

# ACADEMIC DEMANDS AND EMPLOYMENT TYPE TOWARDS PSYCHOLOGICAL WELL-BEING AMONG YOUNG ADULT PORTRAYS NEGATIVITY

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**Abstract.** The purpose of this study is to explore and support the model fit in explaining the negativity impact of psychological well-being among young adult in academic demand and their working life during a student. This study adopts the theory of psychology well-being (PWB) as the basis. This pilot test finding involved 30 participants and partial least square structural equation modeling (PLS-SEM) was used to analyze the data. PWB theory emphasized two main determinants based on this pilot study. Data was collected via an online questionnaire survey as the research design used in this study was quantitative. The respondents were Malaysian young adult ranging from 20 to 24 years old. The measurement model specifies the construct's internal consistency reliability (0.39-0.884) denoting stable internal consistency reliability. Convergent validity shows indicator loadings passed the threshold value of 0.60, and discriminant validity analyzed via the (HTMT) which shows satisfactory lower threshold value of 0.80. Research finding indicate comprehensive negativity determinants towards psychological well-being based on theoretical framework model test and understanding of the main factors or disruption of learning among young adult.

**Keywords:** PWB, PLS-SEM, psychology, wellness

## Introduction

Young Adult in Malaysia are always being exposed and required them in balancing part-time employment and academic responsibilities. In order to fulfil their obligations to their jobs and studies, they usually have to give up their social lives and interests (Hall, 2010). For part-time work, some even jeopardise regular study time and assignment preparation, which might affect academic marks and interrupt the outcome of academic demands (Richardson et al., 2014). In Malaysia, students working part-time jobs is becoming a bigger problem. Alarming statistics show that nine out of ten Malaysian students turn to part-time employment since they don't have enough pocket money for their education, according to Mohd Shafie et al. (2021) as well as Sani (2018). This problem is not exclusive to Malaysia; 83 percent of students globally work part-time jobs (Mohd Shafie et al., 2021). Due to the exorbitant prices of tuition, living expenses, transportation, and educational supplies, more than 10,000 parents and 1500 students in 15 countries, including Malaysia, continue to experience financial instability even after obtaining financial support from their parents (Mohd Shafie et al., 2021).

### ***Literature review***

Autonomy, self-acceptance, environmental mastery, positive relationships with others, personal growth, and purpose in life are the six fundamental aspects of wellness suggested by Ryff (1989) psychological well-being theory (Ryff and Keyes, 1995). As stated by Ryff (1989), the ability to exercise self-control and make decisions on one's own is known as autonomy. Positivity towards oneself, acknowledgement and acceptance of one's numerous aspects, whether positive and unpleasant, and positive feelings about one's past are all components of self-acceptance (Celestine, 2021). The ability to manage and control one's immediate environment and circumstances in life, including managing daily responsibilities and creating situations that meet individual needs, is known as environmental mastery (Robertson Cooper Web Portal, 2018). According to Ryff (1989), personal growth is the continuous process of realising one's full potential, which includes being receptive to new experiences and conscious of how one's identity and behaviour have evolved over time. Good Relationships with 13 Other People include having fulfilling, highly skilled relationships (Celestine, 2021). Having direction and objectives, as well as the conviction that life has meaning both now and, in the future, are all components of purpose. Having objectives and direction in life, as well as the conviction that life has meaning both now and in the past, are what constitute a purpose (Ryff, 1989). A longer life expectancy and better mental and physical health are the outcomes of psychological well-being, which is essential for general health (Dhanabhakym and Sarath, 2023).

### **Materials and Methods**

This section examines the critical evidence factors for PWB. This section describes an analysis of case study by pilot respondents (30) in Malaysia. The determinants frameworks evaluated in the context of this education setting in undergraduate level by conducting an overall review of prior studies. In this study, purposive sampling was employed to specifically target full-time undergraduate students from universities in Malaysia, aged 18 to 25, who were also engaged in part-time employment. The average age of undergraduate students in Malaysia ranged from 18 to 25 years old (Chung et al., 2020; Talib et al., 2013). Hence, a sample of 80 participants aged 18 to 25 from any universities in Malaysia, who are full-time undergraduates working part-time, was surveyed through a structured questionnaire. Most quantitative studies require 40 participants; however, raising this number to 80 increases confidence in the findings and better supports the study's aims, especially in domains where heterogeneity within the sample is expected (Nikolopoulou, 2022). The primary goals of the online questionnaire derived from WSC, IAS, PAS, and the PWB scale, were to address the research objectives and obtain the understanding of the respondents' experiences in juggling part-time work and academic obligations. Moreover, it aimed to examine the psychological well-being of undergraduate students balancing part-time employment and academic demands.

