants were selected through purposive sampling, consisting of five main informants and two supporting informants, who met the criteria of having at least one semester of work experience and being willing to participate. This ensures the collected data is rich and in-depth regarding the factors influencing their decision to participate in the work-study program. Data collection techniques include interviews to explore personal motivations and experiences, classroom observation to analyze time management and student interactions, and documentation to collect supporting materials such as academic records and campus profiles. Following Miles and Huberman's interactive model, the analysis process included data reduction, presentation, and conclusion verification via triangulation. The validity of the findings was established by applying Lincoln & Guba (1985) four criteria for trustworthiness: credibility, transferability, dependability, and confirmability.

2.2. Conceptual Framework

The conceptual framework of this research as displayed in figure 1 serves as a theoretical foundation explaining the relationship between relevant theories, previous research, and the current phenomenon being studied. According to Sugiyono (2011), a conceptual framework outlines the logical relationships between variables or factors based on existing theoretical foundations. In this research, the framework describes the factors influencing Pamulang University students, specifically the Regular CK (Thursday) class, in deciding to work while pursuing studies. The phenomenon of students working while studying is increasingly prevalent, especially at Pamulang University, where many students balance work in formal and informal sectors with their education. Based on initial observation and literature review, there are six main factors influencing this decision: economic factors, social or environmental support, academic flexibility, self-development and independence, experience and career, and personal decision-making.

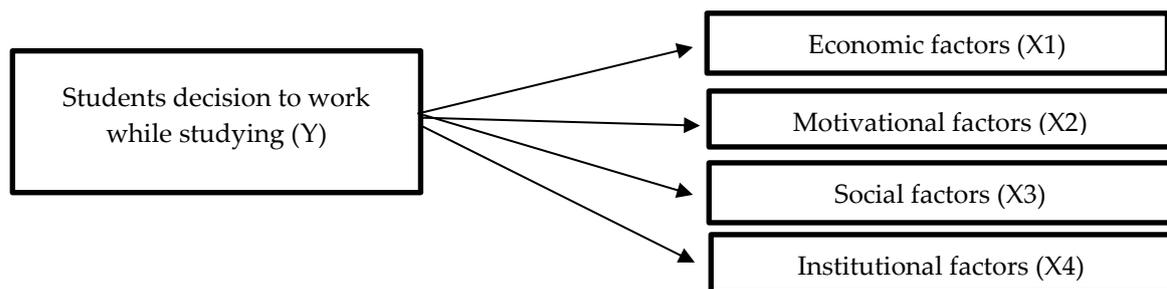


Figure 1. Conceptual Framework

Conceptually, the relationship between variables is as follows:

- 1) The higher the economic need (X1), the greater the likelihood students will choose to work while studying.
- 2) The stronger the personal motivation (X2), the higher the tendency for students to take on dual roles.
- 3) Social support (X3) strengthens students' ability to balance work and study.
- 4) Institutional support (X4) creates a conducive academic environment for working students.

2.3. Research Hypotheses

Based on the theoretical foundation and conceptual framework above, research hypotheses can be formulated as follows:

2.3.1. Main Hypothesis (Simultaneous Hypothesis)

H₁: Economic, motivational, social, and institutional factors simultaneously have a significant influence on students' decision to work while studying at Pamulang University.

H₀: Economic, motivational, social, and institutional factors simultaneously do not have a significant influence on students' decision to work while studying at Pamulang University.

2.3.2. Partial Hypotheses

H_{1a}: Economic factors (X1) have a positive and significant influence on students' decision to work while studying.

H_{0a}: Economic factors do not have a significant influence on students' decision to work while studying.

H_{1p}: Motivational factors (X2) have a positive and significant influence on students' decision to work while studying.

H_{0p}: Motivational factors do not have a significant influence on students' decision to work while studying.

H_{1c}: Social factors (X3) have a positive and significant influence on students' decision to work while studying.

H_{0c}: Social factors do not have a significant influence on students' decision to work while studying.

H_{1d}: Institutional factors (X4) have a positive and significant influence on students' decision to work while studying.

H_{0d}: Institutional factors do not have a significant influence on students' decision to work while studying.

3. RESULTS AND DISCUSSION

3.1. Research Results

3.1.1. Validity Test Results

The purpose of the validity test is to determine whether the questionnaire items used to measure students' decision to work while studying are accurate and truly represent the intended variable.

