



Extending the JD-R Framework: The Mediating Role of Work-School Conflict and Job Satisfaction on Employee Performance

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Abstract

The growing number of individuals simultaneously pursuing full-time work and formal education presents significant dual-role challenges that impact job performance and psychological well-being. This study explores how high workload influences employee performance, with work-school conflict and job satisfaction as mediators. Drawing on Job Demands–Resources (JD-R) Theory and Role Stress Theory, the research employs Partial Least Squares Structural Equation Modeling (PLS-SEM) on data collected from 312 working students in Jakarta. Findings reveal that job satisfaction significantly enhances employee performance, whereas work-school conflict exerts a strong negative influence on both satisfaction and performance. While high workload directly improves performance indicating a potential challenge stressor effect it also increases work-school conflict, which in turn undermines job performance. However, job satisfaction does not significantly mediate the relationship between workload and performance, indicating that role strain, rather than positive affect, plays a more critical role in this dual-role context. The study highlights strain-based conflict as the dominant form of interference impacting productivity. Theoretically, it extends the JD-R framework by integrating dual-role conflict as a contextual mediator and refining the distinction between challenge and hindrance demands. Practically, the study encourages organizations to offer flexible workload arrangements and supportive leadership, while educational institutions are urged to provide adaptive academic systems to support dual-role learners.

Memperluas Kerangka JD-R: Peran Mediasi Konflik Kerja-Kuliah dan Kepuasan Kerja terhadap Kinerja Karyawan

Abstrak

Meningkatnya jumlah individu yang secara simultan bekerja penuh waktu dan menempuh pendidikan formal menciptakan tantangan peran ganda yang kompleks, yang dapat memengaruhi kinerja kerja dan kesejahteraan psikologis. Penelitian ini mengkaji pengaruh beban kerja tinggi terhadap kinerja karyawan dengan konflik kerja-sekolah dan kepuasan kerja sebagai variabel mediasi. Dengan landasan Teori Job Demands–Resources (JD-R) dan Role Stress Theory, penelitian ini menggunakan pendekatan kuantitatif melalui Partial Least Squares Structural Equation Modeling (PLS-SEM) pada data dari 312 mahasiswa pekerja di Jakarta. Hasil penelitian menunjukkan bahwa kepuasan kerja secara signifikan meningkatkan kinerja, sedangkan konflik kerja-sekolah memberikan dampak negatif yang kuat terhadap kepuasan dan kinerja. Meskipun beban kerja tinggi secara langsung meningkatkan kinerja mengindikasikan adanya respons terhadap stres tantangan beban kerja tersebut juga meningkatkan konflik kerja-sekolah yang kemudian menurunkan kinerja secara tidak langsung. Namun, kepuasan kerja tidak berperan sebagai mediator yang signifikan antara beban kerja dan kinerja, sehingga mekanisme utamanya lebih didorong oleh tekanan peran daripada motivasi afektif. Penelitian ini menyoroti bahwa konflik berbasis tekanan adalah bentuk gangguan paling dominan yang menurunkan produktivitas individu berperan ganda. Secara praktis, organisasi disarankan mengatur beban kerja secara fleksibel dan memberikan supervisi yang suportif, sementara institusi pendidikan perlu menyediakan sistem pembelajaran adaptif bagi mahasiswa yang juga bekerja.

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INTRODUCTION

The increasing number of working individuals who pursue graduate-level education has brought attention to the phenomenon of work–school conflict a form of inter-role conflict in which occupational and academic demands compete for limited personal resources such as time, energy, and cognitive capacity (Wan et al., 2021; Peng, 2023; Headrick, 2024). This conflict has been associated with heightened stress, impaired job performance, and decreased academic outcomes (Greenhaus & Beutell, 1985; Olson, 2014; Koh, 2023). In the workplace, high workload is one of the key predictors of role conflict and reduced well-being, contributing to burnout, dissatisfaction, and performance decline (Silva et al., 2023; Ugwu, 2024; Kennedy, 2025).

Despite the robust literature on job demands and job resources, few studies have examined the combined mediating roles of work–school conflict and job satisfaction in the relationship between workload and performance, particularly among dual-role individuals. While job satisfaction is a well-established predictor of employee performance (Judge et al., 2001; Glaveli et al., 2019; Alkan, 2025), it is also highly sensitive to role stress and excessive demands (Judi et al., 2025). However, most prior research adopts single-path mediation models, often neglecting the dual mechanisms through which performance is shaped: strain-based and motivation-based pathways.

