

Work-Life Balance Among College Students Juggling Multiple Roles: A Phenomenological Study

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Abstract: *The number of higher education students in Indonesia working full-time is rising, driven by pursuits of financial independence and career experience, yet balancing these dual roles often creates time management constraints that negatively affect academic performance and mental health. This study aims to explore and analyze in depth the dimensions of work-life balance (WLB) among working students using a qualitative method with a phenomenological approach. Informants comprised three unmarried, active undergraduate Psychology students (aged 22–25) in Kudus Regency who work full-time; data were collected through structured interviews, direct observation, and documentation, then analyzed using the constant comparative method covering data reduction, categorization, synthesis, and working hypothesis formulation, with credibility established through source triangulation. Findings show that under Work Interference with Personal Life (WIPL), informants reported chronic fatigue that reduced sleep, hobbies, and personal time, while under Personal Life Interference with Work (PLIW), toxic romantic conflicts and academic procrastination emerged as major distractions that lowered concentration and work productivity. Conversely, under Personal Life Enhancement of Work (PLEW) and Work Enhancement of Personal Life (WEPL), family support, salary appreciation, and peer flexibility served as positive coping mechanisms that restored emotional energy, boosted confidence, and sustained academic and professional motivation. Overall, working students' work-life balance is largely shaped by personal emotional regulation and the strength of their environmental support systems in managing dual-role pressures.*

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INTRODUCTION

Playing a dual role as both a higher education student and a full-time employee has become an increasingly prominent socio-economic phenomenon in contemporary Indonesia (Dirmantoro, 2015; Jayani, 2021). Driven by the necessity for financial independence to cover rising academic costs and the desire to secure early career exposure, a substantial number of undergraduate students consciously choose to enter the workforce prematurely (Suwarso, 2018; Ulum, 2025). However, this dual-role engagement inherently exposes individuals to severe inter-role conflicts, where the competing pressures of two distinct domains prevent optimal performance in either sphere (Sembring, 2021; Zaenha et al., 2022). The primary systemic challenge stems from acute clashes in time management, depleted physical stamina, and limited cognitive energy required to satisfy rigid workplace responsibilities concurrently with demanding university curriculums (Hamra & Puti, 2024; Inayah et al., 2023). Failure to mitigate these chronic structural frictions frequently leads to a severe decline in Grade Point Average (GPA), prolonged academic procrastination, high rates of university leave, and a heightened vulnerability to severe psychological distress, anxiety, or early professional burnout (Fikri et al., 2026; Lusi, 2021; Soleha & Nabila, 2025).

In the realm of industrial and organizational psychology, the primary operational benchmark for evaluating an individual's adaptive stability amid these compounding pressures is work-life balance (WLB) (Fisher et al., 2009; Greenhaus & Allen, 2011). WLB is fundamentally conceptualized as the degree to which an individual can partition, organize, and satisfy the distinct commitments of professional labor and personal or academic life in a balanced manner without precipitating debilitating role degradation (Fitri & Muhammad, 2023; Mea & Hyronimus, 2020). Contemporary human resource management increasingly recognizes that WLB is not merely a domestic lifestyle preference, but rather a strategic corporate imperative that correlates linearly with elevated job satisfaction, organizational productivity, and holistic psychological health (Kartika et al., 2025; Mandagi & Sutarto, 2023; Suhadarliyah, 2024). For working students, the actualization of WLB encompasses a complex framework of proactive time control, cognitive flexibility, emotional regulation, and structured energy allocation so that professional excellence and timely academic graduation can be sustained harmoniously (Mahardika et al., 2022; Seninasari & Sihab, 2025).

