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The Influence of Time Management, Workload, and Work-Life Balance on the Performance of Employees Who Study While Working in Surabaya

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Abstract: This study aims to examine the effects of time management, workload, and work-life balance on the performance of employees who simultaneously pursue higher education in Surabaya. A quantitative explanatory design was employed, with data collected through questionnaires from 32 working students and analyzed using multiple linear regression. The results indicate that time management has a positive and significant effect on employee performance ($\beta = 0.611$, $t = 2.327$, $p = 0.027$), while workload also has a significant effect ($\beta = 0.020$, $t = 2.111$, $p = 0.042$). Work-life balance significantly affects employee performance ($\beta = 0.336$, $t = 2.289$, $p = 0.030$). Time management represents the strongest predictor based on the standardized coefficient. The regression model explains 39.5% of the variance in employee performance ($R^2 = 0.395$), while the adjusted R^2 is 0.327. These findings indicate that employees who combine work and higher education require effective time allocation, manageable work demands, and adequate balance between professional, academic, and personal responsibilities. The study contributes contextual evidence on working students, a relatively specific employee group that remains less examined in Indonesian organizational research.

Keywords: Employee Performance; Time Management; Workload; Work-Life Balance; Working Students

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1. Introduction

Employee performance is a central determinant of organizational effectiveness because it reflects how effectively employees translate responsibilities, competencies, and available resources into work outcomes. This issue becomes more complex for individuals who simultaneously work and pursue higher education because they must allocate limited time and energy across professional, academic, and personal responsibilities. Recent research on working students indicates that managing these competing roles may affect well-being, stress, and the ability to maintain performance (Alfayed & Bakar, 2024; Siu Chian & Rostiana, 2024). Therefore, employee performance among working students represents a relevant human resource management issue that requires greater contextual attention.

Time management is particularly important for employees who perform dual roles because effective prioritization, scheduling, and control of activities can help individuals allocate limited time across competing demands. Islam et al. (2021), for example, found that task prioritization, scheduling, and the use of time-management instruments were significantly related to job performance. Recent studies further indicate that time management is closely associated with employees' ability to manage work and non-work demands effectively (Ghassani & Adi, 2024). These findings suggest that time management may become particularly consequential when employees must simultaneously satisfy professional and academic requirements.

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In addition to time management, workload can shape employee performance through the amount and intensity of demands that must be completed within a given period. Excessive workload can generate fatigue and stress, whereas appropriately managed workload may support effective task completion. Empirical studies have reported significant relationships between workload and employee performance, although the direction and magnitude of the relationship vary according to organizational and individual conditions (Kobis et al., 2023; Retnowati & Darma, 2024; Siamsa & Aprilius, 2023). Similar evidence was reported by Febrianti et al. (2024), who examined workload and employee performance in an organizational context in Surabaya. For working students, workload becomes particularly relevant because employment demands interact with academic obligations and may intensify the pressure associated with limited time and resources.

Work-life balance constitutes another important dimension because working students must simultaneously manage employment, academic, and personal roles. A balanced allocation of time and involvement may reduce role conflict and support psychological well-being and performance (Alfayed & Bakar, 2024). Ramdhani and Rasto (2021) and Sutanto et al. (2024) found a positive relationship between work-life balance and employee performance, while more recent Indonesian evidence has produced mixed results. Sutanto et al. (2024), for instance, found that work-life balance did not directly affect employee performance when employee engagement and job satisfaction were considered as intervening mechanisms. Conversely, Marhanah et al. (2025) reported a positive and significant effect of work-life balance on employee performance. Siamsa and Aprilius (2023) found that workload and work stress significantly influences employee performance at BPJS Merauke. These differences indicate that the effect of work-life balance may depend on organizational and individual contexts.

Although previous studies have established the relevance of time management, workload, and work-life balance to employee outcomes, the existing evidence remains fragmented and context-dependent. Research has generally examined these variables among conventional employees or within specific organizational settings, while comparatively less attention has been given to employees who simultaneously pursue higher education. Recent studies of working students have tended to focus on work-life balance, well-being, stress, or role management rather than examining time management, workload, and work-life balance simultaneously as predictors of employee performance (Siu Chian, 2024; Alfayed & Bakar, 2024). This constitutes an empirical and contextual gap that warrants further investigation.