Table 1. Validity Test Results

		Correlations				Students' decision to work while studying
		y1	y2	y3	y4	
y1	Pearson Correlation	1	.597**	.502**	.467**	.814**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	100	100	100	100	100
y2	Pearson Correlation	.597**	1	.698**	.370**	.826**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	100	100	100	100	100
y3	Pearson Correlation	.502**	.698**	1	.357**	.791**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	100	100	100	100	100
y4	Pearson Correlation	.467**	.370**	.357**	1	.725**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	100	100	100	100	100
Students' decision to work while studying	Pearson Correlation	.814**	.826**	.791**	.725**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	100	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows the correlation results between the four independent variables (y1, y2, y3, y4) and the dependent variable (students' decision to work while studying). Using Pearson's correlation, all variables demonstrate a significant positive relationship ($p < 0.01$), confirming a meaningful statistical link. The correlation value between y1 and the decision to work while studying is $r = 0.814$, indicating a strong positive relationship. This shows that when y1 increases, the likelihood of students working while learning also increases. The correlation between y2 and the decision to work is even stronger, $r = 0.826$, indicating that y2 has the strongest influence among the four independent variables. y3 also has a strong positive correlation ($r = 0.791$), implying a close relationship with students' work-study decision. y4 shows a fairly strong correlation

($r = 0.725$), still significant but slightly weaker than the others. Furthermore, all independent variables are also significantly correlated with each other, with coefficients ranging from 0.357 to 0.698, indicating that these factors are interrelated and can collectively influence the dependent variable. Overall, the correlation results show that y_1 , y_2 , y_3 , and y_4 each have a strong and positive relationship with students' decision to work while learning. The significance value (Sig. = 0.000) confirms that these correlations are statistically meaningful, supporting the hypothesis that many factors together shape students' decision to balance academic and work responsibilities.

3.1.2. Reliability Test Results

Table 2 presents the results of the Item-Total Statistics analysis for the variable students' decision to work while studying. The Corrected Item-Total Correlation values for all items (Y1–Y4) range from 0.468 to 0.686, indicating that all items have acceptable positive correlation values (greater than 0.3). This means each item is valid and contributes to measuring the same construct. Furthermore, an analysis of item-level reliability shows "Cronbach's Alpha if Item Deleted" values between 0.699 and 0.815. As none of these values exceed the overall scale reliability ($\alpha = 0.75$), all items are retained. This indicates that the questionnaire possesses good internal consistency and is a reliable measure of students' decision to work while studying.

Table 2. Reliability Test Results

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
y1	10.1200	2.733	.647	.714
y2	10.1200	2.834	.686	.699
y3	10.1900	2.923	.629	.725
y4	10.1900	2.863	.468	.815
Mean	Variance	Std. Deviation	N of Items	Mean
13.5400	4.716	2.17153	4	13.5400

3.1.3. Classical Assumption Test

1) Normality Test

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.69838866
Most Extreme Differences	Absolute	.068
	Positive	.047
	Negative	-.068
Test Statistic		.068
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 3 above presents the results of the Normality Test using the One-Sample Kolmogorov–Smirnov (K–S) Test, conducted to determine whether the residuals in the regression model are normally distributed. Here is the explanation of each part:

- 1) $N = 100$ indicates the normality test was performed on 100 data points (respondents).
- 2) The mean of the residuals is 0.0000000, indicating the residuals are centered around zero, a good indicator of normal distribution.

- 3) The standard deviation of the residuals is 1.698, describing the average deviation of data from the mean value.

The "Most Extreme Differences" section shows how much the observed cumulative distribution differs from the expected normal distribution:

- 1) The absolute difference is 0.068,
- 2) The positive difference is 0.047, and
- 3) The negative difference is -0.068.

With a test statistic of 0.068 and a two-tailed significance value of 0.200 (greater than 0.05), the null hypothesis of normality cannot be rejected. Therefore, the assumption of normally distributed residuals is met, validating the use of the regression model for subsequent analysis.

2) Linearity Test

A significant linear relationship is established by the ANOVA, confirming the model's validity. The data show no significant departure from linearity, reinforcing that the linear model is well-suited to the dataset.