## Results and Discussion

### Coefficient of determination $R^2$

In accessing the proposed structural model (PWB), squared multiple correlation ( $R^2$ ) values of explained variance on the endogenous variable Academic Demand and Employment Type. Value of  $R^2$  provide information about the dependent variables (endogenous) the extent of variation created by the independent variables (exogenous). Higher  $R^2$  values suggest that the structural model can predict. To obtain an  $R^2$  value, the SmartPLS algorithm function was employed, and the bootstrapping technique was used to create t-values. Results shown PWB was able to explain 56.7 % of the variance in two main factors. It manages to explain the negativity relationship.

### Path coefficient

In SmartPLS, the exogenous to endogenous variables were being tested for structural model by using the path coefficient indicator value, and t-values. The bootstrapping method (5000 resamples) was employed in this work to evaluate the model with several research hypotheses. The path coefficient of exogenous to endogenous variables and the t-values were also analysed to evaluate the structural model. The path coefficient value ranges from -1 to +1, where a path coefficient estimated close to +1 shows a strong positive relationship while -1 shows a strong negative relationship with the annotation of path coefficients ( $\beta$ ). For the two predictors on PWB, the coefficient of determination,  $R^2$  was 0.567. WSC ( $\beta=-0.324$ ,  $p<0.001$ ) and IASPAS ( $\beta=-0.601$ ,  $p<0.01$ ), were found to have negative relationship towards PWB (Figure 1).

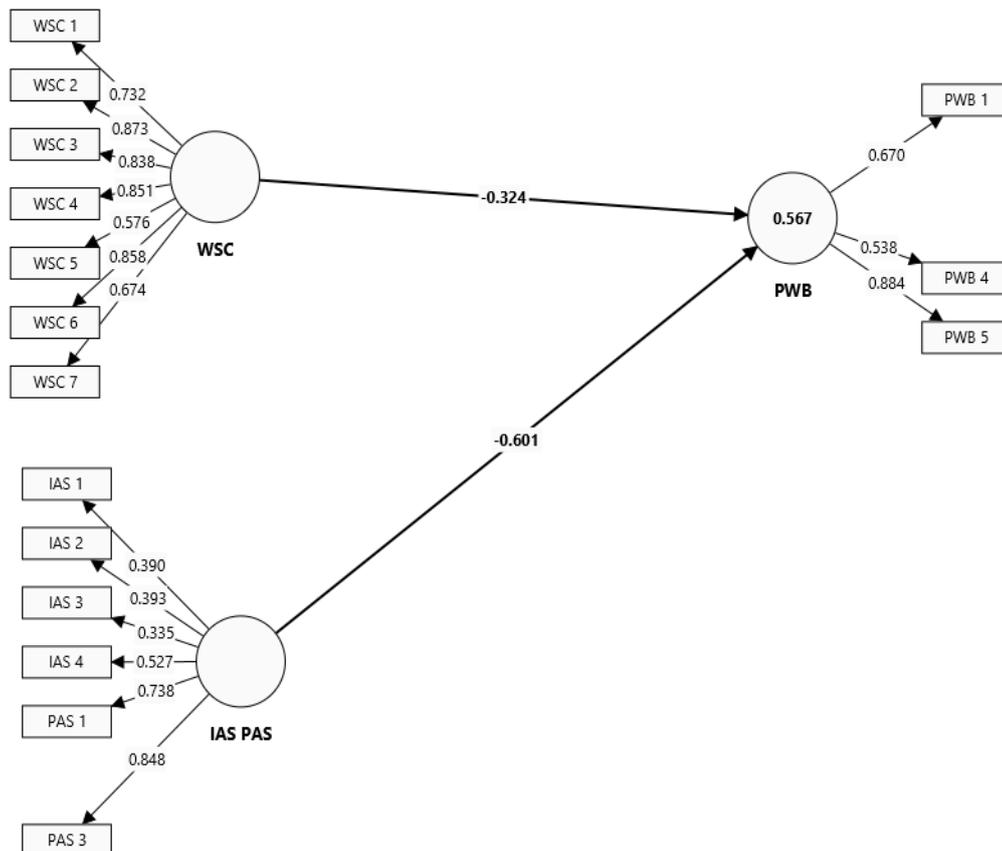


Figure 1. The finding of path coefficient.

