

Work-School Conflict among Working Students: The Role of Core Self-Evaluations as an Antecedent

Konflik kerja-sekolah pada mahasiswa yang bekerja: peran evaluasi diri inti sebagai anteseden

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Abstract :

This study examines and explains the relationship between core self-evaluations and work-school conflict in working students. This research uses a quantitative method with correlation tests. The participants of this research were 366 people who were obtained using an accidental sampling technique. The characteristics of participants are active students from undergraduate to doctoral level or equivalent throughout East Java, aged over 18 years, and working actively in an institution. The instruments used were Core Self-Evaluations Scale by Judge et al (2003) and Work-School Conflict Scale by Carlson et al (2000). The Spearman correlation tests show a significant negative relationship between the two variables ($\rho = -0.444$, $p < 0.001$). More specific results show a significant relationship between core self-evaluations and two dimensions of work-school conflict. i.e. WIS Conflict ($\rho = -0.390$, $p < 0.001$) and SIW Conflict ($\rho = -0.418$, $p < 0.001$). Strain-based conflicts were also shown to have more significant correlations than time-based conflicts. In addition, gender and job tenure are also associated with work-school conflict. The implications of this research prove that working students who have better core self-evaluations tend to overcome problems in school and work more easily because they have a sense of better confidence and self-control to overcome situations that put pressure on two domains. Thus, universities and employers should implement interventions that promote students' core self-evaluations, such as training or assistance programs.

Keywords:

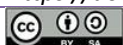
**Core self-evaluations,
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1. Introduction

The number of students engaged in full-time or part-time employment has continued to increase over time. A report published by BBC Indonesia on August 10, 2015, revealed that out of a survey involving 4,642 university students, 77% reported working while pursuing their studies—an increase of 59% from the previous year. Similarly, data from the 2020 National Socioeconomic Survey (SUSENAS) indicated that at least 6.98% of students aged 10 to 24 years were simultaneously working and studying. In other words, approximately 7 out of every 100 students were combining education with work responsibilities. As reported by detikEdu, this trend appears to correlate with educational level: the higher the level of education, the more likely students are to work while studying. At the tertiary level, it was recorded that 26.2% of university students were employed (Harbani, 2021). The same article also cited findings from the 2020 Indonesian Education Statistics published by the Central Bureau of Statistics (BPS), which referred to a statement by Kristina Maseviciute, identifying two primary reasons students engage in work alongside their education: to enrich their skills through work experience, and for economic necessity (Harbani, 2021). It can thus be concluded that the need to pursue education and fulfill financial demands are two dominant aspects frequently encountered in early adulthood. In line with role theory, these needs compel individuals to assume multiple social roles. The presence of overlapping roles across different life domains often leads to friction between roles, commonly referred to as interrole conflict.

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Interrole conflict is defined as the extent to which the demands of one role create pressure that renders the performance of another role incompatible (Kopelman et al., 1983). Interrole conflict can manifest in various forms, one of which is the conflict between the domains of education and work commonly referred to as work-school conflict or work-study conflict. This type of conflict is defined as the extent to which responsibilities in the work domain interfere with an individual's ability to meet the demands and responsibilities in the academic domain, and vice versa, due to its inherently bidirectional nature (Choo et al., 2021; Markel & Frone, 1998). Such conflicts can be examined through the lens of Role Strain Theory, which posits that individuals who occupy multiple roles are prone to experiencing role conflict because excessive investment of time and energy in one specific role reduces the availability of those resources for other roles (Goode, 1960 as cited by Song et al., 2021). Time and energy are finite resources in every role an individual holds. This limitation of personal resources can also be explored using the Conservation of Resources (COR) Theory, which asserts that individuals are motivated to actively seek, maintain, and protect their available resources. Failure to replenish or even maintain these resources can result in increased psychological stress (Hobfoll, 1989). Based on the interplay between these two theories, it is reasonable to conclude that working students are particularly vulnerable to experiencing various negative consequences.