A contextual gap also remains. Evidence from Surabaya has examined workload and employee performance in specific institutional settings (Febrianti et al., 2024; Septyandini et al., 2024), but limited research has simultaneously examined time management, workload, and work-life balance among employees who are pursuing higher education in Surabaya. This group faces a distinctive combination of professional, academic, and personal demands, making it theoretically and practically different from conventional employee populations. Examining these variables simultaneously can therefore provide more specific evidence regarding the factors associated with employee performance among working students.

Accordingly, this study aims to examine the partial and simultaneous effects of time management, workload, and work-life balance on the performance of employees who simultaneously pursue higher education in Surabaya. The study also seeks to identify which factor provides the strongest contribution to employee performance, thereby providing more specific evidence for human resource management practices involving working students.

2. Materials and Methods

2.1. Research Approach

The type of research used in this study is quantitative research. Quantitative research is a research method based on positivist philosophy, used to examine a particular population or sample, data collection uses research instruments, and data analysis is statistical with the aim of testing predetermined hypotheses. The approach in this study is explanatory research, namely research that aims to explain the causal relationship between research variables, namely time management, workload, and work-life balance as independent variables, and employee performance as the dependent variable (Ghassani & Adi, 2024). The study seeks to examine the influence of these variables on employees who work while pursuing higher education in Surabaya.

2.2. Research Object

The object of this study is employees who work while simultaneously pursuing higher education in Surabaya. These individuals carry dual responsibilities as workers and students, requiring them to balance work demands, academic obligations, and personal life. Therefore, they represent an appropriate research

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object for examining the influence of time management, workload, and work-life balance on employee performance (Fitri et al., 2023).

2.3. Population

The population in this study consists of employees who work while pursuing higher education in Surabaya. This population was selected because working students face unique challenges in balancing work and academic responsibilities simultaneously. Previous studies have also focused on working students as research subjects due to the complexity of their dual roles (Nurasyikin et al., 2025; Siu Chian & Rostiana, 2024). The total population involved in this study consisted of 32 respondents.

2.4. Sample

The population comprised 32 employees in Surabaya who were simultaneously enrolled in higher education programs**.** Since the entire population was included in the study, a saturated sampling (census) technique was employed. Consequently, all 32 members of the population constituted the research sample**.** The respondents met the inclusion criteria of being actively employed and simultaneously enrolled in a higher education program in Surabaya.

2.5. Type, Source, and Data Collection Technique

2.5.1. Type of Data

The type of data in this study is quantitative data, where the data studied are the results of respondents' answers through a questionnaire survey.

2.5.2. Data Collection Technique

Questionnaire. Questionnaire is a data collection technique carried out by giving written questions to respondents. The questionnaire was distributed directly to 32 employees who work while pursuing higher education in Surabaya. The questionnaire contained statements related to time management, workload, work-life balance, and employee performance.

2.5.3. Data Source

Primary data. Primary data is data obtained directly from respondents through the research process. In this study, primary data were obtained directly from a survey conducted by the researcher by distributing questionnaires to employees who work while pursuing higher education in Surabaya (Zulfikar et al., 2024).

2.6. Variable Identification

By examining variables, researchers can identify phenomena that occur in the research object. The variables studied include Independent Variables (X) and Dependent Variable (Y).

Independent Variables (X): Independent variables are variables that influence or cause changes in the dependent variable. In this study, there are three independent variables, namely time management (X1), workload (X2), and work-life balance (X3). Time management relates to an individual's ability to plan, organize, and utilize time effectively in completing work and academic responsibilities. Workload relates to the amount of work that must be completed by employees within a certain period. Work-life balance relates to an individual's ability to maintain balance between work responsibilities, academic activities, and personal life.

Dependent Variable (Y): The dependent variable is a variable that is influenced or becomes the result of the independent variables.

