Jurnal Economia, Vol. 22, No.1, February 2026, 161-180 P-ISSN: 1858-2648
Website: https://journal.uny.ac.id/index.php/economia E-ISSN: 2460-1152

Work Pressure, Pay, and Burnout: A Study of Local and International Students in Taiwan

Yi-Chang Chen[1], Kai-Jui Liu[2], Yolanda Riska Lesmana [3]*
[1,2,3]*Department of Business Administration, Chaoyang University of Technology, Taichung, Taiwan*
[1]*t2003151@cyut.edu.tw,* [2]*s11437906@o365.cyut.edu.tw,* [3]*yrlesmana@gmail.com*
*Corresponding Author

Abstract
Balancing academic and work responsibilities is a common reality for working college students in Taiwan, often leading to emotional strain. This study examines the relationships among work pressure, compensation satisfaction, work-life balance, and burnout, with a focus on the mediating role of work-life balance. Grounded in Conservation of Resources (COR) theory, the research explores how resource dynamics affect well-being. Data collected from 403 Taiwanese and international students were analyzed using SPSS and SmartPLS. Results indicate that work pressure significantly increases burnout. Unexpectedly, for international students, satisfaction with compensation was positively associated with burnout, suggesting that higher pay may create additional pressure. Furthermore, work-life balance mediated these relationships for this group, but in the opposite direction. The findings highlight that addressing student burnout requires going beyond financial factors and urge institutions to provide practical support for managing dual demands.

Keywords: Burnout, Work Pressure, Compensation Satisfaction, Work-Life Balance

Tekanan Kerja, Gaji, dan Burnout: Studi Pada Mahasiswa Lokal dan Internasional di Taiwan

Abstrak
Menyeimbangkan tanggung jawab akademik dan pekerjaan adalah realitas umum bagi mahasiswa yang bekerja di Taiwan, yang seringkali menyebabkan tekanan emosional. Studi ini meneliti hubungan antara tekanan kerja, kepuasan kompensasi*, work-life balance*, dan kelelahan (*burnout*), dengan fokus pada peran mediasi keseimbangan kerja-hidup. Berdasarkan teori Konservasi Sumber Daya (COR), penelitian ini mengeksplorasi bagaimana dinamika sumber daya memengaruhi kesejahteraan. Data yang dikumpulkan dari 403 mahasiswa Taiwan dan internasional dianalisis menggunakan SPSS dan SmartPLS. Hasil menunjukkan bahwa tekanan kerja secara signifikan meningkatkan kelelahan. Secara tak terduga, bagi mahasiswa internasional, kepuasan kompensasi berhubungan positif dengan kelelahan, menunjukkan bahwa gaji yang lebih tinggi dapat menciptakan tekanan tambahan. Lebih lanjut, keseimbangan kerja-hidup memediasi hubungan ini untuk kelompok ini, tetapi dalam arah yang berlawanan. Temuan ini menyoroti bahwa mengatasi kelelahan mahasiswa membutuhkan upaya di luar faktor finansial, mendesak lembaga untuk memberikan dukungan praktis dalam mengelola tuntutan ganda.

Kata Kunci: *Burnout*, Tekanan Kerja, Kepuasan Kompensasi, *Work-Life Balance*

History: Received: 3 January 2026 Revised: 8 February 2026 Accepted: 13 February 2026
Citation (APA 7th): Chen, Y.-C., Liu, K.-J., & Lesmana, Y. R. (2026). *Work pressure, pay, and burnout: A study of local and international students in Taiwan*. Jurnal Economia, 22(1), 161–180. https://doi.org/10.21831/economia.v22i1.95569

INTRODUCTION

In recent years, the global landscape of international higher education has experienced a notable transformation. Traditionally dominated by the United States, Canada, Australia,

and the United Kingdom, international student mobility is increasingly shifting toward alternative destinations that offer more accessible, affordable, and pragmatic opportunities (ICEF Monitor, 2023). Among these emerging destinations, Taiwan has positioned itself strategically through policy innovation and targeted investment. The Taiwanese government has pledged to attract 320,000 international students by 2030, supported by a NT$5.2 billion initiative to strengthen talent pipelines in critical industries, notably semiconductors (Hetherington, 2024; ICEF Monitor, 2024).

This internationalization effort is further supported by Taiwan's "Bilingual 2030" policy, which aims to enhance English proficiency across higher education and promote "Internationalization at Home" (National Development Council et al., 2021). English-Mediated Instruction (EMI) plays a central role in this framework, equipping domestic students with global competencies while increasing the appeal of Taiwanese institutions for international learners (Gosling & Yang, 2021). Nevertheless, these academic developments coexist with growing financial and psychological demands on students—both local and international.

A significant proportion of students enrolled in Taiwanese universities engage in part-time employment during their studies. Data indicate that approximately 68.7% of college students in Taiwan have taken on part-time work, often to cover living expenses or attain financial independence (Hou, 2014). This dual-role condition is also prevalent among international students, many of whom rely on part-time work to cover tuition and living costs. According to a 2021 Ministry of Labor survey, over 70% of Taiwanese university students were concurrently employed while studying (Ministry of Labor, 2021).

Although part-time work offers practical experience and economic support, it often introduces competing demands that strain students' emotional and cognitive resources. Studies have shown that excessive work hours can compromise academic performance, increase fatigue, and lead to role conflict (Hou, 2014; Su, 2018). For international students, the stressors are often compounded by language barriers, cultural adaptation, and visa regulations that cap employment to 20 hours per week (Barton & Hartwig, 2017). These unique challenges necessitate a deeper exploration of the psychological mechanisms involved.

This study applies the Conservation of Resources (COR) theory as a conceptual lens to examine the stress-burnout dynamic. COR theory posits that individuals seek to acquire, preserve, and protect resources—defined as valued conditions, personal characteristics, or energies (Hobfoll, 1989, 2001). Stress emerges when there is a threat of resource loss, actual loss, or inadequate resource gain following significant investment. In the context of student employment, resources such as time and energy are finite. High levels of work pressure can result in "resource loss," contributing to emotional exhaustion and burnout. Conversely, "resource gain"—represented by compensation satisfaction—can buffer these effects, offering psychological relief and financial stability (Halbesleben et al., 2014).

Work-Life Balance (WLB) is positioned in this framework as a crucial mediating construct. WLB reflects how well individuals manage and integrate competing demands from work and personal domains (Hill et al., 2001). For students, the "personal" domain

includes academic responsibilities. WLB is disrupted when work tasks interfere with study time or recovery. Conversely, adequate compensation can facilitate WLB by reducing financial anxiety and enabling restorative engagement (Kossek & Lautsch, 2018). Fisher (2001) categorizes WLB into three dimensions: work interference with personal life (WIPL), personal life interference with work (PLIW), and work-personal life enhancement (WPLE). This study contends that maintaining WLB weakens the pathway from work pressure to burnout, thereby supporting student well-being within increasingly demanding educational environments.