Numerous studies have examined the negative consequences of work-school conflict. A literature review conducted by Choo, Kan, and Cho (2021) indicates that a substantial body of research has established the detrimental impacts of work-school conflict across various domains, including education, employment, and both physical and mental health. In the educational domain, work-school conflict has been found to be negatively correlated with academic performance, study satisfaction, academic achievement, academic planning, attitudes toward studying, and class attendance. Furthermore, it is positively associated with academic stress, study-related burnout, and students' negative perceptions of their universities. In the work domain, work-school conflict has been shown to negatively affect job satisfaction and job performance, and is positively related to job stress. In terms of physical and mental health, work-school conflict has also been demonstrated to negatively impact psychological well-being, mental health, and sleep quality. Additionally, it is suspected to increase the risk of depression and fatigue.

Given the extensive range of negative outcomes associated with work-school conflict, comprehensive research is needed to investigate its antecedents in order to develop effective coping strategies. Choo, Kan, and Cho (2021) noted a lack of research examining the antecedents of the work-school interface, particularly work-school conflict, from the perspectives of family and individual characteristics. In response to this gap, the present study focuses on the role of individual-level antecedents, specifically examining the variable of core self-evaluations. Core self-evaluations refer to a fundamental appraisal of one's own worth, competence, and capabilities (Judge et al., 1998). This construct emphasizes the roles of internal locus of control, self-esteem, generalized self-efficacy, and neuroticism as central traits that influence how individuals evaluate themselves. Individuals with high core self-evaluations tend to possess a strong belief in their ability to achieve desired goals and demonstrate satisfactory performance, which enables them to maintain self-regulation even under stressful circumstances (Peng et al., 2022).

Research examining the relationship between core self-evaluations (CSE) and work-school conflict remains limited. To date, only a few studies approximately three have explored the direct link between these two variables. A study by McNall and Michel (2011), involving 314 working college students from a university in the northeastern United States, found a significant negative relationship between core self-evaluations and work-school conflict. A follow-up study by McNall and Michel (2016) with a sample of 291 working students also demonstrated that individuals with high levels of school-specific core self-evaluations perceived greater organizational and familial support for their academic pursuits, which in turn contributed to lower levels of work-school conflict. Similarly, a study conducted by Olson (2014) on 500 working students with family responsibilities in the United States reported consistent findings namely, a significant negative relationship between core self-evaluations and both work-school conflict and school-work conflict. The most recent study by Peng et al. (2022), involving 345 working students from three universities in the United States, also confirmed the existence of a significant negative relationship between core self-evaluations and work-school

conflict. However, the study found that the moderating effect of core self-evaluations on the relationship between work-school conflict and both interpersonal and organizational deviance operated in an unexpected direction. In light of these findings, the present study aims to examine and further explain the negative relationship between core self-evaluations and work-school conflict among working university students.

2. Methods

This study adopted a quantitative research method using a survey approach, involving two variables: core self-evaluation as the independent variable and work-school conflict as the dependent variable. The sampling technique used was accidental sampling. Given the use of accidental sampling, the findings may not fully represent all working students in Indonesia. The inclusion criteria required participants to be at least 18 years old and currently enrolled as active students at any higher education level ranging from undergraduate to doctoral programs at universities within the East Java region. In addition, participants were also required to be currently employed at an organization or company. Data were collected through an online survey using Google Forms and distributed via social media channels, specifically Twitter, Instagram, and Whatsapp, over a three-month period, from February to April. The total number of respondents in this study was 366 individuals. According to Cohen's power analysis guidelines, this number would be sufficient to detect a moderate-to-large correlation at $\alpha = 0.05$ with 80% statistical power, indicating that the sample size was more than adequate for the present analysis. The measurement tool used for core self-evaluation was the Core Self-Evaluations Scale (CSES) developed by Judge et al. (2003), which has been adapted into Bahasa Indonesia by Ervinadi, Artiawati, and Muttaqin (2020). This scale has been proven to be a reliable instrument, with a Cronbach's alpha of 0.816. When tested using the current sample ($N = 366$), the reliability coefficient was 0.820, with Corrected Item-Total Correlation (CITC) values ranging from 0.314 to 0.637. The scale consists of 12 unidimensional items, encompassing four core personality traits: self-esteem, generalized self-efficacy, locus of control, and neuroticism. Six of the items are favorable, while the remaining six are unfavorable. Each item is rated on a 5-point likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores on the scale indicate a higher level of core self-evaluations in an individual. For scoring purposes, all unfavorable items were reverse-coded prior to analysis to ensure that higher total scores consistently reflect more positive self-evaluations.