2.7. Operational Definition

Operational definition of variables is an explanation of research variables measured based on certain indicators to be empirically measured. Variables in this study consist of independent variables and a dependent variable.

2.7.1. Time Management (X1)

Time management is an individual's ability to plan, organize, and utilize time effectively in carrying out work and academic responsibilities. In this study, time management is defined as the ability of employees who work while pursuing higher education to manage their time efficiently in balancing work,

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study, and personal activities. According to Ghassani (2024), the indicators of time management include time planning, time organizing, and time controlling. Measured with 6 items X1.1–X1.6.

2.7.2. Workload (X2)

Workload is the amount of work that must be completed by an employee within a certain period according to assigned responsibilities. In this study, workload is defined as the work demands experienced by employees who simultaneously carry out academic responsibilities. According to Retnowati (2024), the indicators of workload include: (1) Work Target, (2) Working Conditions, (3) Time Utilization, and (4) Work Standards. Measured with 6 items X2.1–X2.6.

2.7.3. Work-Life Balance (X3)

Work-life balance is an individual's ability to maintain balance between work responsibilities, academic activities, and personal life. In this study, work-life balance is defined as the ability of employees who work while pursuing higher education to balance their professional, academic, and personal roles. According to (Yuspita, 2023), the indicators include: (1) Time Balance, (2) Involvement Balance, and (3) Satisfaction Balance. Measured with 6 items X3.1–X3.6.

2.7.4. Employee Performance (Y)

Employee performance is the level of achievement demonstrated by employees in carrying out their duties and responsibilities effectively and efficiently. In this study, employee performance refers to the work outcomes achieved by employees who work while pursuing higher education. According to Badrianto and Ekhsan (2021), the indicators of employee performance include quality of work, quantity of work, timeliness, and responsibility. Measured with 7 items Y1.1–Y1.7.

2.8. Measurement Scale

The measurement technique of data obtained from questionnaires answered by respondents was measured using a Likert Scale. The Likert Scale was used to measure the research variables, namely time management (X1), workload (X2), work-life balance (X3), and employee performance (Y). The response criteria used in this study were: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Neutral (N), 2 = Disagree (D), and 1 = Strongly Disagree (SD).The use of the Likert Scale enables respondents to express their perceptions and opinions regarding the statements presented in the questionnaire.

2.9. Research Instrument Test

The research instrument test was conducted to determine whether the questionnaire used in this study was valid and reliable in measuring the research variables, namely time management (X1), workload (X2), work-life balance (X3), and employee performance (Y).

Validity Test: Validity testing was conducted to determine the ability of the questionnaire items to measure the intended variables accurately. An instrument is considered valid if each statement item can measure the concept being studied appropriately. The validity test was carried out by comparing the calculated correlation value (r-count) with the critical value (r-table). An item is considered valid if the r-count value is greater than the r-table value and has a significance value less than 0.05.

Reliability Test: Reliability testing was conducted to determine the consistency of the research instrument in measuring the variables. A questionnaire is considered reliable if respondents provide relatively consistent answers to the statement items. Reliability testing was performed using Cronbach's Alpha. A variable is considered reliable if it has a Cronbach's Alpha value greater than 0.60 (Nurlela & Pragiwani, 2025).

2.10. Classical Assumption Test

Before conducting multiple linear regression analysis, classical assumption tests were performed to ensure that the regression model met the required assumptions.

Normality Test: The normality test was conducted to determine whether the data were normally distributed. In this study, the Kolmogorov-Smirnov test was used. The data are considered normally distributed if the significance value is greater than 0.05 (Aflah et al., 2025).

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Multicollinearity Test: The multicollinearity test was conducted to determine whether there was a high correlation among the independent variables. Multicollinearity does not occur if the tolerance value is greater than 0.10 and the Variance Inflation Factor (VIF) value is less than 10.

Heteroscedasticity Test: The heteroscedasticity test was conducted to determine whether there was inequality in the variance of residuals across observations. A regression model is considered free from heteroscedasticity if the significance value is greater than 0.05 (Aflah et al., 2025).