Most existing studies have tended to examine international students' adjustment and well-being mainly from cultural, linguistic, and psychological perspectives (Andrade, 2006; Smith & Khawaja, 2011), or to investigate employee burnout primarily within full-time organizational contexts (Maslach et al., 2001; Schaufeli et al., 2009). Research on working students has largely focused on academic performance and employment outcomes rather than on integrated mechanisms of well-being (Butler, 2007; Robotham, 2012). As a result, limited attention has been paid to how work and study demands interact to influence burnout among student workers, particularly in Taiwan. Work-life balance (WLB) was selected as the focal mediating variable because it represents a core mechanism through which individuals manage competing role demands and resource allocation, consistent with Conservation of Resources theory (Hobfoll, 1989, 2001). Prior studies have demonstrated that WLB plays a critical role in linking job demands to psychological strain and burnout (Allen et al., 2000; Haar et al., 2014), yet its mediating function has rarely been examined among student-worker populations. Given that working students simultaneously navigate academic, occupational, and personal roles, WLB offers a theoretically grounded, contextually relevant framework for understanding how resource conflicts lead to burnout in this demographic.

Literature Review

Conservation of Resources (COR) Theory

The Conservation of Resources (COR) theory, originally introduced by Hobfoll (1989), offers a comprehensive framework for understanding how individuals acquire, protect, and lose psychological, social, and material resources under stress. Widely applied in occupational and academic contexts, COR theory is especially pertinent to the experiences of working college students who manage concurrent academic and employment responsibilities. The central proposition of COR theory is that individuals are inherently motivated to build and safeguard their valued resources. When these resources are threatened or depleted, individuals experience stress, which, if sustained, may culminate in burnout (Hobfoll, 1989).

COR theory is underpinned by four foundational principles: the primacy of resource loss, resource investment, the gain paradox, and exhaustion response. The principle of primacy of resource loss asserts that resource loss has a greater psychological effect than resource gain, indicating that the impact of losing emotional or financial stability is more severe than the psychological benefits of equivalent gains (Cacioppo & Gardner, 1999; Halbesleben, Neveu, Paustian-Underdahl, & Westman, 2014). This phenomenon is

particularly visible in work-study contexts, where the loss of personal time or mental energy due to excessive work pressure cannot be easily offset by small rewards. The second principle, resource investment, highlights that individuals must use existing resources to prevent further loss or to accumulate new ones. This could involve both tangible investments, such as financial expenditures for academic materials or transportation, and intangible efforts, such as emotional labor in managing workplace relationships. Working students, for instance, must continually expend time and cognitive resources to maintain satisfactory performance across multiple domains (Hobfoll, 2018). Failure to invest effectively often leads to escalating stress and declining resilience. The third principle, the gain paradox, states that resource gains become especially salient during times of extensive resource depletion. Under conditions of chronic work pressure or emotional fatigue, even modest improvements—such as flexible scheduling or fair compensation—can offer disproportionately high psychological relief (Halbesleben et al., 2014; Hobfoll et al., 2018). The final principle, the exhaustion response, refers to a psychological defense mechanism triggered by prolonged resource loss. Individuals experiencing burnout may withdraw emotionally, reduce engagement, or exhibit behavioral symptoms of distress, such as irritability or reduced motivation (Maslach & Schaufeli, 2001; Hobfoll et al., 2018).

Beyond the core principles, COR theory incorporates four corollaries that further elaborate the dynamics of resource exchange. Corollary 1 suggests that individuals with greater initial resources are better positioned to acquire new resources and are less vulnerable to loss. Conversely, resource-poor individuals are more susceptible to spirals of depletion (Hobfoll et al., 2018). Among working students, those with robust social networks or financial stability tend to cope more effectively with the stress of dual roles. Corollary 2 introduces the concept of resource loss spirals, where initial losses, such as sleep deprivation, cascade into broader challenges like academic decline or emotional exhaustion (Halbesleben et al., 2014). Corollary 3 describes gain spirals, where resource accumulation, although slower than loss, can gradually enhance resilience and well-being. Positive developments such as supportive mentorship or improved work-life balance contribute to long-term psychological recovery and performance (Grandey & Cropanzano, 1999). Finally, Corollary 4 emphasizes resource scarcity, noting that when resources are limited, individuals adopt defensive strategies to preserve what remains. This often leads to maladaptive coping behaviors that may intensify rather than resolve stress (Hobfoll et al., 2018).

In application, COR theory distinguishes between resource loss—such as increased workload, declining health, or interpersonal conflict—and resource gain, such as financial benefits, emotional support, or career development. In the student context, factors like excessive academic demands and part-time work contribute significantly to resource loss. In contrast, compensatory factors such as flexible work hours or increased satisfaction with compensation serve as key resources for psychological restoration (Melamed, Shirom, Toker, Berliner, & Shapira, 2006; Hobfoll, 2018).

By applying COR theory, this study elucidates the mechanisms by which working students in Taiwan experience burnout, offering a conceptual basis for interpreting the mediating role of work-life balance. The theory's multidimensional approach to stress,

burnout, and recovery provides a vital scaffold for exploring the dynamic interplay between external demands and internal coping capacities.

Work Pressure

Work pressure is a dynamic psychological state reflecting an individual's response to job demands in both academic and employment settings. Saraswati et al. (2020) define work pressure as the stress experienced in response to workplace demands. These demands may be physical, cognitive, or emotional, and often arise when students balance studies with part-time jobs. According to Russell et al. (2009), the intensity of these demands can significantly influence stress levels, especially when tasks require sustained effort or high concentration (Wang et al., 2025).

Sharma (2009) identifies two primary sources of work pressure: environmental factors (external) and individual perception (internal). External pressures include expectations from supervisors, rigid academic deadlines, and unpredictable work schedules. Internal pressures, by contrast, involve an individual's emotional response to these external factors. This dualistic framework helps explain why two students in identical conditions may experience different levels of stress depending on how they interpret their workload (Wang et al.,2025).

Roe et al. (1999) describes work pressure as a cognitive-energetic state, wherein individuals anticipate the difficulty of their duties and allocate mental resources accordingly. This anticipatory model explains why students often feel overwhelmed even before exams or project deadlines arrive. When coupled with part-time employment, the resource strain becomes more pronounced, leading to frequent exhaustion and performance decline (Wang et al.,2025).

Karasek's (1979) demand-control model is also central to understanding work pressure. He suggests that high demands coupled with low control result in elevated stress. Working students often have little control over either academic deadlines or job shifts, making them particularly susceptible to the negative effects of high-pressure environments. Kawada and Otsuka (2011) highlight that this imbalance leads to accumulated stress, which, if unresolved, transitions into burnout (Wang et al.,2025).