This study also administered the Work-School Conflict Scale constructed by Carlson, Kacmar, and Williams (2000). This instrument consists of two dimensions: strain-based conflict and time-based conflict. Each dimension is bidirectional, encompassing Work Interference with School (WIS) and School Interference with Work (SIW). The scale comprises a total of 12 items, each rated on a 5-point Likert scale, ranging from strongly disagree to strongly agree. The scale demonstrated strong reliability when tested with the current sample ($N = 366$), yielding a Cronbach's alpha of 0.887, with Corrected Item-Total Correlation (CITC) values ranging from 0.444 to 0.666. To test the research hypothesis, a Spearman correlation analysis was conducted using SPSS version 24, due to unmet assumptions for parametric testing.

3. Results

This study involved 366 respondents, with the demographic data predominantly composed of female students (72.7%) and participants aged between 18 and 25 years (86.1%). The majority of respondents were undergraduate students (82.2%) enrolled in private universities (64.2%). Most participants were pursuing degrees in the social sciences and humanities (75.4%). In terms of employment, 66.5% of the respondents were relatively new employees, as the majority had been working for less than one year and were employed on a part-time basis (57.4%), with a weekly working duration of less than 20 hours (36.1%). Detailed demographic information of the respondents is presented in the following table.

Table 1. Description of the Demographic Characteristics of Research Informants

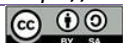
Category	Identity	Frequency	%
Gender	Female	266	72.7%
	Male	100	27.3%
Age	18 – 25 years old	315	86.1%
	>25 – 40 years old	44	12%
	>40 – 55 years old	6	1.6%
	>55 years old	1	0.3%
Degree Level	Diploma (D3)	1	0.3%
	Bachelor's Degree (S1)	301	82.2%
	Master's Degree (S2)	54	14.8%
	Doctoral Degree (S3)	10	2.7%
Type of University	Private University (PTS)	235	64.2%
	Public University (PTN)	131	35.8%
Field of Study	Social Sciences and Humanities	276	75.4%
	Natural Sciences (STEM)	90	24.6%
Length of Employment	Less than 1 year	198	54.1%
	1 – 3 years	114	31.1%
	>3 – 6 years	37	10.1%
	>6 – 9 years	11	3%
	More than 9 years	6	1.6%
Type of Employment	Part-time	210	57.4%
	Full-time	156	42.6%
Working Hours per Week	Less than 20 hours	132	36.1%
	20 – 25 hours	44	12%
	>25 – 30 hours	18	4.9%
	>30 – 35 hours	21	5.7%
	>35 – 40 hours	60	16.4%
	More than 40 hours	91	24.9%

Table 2 presents the descriptive statistics and reliability coefficients for the study variables. All scales showed acceptable internal consistency, with Cronbach's α values ranging from 0.626 to 0.887. The mean scores indicates that participants reported moderate levels of work-school and school-work conflict, as well as a moderately positive level of core self-evaluation. Overall, the data distribution of each variable was homogeneous, and the measures demonstrated satisfactory reliability.

