



Work–Study Conflict and Academic Burnout among Gig-Economy Students: Evidence from Online Motorcycle Taxi Drivers

Yovhi Maulana Putra*, Onny Fransinata Anggara

Universitas Negeri Surabaya, Indonesia

Email: yovhi.22125@mhs.unesa.ac.id

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ABSTRACT

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***Corresponding
Author**

This study aims to investigate the relationship between work–study conflict and academic burnout among university students working as online motorcycle taxi drivers. The increasing participation of students in the gig economy presents new challenges in balancing academic responsibilities and work demands. Persistent role pressure arising from simultaneous academic and occupational obligations may lead to psychological strain and academic exhaustion. A quantitative correlational design was employed involving 117 working students selected through purposive sampling. Data were collected using a work–study conflict scale adapted from Markel and Frone and the Maslach Burnout Inventory–Student Survey (MBI-SS). Descriptive analysis indicated moderate levels of work–study conflict and academic burnout among respondents. Assumption testing confirmed data normality, allowing the use of parametric analysis. Pearson’s correlation analysis revealed a significant positive relationship between work–study conflict and academic burnout ($r = 0.565$; $p < 0.001$). This finding suggests that greater conflict between work and academic roles is associated with increased academic exhaustion, reduced learning engagement, and lower perceived academic competence. The results emphasize the importance of role management in supporting students’ academic well-being. This study provides empirical evidence from gig-economy student workers and recommends developing flexible academic policies and institutional support systems to reduce academic burnout.

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INTRODUCTION

The increasing participation of university students in paid employment while pursuing higher education has become a significant issue in contemporary society, particularly within the fields of educational and occupational psychology. This phenomenon reflects broader socio-economic changes, including rising living costs, limited financial support, and the expansion of flexible labor markets that encourage students to work while studying. While employment may provide financial stability and practical experience, it also places students in a demanding position in which academic responsibilities must be balanced with work obligations. Research consistently indicates that students who combine study and work are more exposed to psychological strain than their non-working peers, especially in terms of academic stress, emotional exhaustion, and mental fatigue (Draghici & Cazan, 2022; Creed et al., 2023). These pressures are not merely individual challenges but also represent a broader societal concern, as prolonged psychological distress among students may negatively affect academic success, well-being, and the quality of the future workforce. Therefore, understanding the mechanisms through which work and study demands interact is essential, not only for academic discourse but also for developing educational policies that support sustainable student development.

One of the central problems arising from students' dual roles as learners and workers is the growing difficulty in managing competing demands across academic and occupational domains. Students are required to meet academic deadlines, maintain concentration during lectures, and achieve satisfactory academic performance, while simultaneously fulfilling work schedules, performance targets, and economic expectations. These competing pressures often exceed students' available personal resources, such as time, physical stamina, and psychological energy. As a result, many working students experience persistent tension, reduced recovery time, and difficulties in role management. Empirical evidence suggests that such conditions significantly increase vulnerability to psychological stress, academic disengagement, and declining motivation (Creed et al., 2023; Draghici & Cazan, 2022). When these challenges are not adequately managed, they may evolve into more severe academic and psychological problems, including burnout. This general problem highlights the urgency of examining how role-related pressures operate among working students and identifying key psychological processes that explain their academic fatigue.

Within the broader challenges faced by working students, work–study conflict represents a critical psychological construct that explains how incompatible role demands generate strain. Work–study conflict occurs when work responsibilities interfere with academic obligations or when academic

demands hinder work performance (Markel & Frone, 1998, in Karnia et al., 2025). This conflict is rooted in the limitation of personal resources, as individuals must divide finite time, energy, and cognitive capacity across multiple roles (Najwa et al., 2023). Numerous studies have demonstrated that high levels of work–study conflict are associated with difficulties in concentration, reduced academic motivation, lower academic satisfaction, and impaired learning outcomes (Samaratunga, M., & Kamardeen, I., 2025; Creed et al., 2023). When such conflict persists over time, students may struggle to adapt academically, increasing the likelihood of chronic academic stress. Consequently, work–study conflict serves as a key stressor linking students’ employment experiences to adverse academic and psychological outcomes.