Three core dimensions of work pressure—work demand, work control, and social support—determine the intensity with which it is experienced (Kawada & Otsuka, 2011). High work demand without sufficient control or support leads to increased emotional strain. Social support from peers, supervisors, or academic staff can buffer against pressure. When absent, students experience isolation, reduced focus, and impaired well-being, all of which exacerbate their vulnerability to burnout (Wang et al., 2025).

Compensation Satisfaction

Compensation satisfaction refers to the extent to which individuals feel content with the financial and non-financial rewards they receive for their work. Oktari et al. (2023) define compensation as encompassing all forms of payment and incentives, whether direct wages or benefits. For student workers, compensation is more than income—it represents validation, support, and recognition for balancing dual roles. This emotional component heavily influences how students evaluate their work experiences (Wang et al.,2025).

Miceli and Lane (1991) argue that compensation satisfaction depends on subjective feelings rather than objective earnings. This means two students earning the same wage may perceive it differently depending on their expectations and financial needs. Williams et al. (2008) add that compensation is influenced by organizational attitudes and fairness, suggesting that transparency and clarity in payment systems are just as important as the amount itself (Wang et al.,2025).

Heneman and Judge (2000) expand this view by noting that students' satisfaction with their compensation also stems from how they perceive fairness and equity. When individuals believe their pay is disproportionate to their effort or to others' earnings, dissatisfaction and resentment follow. These negative emotions can lead to disengagement, absenteeism, and even mental exhaustion (Wang et al.,2025).

Judge et al. (2010) categorize compensation satisfaction into four dimensions: pay level, benefit satisfaction, pay raises, and administration. For working students, pay level directly influences their ability to afford tuition, housing, and daily expenses. Benefit satisfaction, such as flexible hours or job security, also plays a vital role in overall satisfaction. When these dimensions are ignored, students may feel undervalued, triggering emotional stress (Wang et al.,2025).

Compensation satisfaction aligns with the second principle of the Conservation of Resources (COR) theory, which emphasizes that individuals invest resources to protect against stress (Hobfoll, 2018). Adequate compensation enables students to recover resources such as time, energy, or emotional stability. Conversely, dissatisfaction leads to feelings of exploitation, contributing to stress cycles that often culminate in burnout (Wang et al.,2025).

Burnout

Burnout is a psychological condition resulting from prolonged exposure to stress, particularly when personal resources are depleted without replenishment. Freudenberger (1974) first coined the term to describe exhaustion from persistent effort without reward. Maslach and Jackson (1986) later formalized burnout into three components: emotional exhaustion, depersonalization (or cynicism), and reduced personal accomplishment. In student contexts, burnout manifests as low motivation, emotional fatigue, and academic disengagement (Wang et al.,2025).

Emotional exhaustion occurs when students feel they can no longer meet emotional or mental demands. Lee and Ashforth (1996) characterize this state as a depletion of emotional reserves, leading to withdrawal and reduced participation in academic or social settings. For working students, who often navigate classwork, employment, and personal responsibilities, exhaustion is both a symptom and a predictor of academic decline (Wang et al.,2025).

Depersonalization, or a sense of emotional disconnection, is the second component of burnout. Maslach and Schaufeli (2001) note that burned-out individuals often display indifference toward peers or course content. In academic environments, this can look like apathy, chronic absenteeism, or a drop in class engagement. Working students may feel emotionally detached from their studies as their energy is consumed by job-related stress (Wang et al.,2025).

The third aspect, reduced personal accomplishment, refers to feelings of incompetence or underachievement. Students may begin to doubt their capabilities, even when performing well. According to Hobfoll (2018), this is often the result of unreciprocated effort, where time and energy invested yield little reward. In high-pressure academic systems, especially when compounded by work stress, these feelings escalate rapidly (Wang et al.,2025).

Burnout is also well-explained through the lens of COR theory. The theory posits that chronic resource loss without adequate recovery triggers stress spirals, eventually leading to burnout (Hobfoll, 1989). For students, the constant depletion of energy, time, and motivation—without emotional or institutional support—initiates this downward trajectory. Thus, institutions must implement strategies such as workload reduction, counseling access, and better work-life balance support to mitigate burnout risks (Wang et al.,2025).

Work-Life Balance

Work-life balance (WLB) refers to an individual's ability to effectively manage and integrate work responsibilities with personal and family life roles in a manner that promotes well-being and sustained performance (Greenhaus & Allen, 2011). It reflects the extent to which individuals experience low levels of role conflict and high levels of role enrichment across life domains. Prior research has consistently shown that poor work-life balance is associated with increased stress, emotional exhaustion, and reduced job satisfaction (Allen et al., 2000; Haar et al., 2014). When individuals are unable to allocate sufficient time and energy to both work and personal domains, psychological strain accumulates, increasing vulnerability to burnout and other negative outcomes. From the perspective of Conservation of Resources theory, work-life balance represents a key mechanism for protecting and replenishing personal resources, such as time, energy, and emotional stability (Hobfoll, 2001).

Previous studies have emphasized the mediating role of work-life balance in the relationship between job demands and employee well-being. High workload, time pressure, and role ambiguity have been found to disrupt balance by intensifying work–family conflict and limiting recovery opportunities (Bakker & Demerouti, 2007; Kelly et al., 2020). In turn, impaired balance increases psychological strain and burnout symptoms. For example, Haar et al. (2014) demonstrated that employees with higher levels of work-life balance reported better mental health and lower emotional exhaustion. Similarly, Allen et al. (2000) found that work–family conflict significantly mediated the relationship between work demands and stress-related outcomes. These findings suggest that work-life balance serves as an important pathway through which external pressures influence individual well-being.

In the context of working college students, work-life balance is particularly critical due to the simultaneous demands of academic, occupational, and personal roles. Unlike full-time employees, student-workers must manage rigid academic schedules alongside work responsibilities, often with limited flexibility and institutional support (Robotham, 2012). This unique role configuration increases the likelihood of time-based and strain-based conflicts, making balance more difficult to achieve. Previous research indicates that poor balance among student-workers is associated with academic difficulties, reduced life satisfaction, and increased burnout (Butler, 2007; Wang, 2023). Therefore, examining work-

life balance as a central mechanism in the relationship between work pressure, compensation satisfaction, and burnout provides a theoretically grounded and contextually relevant framework for understanding the well-being of working students in Taiwan.