Table 2. Descriptive Statistics and Reliability Coefficients

Variable	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	α
Work-School Conflict (WSC)	38.9	11.3	12	68	0.887
Core Self-Evaluations (CSE)	40.0	7.1	21	60	0.820
WIS Conflict	19.9	6.3	6	35	0.845
WIS Conflict – Time	8.9	3.4	3	18	0.761
WIS Conflict - Strain	10.9	3.4	3	18	0.741
SIW Conflict	19.8	6.1	6	36	0.814
SIW Conflict – Time	9.1	3.1	3	18	0.626

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SIW Conflict - Strain	9.8	3.6	3	18	0.768
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To verify the assumption of a monotonic relationship required for Spearman's rho correlation, scatterplots between variables were visually inspected. The scatterplots indicated a clear monotonic negative trend, suggesting that higher levels of core self-evaluations were associated with lower levels of work-school conflict.

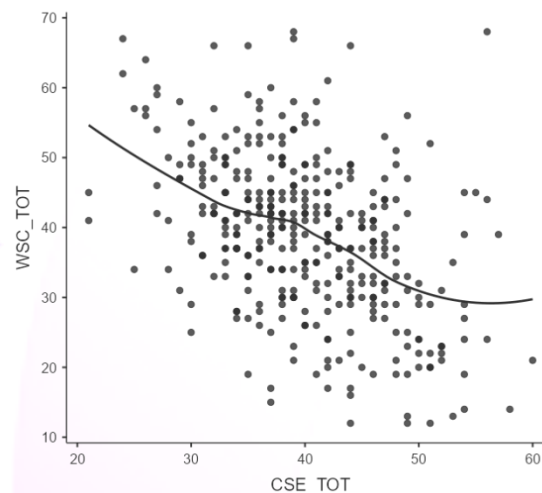


Figure 1. Scatterplots CSE and WSC

The Spearman's correlation analysis revealed a significant negative relationship between core self-evaluations and overall work-school conflict, $\rho = -0.444$, 95% CI [-0.53, -0.36], $p < 0.001$ (see table 3). This indicates that higher levels of core self-evaluations are associated with lower levels of work-school conflict among working students.

Table 3. CSE And WSC Correlation

Variable	ρ	95% CI	p
Core Self-Evaluations dan Work-School Conflict	-0.444	[-0.53, -0.36]	< 0.001

Note: ρ = Spearman's rho. (N = 366)

More specifically, the results of the correlation analysis between core self-evaluations and each direction of work-school conflict namely, work interference with school conflict (WIS Conflict) and school interference with work conflict (SIW Conflict) revealed that core self-evaluations were significantly negatively correlated with both dimensions. Notably, the relationship between core self-evaluations and SIW Conflict was stronger, with a correlation coefficient of -0.418, compared to a coefficient of -0.390 for the relationship with WIS Conflict.

Table 4. Correlation Between CSE and Each Direction of WSC

Variable	ρ	p
Core Self-Evaluations and WIS Conflict	-0.390	< 0.001
Core Self-Evaluations and SIW Conflict	-0.418	< 0.001

Note: ρ = Spearman's rho. (N = 366)

A correlation analysis was also conducted between core self-evaluations and each specific dimension of work-school conflict to obtain a more detailed understanding. The results demonstrated that core self-evaluations were significantly negatively correlated with all four dimensions of work-school conflict: WIS-Time ($r = -0.304$), WIS-Strain ($r = -0.412$), SIW-Time ($r = -0.328$), and SIW-

Strain ($r = -0.422$). Based on these findings, it can be concluded that core self-evaluations among working students are more strongly negatively correlated with strain-based conflict than with time-based conflict.

Table 5. Correlation Between CSE and Each Aspect of WSC

Variable	ρ	p
Core Self-Evaluations and WIS-Time	-0.304	< 0.001
Core Self-Evaluations and SIW-Time	-0.328	< 0.001
Core Self-Evaluations and WIS-Strain	-0.412	< 0.001
Core Self-Evaluations and SIW-Strain	-0.422	< 0.001

Note: ρ = Spearman's rho. (N = 366)

In addition to the correlation analysis, this study also conducted an association test between demographic variables and work-school conflict. The results, as presented in the following table, indicate that there is a significant association between gender and job tenure with work-school conflict.