This study addresses these gaps by introducing a dual-mediator model grounded in the Job Demands–Resources (JD-R) Theory (Bakker & Demerouti, 2007) and Role Stress Theory (Kahn et al., 1964; Greenhaus & Beutell, 1985). JD-R Theory posits that job demands can have both negative (hindrance) and positive (challenge) effects depending on the media-

ting mechanisms (Cavanaugh et al., 2000; Podsakoff et al., 2007), while Role Stress Theory explains how role overload and ambiguity lead to psychological strain and behavioral dysfunctions.

The inclusion of both mediators is theoretically justified. Work–school conflict represents a strain-based mechanism, where dual-role pressure depletes resources, impairs focus, and erodes performance (Hobfoll, 1989; Peng, 2023). Conversely, job satisfaction captures the motivational pathway shaped by perceptions of autonomy, support, and meaningfulness at work (Hackman & Oldham, 1976; Gagné & Deci, 2005). Integrating both mediators offers a nuanced perspective on how workload influences performance in hybrid contexts.

This study thus contributes to the literature by (1) testing a dual mediation model in a unique population of full-time employees pursuing graduate education, (2) refining the JD-R framework through the integration of contextual role conflict, and (3) offering practical implications for managing dual-role strain through organizational and academic interventions.

Hypothesis Development

Job Demands–Resources (JD-R) Theory

The JD-R Theory (Bakker & Demerouti, 2007) explains that every job possesses two primary characteristics: job demands and job resources. High workload represents a job demand that can lead to stress and exhaustion. In the context of working students, excessive workload consumes time and energy that would otherwise be allocated for academic activities, thereby triggering work–school conflict. In line with this, Kennedy (2025) reported that radiographers experiencing high workloads exhibited low job satisfaction and burnout, emphasizing how excessive job demands can deteriorate both psychological well-being and work outcomes.

Impact of Job Satisfaction on Employee Performance

Job satisfaction is considered a central determinant of performance in the field of organizational behavior. According to the Job Demands–Resources (JD-R) Theory (Bakker & Demerouti, 2007), job satisfaction reflects the psychological well-being resulting from a balance between demands and resources. Employees are considerably more engaged, motivated, and dedicated to their occupations when they are content, particularly those who perform dual duties such as studying and working. Empirical studies (Labrague, 2023; Bai, 2025; Judi et al., 2025; Manafe & Moi, 2025) show that satisfied employees demonstrate better task performance, higher organizational citizenship behavior, and lower absenteeism. In dual-role contexts, satisfaction becomes even more critical, acting as a stabilizer amid competing demands. Putri & Satrya (2025) further argue that satisfaction can buffer the negative effects of work-related stress, especially in hybrid work or academic environments. Therefore, enhancing job satisfaction can directly translate into improved employee performance, regardless of external pressures.

H1: Job satisfaction positively influences employee performance.

Work-School Conflict as a Barrier to Performance

Work-school conflict represents a form of inter-role conflict in which the demands of work and academic responsibilities interfere with each other, leading to resource depletion and psychological strain. Rooted in Role Stress Theory (Kahn et al., 1964), this conflict arises when individuals experience incompatible pressures from multiple roles, which often results in reduced functioning in one or both domains. Empirical studies support this view: Putri & Satrya (2025) found that work-school conflict among working

students significantly impaired task performance, while Ugwu et al. (2024) observed a marked reduction in job satisfaction due to dual-role stress. Further, Labrague (2023) confirmed that excessive role strain diminishes both engagement and psychological well-being, especially when work pressures infringe on study time.

H2: Work-school conflict negatively affects employee performance.

Work-school conflict as a Mediator of High Workload and Performance

Workload is a crucial job demand that significantly shapes how employees respond both psychologically and behaviorally in the workplace. According to the Job Demands–Resources (JD-R) Theory (Bakker & Demerouti, 2007), high job demands, such as excessively high workload, consume individuals' energy, leading to strain and burnout, which in turn impairs performance. However, the direct effect of high workload on performance is often inconsistent. While some individuals may exert more effort in response to greater demands (Podsakoff et al., 2007), others experience resource depletion that reduces performance effectiveness (Putri & Satrya, 2025). Furthermore, a high workload is known to trigger inter-role conflict, particularly among dual-role employees such as working students. Work-School Conflict arises when job responsibilities interfere with academic demands, creating stress and cognitive overload (Greenhaus & Beutell, 1985; Kim et al., 2022). This conflict, in turn, is a mechanism through which workload indirectly reduces performance by diverting energy and time away from work tasks (Wan et al., 2022; Silva, 2024). Therefore, a deeper understanding of how high workload affects employee outcomes both directly and through work-school conflict is critical for developing sustainable workload management strategies.