Hypothesis Development

The relationship between work pressure and burnout is well-established in occupational stress literature. Excessive workloads, prolonged responsibilities, and emotional fatigue are major contributors to burnout, a condition characterized by emotional exhaustion, depersonalization, and reduced personal efficacy (Maslach, Schaufeli, & Leiter, 2001). As individuals deplete their emotional and physical resources to meet escalating demands, their capacity for sustained engagement deteriorates, especially in high-pressure environments such as media or service industries (Kelly et al., 2020). According to the Conservation of Resources (COR) theory, individuals aim to protect and conserve their resources, but persistent demands without adequate replenishment lead to resource depletion and burnout (Maslach et al., 2001; Wang et al., 2023).

Media professionals offer a compelling case where high expectations, tight deadlines, and constant adaptation to technological changes exacerbate burnout. Sabran and Abd Karim (2021) noted that workplace support and interpersonal challenges further intensify the burden, creating a feedback loop of emotional stress. For working college students, this is particularly relevant. Balancing academic and work commitments means that students constantly expend cognitive and emotional energy with limited recovery periods, making them particularly susceptible to burnout (Sundaresan, 2014; Wang et al., 2023). Therefore, this study proposed the hypothesis：

H1: Work pressure has a positive effect on burnout.

Compensation satisfaction is another significant variable influencing burnout. Employees who perceive their compensation as fair experience greater motivation and a sense of organizational support, thereby reducing emotional exhaustion (Maslach & Leiter, 2016). Conversely, dissatisfaction with financial rewards is associated with stress, emotional fatigue, and intentions to resign, especially in emotionally demanding roles (Schaufeli et al., 2009). Compensation, when deemed inadequate, erodes morale and triggers a sense of inequity, leading to burnout (Sule & Eniola, 2017; Wang, 2023).

Among working college students, the intersection of academic expectations and economic stress amplifies the effects of low compensation. Students who take on jobs to afford tuition and living expenses often report frustration when financial rewards fail to match their effort (Soelistiyono & Chen, 2023). In such cases, compensation dissatisfaction not only reduces motivation but increases emotional stress, thereby accelerating burnout. Adequate pay serves as a psychological and financial buffer, improving motivation and reducing role strain (Kristensen et al., 2005; Wang et al., 2023). Therefore, this study proposed the hypothesis：

H2: Compensation satisfaction has a negative effect on burnout.

Work-life balance is central in buffering the relationship between work conditions and psychological outcomes. Defined as the effective management of academic, work, and personal responsibilities, work-life balance provides a structure for students to allocate time and emotional resources appropriately (Smeltzer et al., 2016). According to COR theory, lack of recovery opportunities accelerates resource depletion, increasing the risk of burnout (Wang et al., 2023).

The consequences of poor balance manifest as emotional tiredness and decreased satisfaction, with many studies showing a direct link between imbalance and burnout (Czerwińska-Lubszczyk & Byrtek, 2023). When students work inflexible hours or are unable to engage in restorative activities, their psychological resilience diminishes. Chang et al. (2000) emphasized that increased academic and work-related stress correlates with burnout indicators such as job cynicism and reduced professional efficacy. This finding is echoed in professions like medicine, where interventions targeting work-life balance—such as reduced work hours—lower burnout rates (Reinhart et al., 2020; Wang et al., 2023). Therefore, this study proposed the hypothesis：

H3: Work-life balance has a negative effect on burnout.

Work pressure is negatively associated with work-life balance, as high pressure consumes the time and emotional resources necessary for recovery. Research by Saraswati and Lie (2020) revealed that work overload diminishes individuals' capacity to engage in leisure or personal relationships, which are essential components of balance. Students under pressure often report skipping meals, missing classes, or sacrificing social time—outcomes that further compound stress (Wang et al., 2023).

Although flexible arrangements are suggested to mitigate pressure, their success depends on implementation. While Allen et al. (2013) and Kossek & Thompson (2016) showed that flexible schedules can enhance balance, Russell et al. (2009) caution that poorly structured flexibility may instead increase stress. These studies suggest that while work pressure inevitably strains balance, targeted institutional interventions can mitigate its effects (Wang et al., 2023). Therefore, this study proposed the hypothesis：

H4: Work pressure has a negative effect on work-life balance.

Compensation satisfaction also plays a vital role in enabling work-life balance. When students or workers are adequately compensated, they experience less financial anxiety, more autonomy, and greater satisfaction (Kossek & Lautsch, 2018). Higher wages can support restorative activities or reduce the need to work additional hours, both of which promote balance (Chamchan & Kittisuksathit, 2019; Wang et al., 2023).

This relationship is especially critical for students, who often rely on part-time jobs for basic survival. Inadequate compensation forces them to work longer hours or take multiple jobs, compromising study time and increasing stress. Conversely, sufficient income supports emotional and academic wellbeing, enabling time management and personal growth. Compensation thus serves as a protective resource within the COR framework, aiding students in balancing multiple roles (Wang et al., 2023). Therefore, this study proposed the hypothesis：

H5: Compensation satisfaction has a positive effect on work-life balance.

Work-life balance is a crucial psychological and behavioral mechanism through which work pressure contributes to burnout. According to the Conservation of Resources theory, individuals strive to acquire and protect limited personal resources such as time, energy, and emotional capacity, and stress emerges when these resources are threatened or depleted. Excessive work pressure disrupts this balance by intensifying role conflicts between academic and occupational responsibilities, thereby restricting opportunities for recovery and resource replenishment. When balance is compromised, individuals experience prolonged cognitive and emotional strain, which increases vulnerability to emotional exhaustion and depersonalization. Sundaresan (2014) emphasized that sustained imbalance accelerates the depletion of psychological resources, leading to fatigue and disengagement, while Kelly et al. (2020) demonstrated that disrupted work-life balance amplifies stress responses and burnout symptoms. Similarly, Wang et al. (2023) found that poor balance intensifies the negative effects of job demands on mental well-being. For working students, who must simultaneously fulfill academic, employment, and personal roles, work-life balance represents a central mechanism linking external pressures to internal strain. When schedules lack flexibility and role demands compete for limited time and energy, students' adaptive capacity is weakened, increasing their risk of burnout. Moreover, Bakker and Demerouti (2007) highlighted that organizational resources, such as time management training and psychological support, can alleviate job strain by restoring balance, while Allen et al. (2021) emphasized the role of institutional policies in promoting sustainable role integration. Therefore, rather than functioning merely as an outcome of work pressure, work-life balance serves as a key mediating pathway through which pressure translates into burnout among student workers. Accordingly, this study proposes the following hypothesis:
H6: Work-life balance mediates the relationship between work pressure and burnout.

Finally, work-life balance mediates the relationship between compensation satisfaction and burnout. When compensation is fair, students can allocate time to personal development and reduce financial stress. This enables better balance and lowers burnout risk. According to COR theory, sufficient resources such as income allow individuals to maintain emotional equilibrium even in high-pressure roles (Shanafelt et al., 2017; Wang, 2023).

