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THE ROLE OF TIME MANAGEMENT AND SLEEP QUALITY ON THE WELL-BEING OF WORKING STUDENTS

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ABSTRACT
Balancing work and studies is a challenging thing to do, especially for university students. It is crucial for working students to focus on their well-being, which plays a major key role in personal growth. In order to achieve and maintain one's well-being, effective time management and good quality of sleep are essential. These aspects can be difficult for working students due to time constraints, as working students are said to have difficulties in managing their schedule and tend to have inadequate rest. The aim of this study is to explore how time management and sleep quality affect the well-being of working students. This study employed a non-experimental correlational quantitative research design. Convenience sampling was used in this study with a sample size of 251 students from universities across Indonesia. The instruments used in this study include Time Management Questionnaire (Britton & Tesser, 1991), Pittsburgh Sleep Quality Index (Buysse, 1989), and WHO-5 Well-being Index (WHO, 1998). Non-experimental correlational approach is used in this study with a total of 251 participants. Validity and reliability assessments were conducted on the research instruments, with all three of them achieving good reliability, indicated by a Cronbach's alpha exceeding 0.06. The data were analyzed using SPSS version 25 with the multiple linear regression method. The descriptive analysis in this study indicates that participants' overall well-being is low, averaging at 1.958. This study found a significant p-value (0.000 < 0.05), signifying that well-being is influenced by time management and sleep quality. The R-squared value of 0.502 suggests that 50.2% of well-being variability is explained by these factors. The concurrent influence of time management and sleep quality predicts well-being, with higher levels in both corresponding to increased well-being.

Keywords: sleep quality; time management; well-being; working students

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INTRODUCTION

The number of students who are working is not insignificant in the current context. Based on data from 2021, about 23% of individuals aged 15 to 29 years are working while pursuing formal education, while 3% of them are actively seeking employment (Eurostat, 2022). There are various reasons why they choose to study while working, such as earning their own income, taking responsibility in life, having better job opportunities, gaining additional skills, expanding their networks, and becoming a non-fresh graduate (Mistar, 2022). However, this choice also comes with some negative impacts. Working students may experience physical and mental fatigue due to the substantial responsibility, leading to stress that can affect their well-being (Panggagas, 2019).

Well-being is a positive state perceived by individuals, encompassing the quality of life and the ability to contribute to society with clear meaning and purpose (WHO, 2010). An interview with students of a private university in Jakarta revealed that they struggle to prioritize between studying and working. This negatively affects their job performance, personal relationships, and ultimately their well-being (Fernandha & Grasiaswaty, 2021). Maintaining a good well-being is crucial for working students to ensure they continue to experience positive feelings and avoid negative emotions that can trigger stress and anxiety.
Currently, many students, especially those who work part-time, struggle to get enough sleep due to various responsibilities, excessive worrying, and other burdens (Fauzi et al., 2020). Those who are working often feel fatigued, resulting in poorer sleep quality compared to their non-working counterparts (Amaral et al., 2021). The aspects of sleep quality include subjective sleep quality, sleep duration, sleep efficiency, sleep disturbances, delayed bedtime, daytime sleep problems, and the use of sleep medication (Buysse et al., 1989). Previous research indicates a strong connection between sleep quality and well-being, as seen in a study on students in Jabodetabek area by Marella & Sameve (2022), where sleep quality influenced well-being by 5.6%. One cross-sectional study involving 1,998 adults also revealed a significant association between poor sleep quality and low well-being, with a prevalence ratio of 3.60 ($p < 0.001$), indicating a substantial impact (Barros et al., 2019). Despite the tendency for working students to experience a decline in sleep quality, there is currently no research exploring the relationship between sleep quality and the well-being in working students.

In balancing academics and employment, students need to effectively manage their time to fulfill their tasks competently and ensure sufficient rest. Time management involves setting goals, establishing priorities, and utilizing time efficiently to achieve academic success (Britton & Tesser, 1991). It is stated that good time management can impact to a better and more effective performance (Razali et al., 2018). Effective time management influences an individual's well-being. A meta-analysis conducted by Aeon (2021) revealed a positive correlation between time management and mental health, encompassing psychological well-being, at 0.556. Similarly, other studies supported a positive relationship of 0.543 between time management and well-being (Juniarti & Regina, 2021). This positive correlation implies that the better an individual's time management, the higher their well-being. However, similar to sleep quality, there is currently no specific study exploring the relationship between time management and psychological well-being in working students.