- H3: High workload negatively influences employee performance.
- H4: High workload positively influences work-school conflict.
- H5: High workload has an indirect effect on employee performance through work-school conflict.

Job Satisfaction as a Mediator of High Workload and Performance

Job satisfaction acts as a psychological buffer that can either mitigate or amplify the effects of job demands on employee outcomes. Under the JD-R framework (Bakker & Demerouti, 2007), job satisfaction emerges when job resources outweigh demands, but it diminishes when demands like excessively high workload remain unaddressed. High workload, particularly among employees who are also students, may reduce job satisfaction due to increased fatigue and time strain (Sharmilee et al., 2017; Labrague, 2023). Moreover, high workload may influence performance indirectly through a sequential mediation involving job satisfaction. When employees face increased workloads, their satisfaction levels decline, thereby diminishing performance (Kennedy, 2025). This layered mediation helps explain complex pathways through which a high workload not only challenges personal and professional balance but also undermines sustainable productivity and well-being.

- H6: High workload negatively influences job satisfaction.
- H7: High workload has an indirect effect on employee performance through job satisfaction.

METHOD

Design mainly uses survey methods, with instruments in the form of questionnaires. The Likert scale used ranges from 1 (strongly disagree) to 5 (strongly agree). Measurement of employee performance using the measurement of Askun et

al. (2020) with dimensions of quality of work, quantity of work, accuracy of work, effectiveness, and independence. Job satisfaction measurement using Glaveli (2019) with dimensions of salary, promotion, fellow workers, supervisors, and profession. Work-school conflict measurement uses Olson's measurement (2011) with dimensions of time-based conflict, strain-based conflict, and behavior-based conflict. Work high overload measurement uses Bakker et al. (2004) with dimensions of time load, mental effort load, and psychological stress load.

A study of employees who work in institutions/companies located in Jakarta, and are currently studying at the master's level at several private universities that are accredited superior (A). This study was conducted in Jakarta due to its status as Indonesia's economic and educational hub, where many professionals pursue graduate education while working full-time. Jakarta has a high concentration of employees in the formal sector who are enrolled in accredited private universities offering evening or executive master's programs. These dual-role individuals are ideal subjects for exploring work-school conflict and job satisfaction. Furthermore, Jakarta's high-paced work culture and demanding workloads provide a relevant context for testing the Job Demands-Resources (JD-R) and Role Stress theories. Thus, Jakarta offers both accessibility and theoretical relevance for this study.

Sampling was carried out by snowball sampling and purposive sampling, by finding several links among both students and lecturers at several private universities in Jakarta, using Google Form, to connect to students who qualify as respondents. The process of distributing this questionnaire lasted for 2 months. Respondents who collected as many as 312 respondents. Determination of sample size using the provisions approved by Hair et al. (2019) with a minimum number of parameters,

5 to 10. The number of parameters is 50, so the minimum sample size is 250, and the maximum is 500. This study can gather 312 respondents, which is above the recommended minimum.

The questionnaire pre-test was carried out on 50 workers who were also studying for a master's degree in management at Universitas Mercu Buana, Jakarta. The loading factors are all above 0.7, so they are declared valid. Cronbach's alpha scores for employee performance, job satisfaction, work-school conflict, autonomy, and high workload are 0.840, 0.767, 0.824, 0.799, and 0.876, respectively. All values are greater than 0.70, so they are declared reliable (Hair et al., 2021). Partial Least Squares -Structural equation model (PLS- SEM) with SmartPLS is used to test instruments and test hypotheses.

RESULT AND DISCUSSION

Demographic characteristics of respondents can be described as 60% male and 40% female, with the largest respondent age being lower than 26 years, as much as 32.08% and the age between 26-30 years as much as 30.57%. As many as 38.87% of respondents worked between 2-5 years in these institutions/companies, followed by 25.77% between 5-10 years, and 23.77% of respondents for more than 10 years. This means that most employees feel at home working in the agency.