Table 4. Correlation Analysis

		ANOVA					
			Sum of Squares	df	Mean Square	F	Sig.
Students' decision to work while studying* X	(Combined)		224.602	23	9.765	3.064	.000
	Between Groups	Linearity	181.272	1	181.272	56.872	.000
		Deviation from Linearity	43.330	22	1.970	.618	.898
		Within Groups	242.238	76	3.187		
	Total		466.840	99			

The Analysis of Variance (ANOVA) in the table 4 above displays the results used to evaluate the significance of the relationship between the independent variable and students' decision to work while studying. This test assesses the model's linearity and overall explanatory power. As indicated, the total sum of squares (466.840) quantifies the overall variance in the dependent variable. This variation is divided into two main components: between groups (explainable variation) and within groups (unexplained or residual variation).

3) Correlation Analysis

Table 5. Correlation Analysis

		Correlations	
		X	Students' decision to work while studying
X	Pearson Correlation	1	.623**
	Sig. (2-tailed)		.000
	N	100	100
Students' decision to work while studying	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation was conducted to assess the relationship between variable X and students' choice to work while studying. The analysis in the table 5 yielded a correlation coefficient of 0.623 ($p = 0.000$), signifying a fairly strong and statistically significant positive association. In practical terms, this means increases in variable X correspond with a greater tendency for students to work during their academic tenure.

4) Simple Linear Regression

Table 6. Simple Linear Regression

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-2.232	2.007		-1.112	.269
	X	.226	.029	.623	7.887	.000

a. Dependent Variable: Students' decision to work while studying

Table 6 shows the regression coefficients for the model predicting students' decision to work while studying based on variable X. The Constant (intercept) is -2.232, meaning when X equals zero, the predicted value of students' decision to work while studying is -2.232. However, since this value is not statistically significant (Sig. = 0.269 > 0.05), it does not have a meaningful impact on the model. Analysis reveals that X significantly predicts students' choice to work during their studies. With an unstandardized coefficient of 0.226, each unit increase in X corresponds to a 0.226 unit increase in the dependent variable. The standardized Beta of 0.623 reflects a strong effect, and the high t-statistic (7.887) with $p < 0.001$ confirms statistical significance. Therefore, X is a strong, positive determinant of this decision.

3.1.4. Hypothesis Testing

Table 7. Hypothesis Testing

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-2.232	2.007		-1.112	.269
	X	.226	.029	.623	7.887	.000

a. Dependent Variable: Students' decision to work while studying

In the table 7, the regression coefficients for the model testing the influence of variable X on students' decision to work while studying are displayed above. The intercept (-2.232) is not statistically significant ($p = 0.269$), suggesting it does not meaningfully contribute to the model. The unstandardized coefficient for X is 0.226 (SE = 0.029), indicating a 0.226-unit increase in the outcome per one-unit rise in X. The standardized coefficient (Beta = 0.623) reflects a strong positive effect, which is statistically significant ($t = 7.887$, $p < 0.001$).

1) Coefficient of Determination

Table 8. Coefficient of Determination

Model	Model Summary ^b			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.623 ^a	.388	.382	1.70703

a. Predictors: (Constant), X

b. Dependent Variable: Students' decision to work while studying

The coefficient of determination (R Square) in the table 8 is 0.388 or 38.8%. This means that 38.8% of the variation in the dependent variable, namely students' decision to work while studying, can be explained by variable X. In other words, variable X has moderate explanatory power in predicting students' decision to work while studying. External factors not captured by the model account for the remaining 61.2% of the variance. The Adjusted R² of 0.382, which refines the R² value by accounting for predictors and sample size, confirms that the model's explanatory power is both stable and reliable. Overall, the coefficient of determination shows that X contributes significantly to students' decision to work while studying, although other factors also play a role.

2) F-Test

Table 9. F-Test

		ANOVA ^a				
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	181.272	1	181.272	62.208	.000 ^b
	Residual	285.568	98	2.914		
	Total	466.840	99			

a. Dependent Variable: Students' decision to work while studying

b. Predictors: (Constant), X

The ANOVA table assesses the overall significance of the regression model. The results show an F-statistic of 62.208 ($p < 0.001$), indicating that the model is statistically significant. With a Regression Sum of Squares of 181.272 and a Residual Sum of Squares of 285.568 (Total SS = 466.840), variable X explains a meaningful portion of the variance in the dependent variable. Consequently, the model is deemed a valid fit, confirming that X significantly influences students' decision to work while studying.