Academic burnout is widely recognized as a psychological response to sustained academic demands that exceed an individual’s coping capacity. It manifests through emotional, physical, and cognitive exhaustion, accompanied by cynical attitudes toward academic activities and a diminished sense of academic competence (Ramos-Vera et al., 2025; Tosun et al., 2025). Among working students, academic burnout is particularly prevalent due to the accumulation of academic and occupational stressors. Previous studies have shown that students who work while studying tend to report higher levels of academic burnout compared to non-working students, especially when work hours are long and recovery time is limited (Wiyanto, 2023; Rokhim et al., 2020). Financial pressure, time scarcity, and constant role switching further exacerbate fatigue and emotional depletion. These findings suggest that academic burnout is not merely an individual failure but a structural outcome of prolonged exposure to incompatible role demands, underscoring the importance of examining burnout within the broader context of work–study dynamics.

A substantial body of research has investigated work–study conflict and academic burnout among employed students, consistently demonstrating a positive relationship between these variables. Studies conducted in various educational contexts indicate that higher work–study conflict is associated with increased academic burnout, reduced engagement, and poorer psychological well-being (Ginting & Ratnaningsih, 2021; Arifah, 2023). International research further supports these findings, identifying role conflict as a significant predictor of burnout, either directly or through mediating psychological factors such as stress, coping strategies, and emotional regulation (Creed et al., 2023; Draghici & Cazan, 2022). These studies have made important contributions by establishing the detrimental effects of combining work and study. However, much of this research treats working students as a relatively uniform group, often focusing on employment status rather than the specific characteristics of different types of work.

Despite the growing literature on work–study conflict and academic burnout, a notable gap remains regarding the role of job characteristics in shaping these experiences. Most previous studies do not sufficiently differentiate between types of student employment, overlooking how variations in work flexibility, income stability, physical demands, and emotional labour may influence role conflict and academic fatigue. Employment as an online motorcycle taxi driver, for instance, involves unique conditions such as algorithmic management, income uncertainty, unpredictable working hours, and significant physical exertion (Fauziyah, 2024; Theerakosonphong, 2022). These features distinguish gig-based work from conventional part-time employment and may intensify work–study conflict in distinctive ways. The lack of context-specific investigation limits the explanatory power of existing findings and highlights the need for more nuanced research that accounts for employment heterogeneity among working students.

Addressing this gap, the present study offers a state-of-the-art contribution by focusing specifically on students working as online motorcycle taxi drivers, a rapidly expanding group within the gig economy. Unlike traditional student employment, gig-based motorcycle taxi work provides perceived flexibility while simultaneously exposing students to unstable income, long working hours, and continuous performance pressure. These conditions create a paradoxical work environment that may amplify role conflict rather than alleviate it. By examining work–study conflict and academic burnout within this specific occupational context, this study extends existing theories of role conflict and burnout into the domain of platform-based student labor. This context-sensitive approach contributes novel empirical insights to the literature. It enhances understanding of how emerging forms of work reshape students' academic and psychological experiences, particularly in developing countries such as Indonesia.

Based on the foregoing discussion, the central research problem addressed in this study concerns the relationship between work–study conflict and academic burnout among students employed as online motorcycle taxi drivers. This study argues that the unique demands of gig-based work intensify work–study conflict, thereby increasing the risk of academic burnout. Accordingly, it is hypothesized that higher levels of work–study conflict are positively associated with greater academic burnout among this population. By empirically testing this relationship, the present research contributes to both theoretical and practical domains. Theoretically, it refines the understanding of role conflict and burnout by incorporating job-specific characteristics into the analysis. Practically, it provides evidence that can inform higher education institutions and policymakers in developing targeted interventions, such as flexible academic

policies and student support programs, to mitigate academic burnout among working students in the gig economy.

METHOD

A quantitative correlational research design was employed in this study to analyze the relationship between work–study conflict and academic burnout in students working as online motorcycle taxi drivers. A correlational design was chosen because this study did not manipulate variables but rather observed the empirical relationship between variables as they naturally occurred in the research subjects. This approach is commonly used in educational and occupational psychology studies to identify the strength and direction of relationships between psychological constructs (Hardani et al., 2020; Sihotang, 2023).