Low compensation leads to overwork, missed rest, and reduced self-care, which ultimately culminate in burnout. Sule (2017) and Shanafelt et al. (2017) emphasized that institutions supporting compensation equity reduce emotional fatigue and turnover. For college students, adequate compensation can be a determining factor in preventing burnout. By investing in scholarships or flexible job options, organizations can protect students from cascading stress. This suggests that compensation satisfaction indirectly influences emotional outcomes via its impact on balance. Therefore, this study proposed the hypothesis :
H7: Work-life balance mediates the relationship between compensation satisfaction and burnout.

METHOD

Research Framework

This study employed a quantitative survey-based approach to explore the mediating role of work-life balance on the relationship between work pressure, compensation satisfaction, and burnout among working college students in Taiwan. Based on the previous discussion, the overall structure of these relationships is visually represented in the conceptual framework, as shown in Figure 1.

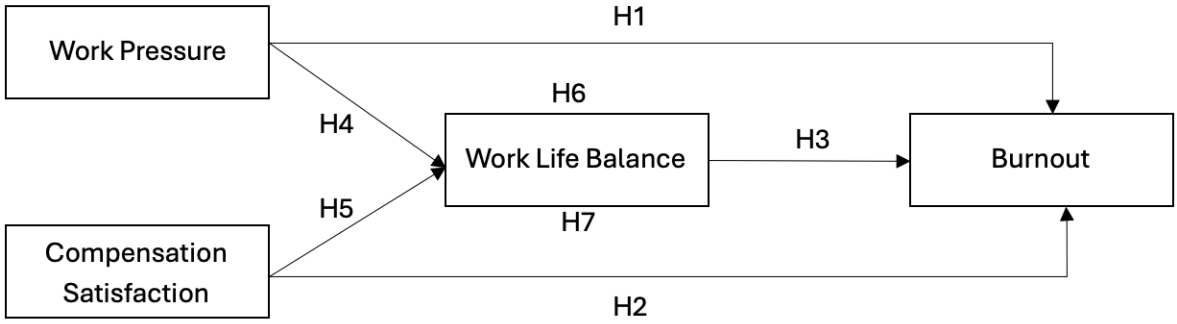

Figure 1. Research Framework

Research Instrument

The research instrument was a self-administered structured questionnaire, designed based on previously validated scales, and adapted to reflect the specific cultural and situational context of the study participants. The questionnaire was divided into five major sections: (1) Demographics, (2) Work Pressure, (3) Compensation Satisfaction, (4) Work-Life Balance, and (5) Burnout. Each construct used a 6-point Likert scale, tailored to its respective construct: agreement scales (1 = Strongly Disagree to 6 = Strongly Agree) and satisfaction scales (1 = Strongly Dissatisfied to 6 = Strongly Satisfied). This approach minimizes central-tendency bias and allows for greater variability in responses (Pallant, 2020). In this study, the midpoint was deliberately excluded because many participants were working students who may have been inclined to select a neutral option to minimize effort or avoid expressing negative opinions, particularly in a cross-cultural setting where moderate responding and face-saving tendencies can occur.

Work Pressure was measured using items adapted from the Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007), focusing on workload, emotional demand, and scheduling conflicts. Compensation Satisfaction items were drawn from the framework by Williams et al. (2008), which considers fairness, financial sufficiency, and alignment with expectations. Work-Life Balance was assessed using the scale from Smeltzer et al. (2016), emphasizing time management, emotional spillover, and role prioritization. Burnout was measured through the Copenhagen Burnout Inventory (Kristensen et al., 2005), which captures personal, work-related, and client-related exhaustion. Each section was carefully translated and culturally adapted into English, Traditional Chinese, Bahasa Indonesia, and Vietnamese to ensure accessibility for both international and domestic students. All versions were reviewed for content validity by a panel of academic and bilingual experts.

Sampling and Participants

The population targeted by this study consisted of working college students currently enrolled in Taiwanese universities, including both local Taiwanese students and international students from Southeast Asia. A purposive non-probability sampling method was employed due to the specific demographic criteria: active student status and part-time employment. This method ensures that participants align with the variables under investigation (McInnis & Hartley, 2002). The final sample comprised 403 valid responses, exceeding the recommended minimum of 384 (based on a 95% confidence level and a 5% margin of error for populations >10,000). The sample was fairly balanced across gender, academic major, nationality, and employment sectors (retail, F&B, academic support, etc.).

Data Analysis Method

The research adopted a two-step data analysis process, combining SPSS and SmartPLS 4 for descriptive, inferential, and structural modeling. SPSS was used for descriptive statistics including mean, standard deviation, and frequency distribution of demographic and main variables. To test the research hypotheses and mediating relationships, Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed using SmartPLS. PLS-SEM is suitable for predictive research involving complex models with latent variables, particularly when the data may not meet multivariate normality assumptions (Hair et al., 2017).

FINDING AND DISCUSSION

Demographic Information

The demographic analysis in this study was conducted to profile the respondents and assess the sample's representativeness. A total of 403 valid responses were collected from working college students in Taiwan, including both local and international participants. Table 1 presents the basic statistics of the respondents' profiles. In terms of gender distribution, the sample was relatively balanced, with a slight majority of female respondents. The age group was concentrated primarily between 18 and 24 years, reflecting the typical age range for undergraduate and early graduate students. The respondents' academic programs spanned both undergraduate and postgraduate levels. Most respondents reported monthly incomes generally ranging between NT$10,000 and NT$25,000. Prior work experience also varied: some respondents had only recently entered the workforce, while others had more than 1 year of part-time employment.

Table 1. *Respondents' Profile*

Items	Options	Freq.	%
	<26 years old	256	63.5

Items	Options	Freq.	%
Age	27-35 years old	88	21.8
	>35 years old	59	14.6
Gender	Female	227	56.3
	Male	176	43.7
Marital Status	Single	359	89.1
	Married	44	10.9
Nationality	Taiwanese	170	42.2
	Indonesian	111	27.5
	Others	122	30.3
Education Level	Undergraduate Degree	192	47.6
	Higher Undergraduate Degree	211	52.4
Tenure	<1year	141	35.0
	1-2 year(s)	152	37.7
	>3years	110	27.3
Current Employment Status	Employed part-time	250	62.0
	Full-time	91	22.6
	Current unemployed	62	15.4
Income per Month	<10.000 NTD	84	20.8
	10.001-20.000 NTD	186	46.2
	>20.001	133	33.0

Framework and Descriptive Analysis

To evaluate construct measurement quality, reliability and validity were assessed at both the construct and indicator levels, following established PLS-SEM guidelines. At the construct level, internal consistency reliability was examined using Cronbach's alpha (α) and rho_A, while convergent validity was evaluated using Average Variance Extracted (AVE). All latent constructs demonstrated satisfactory internal consistency, with Cronbach's alpha values and rho_A coefficients exceeding the recommended threshold of 0.70, indicating adequate reliability. Furthermore, all constructs exceeded the minimum AVE criterion of 0.50, confirming acceptable convergent validity and indicating that each construct accounted for more than half of the variance in its indicators.