The PLS-SEM analysis results begin with the analysis of the outer model (me-

asurement model analysis), which includes construct validity and construct reliability. The results of testing for convergent validity and discriminant validity are shown in Tables 1 and 2. From the cross-loading value, it can be explained that the loading factor value of the indicator for each variable has a value greater than 0.7. Only the salary and mental effort load indicators have values of 0.698 and 0.640, but in fact, it has no impact on the quality of the instrument, so that the indicators remain valid. In addition, the loading factor in one construct also has a greater value for each variable than the value for the other variables. This indicates that the convergent and discriminant validity of the research instrument is high, meaning that the instrument of each variable is the right measuring tool to measure the variable.

In addition, from the results of the AVE calculation, it has a value above 0.5, which means it has a good convergent validity. From the calculation of the square root of average variance extracted (numbers located on the diagonal and written in bold), each has a value greater than the value of the correlation coefficient between latent variables, which means it has high discriminant validity. The value of construct reliability, namely Cronbach's alpha and composite reliability, is also greater than 0.7 except for the workload (WL), whose value is 0.625, but because it is still greater than 0.6, it means that it has good composite reliability.

Table 1. Mean and Convergent Validity

Indicators		Mean	Convergent Validity	
		Loading Factor	AVE	
EP1	Task Performance	4.08	0.783	0.633
EP2	Interpersonal Performance	4.06	0.783	
EP3	Organizational Performance	4.16	0.813	
EP4	Adaptive Performance	4.18	0.798	
EP5	Counterproductive Work Behavior	4.10	0.800	

JS1	Salary	3.35	0.698	0.574
JS2	Promotion	3.39	0.768	
JS3	Fellow workers	3.76	0.720	
JS4	Supervisors	3.70	0.833	
JS5	Profession	3.82	0.761	
WL1	Time load	3.04	0.775	0.573
WL2	Mental effort load	3.52	0.640	
WL3	Psychological stress load	3.20	0.842	
	Time-based conflict	3.33	0.748	0.672
	Strain-based conflict	3.00	0.908	
	Behavior-based conflict	2.82	0.796	

Source: Processed Data (2025)

Abbreviation: EP = Employee performance, JS = Job satisfaction, WL = Work Overload, WSC = Work-school conflict.

Table 2. Discriminant Validity, Construct Reliability, and Inner Model

	The square root of Average Variance Extracted				Construct Reliability		Inner Model	
	EP	JS	WL	WSC	Cronbach's Alpha	Composite Reliability	R ²	Q ²
EP	0.795				0.855	0.896	0.169	0.101
JS	0.361	0.758			0.818	0.870	0.008	0.003
WL	0.117	0.087	0.757		0.625	0.799		
WSC	-0.201	-0.222	0.394	0.820	0.757	0.859	0.156	0.101

Source: Processed Data (2025)

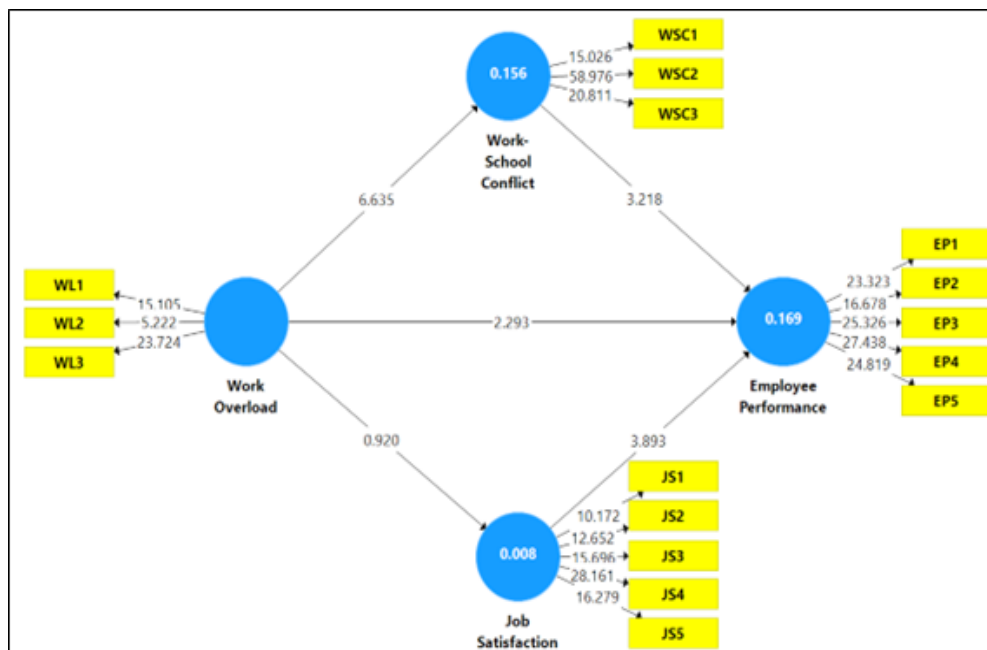


Figure 1. Hypothesis Testing Results

Source: Results of data processing using PLS 3.0, 2025.