Table 6. Association Between Demographic Data and Work-School Conflict

Variable	p	Description
Gender	0.008	Associated
Age	0.344	Not Associated
Type of University	0.906	Not Associated
Field of Study	0.924	Not Associated
Degree Level	0.870	Not Associated
Type of Work	0.391	Not Associated
Length of Employment	0.010	Associated
Work Hours per Week	0.369	Not Associated

More specifically, the frequency distribution of work-school conflict levels, when associated with gender, yielded the following results.

Table 7. Frequency Distribution of Gender and WSC Cross Tabulation

Gender	Very High		High		Moderate		Low		Very Low		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Male	7	7%	17	17%	21	21%	35	35%	20	20%	100	100%
Female	22	8.3%	50	18.8%	78	29.3%	86	32.3%	30	11.3%	266	100%

Based on the table above, it can be concluded that the majority of both male and female respondents experience a tendency toward work-school conflict. However, upon closer examination, female working students exhibit a relatively more balanced distribution of frequency levels. In contrast, male working students tend to display a more polarized distribution, with a marked difference in frequency between those experiencing high and low levels of work-school conflict. These findings suggest a tendency for male working students to experience higher levels of work-school conflict compared to their female counterparts.

In addition to its association with gender, work-school conflict is also associated with job tenure. The table below presents the frequency distribution of work-school conflict levels among working students based on the length of their employment or job tenure.

Table 8. Frequency Distribution of Length of Employment and WSC Cross Tabulation

Length of Employment	Very High		High		Moderate		Low		Very Low		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
<1 year	12	6.1%	39	19.7%	44	22.2%	73	36.9%	30	15.2%	198	100%
1 – 3 years	10	18.8%	14	12.3%	40	35.1%	35	30.7%	15	13.2%	114	100%
3 – 6 years	5	13.5%	8	21.6%	11	29.7%	10	27%	3	8.1%	37	100%
6 – 9 years	1	9.1%	4	36.4%	3	27.3%	1	9.1%	2	18.2%	11	100%
>9 years	1	16.7%	2	33.3%	1	16.7%	2	33.3%	0	0%	6	100%

These findings suggest that working students who are relatively new to the workforce tend to experience higher levels of work-school conflict compared to those who have been employed for a longer period.

4. Discussion Main Findings

The results of the correlation analysis indicate a significant negative relationship between core self-evaluations and work-school conflict. This finding suggests that working students with higher levels of core self-evaluations are better able to manage the pressures and time demands associated with each of their role domains. As a result, their experience of role conflict between academic and work responsibilities tends to be lower. More specifically, the findings reveal that higher core self-evaluations are more strongly associated with reduced strain-based conflict than with time-based conflict. Furthermore, the correlation analysis shows that core self-evaluations are more strongly correlated with school-to-work conflict (SIW Conflict) than with work-to-school conflict (WIS Conflict). This implies that working students with high core self-evaluations are more capable of mitigating the impact of their academic role demands so that they do not interfere with their work-related responsibilities.

The stronger relationship between core self-evaluations and school-to-work conflict, as compared to work to school conflict, suggests that working students tend to allocate more of their core self-evaluative resources toward managing demands within the academic domain. This may imply that the academic or educational domain serves as the primary role domain for working students indicating the presence of a more salient role, a concept referred to as *role salience*. Role salience refers to the extent to which a particular role stands out in comparison to other roles an individual holds, as reflected in their attitudes, cognitions, and behaviors (Greer & Egan, 2012; Super, 1982). In other words, role salience pertains to the prioritization of roles as determined by the individual. This prioritization, or predominant role, plays a critical role in shaping how individuals perceive and respond to role-related pressures (Erdogan et al., 2019), including how they allocate resources to manage interrole conflict. Such allocation involves both the distribution of time (Greer & Egan, 2012) and the utilization of personal resources such as self-efficacy (Levy & Myers, 2023), all directed toward fulfilling the expectations and responsibilities associated with the more dominant role.