It is important to note that working students face numerous demands that can lead to challenges in managing their time between lectures and work, minimal social engagement, difficulties in concentration during studies (Anjani et al., 2020), and experiencing poor sleep quality (Amaral et al., 2021). Moreover, working students also tend to have lower well-being, especially in aspects like environmental mastery, self-acceptance, life purpose, and personal growth (Ryff, 1989). Therefore, it is crucial to consider good time management and sleep quality as essential factors in maintaining the well-being of working students Based on the above exposition, it can be concluded that working students often face challenges in balancing their time between studies and work, as well as experiencing poor sleep quality. Both of these factors, as explained in previous research, have a positive relationship with well-being. However, there is no research yet that combines the three related variables: time management, sleep quality, and well-being in working students. Maintaining optimal well-being is crucial for working students, as it contributes to positive outcomes such as life satisfaction, personal development, and sustained motivation for continuous growth. The aim of this study is to educate and raise awareness among working students about the importance of enhancing time

management skills and prioritizing adequate rest to improve sleep quality, recognizing its impact on well-being. Therefore, researcher find it necessary to investigate the role of time management and sleep quality in the well-being of working students.

METHOD

This research employs a quantitative correlational study with a multiple regression method, aiming to explore the relationship between more than one independent variable and one dependent variable. The population in this study comprises active students who are working part-time, freelancing, or undergoing an internship. In sample selection, the researcher utilizes non-probability sampling with a convenience sampling technique. The sample obtained for this study consists of 251 students from various universities in Indonesia. The instrument used to measure time management is the Time Management Questionnaire (TMQ) developed by Britton & Tesser (1991). This questionnaire consists of 18 questions distributed across three dimensions: short-term planning, attitude towards time, and long-term planning. All questions are rated on a Likert scale ranging from Always (5) to Never (1). Higher scores on this scale indicate better time management practices. The cronbach's alpha value obtained for the TMQ instrument is 0.856.

The measurement tool for assessing sleep quality is the Pittsburgh Sleep Quality Index (PSQI) developed by Buysse (1998). The PSQI questionnaire consists of 18 questions, with four of them being open-ended, and the other 15 questions using ordinal scale answers. A higher total score of PSQI indicates poorer sleep quality. After conducting internal reliability testing, the cronbach's alpha result is 0.889. To measure well-being, the researcher employs the WHO-5 Well-Being Index developed by the World Health Organization (1998). WHO-5 contains only positive items, comprising five items in total, and uses a 6-point Likert scale, ranging from 0 (never) to 5 (always). Higher values indicate a higher level of well-being or a better perception of the quality of life. The cronbach's alpha value obtained for the WHO-5 instrument is 0.873.

The distribution of questionnaires is carried out online through Google Forms, with participants providing informed consent before beginning the survey. In the data analysis phase, the researcher utilizes IBM SPSS (Statistical Product and Service Solution) version 25, followed by calculating the cronbach's alpha for each measurement tool to assess their internal reliability. Subsequently, the normality of the data was assessed using the Kolmogorov-Smirnov test, and the results indicated a normal distribution. Later on, the variables description based on demographic data was examined using independent sample t-test to identify mean differences between two unrelated samples. Furthermore, to assess the mean differences among two or more groups, the One-Way ANOVA test was employed.

RESULTS

According to table 1, it was found that the majority of respondents are female, accounting for 62.9%. Regarding age, 42.5% of the respondents are 21 years old, and 56.7% are currently in their 7th semester. Based on employment status, the majority are undergoing an internship, comprising 48.2%. Concerning the duration of work, the majority work approximately 6-8 hours, accounting for 45%.

Table 1.
Respondent characteristics (n=251)

Characteristics	f	%
Gender		
Man	93	37.1
Woman	158	62.9
Age		
19	19	7.1
20	62	23.1
21	114	42.5
22	44	16.4
23	5	1.9
24	1	0.4
25	6	2.2
Semester		
3	18	6.7
4	4	1.5
5	47	17.5
6	12	4.5
7	152	56.7
8	17	6.3
Job		
Part-time	64	25.5
Freelance	66	26.3
Internship	121	48.2
Duration of work		
<4 hours	40	15.9
4-6 hours	56	22.3
6-8 hours	113	45
>8 hours	42	16.7

Tabel 2.
Descriptive Statistics Overview of Time Management Among Working Students

Dimension	Min	Max	Hypothetic Mean	Empirical Mean	SD	Interpretation
Short-term planning	1	5	3	2.187	0.9958	Low
Attitude towards time	1	5	3	2.525	0.8798	Low
Long-term planning	2	5	3	3.234	0.6635	Moderate
Total Time Management	1.54	4.78	3	3.0156	0.7387	Moderate

As observed from the comparison of the empirical mean and the hypothetical mean, it is known that two dimension from time management, which are attitude towards time and short-term planning, are relatively low among the participants. Then, in the overall description of time management, the mean value obtained is 3.01, indicating that the

Tabel 3.
Descriptive Statistics Overview of Sleep Quality Among Working Students

Dimension	Min	Max	Hypothetic Mean	Empirical Mean	SD	Interpretation
Total	0	3	1.5	1.346	0.8478	Poor

Based on table 3, it can be observed that the quality of sleep within the participants is relatively low, as seen from the comparison between the empirical mean and the hypothetical mean, with a mean value of 1.346.