## ***Discussion***

The study revealed that students often face moderate levels of difficulty in coping with academic responsibilities and part-time work, with a grand mean of 3.24 indicating a "moderately low" level of agreement regarding the feasibility of such a balance. Several of the respondents reported feeling emotional exhaustion, having trouble with deadlines, as well as issues with work and studies schedules. This corresponds with the finding of Verulava and Jorbenadze (2022) that 44% of part-time-working students with 45 work hours felt it was hard to maintain academic performance, had poor sleep, along with Tania and Hastuti (2023), who said that handling these dual tasks often leads to physical symptoms of weariness, headache, as well as discontent, as a result of which mental strain increases. Students expressed that work-school conflict as conceptualized by Markel and Frone (1998) comes to mind, as students reported that part-time job interferes with academic progress as well as impacts personal relations as well as social life. As supported by Drăghici and Cazan (2022), employed students who are in a conflict for satisfying academic as well as part-time work expectations gives rise to stress as well as burnout, as supported by inter-role conflict theory. If stress from conflict of role is left unchecked, it can contribute to burnout, which negatively impacts a student's welfare (Brajković et al., 2024).

The diversity of response from participants, as indicated by standard deviation ranging from 1.12 to 1.29, reflects the extensive diversity of student experiences. Mellor et al. (2020) observe that mechanisms of social support may account for such disparities, as students with strong peer and parental support systems indicated more resistance to work stress. Findings similar to these were noted by Knoster and Goodboy (2020) in their research, emphasizing that stressful academic requirements have a negative relationship with psychological well-being, especially when compounded with other life pressures such as part-time work. Interestingly, positive dimensions of academic involvement, intellectual stimulation and scope for improvement, were noted positively as per IAS scores varying from 4.52 to 5.48. This suggests that, although expectations are high, they are also indicative of scope for intellectual fulfillment. Dunne et al. (2010) stress the positive implications of intellectual fulfillment and development of coping mechanisms. Kim et al. (2024) offer the view that creating academic challenges may enable students to build valuable coping mechanisms as well as stress adaptation techniques, leading to preparedness for challenges ahead. Studies conducted by Grimmond et al. (2020) as well as Douglas and Attewell (2019) show that students with regular part-time work sacrifice sleep, diet, and physical activity to a considerable extent, leading to long-term psychologic implications.

Enlarging financial aid schemes for poor students will also enable them to be less dependent upon part-time employment. Even with extensive financial aid from the government for students with poor resources pursuing their studies at universities, eligible students are still reluctant to apply for it (Mulyaningsih et al., 2024). This is because of academic performance, knowledge level, and positive attitude towards higher education (Mulyaningsih et al., 2024). Additional grants or work-study positions with a focus placed on academic performance over intensity of work. This work explore psychological wellbeing theory through applying the dimensions of the theory to the particular situation of Malaysian part-time working undergraduate students. It focuses on how personal growth, environmental mastery, positive relations, and purpose of life interact to enable students to handle work-study conditions. By providing empirical

evidence of the slightly strong but substantial interrelation of work, academic requirements, and psychological wellbeing, it provide valuable data and add to the pool of previous insight. Authors, indeed, highlight another significant factor while examining the determinants towards outer model of that pilot study framework. This work encountered a couple of extra incidents while conducting the investigation. Firstly, as the research was conducted using self-reported data, respondents might have generated socially desirable results. Considering that respondents did not present themselves as themselves, their replies may have been biased, compromising the reliability as well as the credibility of the work. Similarly, respondents' busy calendars of handling part-time work as well as academic requirements may have forced respondents to respond briefly towards questionnaires, hence biasing the results.