The implication of these findings is that working students tend to utilize their personal resources specifically core self-evaluations primarily to manage demands within the academic domain. This is likely because the academic role is perceived as more important in their capacity as students who are concurrently employed. This argument is further supported by demographic data indicating that the majority of respondents are part-time employees, typically working fewer than 20 hours per week. These demographic characteristics help explain why strain-based conflict shows a stronger correlation than time-based conflict, as the psychological pressure associated with academic responsibilities may outweigh temporal constraints in this context.

The Role of Core Self-Evaluations in Reducing Work-School Conflict

The dynamics of these findings can be further elucidated through the lens of the Conservation of Resources (COR) theory. This theory posits that individuals are motivated to preserve, protect, and build their resources in response to actual or potential threats of resource loss. Resources may take

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various forms, including objects, personal characteristics, conditions, or energies. The loss of these resources especially when they cannot be regained can lead to psychological stress (Hobfoll, 1989, 2002). The COR theory is particularly relevant in explaining the experiences of working students, who must navigate dual roles within both academic and occupational domains. Each role imposes distinct demands and provides specific resources. For instance, the academic role may involve coursework and assignments, while the work role may require completion of job-related tasks. Corresponding resources might include support from lecturers or peers in the academic domain, and support from supervisors or coworker in the work domain. Energy-related resources such as time, finances, and knowledge also constitute key assets for working students. In addition to these external resources, individuals, including working students, also possess internal resources. These are self-derived personal characteristics, referred to by Hobfoll (1989) as personal characteristics, which play a critical role in managing role demands and mitigating psychological stress.

Personal characteristics may include stable traits of an individual, such as the four core components of core self-evaluations: self-esteem, generalized self-efficacy, locus of control, and emotional stability. These four core self-evaluation components represent internal resources that enable individuals particularly working students to preserve and enhance their external resources. In doing so, they are better equipped to minimize or prevent role conflict, specifically work-school conflict. This condition is consistent with one of the key principles of Conservation of Resources (COR) theory, which posits that resources are interrelated. Therefore, individuals who possess solid or stable resources such as personal characteristics are more likely to effectively retain, accumulate, or even expand other types of resources (Hobfoll, 2002). These personal resources can facilitate the use of functional coping strategies, which may foster a gain spiral, enabling students to effectively meet the demands of their dual roles in both academic and work domains.

In general, there are three mechanisms through which core self-evaluations can influence how individuals perceive the interconnection among their multiple roles (Friede & Ryan, 2005; McNall & Michel, 2011). First, the four core personality components affect how individuals select or shape their role environments. Working students with high levels of these personality traits tend to actively select or create environments that are more positive and supportive, thereby enhancing their resource pool. This occurs because such individuals take a proactive role in shaping their life contexts. For example, a student with high self-esteem is likely to have developed that self-esteem in an environment where others also possess high self-esteem and, consequently, will continue to seek similar environments. As a result, academic pressures may be alleviated through the presence of positive social support, which in turn helps reduce the experience of work-school conflict.