2.10.1. Data Analysis Technique

This study uses multiple linear regression analysis to examine the influence of time management, workload, and work-life balance on employee performance among employees who work while pursuing higher education in Surabaya. The data obtained from the questionnaires were processed and analyzed using Statistical Product and Service Solutions (SPSS). Multiple linear regression analysis was selected because it allows researchers to determine both the partial and simultaneous effects of the independent variables on the dependent variable.

The regression model used in this study is formulated as follows:

$$\mathbf{Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e}$$

Where:

Y	= Employee Performance
α	= Constant
β_1, β_2, β_3	= Regression Coefficients
X_1	= Time Management
X_2	= Workload
X_3	= Work-Life Balance
e	= Error Term

2.10.2. Coefficient of Determination (R^2)

The coefficient of determination (R^2) is used to measure the ability of the independent variables to explain the variation in the dependent variable. The higher the coefficient of determination value, the greater the contribution of time management, workload, and work-life balance in explaining employee performance (Nurlela & Pragiwani, 2025).

2.11. Hypothesis Testing

Hypothesis testing is a process used to determine whether the independent variables have a significant influence on the dependent variable investigated in the research. In this study, hypothesis testing is conducted through partial testing (t-test) and simultaneous testing (F-test) using the Statistical Package for the Social Sciences (SPSS).

2.11.1. Partial Test (t-test)

The t-test is used to determine the partial effect of each independent variable on employee performance. A variable is considered to have a significant effect if the significance value is less than 0.05.

Partial testing is used to measure the effect of each independent variable, namely Time Management (X1), Workload (X2), and Work-Life Balance (X3), on the dependent variable, namely Employee Performance (Y), individually. Hypothesis testing begins by formulating two hypotheses, namely the alternative hypothesis (Ha) and the null hypothesis (H0). Ha states that each independent variable has a significant effect on employee performance, whereas H0 states that there is no significant effect. The testing criteria are: p-value < 0.05 with α = 5%, indicating that the hypothesis is accepted and the variable has a significant effect, whereas p-value > 0.05 indicates that the hypothesis is rejected and the variable has no significant effect. In addition, the hypothesis can also be evaluated by comparing the calculated t-value (t-statistic) with the critical value, where t-statistic > t-table indicates a significant effect (Zulfikar et al., 2024).

2.11.2. Simultaneous Test (F-test):

The F-test is used to determine the simultaneous effect of time management, workload, and work-life balance on employee performance. The independent variables are considered to simultaneously affect the dependent variable if the significance value is less than 0.05.

Simultaneous testing is used to measure the combined effect of Time Management (X1), Workload (X2), and Work-Life Balance (X3) on Employee Performance (Y). The testing begins by formulating the alternative hypothesis (Ha) and the null hypothesis (H0). Ha states that all independent variables

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simultaneously have a significant effect on employee performance, whereas H0 states that there is no simultaneous effect. The testing criteria are: p-value < 0.05 with α = 5%, indicating that the hypothesis is accepted and all independent variables simultaneously influence the dependent variable, whereas p-value > 0.05 indicates that the hypothesis is rejected. The hypothesis can also be evaluated by comparing the calculated F-value (F-statistic) with the critical F-value (F-table), where F-statistic > F-table indicates a significant simultaneous effect (Aflah et al., 2025; Zulfikar et al., 2024).

3. Results and Disscussion

3.1 Descriptive Statistics and Respondent Characteristics

Table 1. Respondent Characteristics

Characteristic	Frequency	Percentage
Age 20–25 years	29	90.0%
Age 25–30 years	2	7.0%
Age 35 years	1	3.0%
Total Respondents	32	100%

Based on Table 1, this study involved 32 respondents consisting of employees who were simultaneously pursuing higher education in Surabaya. The majority of respondents were aged 20–25 years, accounting for 29 respondents (90.0%), followed by respondents aged 25–30 years with 2 respondents (7.0%), while only 1 respondent (3.0%) was aged 35 years. These findings indicate that the respondents were predominantly in the productive age group, where individuals generally possess greater physical endurance, adaptability, and the ability to manage dual responsibilities as employees and university students. This age profile reflects the characteristics of working students who actively balance academic commitments and professional responsibilities.