Tabel 4
Descriptive Statistics Overview of Well-being Among Working Students

Dimention	Min	Max	Hypothetic Mean	Empirical Mean	SD	Interpretation
Well-being	0	5	2.5	1.958	1.00463	Poor

Based on table 4, it can be observed that the well-being within the participants is relatively low, as seen from the comparison between the empirical mean and the hypothetical mean, with a mean value of 1.958.

Tabel 5
Multiple Regression Analysis Results on the Well-being of Working Students

Model	*Unstandardized Coefficients*		T	F	Sig.	Desc.	R	R2
	B	Std. Error						
(Constant)	-2.138	0.988	-2.164		0.031			
Time Management	0.256	0.017	15.177		0.000	Significant		
Sleep Quality	0.079	0.038	2.047		0.042	Significant		
Regression				124.976	0.000	Significant		
1							0.708[a]	0.502

Table 5 shows the multiple linear regression equation Y = -2.138 + 0.256 X1 + 0.079 X2. The constant value of -2.138 implies that if the variables of time management and sleep quality are eliminated, then well-being would be -2.138. If the value of the independent variables increases, the dependent variable will undergo a change. The regression coefficient value of the time management variable (X1) on well-being is 0.256, meaning that if time management increases by one unit, while the other variables remain constant, well-being will increase by 0.256. The coefficient of time management is positive, indicating that an increase in time management leads to an increase in well-being, and vice versa.

The regression coefficient value for the sleep quality (X2) on well-being is 0.079, meaning that if sleep quality increases by one unit, while the other variables remain constant, well-being will increase by 0.079. The sleep quality coefficient is positive, indicating that an increase in sleep quality leads to an increase in well-being and vice versa. It is also found that there is a significant influence from each independent variable, namely time management ($p = 0.000 < 0.05$) and sleep quality ($p = 0.042 < 0.05$). This study also produced a significance value of $0.000 < 0.05$, indicating that H^0 is rejected. Therefore, it can be concluded that the overall regression analysis model is significant. It can be said that well-being can be significantly influenced simultaneously by the independent variables, namely time management and sleep quality. Furthermore, the coefficient of determination or R-squared value obtained is 0.502, indicating that 50.2% of the well-being variable can be explained by time management and sleep quality, while 49.8% of other factors are not included in this study.

DISCUSSION

From the research findings, it is evident that time management and sleep quality have an impact on the level of well-being among working students. This conclusion is supported by various discussions and data analyses. Specifically, the results of the descriptive overview of the research variables indicate that participants tend to have a low level of well-being. This finding aligns with other studies stating that 51% of working students experience low well-being (Kamaratih & Jamal, 2020). Sengupta (2007) also revealed that students juggling various roles tend to have lower well-being compared to those who are not working. Consistent with these findings is the discovery of a low level of time management among the

research participants, particularly in short-term planning and attitude towards time. It is known that working students face difficulties in managing their time between academic and work activities (Yahya & Widjaja, 2019). In short-term planning, individuals are expected to efficiently manage their daily activities, such as making to-do lists and setting their priorities effectively. However, working students seem to struggle in prioritizing between academic tasks and non-academic activities. Consequently, when they focus on one aspect, the other is often neglected (Noprianty, 2019)**.** Attitude towards time reflects the extent to which individuals can be responsible for their time. When someone frequently procrastinates by engaging in unproductive activities, it indicates a poor attitude towards time. Sometimes, students prefer to engage in enjoyable activities, such as spending time on social media, playing online games, or relaxing without paying attention to time (Jannah & Muis, 2014). This can also be attributed to the burnout risk experienced by working students, leading to low motivation in both work and studies (Orpina & Prahara, 2019). Apart from time management issues, the research participants also exhibited a tendency towards low sleep quality. This reflects poor subjective sleep quality, insufficient sleep duration, low sleep efficiency, the presence of sleep disturbances, the use of sleep medication, and daytime sleep dysfunction. These results align with Amaral's (2021) study, which found that working students have poorer sleep quality compared to those who do not.