At the indicator level, outer loadings were examined to assess the reliability of individual measurement items. The results indicate that most indicators had standardized loadings above the recommended cutoff of 0.70, indicating strong associations with their respective latent constructs. A small number of indicators showed loadings slightly below this threshold; however, they were retained because their inclusion did not compromise composite reliability or AVE values and contributed to content validity. These results suggest that the measurement items adequately represent their underlying constructs.

In addition, discriminant validity was assessed using cross-loading analysis. The findings show that each indicator loaded more strongly on its associated construct than on other constructs, supporting the distinctiveness of the latent variables. Overall, the results confirm that the measurement model demonstrates satisfactory reliability, convergent validity, and discriminant validity, providing a sound foundation for subsequent structural model analysis.

Hypothesis Testing

Figure 2 shows the model used to test the direct and indirect effects.

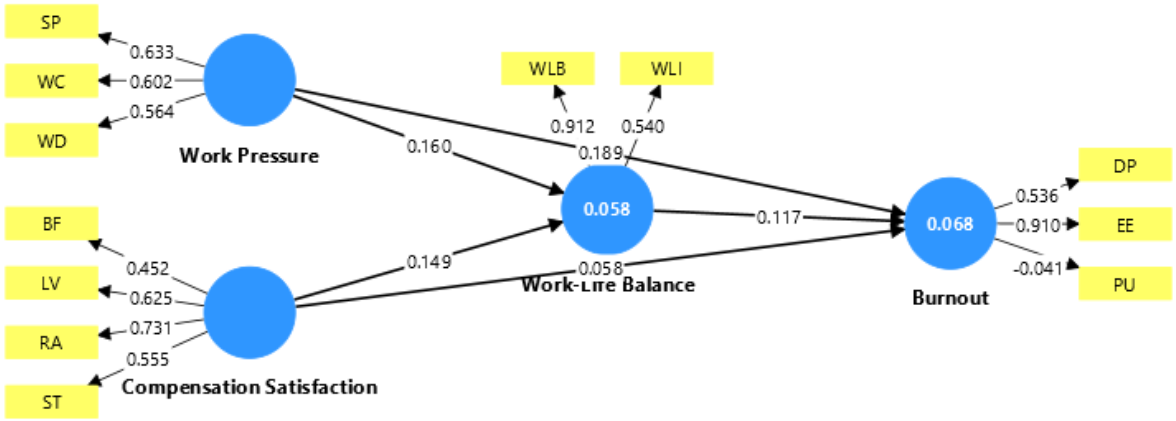

Figure 2. Research Result

In Table 3, the direct effects indicated that work pressure had a significant positive effect on burnout, consistent with hypothesis 1 (H1). Compensation satisfaction also had a significant positive effect on work-life balance, aligning with the expected direction and hypothesis 4 (H4). Additionally, work pressure also significantly influences work-life balance, but the direction of this relationship was opposite to hypothesis 3 (H3). The others were shown non-significant results. Meanwhile, none of the indirect paths demonstrated statistically significant mediating effects. Based on the Variance Accounted For (VAF) values, work-life balance only mediated 9% of the effect of work pressure on burnout and 23% of the effect of compensation satisfaction on burnout. Nitzl et al. (2016) noted that the VAF index is valid only under conditions of complementary mediation, where both the direct and indirect effects are significant and in the same direction. In this study, none of the indirect effects were significant, and the effects within the same model were not aligned in the same direction. The necessary conditions for complementary mediation were not met, and no mediation effect was observed in this group.

Table 3. *Hypothesis Result*

Direct Effect				
Hypothesis	**Path**	**β**	**t-value**	**p-value**
H1	WP-BO	0.189	3.005	0.003
H2	CS-BO	0.058	0.772	0.440
H3	WP-WLB	0.160	2.768	0.006
H4	CS-WLB	0.149	2.495	0.013
H5	WLB-BO	0.117	1.774	0.076
Indirect Effect				
Hypothesis	**Path**	**β**	**t-value**	**p-value (VAF)**
H6	WP-WLB-BO	0.019	1.437	0.151 (9%)
H7	CS-WLB-BO	0.017	1.311	0.190(23%)

CONCLUSION

The present study examined the relationships among work pressure, compensation satisfaction, work-life balance, and burnout among working college students in Taiwan using the full sample. The results provide partial support for the proposed hypotheses and offer important insights into the mechanisms underlying burnout in student-worker populations.

First, the findings support H1, indicating that work pressure has a significant positive effect on burnout. This result suggests that increased job demands, limited autonomy, insufficient support, and communication difficulties intensify emotional exhaustion and psychological strain among working students. This finding is consistent with prior research demonstrating that excessive role demands and limited control over work conditions are major predictors of burnout (Bakker & Demerouti, 2007; Maslach et al., 2001). From the perspective of the Conservation of Resources (COR) theory, sustained work pressure represents a continuous threat to personal resources such as time, energy, and emotional capacity, thereby accelerating resource depletion and increasing vulnerability to burnout (Hobfoll, 1989, 2001).

Second, H2, which proposed a negative relationship between compensation satisfaction and burnout, was not supported in the full sample. Instead, compensation satisfaction did not consistently serve as a protective factor against burnout. This finding suggests that financial rewards alone may be insufficient to offset the psychological costs associated with high work and academic demands. Previous studies have similarly indicated that monetary compensation has limited buffering effects when individuals experience chronic workload and time pressure (Haar et al., 2014; Kelly et al., 2020). In line with COR theory, while financial resources may contribute to resource gain, they may not adequately compensate for losses in time, rest, and emotional well-being.

Third, the results support H4, demonstrating that work pressure negatively affects work-life balance. Higher levels of work demands were associated with greater difficulty maintaining a balance among academic, occupational, and personal roles. This finding is consistent with prior studies showing that excessive workload and role conflict undermine individuals' capacity to manage multiple life domains effectively (Allen et al., 2000; Greenhaus & Allen, 2011). For working students, limited flexibility and competing responsibilities further constrain opportunities for recovery, thereby weakening their ability to sustain balance.

Contrary to expectations, H3, which proposed that work-life balance negatively affects burnout, was not supported. Instead, work-life balance was positively associated with burnout. This unexpected finding suggests that students who actively strive to maintain balance may experience additional psychological pressure from constant role negotiation and time-management demands. Similar paradoxical effects have been observed in prior studies, in which efforts to optimize role balance led to increased stress and emotional exhaustion (Sonnentag & Fritz, 2015). From a COR perspective, continuous resource investment to maintain balance may intensify resource loss when recovery opportunities remain insufficient.