In addition to age, the respondents were classified based on occupation, academic semester, and length of employment. These characteristics were considered relevant because they provide a comprehensive overview of the respondents participating in this study. Differences in employment status, academic level, and work experience may influence how employees manage their time, cope with workload, maintain work-life balance, and ultimately achieve better job performance. Therefore, the respondent characteristics demonstrate that the sample adequately represents employees who work while pursuing higher education and supports the analysis of the influence of time management, workload, and work-life balance on employee performance.

Table 2. Frequency Assessment of Variables

Variable	Grand Mean	Grand Mode	Category
Time Management (X1)	3.74	S	Good
Workload (X2)	3.44	S	Good
Work-Life Balance (X3)	3.77	S	Good
Employee Performance (Y)	4.00	S	Good

Based on Table 2, the Time Management variable consists of three indicators, namely time planning, time organizing, and time controlling. The descriptive analysis shows that respondents generally agreed with all statements, indicating that employees who work while pursuing higher education are able to plan, organize, and control their time effectively. The overall grand mean of the Time Management variable falls into the good category, indicating that respondents perceive their time management abilities positively.

The Workload variable consists of indicators related to the work environment, quantity of work, and quality of work. The results indicate that most respondents agreed with the statements provided, suggesting that the workload experienced by working students remains manageable. Although respondents face dual responsibilities as employees and university students, they are generally able to complete their assigned tasks effectively. The overall grand mean of the Workload variable is categorized as good.

The Work-Life Balance variable includes the indicators of time balance, involvement balance, and satisfaction balance. The findings show that respondents generally agreed that they were able to balance work responsibilities with academic and personal life. This indicates that most respondents have sufficient

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time to fulfill work obligations while maintaining their academic activities and personal well-being. Consequently, the grand mean of the Work-Life Balance variable is classified as good.

The Employee Performance variable consists of four indicators**,** namely quality of work, quantity of work, timeliness, and responsibility. The descriptive results reveal that respondents generally agreed with all performance statements, indicating that they are able to maintain good work performance despite simultaneously attending university. The overall grand mean of the Employee Performance variable is categorized as **good**, reflecting that respondents perceive their work performance positively.

3.2. Coefficient of Determination (R^2)

Table 3. Coefficient of Determination

Variable	R Square	Adjusted R Square	F-value	Sig.	F-table
Employee Performance (Y)	0.395	0.327	2.126	0.119	2.95

Based on Table 3, the R Square value is 0.395, indicating that 39.5% of the variation in Employee Performance (Y) can be explained by Time Management (X1), Workload (X2), and Work-Life Balance (X3). The remaining 60.5% is explained by other variables outside this research model. Furthermore, the Adjusted R Square value of 0.327 indicates that, after adjustment for the number of independent variables, the model explains 32.7% of the variance in employee performance. The F-test produced an F-value of 2.126 with a significance value of 0.119, which is greater than 0.05, indicating that the regression model is not statistically significant. Therefore, Time Management, Workload, and Work-Life Balance simultaneously do not have a significant effect on Employee Performance**.**

3.3. Hypothesis Testing

Table 4. Partial Hypothesis Testing (t-test)

Hypothesis	β	t-value	p-value	t-table	Decision
H1	0.611	2.327	0.027	t > 2.048 dan p < 0.05	Accepted
H2	0.020	2.111	0.042	t > 2.048 dan p < 0.05	Accepted
H3	0.336	2.289	0.030	t > 2.048 dan p < 0.05	Accepted

H1 Accepted. The results indicate that Time Management has a significant positive effect on Employee Performance ($\beta = 0.611$, $t = 2.327 > 2.048$, $p = 0.027 < 0.05$). This finding suggests that employees who are able to effectively plan, organize, and control their time tend to achieve higher job performance while simultaneously managing work and academic responsibilities. Effective time management enables employees to prioritize tasks, meet deadlines, reduce work-related stress, and improve productivity. These findings are consistent with the study by (Ghassani, 2024), which reported that effective time management significantly improves employee performance by enhancing work efficiency and productivity. Similarly, Fujiyanto et al. (2025) found that employees with better time management skills are more capable of maintaining performance despite facing multiple responsibilities.