In addition, an individual's core self-evaluations also influence their attitudes and responses to situations, even when those situations are perceived as stressful. Working students with higher levels of core self-evaluations are likely to possess stronger generalized self-efficacy and greater emotional stability. These traits enable them to remain calm under pressure and maintain confidence in their ability to effectively manage challenging circumstances. For instance, a working student who is faced with overlapping deadlines for both academic and occupational tasks may still be able to stay composed and believe in their capacity to complete all responsibilities on time and in accordance with expectations. As a result, such individuals are better equipped to minimize role conflict. Lastly, core self-evaluations are also closely associated with an individual's psychological resources and coping strategies in dealing with stressful life situations. One of the key components of core self-evaluations that is particularly relevant in this context is locus of control. Working students with high levels of core self-evaluations are more likely to employ effective coping strategies when facing role conflict. This is because they perceive themselves as having a strong sense of control over their lives, enabling them to resolve issues across their multiple roles independently. Moreover, they possess a high degree of self-confidence, allowing them to focus on solutions rather than externalizing blame. For example, when a working student with strong core self-evaluations is overwhelmed with academic and job-related tasks, they are more inclined to prioritize task completion rather than dwelling on the burden itself. As a result, they are better able to prevent or mitigate potential role conflicts.

The application of these three mechanisms in the role performance of working students—across both academic and occupational domains positions core self-evaluations as a psychological

resource that facilitates the preservation and accumulation of additional resources, a process referred to as the *resource gain spiral* in the Conservation of Resources theory (Hobfoll, 1989; Hobfoll et al., 2018). The utilization of core self-evaluations in fulfilling academic responsibilities reduces the likelihood of negative spillover effects, as the available resources are sufficient to meet role demands. Success in the academic domain subsequently contributes to successful role performance in the work domain, due to the interdependent nature of these roles (Greenhaus, 2008). This dynamic explains the significant negative relationship between core self-evaluations and both directions of work-school conflict, namely work interference with school conflict (WIS Conflict) and school interference with work conflict (SIW Conflict).

Additional Findings: Associations of Gender and Job Tenure with Work-School Conflict

This study also yielded additional findings, specifically the association between gender and job tenure with work-school conflict among working students. The results indicate that male students tend to experience higher levels of work-school conflict compared to their female counterparts. This finding aligns with Oviatt et al. (2017), who reported a significant intercorrelation between gender and work-school conflict, with men demonstrating a higher tendency to experience such conflicts than women. The association between gender and inter-domain role conflict has been extensively examined, with studies consistently demonstrating their interrelatedness. This is largely due to the fact that discussions of individual roles within a social domain are inherently tied to the concept of gender roles (Basow, 1992 as cited in Townsend et al., 2024). In many social structures, men are commonly viewed through a stereotypical lens that positions them as primary providers, thereby assigning greater importance to their occupational domain. These gendered expectations contribute to higher workplace demands for men, which in turn increase the pressure they face, often resulting in elevated levels of role conflict. When such pressure is not effectively managed within one domain, it tends to spill over into other domains, exacerbating inter-role conflict.

From a personality perspective, women generally score higher in conscientiousness than men (Weisberg et al., 2011), suggesting greater self-discipline and organizational abilities among female individuals. Furthermore, women have been found to exhibit stronger multitasking abilities compared to men (Stoet et al., 2013), which may also contribute to lower levels of role conflict. Nevertheless, the role of gender in shaping inter-role conflict warrants further exploration, especially in light of emerging factors such as growth and fixed mindsets related to gender roles and expectations, which have also been shown to influence the intensity of role conflict (Townsend et al., 2024).

Meanwhile, the results of the association test between job tenure and work-school conflict suggest that students who are relatively new to the professional workforce tend to experience higher levels of work-school conflict compared to those with longer job tenure. This can be attributed to the adaptive capabilities that have been developed by students with more extensive work experience, allowing them to more effectively allocate their available resources to meet the demands of their multiple roles. In contrast, students who are new to the workforce may still be adjusting to their work roles, making them more vulnerable to conflict. This explanation is consistent with the framework proposed by Bradley (2007), who emphasized the link between job tenure, job demands, and job control. As individuals spend more time in their jobs, they gradually build social, instrumental, and psychological resources, which in turn enhance their sense of control over their work. Increased job control enables them to manage work demands more effectively. As a result, working students with longer job tenure are less likely to experience work-related stress that interferes with their academic responsibilities. This reduces the likelihood of negative spillover from the work domain to the school domain, thereby minimizing the occurrence of work-school conflict.