This study utilised primary data collected directly from respondents via a structured questionnaire. Data collection was conducted online, taking into account the characteristics of online motorcycle taxi driver students, who are highly mobile and have flexible schedules. The survey method was chosen because it is effective for reaching the student worker population and allows for quantitative, efficient measurement of psychological variables (Hardani et al., 2020).

The study population consisted of active students in Surabaya who were employed as online motorcycle taxi drivers. However, at the time this study was conducted, no official data were available on the exact number of students working as online motorcycle taxi drivers, so the population size could not be determined with certainty. Consequently, the sample size was determined not through population-based calculations, but via statistical power analysis. Using G*Power 3.1 software for bivariate correlation, with a moderate effect size ($\eta^2 = 0.30$), a significance level of $\alpha = 0.05$, and a statistical power of 0.80, the minimum required sample size was calculated to be 84 respondents. To account for potential incomplete responses or dropouts, the target sample was increased to 117 participants. Respondents were selected using purposive sampling according to specific criteria: (1) being active diploma or undergraduate students, (2) having worked as online motorcycle taxi drivers for at least the past three months, and (3) balancing this employment alongside their academic activities.

Work–study conflict was assessed using the Work–Study Conflict Scale originally developed by Markel and Frone (1998) and later adapted into Indonesian by Karnia et al. (2025). This instrument comprises two core dimensions, namely time-based conflict and strain-based conflict, and was constructed using a four-point Likert response format. Meanwhile, academic burnout was evaluated using the Maslach Burnout Inventory–Student Survey

(MBI-SS) adapted by Söderholm et al. (2025), which encompasses the dimensions of exhaustion, cynicism, and diminished academic efficacy. This instrument used a six-point Likert scale. The work–study conflict scale has been used and validated in previous studies on working student populations (Al Hadziq, 2024).

In this study, both instruments were re-administered and subjected to reliability analyses to evaluate measurement consistency. Cronbach's alpha coefficient was used to assess reliability, with values ≥ 0.70 considered acceptable (Schaufeli et al., 2020; Söderholm et al., 2025; Sihotang, 2023). The analysis revealed that the work–study conflict scale obtained a Cronbach's alpha of 0.709, satisfying the minimum reliability criterion. Therefore, the scale demonstrated adequate internal consistency, and all items were retained for use in hypothesis testing.

Similarly, the academic burnout instrument was tested for reliability using the same method. The results showed that the 15-item academic burnout scale had a Cronbach's alpha of 0.809, surpassing the 0.70 threshold and indicating strong internal consistency. Consequently, the instrument was considered reliable, and all items were maintained for further analysis.

Before testing the hypothesis, the data were assessed using statistical assumption tests, including normality and linearity tests, to ensure their suitability for the analysis technique. Hypothesis testing was conducted using correlation analysis to determine the direction and strength of the relationship between work–study conflict and academic burnout. The entire data analysis was carried out using JASP, and normality was assessed using the Shapiro–Wilk test ($p > 0.05$). Instrument reliability was assessed using Cronbach's Alpha (≥ 0.70), and the relationships among variables were analyzed using correlations with a significance level of $p < 0.05$. The results of the analysis were then systematically interpreted to explain the relationships among variables in accordance with the research objectives. This procedure aligns with common practices in quantitative research in psychology and education (Sihotang, 2023).

RESULT AND DISCUSSION

Result

This section presents the study's empirical findings, based on statistical analyses conducted to address the research objectives. The results are organised sequentially, beginning with a description of respondent characteristics to provide an overview of the sample. This is followed by descriptive statistics for the main research variables, which illustrate general trends and variability. Subsequently, statistical assumption testing is reported to ensure the appropriateness of the selected analytical techniques. Finally, the results of the correlation analysis are presented to examine the relationship between work–

study conflict and academic burnout among students working as online motorcycle taxi drivers. All analyses were performed using parametric statistical procedures after the data met the required assumptions.

Respondent Characteristics

The presentation of respondent characteristics aims to describe the general profile of the research participants. This information provides essential preliminary context before conducting further statistical analyses.