H2 Accepted. The findings reveal that Workload has a significant effect on Employee Performance ($\beta = 0.020$, $t = 2.111 > 2.048$, $p = 0.042 < 0.05$). Although the standardized coefficient is relatively small, the statistical results confirm that workload significantly influences employee performance. This indicates that a manageable workload encourages employees to complete their tasks efficiently without reducing work quality. These results support the findings of (Taufiq et al., 2025), who concluded that an appropriate workload contributes positively to employee performance by encouraging effective task completion. Likewise, Rifki et al. (2024) reported that workload management plays an important role in improving employee productivity, particularly among employees with multiple responsibilities.

H3 Accepted. The results demonstrate that Work-Life Balance has a significant positive effect on Employee Performance ($\beta = 0.336$, $t = 2.289 > 2.048$, $p = 0.030 < 0.05$).

Employees who successfully balance work responsibilities, academic activities, and personal life tend to experience lower stress levels, higher job satisfaction, and stronger work motivation, which ultimately improve their performance. This finding is in line with (Rahardjo, 2022), who stated that employees with better work-life balance generally exhibit higher performance and organizational commitment. Furthermore, Astuti and Nurwidawati (2023) found that maintaining a balance between work and personal life positively affects employee productivity and psychological well-being.

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Overall, the results indicate that Time Management, Workload, and Work-Life Balance significantly influence Employee Performance among employees who work while pursuing higher education. Among the three independent variables, Time Management has the strongest contribution, as indicated by the highest standardized coefficient ($\beta = 0.611$). These findings imply that organizations should encourage employees to develop effective time management skills, provide an appropriate workload, and promote work-life balance practices to improve employee performance and organizational effectiveness.

5. Conclusions

Based on the findings of this study, it can be concluded that Time Management, Workload, and Work-Life Balance have a significant influence on Employee Performance among employees who work while pursuing higher education in Surabaya..

5.1. Practical Implications

Organizations are encouraged to implement effective time management programs, including training on task prioritization, scheduling, and workload planning, to help employees who are simultaneously pursuing higher education. Companies should also ensure that workloads are distributed fairly according to employees' capabilities and provide flexible work arrangements whenever possible. Furthermore, organizations should promote work-life balance by creating supportive workplace policies, providing sufficient rest periods, and encouraging a healthy organizational culture. These initiatives are expected to improve employee productivity, job satisfaction, and overall organizational performance.

5.2. Research Limitations

This study has several limitations. First, the research was conducted using a relatively small sample consisting of employees who work while pursuing higher education in Surabaya, which may limit the generalizability of the findings to other regions or industries. Second, the study employed a cross-sectional research design; therefore, the relationships among variables were examined at only one point in time. Third, the data were collected through self-administered questionnaires, which may be subject to common method bias and social desirability bias as described by (Idhayani et al., 2025). Finally**,** this study examined only three independent variables—Time Management, Workload, and Work-Life Balance—while other factors, such as leadership style, work motivation, organizational commitment, compensation, and job satisfaction, may also influence employee performance.

5.3. Suggestions for Future Research

Future studies are recommended to involve a larger number of respondents from different organizations and industries to improve the generalizability of the findings. Researchers are also encouraged to include additional variables, such as organizational commitment, transformational leadership, job satisfaction, work motivation, and compensation, as these variables have been reported to influence employee performance in previous studies. Moreover, future research may apply mixed-methods or longitudinal research designs to obtain a more comprehensive understanding of the relationships among variables and to observe changes in employee performance over time. Researchers may also compare employees from different sectors or educational backgrounds to provide broader empirical evidence regarding employees who work while pursuing higher education.

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