Extensive literature has attempted to map the dynamics of WLB among working students, yet a critical scrutiny of existing studies reveals significant empirical, contextual, and methodological limitations that must be addressed. Quantitative investigations by Fikri et al. (2026) and Mandagi and Sutarto (2023) have successfully established causal statistical correlations between WLB, academic outcomes, and employee satisfaction, yet they treat WLB as a rigid, static numerical variable. Furthermore, studies focusing on specific contemporary workloads, such as those conducted by Vercelli et al. (2024) regarding corporate interns in metropolitan Jakarta, or Kamarullah and Dina (2025), predominantly isolate heavy occupational workloads as the definitive antecedent to severe work stress and diminished WLB. Conversely, individual adaptability research by Nurlela and Meita (2025) and Adelia et al. (2025) highlights that structured workloads accompanied by robust institutional engagement can occasionally stimulate student time-management discipline. However, these previous findings collectively generate a profound research gap: they are heavily dominated by quantitative generalizations that fail to capture the fluid, subjective realities of students, and they focus almost exclusively on flexible, modern, urban corporate environments (Avina & Nikmah, 2024; Fikri et al., 2026). Consequently, current literature fundamentally overlooks the deep, nuanced, and structurally confined inner experiences of undergraduate students who must navigate rigid, full-time labor shifts within traditional, blue-collar, or suburban industrial sectors (Kamarullah & Dina, 2025; Nurlela & Meita, 2025).

To bridge this empirical vacuum, the utilization of a qualitative phenomenological approach becomes strictly imperative rather than a traditional quantitative design (Kahija, 2017; Sulianta, 2024). While quantitative metrics successfully outline statistical generalizability, they are inherently incapable of unpacking the delicate "lived experiences," internal psychological adjustments, unique socio-cultural coping mechanisms, and contextual identity shifts of individuals navigating intense dual-role pressures (Fitriandi et al., 2022; Kusumastuti & Ahmad, 2019; Rukajat, 2018). Phenomenology allows this study to investigate the specific essence of human consciousness and behavior in real-world environments without imposing detached, top-down statistical constraints (Gunawan, 2013; Moleong, 2019; Pahleviannur, 2022). The localized urgency of this investigation is heavily underscored by preliminary field interviews conducted in September 2025 with active undergraduate students in Kudus Regency—a prominent suburban region in Central Java heavily characterized by a strict, highly bureaucratic industrial climate and labor-intensive sectors. The preliminary findings revealed that full-time working

students in this area faced extreme operational and financial conflicts, forcing them into chronic academic procrastination, repetitive university leave, and prolonged graduation delays extending into the tenth and twelfth semesters.

By adopting the robust multidimensional construct formulated by Fisher et al. (2009), this study systematically dissects the bidirectional dynamics of WLB across four vital dimensions: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), Personal Life Enhancement of Work (PLEW), and Work Enhancement of Personal Life (WEPL). This qualitative exploration provides a vital theoretical extension to the Job Demands-Resources Model by integrating heavy academic pressures as a distinct professional demand within a rigorous suburban industrial context (Fikri et al., 2026; Triwijayanti & Dewi, 2019). Ultimately, this research offers a pioneering empirical contribution by unmasking the authentic psychological compromises and adaptive strategies utilized by working students to survive the intersection of high-pressure manufacturing or family-business demands and higher education expectations. Based on this critical framework, the primary objective of this study is to discover, describe, and analyze deeply the subjective dimensions of work-life balance among undergraduate students juggling full-time employment roles in Kudus Regency.

RESEARCH METHOD

This study employs a qualitative research method with a phenomenological approach. Qualitative methods were chosen because they focus on in-depth observation to produce a comprehensive study of humanism and human behavior, which are influenced by subjective internal aspects. The phenomenological approach was specifically utilized to explore, unpack, and understand the deep "lived experiences," mental events, and social activities experienced by the participants in real-life situations related to the core theme of work-life balance (Kahija, 2017). The research was conducted in Kudus Regency, Central Java, considering that all informants resided and worked in the Kudus area, which represents a strict, labor-intensive suburban industrial environment. Field data collection took place from May to June 2026. Interviews and observations were conducted at each informant's home by mutual agreement to ensure their physical and psychological comfort, thereby ensuring that the data provided was genuine, open, and communicative.

The informants in this study were selected using a non-probability purposive sampling technique. The specific prerequisite characteristics established for the inclusion criteria were: (1) active undergraduate students (S1), (2) working full-time concurrently with their studies with rigid operational hours, (3) aged between 20–25 years, and (4) unmarried. Based on these rigid criteria, three main informants were obtained, namely: Informant 1 (RDF, female, 23 years old, 10th semester Psychology student, private employee); Informant 2 (KM, female, 23 years old, 12th semester Psychology student, wholesale cigarette production worker); and Informant 3 (K, female, 25 years old, employee class student, family business manager).