3.2. Discussion

The validity test results indicate that all questionnaire items pertaining to students' decision to work while studying have calculated correlation values exceeding the critical r-table value of 0.196 (derived from $N=100$, $df=98$, $\alpha=0.05$). According to the established criterion where an item is considered valid if its calculated $r > r\text{-table}$ every item in the instrument is valid. Therefore, the questionnaire is confirmed as a suitable and accurate measurement tool for this study. This indicates that the research instrument accurately reflects the researched variable, namely the factors influencing students' decision to work while studying. A good validity test is an important foundation in quantitative research, ensuring that each question in the questionnaire truly measures the tested concept and is not merely influenced by respondents' perceptions or biases.

In the context of social and educational research, instrument validity is crucial as it directly affects the accuracy of research conclusions. If an instrument is not valid, the findings produced can be misleading or fail to represent actual field conditions. Therefore, these validity test results indicate that each questionnaire item is well-designed and can accurately measure the phenomenon of students' decision to work while studying. Following the validity assessment, instrument reliability was examined. Reliability denotes the consistency and stability of a measurement tool across repeated applications. In this study, internal consistency was measured using Cronbach's Alpha (α). Per Ghozali (2016), a Cronbach's Alpha value exceeding 0.70 indicates acceptable reliability. The test results confirmed that all variables surpass this threshold, confirming their reliability. This implies respondents' answers were consistent, rendering the collected data dependable and reflective of actual conditions.

High reliability also indicates strong internal consistency. In this research, good reliability ensures that respondents understood each question in the same way and no significant measurement errors occurred during data collection. This serves as a solid foundation for proceeding to inferential analysis. Furthermore, high reliability indicates that this instrument can be reused in similar future research without major revision. Therefore, the reliability test not only strengthens this research's credibility but also contributes to developing research instruments on student work behavior. A normality test was conducted to assess whether the data follow a normal distribution, using the Kolmogorov-Smirnov (K-S) test. The results yielded an asymptotic significance (2-tailed) value of 0.200, exceeding the alpha threshold of 0.05. Consequently, it can be concluded that the data are normally distributed.

Normal data distribution is a fundamental assumption in linear regression analysis because it ensures that the model errors or residuals are distributed randomly and without bias. Therefore, the regression model used can produce valid estimates. Normal data distribution also indicates that respondents' answers vary proportionally, without extreme deviations from the mean, strengthening the reliability of the statistical model. Beyond the normality test, the study conducted a linearity test to examine the form of the relationship between X and Y. Linearity is established based on a specific statistical criterion: the p-value for linearity must be below 0.05, while the p-value for deviation from linearity must exceed 0.05.

The results show that the significance value for Linearity is $0.000 < 0.05$, while Deviation from Linearity is $0.898 > 0.05$. This indicates that the relationship between the independent and dependent variables is linear. In other words, every increase in variable X (such as motivation, economic factors, or social support) is followed by a proportional increase in students' decision to work while learning. This linear relationship is important because it confirms that the simple linear regression model used reflects the actual relationship between the variables. After the data was confirmed valid, reliable, and met classical assumptions, hypothesis testing was conducted to examine the relationship between variable X and students' decision to work while learning (Y). The analysis results show a correlation coefficient (r) = 0.623 with $p = 0.000$ ($p < 0.05$).

This finding indicates a positive and significant relationship between variable X and students' decision to work while studying. This means, the higher the value of variable X, the greater the likelihood of students deciding to work while studying, and vice versa. A correlation value of 0.623 falls into the "strong" category, based on the interpretation of Parish and Guilford (2006), which states that correlation values between 0.60 and 0.799 indicate a strong relationship between two variables. Simple linear regression analysis produced the following equation:

$$Y = -2.232 + 0.226X + e$$

This equation shows that the constant value -2.232 indicates that if variable X is constant (0), students' decision to work while learning would be -2.232. Meanwhile, the regression coefficient for variable X is 0.226, meaning that every 1% increase in variable X leads to a 0.226 increase in students' decision to work while learning. This finding strengthens the previous correlation results, confirming the positive relationship between the two variables. Thus, the greater the influence of variable X (such as motivation, economic need, or social support), the stronger the tendency for students to work while pursuing higher education. The t-test results (partial test) show that $t_{\text{calculated}} = 7.887 > t_{\text{table}} = 1.984$, with a significance level of $0.000 < 0.05$. According to the testing criteria, if $t_{\text{calculated}} > t_{\text{table}}$ and the significance value < 0.05 , then H_0 is rejected and H_a is accepted. This means variable X significantly influences students' decision to work while studying.