Furthermore, the mediating hypotheses (H6 & H7) were significant but in the opposite direction of the original assumptions, indicating that work-life balance strengthened rather than weakened the relationship between work pressure, compensation satisfaction, and

burnout. This pattern reflects competitive mediation, in which direct and indirect effects operate in opposing directions (Nitzl et al., 2016). Rather than functioning as a protective mechanism, work-life balance appears to amplify the impact of external demands on burnout in this context. This finding implies that when students attempt to manage multiple roles without adequate institutional or social support, the process of balancing itself becomes an additional source of strain.

Overall, the findings provide partial support for Conservation of Resources theory. Consistent with the primacy of resource loss (Principle 1), work pressure emerged as a robust predictor of burnout. The limited and inconsistent effects of compensation satisfaction and work-life balance suggest that resource-gain mechanisms were insufficient to counter ongoing resource depletion. Moreover, the results support the exhaustion response (Principle 4), which posits that prolonged exposure to demanding conditions without adequate recovery leads to emotional fatigue and diminished functioning (Hobfoll, 2001).

This study has several limitations that should be acknowledged. First, the use of a cross-sectional design limits the ability to draw causal conclusions among the research variables. Future studies are encouraged to adopt longitudinal designs to better examine how work pressure, compensation satisfaction, work-life balance, and burnout change over time. Second, this study relied solely on the Conservation of Resources (COR) theory to explain the observed relationships. Although COR theory effectively explains resource loss and stress, relying on a single theoretical framework may limit the interpretation of unexpected findings. Future research may benefit from incorporating additional perspectives, such as the Job Demands-Resources model, Effort-Reward Imbalance theory, or Person-Environment Fit theory, to provide a more comprehensive explanation. Finally, the sample was limited to working college students in Taiwan, which may restrict the generalizability of the findings. Future studies should examine similar models in different cultural contexts and among broader populations to enhance external validity.

REFERENCES

Allen, T. D., French, K. A., Dumani, S., & Shockley, K. M. (2021). A cross-national meta-analytic examination of predictors and outcomes associated with work–family conflict. *Journal of Applied Psychology*, 106(4), 539–576.

Allen, T. D., Herst, D. E., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology, 5*(2), 278–308.

Allen, T. D., Johnson, R. C., Kiburz, K. M., & Shockley, K. M. (2013). Work–family conflict and flexible work arrangements: Deconstructing flexibility. *Personnel Psychology*, 66(2), 345–376.

Andrade, M. S. (2006). International students in English-speaking universities: Adjustment factors. *Journal of Research in International Education, 5*(2), 131–154.

Bakker, A. B., & Demerouti, E. (2007). *The Job Demands–Resources model: State of the art.* Journal of Managerial Psychology, 22(3), 309–328.

Barton, D., & Hartwig, K. (2017). The impact of part-time employment on students' academic performance. *Journal of Education and Work, 30*(2), 123–135.

Butler, A. B. (2007). Job characteristics and college performance and attitudes: A model of working student success. *Journal of Applied Psychology, 92*(2), 500–510. https://doi.org/10.1037/0021-9010.92.2.500

Cacioppo, J. T., & Gardner, W. L. (1999). Emotion. *Annual Review of Psychology, 50*, 191–214.

Chamchan, C., & Kittisuksathit, S. (2019). Work–life balance and well-being among workers. *Kasetsart Journal of Social Sciences*, 40(3), 554–561.

Chang, E. C., Rand, K. L., & Strunk, D. R. (2000). Optimism and risk for job burnout among working college students: Stress as a mediator. Personality and Individual Differences, 29(2), 255–263. https://doi.org/10.1016/S0191- 8869(99)00191-9

Czerwińska-Lubszczyk, A., & Byrtek, N. (2023). Work-Life Balance – Employee Perspective. European Research Studies Journal, 26(3), 704-719. Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. Journal of Applied Psychology, 86(3), 499-512. https://doi.org/10.1037/0021-9010.86.3.499

Fisher, G. G. (2001). Work-personal life balance: A construct development study (Unpublished doc toral dissertation). Bowling Green State University, OH

Freudenberger, H. J. (1974). Staff burnout. Journal of Social Issues, 30(1), 159– 165. https://doi.org/10.1111/j.1540-4560.1974.tb00706.x

Grandey, A. A., & Cropanzano, R. (1999). The conservation of resources model applied to work–family conflict and strain. Journal of Vocational Behavior, 54(2), 350–370. https://doi.org/10.1006/jvbe.1998.1666

Greenhaus, J. H., & Allen, T. D. (2011). Work–family balance: A review and extension. *Journal of Management, 37*(1), 165–183.

Haar, J. M., Russo, M., Suñe, A., & Ollier-Malaterre, A. (2014). Outcomes of work–life balance on job satisfaction, life satisfaction, and mental health. *Journal of Vocational Behavior, 85*(3), 361–373.

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)* (2nd ed.). Sage Publications.

Hill, E. J., Hawkins, A. J., Ferris, M., & Weitzman, M. (2001). Finding an extra day a week: The positive influence of perceived job flexibility on work and family life balance. Family Relations, 50(1), 49–58.

Hobfoll, S. E. (2018). Conservation of resources theory: Its implication for stress, health, and resilience. Dalam *The Oxford Handbook of Stress and Mental Health* (hlm. 127–147). Oxford University Press.

Hobfoll, S. E. (1989). *Conservation of resources: A new attempt at conceptualizing stress*. American Psychologist**,** *44*(3), 513–524. https://doi.org/10.1037/0003-066X.44.3.513

Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing Conservation of Resources Theory. *Applied Psychology: An International Review, 50*(4), 337–421. https://doi.org/10.1111/1464-0597.00062

Hobfoll, S. E., Halbesleben, J., Neveu, J. P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences.

Annual Review of Organizational Psychology and Organizational Behavior, 5, 103–128. https://doi.org/10.1146/annurev-orgpsych-032117-104640

Hou, Y. J. (2014). An analysis of Taiwanese college students' part-time job experience, career orientation, and English learning. The International Journal of Communication and Linguistic Studies, 12(1), 1–17.

ICEF Monitor. (2024). Beyond the Big Four: How demand for study abroad is shifting to destinations in Asia and Europe. ICEF Monitor. https://monitor.icef.com/2024/10/beyond-the-big-four-how-demand-for-studyabroad-is-shifting-to-destinations-in-asia-and-europe/

Judge, T. A., Piccolo, R. F., Podsakoff, N. P., Shaw, J. C., & Rich, B. L. (2010). The relationship between pay satisfaction and job satisfaction: A comprehensive examination of compensation satisfaction. Journal of Applied Psychology, 95(3), 269–283.