The deliberate determination to limit the sample to three distinct informants was based on key phenomenological research principles and contextual constraints. Methodologically, phenomenology prioritizes the intensive depth and psychological richness of individual subjective experiences over statistical scale or sample size generalization (Kahija, 2017; Moleong, 2019). The choice of three informants was explicitly designed to capture a heterogeneous spectrum of full-time employment types among working students in Kudus Regency—ranging from a structured corporate desk job (RDF),

a high-pressure manual manufacturing class (KM), to a highly autonomous managerial family business role (K). This structural variation allowed the researchers to thoroughly contrast how different workspace demands interact with identical undergraduate pressures, providing a multi-angled representation of the phenomenon without diluting the analytical depth of each case.

Furthermore, the allocation of three informants strictly fulfilled the principle of data saturation within this phenomenological framework. In qualitative behavior studies, data saturation is not achieved by expanding the number of participants, but through the exhaustive exploitation of information where subsequent data collection yields no novel themes, insights, or psychological codes (Siahaan et al., 2025; Sulianta, 2024). Given the tightly defined, homogeneous psychological boundaries of the target criteria—unmarried undergraduate psychology students facing dual-role pressures in Kudus—the fundamental structural patterns of the phenomenon quickly stabilized. During the exhaustive constant comparative analysis across the bidirectional WLB dimensions (WIPL, PLIW, PLEW, and WEPL), the data obtained from the third informant (K) successfully mirrored, validated, and structurally completed the conceptual patterns established by the first two informants (RDF and KM). The emergence of recurring structural themes—such as chronic somatic fatigue, toxic relationship distractions, family financial buffering, and dopamine-driven self-reward coping—indicated that further sampling would merely duplicate existing findings rather than expand the conceptual framework, thus confirming that absolute data saturation had been achieved (Munawaroh et al., 2024; Siswanto, 2026).

The data collection technique uses three integrated methods to secure holistic information, namely: (a) Structured Interview: Using an interview guide whose questions were rigidly developed based on the WLB dimensions according to Fisher, Bulger, and Smith (2009), including the WIPL, PLIW, PLEW, and WEPL aspects. All interviews were recorded using a digital voice recorder with the informant's explicit consent, (b) Observation: Systematic observation of non-verbal behavior, body gestures, emotional shifts, eye contact, emphasis on word intonation, and the condition of the informant's home environment during the interaction process to capture psychological subtexts (Badruzzaman et al., 2024; Junaidi et al., 2025), and (c) Documents: Collection of documentary data in the form of diaries, academic transcripts, digital historical data, and photo documentation with informants in the field.

The data analysis technique used is the Constant Comparative Method from Miles & Huberman and Glaser & Strauss, the mechanism of which runs through the following stages: (a) Data Reduction: Identifying the smallest data units that have psychological meaning from interview transcripts, followed by rigid coding of data sources (Prasetia, 2022), (b) Categorization: Sorting and grouping data units that have similar substance into categories, then providing representative name labels, (c) Synthesizing: Finding logical connections between one category and another, then assigning new conceptual labels (Siahaan et al., 2025), and (d) Formulating a Working Hypothesis: Formulating substantive theoretical propositional statements based on field data to answer the research problem formulation. Finally, data validity testing to ensure the credibility and trustworthiness of the findings was conducted through data source triangulation techniques. Researchers compared and cross-checked the trustworthiness of information obtained from observations with interview results, and compared the informant's subjective perspective with confirmatory data from those closest to them (family or close friends) who objectively understood the informant's daily life.

RESULTS AND DISCUSSION

Informant 1 Exploration Results (RDF)

Informant 1 (RDF, 23 years old) is a 10th-semester Psychology student residing in Kaliwungu, Kudus. Observations show that RDF participated in the interview with a relaxed demeanor, sitting cross-legged on a carpet wearing casual attire. However, there were indications of hidden psychological burdens, marked by minimal eye contact (eyes were mostly focused on the wall), spontaneous clenched fists when discussing sensitive topics that were not liked, and expressive hand swings to channel emotional tension.