Looking at the demographic data for each variable, there was a significant difference in the time management variable based on the semester level ($p = 0.031 > 0.05$). This finding indicates that students in the later semester have better time management skills than students in the early year. This difference may be attributed to higher maturity levels and experience in scheduling classes for students in the later semester. This result is also supported by other research affirming that students in the final year have better time management skills (Priscitadewi et al., 2022). Furthermore, a significant difference based on the semester level was also found in sleep quality ($p = 0.000 < 0.05$), where students in the early year tend to experience lower sleep quality than students in the final year. A study mentioned that second-year students have higher PSQI scores compared to third and fourth-year students (Serra-Negra et al., 2014). Poor sleep quality is indicated by high PSQI scores. This could be due to the pressure of choosing a profession and adapting to a new environment faced by students entering university. This pressure can increase anxiety levels and subsequently affect their sleep quality (Angelone et al., 2011).

Furthermore, a significant difference in the sleep quality variable was also found based on gender ($p = 0.000 < 0.05$). In this study, women experienced lower sleep quality compared to men. This finding aligns with research conducted by Baron (2023), which noted that PSQI scores in female participants were significantly higher than in males. Another subjective study also noted that women are more likely to experience sleep difficulties, often waking up in the middle of the night, and having longer wake times during the night (Zhang & Wing, 2006). Furthermore, it was mentioned that daytime sleep dysfunction has a greater impact on women's energy levels compared to men (Chasens et al., 2016)**.** The explanation for this phenomenon can be attributed to several factors, including the menstrual cycle and menopause, which can affect women's sleep quality. Additionally, other factors include their sensitivity to stress and external environmental influences (Kang et al., 2013).

From the regression analysis conducted by the researcher, it was found that time management and sleep quality have a significant positive relationship with the well-being of working students. This finding aligns with Juniarti's (2021) research stating that time management and well-being are positively correlated. Several findings also highlight that students often have

deficiencies in time management, and this can negatively impact their academic performance and psychological well-being (Wolters & Brady, 2021). In achieving success, time management is also recognized as a crucial predictor, especially for working students. In addition to time management, sleep quality also shows a positive relationship with the well-being of students, in line with the findings of Marella & Sameve (2022), stating that there is a positive correlation between sleep quality and well-being in Indonesian students. Other research also suggests that the sleep patterns of students can be disrupted because they face higher stress related to the future and job demands (Voelker, 2004). In a study that was conducted by Zhai (2018), examining final-year undergraduate students in China, it was concluded that low sleep quality contributes to lower levels of well-being.

The obtained coefficient of determination indicates that time management and sleep quality collectively account for 50.2% of the well-being among working students. When the R-squared value surpasses 0.5, the correlation is considered moderate, signifying that the independent variables possess a moderate predictive capacity for the dependent variable (Hair, 1998). This discovery is consistent with the strong correlation observed between sleep quality and psychological well-being in other studies, demonstrating an R2 value of 0.709 (Tuada, 2018). Comparable results were also identified in Juniarti's (2020) investigation into the correlation between time management and psychological well-being, revealing an R2 value of 0.543. This phenomenon can be elucidated by the role of non-cognitive factors, particularly time management, increasingly recognized as a pivotal aspect due to its potential impact on academic success and individual well-being. Time management has proven to be crucial, especially for specific groups such as part-time working students (MacCann et al., 2012). Furthermore, among various variables influencing mental health, sleep quality is acknowledged as a significant factor (Tao et al., 2017).

From the obtained results, it can be concluded that time management and sleep quality play a significant role in maintaining the well-being of working students. Individuals with good well-being tend to develop positive thinking patterns, which can build personal psychological resources that support individual resilience (Garcia & Archer, 2012)**.** Individuals with high levels of well-being are generally more productive and show better mental and physical health than those with low levels of well-being (Leonardi & Astuti, 2023). Maintaining one's well-being is crucial, especially for part-time working students or those undergoing internships, as it can enhance performance, contribution to the institution, and the students' capacity to absorb information (Setiawan et al., 2023). Efforts to maintain psychological well-being can encourage students to continue to grow and develop.

CONCLUSION

Based on the results of this study, it can be concluded that time management and sleep quality have a positive relationship with the well-being of working students with a contribution of 50.2% and a significance value of $p = 0.000 < 0.05$. The remaining percentage is impacted by other variables that are not included in this research. It can be asserted that both time management and sleep quality simultaneously can predict well-being. The higher the values of one's time management and sleep quality, the higher their well-being and vice versa.

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