Karasek, R. A. Jr. (1979). Job demands, job decision latitude, and mental strain: Implications for job redesign. Administrative Science Quarterly, 24(2), 285–308. https://www.jstor.org/stable/2392498 Kawada, T., & Otsuka, T. (2011). Relationship between job stress, occupational position and job satisfaction using a brief job stress questionnaire. Environmental Health and Preventive Medicine, 16(6), 341–343. https://doi.org/10.1007/s12199-010-0190-6

Kelly, E. L., Moen, P., Oakes, J. M., Fan, W., Okechukwu, C., Davis, K. D., Hammer, L. B., Kossek, E. E., King, R. B., Hanson, G. C., Mierzwa, F., & Casper, L. M. (2020). Changing work and work–family conflict: Evidence from the Work, Family, and Health Network. *American Sociological Review, 79*(3), 485–516. https://doi.org/10.1177/0003122414531435

Kossek, E. E., & Lautsch, B. A. (2018). Work–life flexibility for whom? Occupational status and work–life inequality. *Human Resource Management*, 57(1), 5–18.

Kossek, E. E., & Thompson, R. J. (2016). Workplace flexibility: Integrating employer and employee perspectives. *California Management Review*, 58(4), 5–25.

Kristensen, T. S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005). *The Copenhagen Burnout Inventory: A new tool for the assessment of burnout.* Work & Stress, 19(3), 192–207. https://doi.org/10.1080/02678370500297720

Lee, R. T., & Ashforth, B. E. (1996). A meta-analytic examination of the correlates of the three dimensions of job burnout. Journal of Applied Psychology, 81(2), 123–133. https://doi.org/10.1037/0021-9010.81.2.123

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology, 52*, 397–422.

McInnis, C., & Hartley, R. (2002). Managing study and work: The impact of full-time study and paid work on the undergraduate experience in Australian universities. Department of Education, Science and Training (DEST).

Melamed, S., Shirom, A., Toker, S., Berliner, S., & Shapira, I. (2006). Burnout and risk of cardiovascular disease. *Psychological Bulletin*, 132(3), 327–353.

Miceli, M. P., & Lane, M. C. (1991). Antecedents of pay satisfaction: A review and extension. In K. M. Rowland & G. R. Ferris (Eds.), Research in personnel and human resources management (Vol. 9, pp. 235–309). Greenwich, CT: JAI Press.

Ministry of Labor, R.O.C. (2025). EZ Work Taiwan: Work regulations for international students. Workforce Development Agency. https://ezworktaiwan.wda.gov.tw/en/

National Development Council, Ministry of Education, Directorate-General of Personnel Administration, Ministry of Examination, & Civil Service Protection and Training Commission. (2021, September). Bilingual 2030. https://www.ndc.gov.tw/en/Content_List.aspx?n=BF21AB4041BB5255

Nitzl, C., Roldán, J. L., & Cepeda, G. (2016). Mediation analysis in partial least squares path modeling. *Industrial Management & Data Systems*, 116(9), 1849–1864.

Reinhart, E., Reely, K., Dowdy, K., Seth, N., McGrade, P., Jones, C., ... & Khan, S. (2020). A systematic review of burnout and its relation to work-life balance and scheduling among United States physicians. *The Southwest Respiratory and Critical Care Chronicles*, 8(34), 40-46.

Russell, H., O'Connell, P. J., & McGinnity, F. (2009). The impact of flexible working arrangements on work–life balance. *Gender, Work & Organization*, 16(1), 73–97.

Robotham, D. (2012). Student part-time employment: Characteristics and consequences. *Education + Training, 54*(1), 65–75.

Roe, R. A., & Zijlstra, F. R. H. (1999). Work pressure: Results of a conceptual and empirical analysis. (WORC Paper/Work and Organization Research Centre (WORC); Vol. 99.05.011/4).

Sabran, R., & Abd Karim, N. K. (2021). Factors pressuring worker's personal wellbeing at media workplace environment. European Proceedings of Social and Behavioural Sciences

Saraswati, A., & Lie, D. (2020). Work overload and work–life balance. *Journal of Human Resource Management*, 8(2), 45–56.

Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2009). Burnout: 35 years of research and practice. *Career Development International, 14*(3), 204–220.

Shanafelt, T. D., Dyrbye, L. N., & West, C. P. (2017). Addressing physician burnout. *The Lancet*, 389(10077), 2275–2281.

Sharma, S. .2009. "Model of Organizational Stress for Use Within an Occupational Health Education, Promotion or Well-Being of Members of the Organization", Industrial psychiatry journal, 18, 2: 135-149.

Smeltzer, S. C., Cantrell, M. A., Sharts-Hopko, N. C., Heverly, M. A., Jenkinson, A., & Nthenge, S. (2016). Psychometric analysis of the Work/Life Balance Self-Assessment Scale. Journal of Nursing Measurement, 24(1), 5–14.

Smith, R. A., & Khawaja, N. G. (2011). A review of acculturation experiences of international students. *International Journal of Intercultural Relations, 35*(6), 699–713.

Soelistiyono, A., & Chen, F. C. (2023). Exploration of studying while working part-time simultaneously with 15 Indonesian students in Taiwan: A public university case study. *International Journal of Professional Business Review, 8*(5), 1–13.

Sonnentag, S., & Fritz, C. (2015). Recovery from job stress. *Journal of Organizational Behavior, 36*(S1), S72–S103.

Su, M. (2018). Work a way out: Breaking monoethnic isolation through oncampus employment. Journal of International Students, 8(3), 1363-1385.

Sule, O. E., & Eniola, O. (2017). Employee pay satisfaction, burn out and intention to stay among lecturers in tertiary institutions in Rivers State. *Scholarly Journal of Science Research and Essay*, 6(4), 76-84.

Sundaresan, S. (2014). Work–life balance implications on employee productivity. *International Journal of Research in Management*, 4(2), 35–41.

Wang, Q., Wang, F., Zhang, S., Liu, C., Feng, Y., & Chen, J. (2023). Effects of a mindfulness-based interventions on stress, burnout in nurses: a systematic review and meta-analysis. Frontiers in psychiatry, 14, 1218340.

Wang, S., Wang, Y., & Zhao, L. (2025). Effects of psychological resilience on online learning performance and satisfaction among undergraduates: The mediating role of academic burnout. The Asia-Pacific Education Researcher, 34(1), 395-409.

Williams, M. L., Brower, H. H., Ford, L. R., Williams, L. J., & Carraher, S. M. (2008). *A comprehensive model and measure of compensation satisfaction. Journal of Occupational and Organizational Psychology*, 81(4), 639-668.