Abbreviation: The numbers in the path model are the t-statistic.

The next analysis is the inner model (structural model analysis). The first is to evaluate the model by testing R-squared and Q^2 . The R-square value has a value of 0.169, which is included in the low category. This means that the model built is able to explain 16.9% of the variation of the dependent variable, while 16.9% is explained by the unanalyzed variable. The Q^2 value of 0.101 is greater than 0, indicating that the model has high predictive relevance.

The next step is hypothesis testing, by assessing the T-statistic or P-value on

the algorithm bootstrapping report. First, if the T-statistic value is greater than the critical value α 0.05 (1.645), the hypothesis is accepted. Second, the determination of significance can also be determined by comparing the p-value with the level of uncertainty (α) 0.05. If the p-value is smaller than alpha (α) 0.05, the hypothesis is accepted; if the p-value is greater than alpha (α) 0.05, the hypothesis is rejected. The results of hypothesis testing are shown in Figure 1 and Table 3. This study proposes seven hypotheses; four hypotheses are accepted, and three hypotheses are rejected.

Table 3. Hypotheses Testing Results

No.	Path relationship	Original Sample	Standard Deviation	T Statistics	P Values	Conclusion
1.	Job Satisfaction -> Employee Performance	0.301	0.077	3.893	0.000	H1 Accepted
2.	Work-School Conflict -> Employee Performance	-0.202	0.063	3.218	0.001	H2 Accepted
3.	Work Overload -> Employee Performance	0.170	0.074	2.293	0.011	H3 Rejected
4.	Work Overload -> Work-School Conflict	0.394	0.059	6.635	0.000	H4 Accepted
5.	Work Overload -> Work-School Conflict -> Employee Performance	-0.079	0.027	2.898	0.002	H5 Accepted
6.	Work Overload -> Job Satisfaction	0.087	0.095	0.920	0.179	H6 Rejected
7.	Work Overload -> Job Satisfaction -> Employee Performance	0.026	0.030	0.878	0.190	H7 Rejected

Source: Data Processed (2025)

Discussion

Job Satisfaction and Employee Performance

This study confirms that job satisfaction positively influences employee performance, supporting Hypothesis 1 (H1). Employees who feel satisfied—especially with supervisor support—tend to demonstrate better performance quality. This aligns with Social Exchange Theo-

ry (Blau, 1964), which suggests mutual workplace support fosters reciprocal behaviors such as improved performance.

Empirical support from Robert & David (2019), Judi et al. (2025), and Puspitawati (2025) highlights how autonomy, recognition, and interpersonal support enhance motivation and productivity. Bai (2025) adds that satisfaction from flexible conditions encourages constructive beha-

avior, while Putra et al. (2024) show that job satisfaction strengthens both individual and organizational performance in hybrid settings. Nevertheless, the broader body of literature positions job satisfaction as a central psychological resource that drives performance, particularly when reinforced by supportive social and organizational structures.

Work-School Conflict as a Barrier to Performance

The Job Demands–Resources (JD-R) Theory provides a strong theoretical foundation for explaining why work-school conflict has a negative impact on employee performance. According to this framework, job demands (such as workload, time pressure, and dual-role responsibilities) require sustained physical and psychological effort, leading to energy depletion, strain, and reduced performance when not balanced by sufficient job resources (Bakker & Demerouti, 2007). In the case of working students, the simultaneous demands of professional and academic roles create a chronic state of tension, making it difficult to allocate adequate time and cognitive energy to either domain. This aligns with the Role Stress Theory (Kahn et al., 1964), which posits that incompatible role expectations trigger stress responses that ultimately undermine task focus and efficiency.