Practical Implications

The findings underscore the importance of designing integrated interventions that strengthen working students' core self-evaluations (CSE) to alleviate work-school conflict. Stakeholders who play a vital role in supporting the well-being of working students, particularly university and employer, should establish collaborative programs aimed at developing personal and contextual

resources. At the university level, the implementation can be facilitated through student development offices and the coordination between university-wide and faculty-level student affairs divisions. These bodies can collaborate to design and deliver counseling services and soft skills training to help students cultivate emotional regulation, self-efficacy, and problem-solving competencies. Moreover, implementing humane academic policies, such as staged deadlines and workload management, which may include coordinating assignments across courses to prevent overlapping or excessive academic demands, could further reduce school-related strain. From the organizational perspective, employers are encouraged to foster a supportive psychosocial work climate. Supervisors and colleagues can provide instrumental and emotional support and encourage open communication.

Limitations and Future Directions

Several limitations of this study should be acknowledged. First, the cross-sectional design limits causal inferences; future studies should employ longitudinal or experimental designs to better understand how core self-evaluations influences work–school conflict over time. Second, although the sample included students from various educational levels, the distribution was uneven, with undergraduate students being overrepresented. This imbalance may limit the generalizability of the findings across different academic stages. Future research could extend this inquiry to postgraduate or doctoral students, whose work–school dynamics and role demands may differ substantially.

Moreover, this study focused on the individual-level psychological resource of core self-evaluations. Future studies are encouraged to incorporate extrinsic or contextual factors, such as supervisor support, coworker support, academic advisor support, and organizational climate, as potential moderators or mediators. Examining these variables could provide a more comprehensive understanding of how personal and environmental resources jointly mitigate work–school conflict. Finally, future investigations are encouraged to explore the specific role of role salience in shaping the relationship between personal resources and inter-role conflict.

5. Conclusions

The study confirmed a significant negative correlation between core self-evaluations (CSE) and work–school conflict (WSC) among working students ($p = -0.444$, $p < 0.001$), with the strongest association observed for strain-based conflicts. These findings demonstrate that higher CSE serves as a protective personal resource, enabling students to better manage the competing demands of their academic and work roles.

This implies that university and employer play a crucial role in cultivating environment that strengthen students psychological resources, allowing them to sustain well-being and performance across domains. Future research could further investigate how contextual supports, such as social or organizational factors, interact with CSE to sustain well-being and performance across life domains.

6. Credit Authorship Contribution Statement

Krismasita Surya Putri: Conceptualization and design of the research, Writing and editing manuscript, Formal analysis. **Artiawati:** Supervision and Conceptualization. **Surya Prawira Adinata:** Data curation, Data analyze. **Brigitta Yolanda:** Data collection, Data curation. **Eunika Kiara:** Data collection, Data curation.

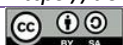
7. Declaration of Competing Interest

The authors declare that there are no conflicts of interest that could have influenced the research authorship or publication of this article. All procedures and analysis were conducted independently, and no financial or personal relationships were involved that could be perceived as potential sources of bias.

8. Declaration of Generative AI and Assistive Technologies in the Writing Process

This study utilized several assistive tools, namely SPSS for data analysis and Grammarly for improving language clarity, readability, and grammatical accuracy. Generative AI tools were used solely to enhance linguistic precision and formatting, without influencing the conceptualization, data

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interpretation, or conclusions of the study. All substantive content, analysis, and interpretations were developed and verified by the authors.

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10. Ethical Approval

This study was conducted in full compliance with the applicable ethical standards, including the American Psychological Association (APA) Code of Ethics, the Indonesian Psychological Association (HIMPPI) Code of Ethics, and law no. 23 of 2022 on Psychological Education and Services for research conducted in Indonesia. The research protocol was reviewed and approved by the Institutional Ethical Committee of the University of Surabaya (Ethical Clearance number 41/KE/I/2023).

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