In the *Work Interference with Personal Life* (WIPL) dimension, RDF describes the reality of chronic fatigue due to the demands of working from morning to evening, followed by afternoon classes until 9:00 PM WIB. This busy rhythm forces RDF to drastically cut back on rest time, sacrifice hobbies (*me time*), and trigger emergency *coping* in the form of skipping classes or taking turns skipping work when his physical condition experiences a drastic decline (*drop*). The limited time constraints create a severe *work-study balance dilemma*. In addition, the *negative atmosphere of gossip (julid)* in the work environment drains RDF's emotional energy, exacerbates physical fatigue, and triggers academic stress due to the obligation to stay up late to meet *the deadlines* for piling up college assignments. Rigid company policies (at the beginning of the month) also once forced RDF to miss a crucial moment, a close relative's wedding.

In the *Personal Life Interference with Work* (PLIW) dimension, RDF's concentration is often distracted by unstable romantic relationships caused by his partner's possessive and jealous nature. Nighttime arguments ruin his mood *until* the next day, lowering his motivation, and hindering his daily work productivity. In contrast, his family environment is considered very conducive (*supportive*) and does not trigger domestic conflicts (only limited to forgetting to put away towels or wash dishes). When faced with a very tight deadline for a campus assignment, RDF is forced to take leave from work early to complete the task. This mental stress often manifests somatically in the form of relapses of chronic acid reflux disease due to late eating.

In the *Personal Life Enhancement of Work* (PLEW) and *Work Enhancement of Personal Life* (WEPL) dimensions, RDF explored that financial support from family acts as a primary support because his independent income, equivalent to the Kudus UMK (minimum wage) is not yet able to fully cover UKT costs. RDF's greatest motivation to persevere is the desire to earn a bachelor's degree so he can obtain a more decent job to repay his parents' financial support. Furthermore, two years of work experience have given him high self-confidence in completing operational tasks and academic presentation skills on campus. Gathering and discussing activities with fellow students are recognized as effective means of recharging *mental* energy to spark new ideas. In addition, receiving a monthly salary and utilizing semester breaks for travel (*shopping* and nature recreation) have been proven effective in producing the hormone dopamine, which releases negative emotions, restores emotional stability, and boosts work productivity back to optimal performance. The influence of internalizing the industrial value of patience taught by his parents also helps RDF be more understanding in the workplace.

Exploration Results of Informant 2 (KM)

Informant 2 (KM, 23 years old) is a 12th semester student of the Faculty of Psychology who works as a cigarette roller on a contract basis with a very busy work schedule, namely Monday to

Sunday from 05.30 to 17.00 WIB, and only gets two weeks off if production demand increases. During the interview process, KM appeared to be overcome by intense physical fatigue on his face, repeatedly taking deep breaths while explaining his study load, but remained cooperative with a relaxed sitting position and his palms together.

In the *Work Interference with Personal Life* (WIPL) dimension, KM stated that extreme physical fatigue impaired his cognitive abilities and focus, so that all his free time on weekends was completely diverted to sleeping and lying down, completely neglecting his personal hobbies. The clash of contract work hours that often dragged on until 5:30 PM WIB made KM rush to go to class in the afternoon without a break. In order to catch up on academics due to the all-night cram system, KM was willing to stay up until 2:00 AM to complete calculation assignments (Statistics), which resulted in severe drowsiness and a weak condition when working at the factory the next day. The company's highly bureaucratic licensing procedures (requiring signatures from controllers, foremen, and department heads) made it difficult for KM to obtain permits, even being forced to miss his brother's wedding and only being able to pay his respects to a deceased neighbor after completing a certain rolling target. The impact of this lifestyle was a damaged eating pattern that triggered KM to fall ill and require intensive inpatient care in the hospital.

In the *Personal Life Interference with Work* (PLIW) dimension, KM admitted that financial misunderstandings with his parents in the past forced him to take a semester off from school to focus on saving money to pay his tuition fees. When a conflict or argument with his partner arose, these negative emotions immediately paralyzed his work motivation. While physically present at the factory, his mind wandered to domestic issues. This had a significant impact on the drastic decline in daily work quality: under normal conditions, KM was able to produce more than 2,500 cigarettes per day, but when surrounded by personal conflict, his production capacity dropped sharply to only 2,250 due to a loss of concentration. To cope with negative emotions at work, KM chose to withdraw from group chats and only spoke as necessary with colleagues to avoid miscommunication.

the *Personal Life Enhancement of Work* (PLEW) and *Work Enhancement of Personal Life* (WEPL) dimensions, the momentum of gathering with family and friends acts as a strong external motivational stimulus when they ask about KM's graduation and graduation targets. KM feels very confident and proud when he can show his friends that his college assignment has been completed early, or when the factory foreman praises his rolling speed which has reached 2,500 sticks. The main key to KM's prime productivity in the factory is the effectiveness of sleep hours; if sleep needs are met, KM is able to work beyond the production targets set by superiors. In addition, the daily wage system implemented by the company greatly helps KM's short-term financial management, thereby minimizing financial anxiety and maintaining a stable focus of attention in carrying out dual routines.