The most dominant indicator, “strain-based conflict” (WSC2), highlights the emotional and psychological tension resulting from role interference. This form of strain occurs when fatigue, worry, or mental overload from one role spills over into another, impairing concentration and task performance. Working students experiencing high strain may struggle to maintain focus, leading to slower task completion, decreased accuracy, and diminished motivation.

Empirical findings support these

explanations. Putri & Satriya (2025) and Ugwu et al. (2024) found that working students with heavy workloads frequently report cognitive fatigue, difficulty concentrating, and lower productivity. Similarly, Labrague (2023) noted that chronic strain reduces engagement and well-being, particularly when time spent on work intrudes upon study-related activities. Hence, strain-based conflict serves as the central mechanism through which dual-role tension translates into decreased performance outcomes, emphasizing the need for resource-balancing strategies such as autonomy, time management support, and institutional flexibility.

Work-School Conflict as a Mediator of High Workload and Performance

The findings indicate that work overload has a significant direct positive effect on employee performance (H3 rejected), a significant positive effect on work-school conflict (H4 accepted), and an indirect negative effect on performance through work-school conflict (H5 accepted). These results reflect the complex dynamics of the workload’s impact on employees who are also graduate students.

According to the JD-R Theory, work overload is a type of job demand that depletes personal resources such as time, energy, and cognitive capacity. When unmanaged, it leads to strain and exhaustion, ultimately impairing performance (Bakker & Demerouti, 2007). However, in some situations, individuals may respond to a high workload with increased effort as described by Podsakoff et al. (2007), viewing it as a challenge that enhances performance. This explains why, in this study, the direct relationship between workload and performance is significantly positive, particularly in the context of high-performing students in executive programs who strive to maintain both academic and professional excellence. This result differs from Sharmilee et

al. (2017), who argue that increased workload does not necessarily enhance job performance, especially when employees are constrained by formal obligations. Among working students, performance does not automatically increase with workload due to the divided allocation of time and energy between job and academic responsibilities.

Nevertheless, the benefits of this pressure come with trade-offs. The results for H4 show that work overload significantly increases work-school conflict, with the most dominant indicator being strain-based conflict, which had the highest t-statistic. This indicates that psychological strain caused by conflicting work and academic roles is the primary driver of decreased performance. This finding aligns with Role Stress Theory (Kahn et al., 1964), which posits that inter-role conflict leads to psychological distress, thereby diminishing work performance. The most dominant indicator is again WL2, confirming that time pressure from excessive workload triggers role conflict with academic commitments. This finding is consistent with the Job Demands–Resources (JD-R) Theory (Bakker & Demerouti, 2007), which posits that high job demands, such as high workload, can cause stress and inter-role conflict when resources to manage them are insufficient. Empirical support is also found in Wan et al. (2022) and Putri & Satrya (2025), who identify work overload as a primary predictor of role conflict among working students. Specifically, high job demands consume time and focus needed for academic tasks, triggering stress and mental fatigue that ultimately reduce work effectiveness.

Moreover, the results for H5 confirm that work overload indirectly decreases performance via work-school conflict. While high workload may stimulate effort and performance in the short term, its long-term effects, particularly in dual-

role contexts, are detrimental due to the conflict it creates. This supports the JD-R model, which emphasizes that the consequence of job demands depends on how well individuals can preserve personal resources and manage role conflicts Putri & Satrya (2025). Key indicators along this pathway include WL2 (time overload), WSC3 (learning disruptions due to work), and EP4 (decline in work quality). These findings support the Role Stress Theory (Greenhaus & Beutell, 1985), which explains how competing role demands induce fatigue and reduce work effectiveness. Supporting studies by Silva et al. (2023) emphasize that excessive workloads exacerbate cognitive fatigue, hindering job performance.

Job Satisfaction as a Mediator of High Workload and Performance

Contrary to expectations, the findings demonstrate that job satisfaction does not significantly mediate the relationship. Specifically, work overload had no significant direct effect on job satisfaction (H6 rejected), and the indirect path from work overload to performance via job satisfaction was also non-significant (H7 rejected).

The path analysis revealed that work overload does not significantly reduce job satisfaction, despite theoretical expectations. According to JD-R Theory, job satisfaction arises when job resources such as support, autonomy, and recognition outweigh job demands like time pressure or workload (Bakker & Demerouti, 2007). In high-demand environments, job satisfaction is expected to decline unless employees have sufficient resources to compensate for the increased strain. However, in this study, JS4 (Supervisor Support) emerged as the strongest indicator of job satisfaction, suggesting that supervisory support may have buffered the adverse effects of heavy workload. This aligns with Sharmi-

lee et al. (2017), who noted that supportive supervision moderates the negative effects of high job demands on employee attitudes.