The F-test results (simultaneous test) show $F_{\text{calculated}} = 62.208 > F_{\text{table}} = 3.94$, with a significance level of $0.000 < 0.05$. This indicates that the regression model simultaneously has a significant influence on students' decision to work while studying. Therefore, both individually and simultaneously, variable X significantly influences the decision. These findings provide a deeper understanding of the dynamics of working student behavior in higher education. In the current socioeconomic context, rising education costs and living expenses are main reasons students choose to work while studying. However, this research also shows that the decision is not solely driven by economic need but also by intrinsic motivation to develop skills, gain work experience, and enhance competitiveness in the job market. Personal motivation is a key factor driving students to take on dual roles as learners and workers. Highly motivated students tend to have clearer life goals and stronger future orientation. They work not only to earn income but also to gain practical experience supporting their future careers. This aligns with Maslow's self-actualization theory, which explains that individuals are driven to realize their potential through simultaneous academic and professional achievement.

Besides personal motivation, social and institutional support plays an important role. Support from family, peers, and university helps students manage psychological pressure and time constraints when balancing studies and work. Families providing moral or financial support can increase students' confidence to continue studies despite having work responsibilities. Similarly, academic support from lecturers and peers fosters a positive learning environment that encourages student success in managing dual roles. From a policy perspective, these findings indicate that universities should design more inclusive academic policies for working students for example, offering flexible schedules, online learning systems, and tailored academic counseling for part-time students. This is increasingly relevant in the digital era, where many institutions adopt hybrid learning systems allowing students to learn anytime, anywhere without sacrificing quality. Furthermore, this study offers practical implications for employers. Companies employing student workers can benefit from understanding their characteristics high learning enthusiasm, adaptability, and strong work ethic.

By recognizing these traits, employers can provide more flexible work schedules that promote work-study balance, enhancing employee productivity and well-being. Academically, these findings serve as a reference for future research on psychological, social, and economic factors influencing student behavior. Future studies can explore differences in work-study decisions based on gender, academic major, or family

background, or apply qualitative methods to understand emotional experiences and coping strategies among working students. In conclusion, the decision to work while learning reflects a complex, multi-dimensional social phenomenon. While economic factors remain the main driver, success in balancing both roles heavily depends on personal motivation, social support, and institutional policies. Therefore, it is crucial for all stakeholders including government, universities, and industry to build a supportive ecosystem enabling working students to achieve academic excellence and professional growth.

4. CONCLUSION

This study concludes that students' decision to work while studying at Pamulang University is influenced by a combination of economic, motivational, social, and institutional factors. Quantitative analysis confirms that these factors have a positive and significant relationship with students' work-study choice, as shown by the correlation coefficient $r = 0.623$ and supported by t-test and F-test results. These findings indicate that although economic need remains the primary reason many students work while studying, personal motivation, career preparation, and social support also play important roles. Students are motivated not only by financial needs but also by the desire for self-development, skill enhancement, and professional readiness before entering the job market. Furthermore, this study emphasizes the importance of institutional and academic flexibility. Universities should provide supportive policies for working students, such as adjustable class schedules, blended learning options, and academic counseling, to help them balance their dual responsibilities. This aligns with Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, which explain that economic stability (hygiene factor) and self-actualization (motivator factor) drive student behavior.

Practically, this research contributes to improving educational management strategies and workplace policies by highlighting the need for collaborative support between universities and employers. Such cooperation can create an environment enabling working students to achieve success, both academically and professionally. Finally, this research recommends that future studies explore other influencing variables such as gender, discipline, or family background to gain a deeper understanding of the challenges and coping strategies of working students. In short, the phenomenon of working students reflects a broader social transformation where higher education increasingly integrates academic goals with career development and economic sustainability.

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