Exploration Results of Informant 3 (K)

Informant 3 (K, 25 years old) is a ninth-semester employee class student who bears the significant responsibility of managing the family business. Unlike the previous two informants, K has more flexible time autonomy due to his status as a manager, not a laborer or bonded employee. Nevertheless, K faces internal psychological pressure in the form of a moral burden to prioritize the continuity of the family business, which culminates in the decision to postpone the completion of his final assignment (thesis) and allow his study period to be extended until the ninth semester.

In the WIPL dimension, K's involvement in the family business operations required significant cognitive energy during the day, resulting in his academic activities being shifted entirely to the evenings. K did not experience any obstacles in obtaining formal permission to attend family events or religious social events in Kudus, but his biggest obstacle was mental fatigue, which often caused him to postpone non-business social interactions. In the PLIW dimension, fluctuations in the family business's internal conditions (such as managerial constraints or declining turnover) were directly correlated with K's academic stress levels. When the business required urgent attention, K consciously placed lectures as a secondary priority, which triggered ongoing academic procrastination.

In the PLEW and WEPL dimensions, direct involvement in managing the family business has a positive impact in the form of internalization of practical skills, such as communication, negotiation, conflict management, and leadership. These skills are applied concretely by K in organizing on campus and completing group-based college assignments. Stable financial support from the profits of the family business provides full certainty for K to complete his studies without worrying about UKT costs. The freedom to determine working hours (*flexibility*) allows K to arrange his thesis guidance schedule independently without pressure from superiors, where his main motivation for obtaining a bachelor's degree is to integrate academic knowledge for the expansion and professionalism of his family business management in the future.

The qualitative findings of this phenomenological study reveal that the manifestation of work-life balance (WLB) among undergraduate students in Kudus Regency is a highly dynamic, bidirectional process. By operationalizing the four-dimensional construct of Fisher, Bulger, and Smith (2009), this study transcends static quantitative generalizability to demonstrate how structural professional demands and socio-domestic support systems constantly negotiate an individual's psychological equilibrium.

In the Work Interference with Personal Life (WIPL) dimension, chronic somatic fatigue emerges as a universal theme binding all three informants, effectively validating the foundational premise of the *Resource Drain Theory* (Greenhaus & Allen, 2011). This theory posits that a massive expenditure of physical energy and time in one domain (occupational shifts) inevitably leaves a scarcity of resources in alternative domains (academic and personal life). However, a critical cross-case analysis reveals a stark divergence in how this interference is experienced, heavily dictated by the informant's structural location within the industrial ecosystem of Kudus.

Informant 2 (KM), who operates within a rigid, highly bureaucratic manual manufacturing class (cigarette rolling), exhibits the most extreme vulnerability to WIPL, resulting in severe physical breakdown and hospitalization. This severe manifestation aligns with the findings of Kamarullah and Dina (2025) regarding heavy workloads as destructive antecedents to WLB, but sharply contrasts with the experiences of metropolitan corporate interns studied by Vercelli et al. (2024), where the primary stressors were cognitive and institutional rather than physical. Conversely, Informant 3 (K), due to her high level of time autonomy as a family business manager, experiences minimal structural WIPL. While KM is bound by strict factory targets and complex permit procedures that force her to miss intimate family events, K possesses the flexibility to self-regulate her operational schedule. This contrast suggests that *time autonomy* and *job control* act as vital structural moderators that can cushion or exacerbate the harshness of WIPL, a nuance frequently flattened in quantitative assessments such as those by Fikri et al. (2026).