It is plausible that the participants, working students enrolled in a Master's in Management program, had access to robust job resources such as flexible work arrangements, understanding supervisors, or intrinsic motivation for professional growth. These factors could explain the non-significant effect of workload on satisfaction, indicating resource adequacy within the JD-R model that neutralizes negative consequences.

The rejection of H7 indicates that job satisfaction does not serve as a mediator between workload and performance. This finding suggests that the motivational pathway proposed by JD-R Theory (Bakker & Demerouti, 2007), whereby job satisfaction leads to enhanced work engagement and performance, does not hold in this specific dual-role context. The lack of a significant impact from workload to satisfaction nullifies the possibility of an indirect effect on performance via satisfaction.

This result is consistent with the argument by Kennedy (2025) that in hybrid work-academic settings, role strain often bypasses motivational constructs and manifests more directly in behavioral outcomes such as disengagement or burnout. When the primary pressure is role conflict (rather than lack of resources), performance is affected not through diminished satisfaction, but through strain and time fragmentation—a pathway more aligned with the energy-depletion mechanism than the motivational mechanism.

Although job satisfaction did not mediate the relationship, a significant indirect effect via work-school conflict was confirmed (H5 accepted). This suggests that the primary explanatory mechanism through which high workload impairs performance is role conflict, rather than

affective or motivational constructs. This supports Wan et al. (2022) and Silva et al. (2023), who emphasized the role of inter-role interference in explaining diminished productivity in dual-role populations.

The strongest indicator of work-school conflict was WSC2 (Strain-based conflict), indicating that psychological strain rather than time scarcity alone is the critical driver of performance disruption. This aligns with Greenhaus and Beutell's (1985) foundational work, which defined role conflict as the incompatibility of role expectations leading to stress and compromised effectiveness.

CONCLUSION AND RECOMMENDATION

This study reveals that employee performance among working master's students is significantly influenced by both work-school conflict and job satisfaction. Specifically, job satisfaction directly enhances performance, while work-school conflict significantly reduces it. Interestingly, high workload still shows a direct positive effect on performance, suggesting that some working students respond to pressure with increased focus or efficiency. However, workload also significantly increases work-school conflict, which in turn negatively impacts performance.

The mediation analysis indicates that job satisfaction does not mediate the relationship between workload and performance, nor does it act as a mediator between workload and conflict. However, work-school conflict significantly mediates the relationship between workload and performance, affirming its critical role as a barrier to sustainable performance. This implies that, although students may endure high workloads, the strain-based conflict between academic and work roles erodes their effectiveness, unless properly managed.

Practically, organizations employing working students should monitor workload distribution and implement supportive HRM practices, such as flexible scheduling, autonomy, and wellness programs, to reduce inter-role strain. Universities should also adapt by offering flexible learning options, mentoring, and academic counseling tailored for working learners. Meanwhile, students must be equipped with time-management and stress-coping skills to navigate dual-role demands.

Theoretically, this study enriches the Job Demands–Resources (JD-R) Theory by confirming that job demands (e.g., work overload) have both direct and indirect impacts on performance, mediated through role conflict rather than job satisfaction. It also reinforces Role Stress Theory by demonstrating how strain-based inter-role conflict disrupts individual functioning, particularly in hybrid work-study environments. The findings offer a nuanced dual-pathway model highlighting the importance of managing work-school conflict to sustain productivity and well-being in an under-researched population: full-time employees pursuing graduate education.

This study's explanatory power was limited, as reflected in the low R^2 values for employee performance and job satisfaction, indicating that other influential variables may be missing. Future research should consider incorporating psychological capital, organizational support, intrinsic motivation, or time management skills, which may better capture the dynamics of dual-role strain among working students.

Additionally, three hypotheses were not supported, suggesting that job satisfaction may not act as a consistent mediator in this context. Further investigation using multi-group analysis (e.g., based on gender, marital status, or student type) may uncover moderating factors.

The limited sample, drawn only from Jakarta-based working students enrolled in superior-accredited private universities,

also restricts generalizability. Future studies are encouraged to broaden the geographic and institutional scope and apply mixed-methods approaches to explore qualitative factors that influence role conflict and performance sustainability.

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