Table 1. Respondent Characteristics

Gender	Frequency	Percent
Male	99	84,6%
Female	18	15,4%
Total	117	100%

Based on Table 1, the respondents in this study were predominantly male students (99, 84.6%), while female respondents numbered 18 (15.4%). The presentation of gender characteristics was intended to provide an overview of the research respondents' profiles and was not used as a comparative variable in statistical analysis. This composition reflects the characteristics of the job as an online motorcycle taxi driver, which is still empirically dominated by men.

Descriptive Statistics of Research Variables

Descriptive statistics are used to summarise the general trends of each research variable. This analysis includes the mean value, standard deviation, and minimum and maximum scores for each variable.

Table 2. Descriptive Statistics of Work–Study Conflict and Academic Burnout Variables

	Work-Study Conflict	Burnout Akademik
Valid	117	117
Missing	0	0
Mean	52.761	67.299
Std.Deviation	5.369	4.223
Minimum	41.000	56.000
Maximum	64.000	77.000

Based on Table 2, the work–study conflict variable has an average of 52.761 and a standard deviation of 5.369, while academic burnout has an average of 67.299 and a standard deviation of 4.223. The standard deviation values, which are relatively smaller than the mean values, indicate that the distributions of both

variables are relatively homogeneous and do not show extreme variation among respondents, making the data suitable for further analysis using parametric statistics.

Data Normality Test

Before performing a correlation analysis, the data are first tested to ensure the assumption of normality is met. The normality test is performed to determine whether parametric statistical analysis is appropriate.

Table 3. Shapiro–Wilk test

Variabel	N	W	Sig. (p)
Work-study Conflict	117	0.986	0.250
Burnout Akademik	117	0.980	0.081

As shown in Table 3, the Shapiro–Wilk test indicates that the work–study conflict variable yielded a p-value of 0.250, while academic burnout yielded a p-value of 0.081. Since both values exceed the 0.05 criterion, the data meet the assumption of normality and are therefore appropriate for analysis using Pearson’s correlation.

Intervariable Test Results

Once the required statistical assumptions were met, a correlation analysis was conducted to examine the relationship between work–study conflict and academic burnout. This procedure was carried out to test the previously established research hypotheses.

Table 4. Results of Pearson's Correlation Test

Variable		Work-Study Conflict	Burnout Akademik
1.Work-study Conflict	Pearson’s r	-	
	p-value	-	
2.Burnout Akademik	Pearson’s r	0.565	-
	P-value	< .001	-

Referring to the Pearson correlation results shown in Table 4, the analysis yielded a correlation coefficient of $r = 0.565$ with a significance value of $p < 0.001$. This finding demonstrates a statistically significant positive association between work–study conflict and academic burnout among students employed as online motorcycle taxi drivers. The positive correlation suggests that higher levels of

work–study conflict are associated with greater academic burnout among students.

The correlation coefficient $r = 0.565$ falls within the moderate range according to Cohen's criteria, indicating that work–study conflict contributes significantly to variation in academic burnout, although it is not the only determining factor. These findings indicate that greater role conflict between work and study is associated with greater academic fatigue, especially among students facing simultaneous work and academic demands.

A very strong significance level ($p < 0.001$) indicates that probability this relationship occurring by chance is very small. Therefore, it can be statistically concluded that the relationship between work–study conflict and academic burnout in this study is real and reliable. Given the assumption of data normality, Pearson's correlation analysis is deemed appropriate and methodologically valid for this study.

Based on these findings, the research hypothesis stating that there is a relationship between work–study conflict and academic burnout among students who work as online motorcycle taxi drivers is accepted. These results confirm that a greater role conflict between study and work is associated with a higher risk of academic fatigue among students who juggle multiple roles.

DISCUSSION

A statistically significant positive correlation was found between work–study conflict and academic burnout among students employed as online motorcycle taxi drivers ($r = 0.565$; $p < 0.001$), indicating that greater incompatibility between work responsibilities and academic requirements is associated with higher levels of academic fatigue. The strength of the relationship, in the moderate-to-strong range, indicates that work–study conflict is a relevant factor in explaining variation in academic burnout among working students.