In the Personal Life Interference with Work (PLIW) dimension, this study uncovers a counter-intuitive phenomenon: the most disruptive distractions impeding workplace productivity do not originate from domestic or family responsibilities, but rather from toxic romantic relationships and accumulated academic anxiety. For both RDF (Informant 1) and KM (Informant 2), conflicts with possessive partners severely disrupted their emotional stability (*mood disruption*), which spilled over directly into their professional output. The critical analysis of KM's quantitative output—where her cigarette production capacity plummeted from 2,500 to 2,250 sticks per day during personal arguments—provides an empirical illustration of *time and attentional fragmentation* (Salim & Alfian, 2025). This specific spillover mechanism confirms the assertions of Salim et al. (2025) that negative affect generated in the private sphere actively diminishes professional concentration.

Interestingly, this finding differs significantly from traditional Western-centric WLB literature (e.g., Hudson, 2005; Greenhaus & Allen, 2011), which predominantly frames PLIW through the lens of childcare, marital conflict, or domestic chores. In the context of unmarried Indonesian youth living in a suburban landscape, the psychological burden of navigating emergent adulthood relationships and severe academic procrastination (e.g., delaying undergraduate studies into the 10th and 12th semesters) serves as the primary engine for PLIW. For Informant 3 (K), her academic procrastination is driven by an internal moral burden to prioritize the survival of her family's commercial venture, demonstrating that family attachment can paradoxically function as an antecedent to academic stress, which subsequently induces corporate stagnation.

The positive counterweights to these interferences are captured within the Personal Life Enhancement of Work (PLEW) and Work Enhancement of Personal Life (WEPL) dimensions. Robust environmental support systems function as the primary shield mitigating double-role exhaustion. In full agreement with the socio-cultural premises outlined by Triwijayanti and Dewi (2019), high family support—manifested through emotional affirmation and financial subsidies for tuition fees (UKT)—exponentially amplifies student resilience. For RDF and KM, who earn wages equivalent to or below the Kudus minimum wage (UMK), financial compensation operates as a powerful psychological mechanism for *self-reward*. The utilization of wages for episodic leisure or consumption acts as a catalyst for dopamine release, effectively neutralizing negative emotional residue and replenishing cognitive resources to handle future work cycles (Suhadarliyah, 2024).

Furthermore, a significant positive spillover occurs regarding skill transferability. The practical communication, negotiation, and conflict-resolution skills acquired by K through business management are actively deployed to optimize her university organizational duties and group projects. This specific finding supports the individual growth arguments of Nurlela and Meita (2025) and Adelia et al. (2025), which indicate that multi-role engagement can stimulate an organized, highly disciplined lifestyle if supported by adaptive time management.

Theoretically, this study expands the *Job Demands-Resources (JD-R) Model* by formalizing higher education expectations not merely as a secondary personal hobby, but as a distinct, highly demanding professional domain that competes directly for finite psychological capital. The critical determinant of a working student's WLB is not the sheer volume of hours worked, but the interaction between *structural job autonomy* (as seen in K's managerial flexibility), *financial predictability* (as seen in KM's daily wages), and *interpersonal stability* (as seen in the presence or absence of toxic romantic friction).

Despite its deep qualitative insights, this study possesses two inherent limitations. First, the sample size is restricted to three female informants. Although this small size strictly fulfilled the

requirements for phenomenological depth and data saturation, it limits the cross-case analysis from capturing potential gender-based variations in coping mechanisms or workplace dynamics that male working students might uniquely experience. Second, the geographic and socio-economic scope is entirely confined to Kudus Regency, a suburban area dominated by traditional, labor-intensive cigarette manufacturing and small-scale enterprises. Consequently, the strict permitting bureaucracies and psychological dynamics uncovered here may not reflect the experiences of working students in highly digitized corporate sectors or different cultural environments across Indonesia.

CONCLUSION

This study provides a significant theoretical expansion to the Job Demands-Resources (JD-R) Model by conceptualizing academic expectations as a distinct, competing professional domain rather than a non-work lifestyle preference. It demonstrates that a working student's work-life balance (WLB) is heavily contingent upon the interactions between structural job autonomy and interpersonal stability. Methodologically, this research unmasks how rigid suburban industrial ecosystems with manual labor roles exacerbate negative work interference (WIPL), whereas flexible, self-regulated managerial roles protect cognitive capital and timely academic progress. Furthermore, it offers contextual novelty to youth literature by revealing that for unmarried working students, personal life interference (PLIW) is primarily driven by toxic romantic frictions and academic stress rather than traditional marital duties, while robust family financial and emotional support functions as the vital external buffer mitigating early academic burnout.

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