Moreover, the research's data collection period seems inadequate to obtain data from more participants within such a short timeframe. Because of the shortened timeline as well as the reduced deadline, the sample size was kept smaller, which can limit the research's ability to explore differences in participants' answers more extensively, which restricted data collection time may hinder obtaining comprehensive insights as well as unsatisfactory data collection procedures can result in incomplete data, which can affect the research's conclusions. Malaysian undergraduate students' sample size of the research is sufficient for preliminary analysis, but it confines the generalizability of the results towards the student populace as a whole. For effectively capturing the differences in experiences of students from varying academic fields, organizations, as well as socioeconomic status, a more extensive as well as diverse sample size will be required. Bigger samples often yield models with higher precision as well as specificity. Lastly, the research's focus only on quantitative approaches gets in the way of understanding students' true experiences. Although statistical correlations are helpful, they fail to identify people's unique issues as well as coping mechanisms. Approach through methods, which involve groups, might yield richer, more complete data by exploring issues that standardized questionnaires might bypass as well as point towards, methods such as interviews as well as focus groups enable participants to describe their ideas more elaborately, as a result of which they can foster a richer understanding of psychological processes as well as unveil insights that quantitative methods alone are unsuitable for.

Not only that, authors had recommended that support networks, including peers, institutions, and resources, may help to reduce the negative impacts of part-time employment and academic stress. Resilience can be significantly enhanced by strong social networks as well as emotional well-being. Finally, because of the research's cultural and economic uniqueness, upcoming research must widen its scope of focus to incorporate more diverse environments. Investigating similar tendencies within other countries, as well as other kinds of international students, would offer a wider picture of the variables affecting students' wellbeing. Comparative research may expose global patterns as well as culturally distinct variables, which could offer valuable insights into the manner by which diverse educational establishments, workplaces, and cultural practices condition students with work-study commitments, as well as their psychological wellbeing. More full-time undergraduate students are now working part-time, making part-time working a common aspect of their university life. Full-time students who work a minimum of thirty hours a week have a harder university life. This growing trend evokes concern for the implications of part-time work for students' ability to manage scholastic duties alongside their psychological wellbeing. Authors explain

that long work may be a cause of increased stress, lower academic performance, as well as ill health. Students who manage to carry a coexistent duty of work as well as learning may be unable to achieve a healthy work-study stability, which is a prerequisite for overall wellbeing. As a result of that, it is advisable to discuss with caution the way such students manage work-study life dynamics as well as how it impacts their psychological wellbeing.

While part-time work is prevalent amongst undergraduate students, there hasn't been a significant amount of quantitative research conducted addressing the experiences of full-time undergraduate students juggling part-time work and the combined role of part-time work and academic requirements for undergraduate students' psychological quality of life. Consequently, there is little knowledge about how undergraduate students perceive, manage, and adapt to the challenges of managing part-time work and full-time academic responsibilities, as well as the resulting effects on their psychological quality of life. This study affirmed there were several determinants to fill the gap by exploring undergraduate students' experiences of juggling part-time work, academic requirements, as well as the combined role of managing part-time work and full-time academic responsibilities on their psychological quality of life.

## **Conclusion**

Young adults who work part-time while trying to meet academic demands are often expected to encounter challenges affecting their well-being; however, the findings of this pilot study reveal a different outcome. This research was designed to assess the extent to which part-time employment impacts undergraduate students' ability to fulfill their academic responsibilities. Conducted among full-time undergraduate students working part-time in Malaysia, the study provided valuable insights into the relationship between academic demands, part-time work, and psychological well-being. The findings, validated through correlation analysis and weighted mean-level of agreement, demonstrate a significant influence of academic and employment demands on students' psychological well-being. These results underscore the critical need for comprehensive institutional and policy-level support systems to assist students in managing the dual pressures of work and study. Moreover, the proposed framework introduced new perspectives for scholars and experts, suggesting that the interaction between academic demands and part-time employment can positively contribute to the objectives of Open and Distance Learning (ODL) and Blended Learning models. Importantly, this study advances understanding of the primary factors affecting young adults' learning experiences, emphasizing that part-time work does not necessarily have a dominant negative impact on psychological well-being (PWB).

## **Acknowledgement**

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## **Conflict of interest**

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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