Theoretically, these findings are in line with the concept of work–study conflict proposed by Carr et al. (2025), which views role conflict as a condition in which the demands of one role hinder the fulfilment of another role's demands. In the context of working students, limited personal resources such as time, physical energy, and psychological capacity cause individuals to be under continuous role pressure. This tension has the potential to trigger emotional exhaustion, decreased academic motivation, and cynical attitudes toward lecture activities, which are the main characteristics of academic burnout as described by Klinkenberg et al. (2024) and supported by meta-analytic findings on psychological fatigue (Reyes-de-Cózar et al., 2023).

The findings of this study also reinforce the view that role conflict among working students is not merely a situational phenomenon, but is related to deeper psychological conditions. When work demands take up study time, interfere with concentration, and reduce opportunities for psychological recovery, students become more vulnerable to ongoing academic fatigue. This condition can lead to decreased academic engagement, learning performance, and overall psychological well-being among students.

Empirically, this study reinforces previous evidence that higher levels of work–study conflict among working students, particularly in Indonesia, are associated with increased academic burnout (Ginting & Ratnaningsih, 2021; Karnia et al., 2025). Similar findings have also been reported in international studies, which confirm that role conflict is a significant predictor of academic burnout, both directly and through certain psychological mechanisms (Creed et al., 2023; Draghici & Cazan, 2022).

However, the strength of the relationship, which is not in the very strong category, indicates that work–study conflict is not the only factor influencing academic burnout. This indicates that other factors also play a role, such as self-regulation ability, social support, emotional regulation, and academic environment conditions. These findings align with studies that emphasize the role of personal and contextual factors in strengthening or weakening the impact of role conflict on academic fatigue (Springer et al., 2023; Rumapea & Rahayu, 2023; Kurniawan et al., 2025).

In the context of students who work as online motorcycle taxi drivers, this study's results show that job flexibility does not automatically guarantee a balance between academic and work roles. Unpredictable work demands, long working hours, and economic pressures can exacerbate the role conflicts students experience. These conditions emphasize that work flexibility needs to be balanced with effective role management skills to prevent negative impacts on students' academic health (Samaratunga et al., 2025; Creed et al., 2022; Kinman, G. 2024).

From a practical perspective, this study's findings highlight the importance of higher education institutions paying attention to students' working conditions. Universities need to consider more adaptive academic policies, such as flexible class schedules, psychological counselling services, and programs to develop time management and self-regulation skills. These results are consistent with previous studies that highlight the heightened vulnerability of Indonesian students to academic burnout and underscore the need for institutional interventions sensitive to contextual conditions (Andini et al., 2024; Bahari & Salim, 2025; Rosmawati & Merida, 2025).

This study has several limitations that need to be considered. First, the correlational research design does not allow causal conclusions about the relationship between work–study conflict and academic burnout. Second, the use of self-report methods can introduce respondent subjectivity bias. Third, this study did not involve mediator or moderator variables that could explain the psychological mechanisms underlying the relationship between the two variables.

Given these limitations, future research should use longitudinal designs or advanced analytical approaches, such as multivariate regression or structural equation modelling, to examine the direction of relationships and more complex psychological dynamics. The addition of variables such as social support, self-efficacy, and emotional regulation is expected to enrich our understanding of the factors that influence academic burnout among working students.

CONCLUSION

This research examines the association between work–study conflict and academic burnout among students employed as online motorcycle taxi drivers. The findings indicate a statistically significant positive correlation between work–study conflict and academic burnout. Students who experience greater tension between occupational responsibilities and academic obligations tend to report higher levels of academic exhaustion. These results emphasize that role conflict among working students contributes to the development of academic burnout.

In practical terms, the results of this study have implications for higher education institutions to pay more attention to the conditions of students who play dual roles as students and workers. Efforts such as providing more flexible academic policies, counselling services, and strengthening time management and role management skills are important to help students minimise the negative impact of work–study conflict on their academic health. Furthermore, future research is recommended to examine other factors that may potentially influence academic burnout, as well as to use research designs that allow for testing causal relationships to enrich our understanding of the dynamics of work–study conflict and academic burnout among working students.

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