
Work From Home and Role Clarity: Keys to Employee Satisfaction in a Dual Role Context

Anita Silvianita¹, Annisa Puji Nursyabani², Syarifuddin³

¹Telkom University, School of Business and Economics,

Jl. Telekomunikasi. 1, Kec. Dayeuhkolot, Kabupaten Bandung, Jawa Barat 40257

²Telkom University, School of Business and Economics,

Jl. Telekomunikasi. 1, Kec. Dayeuhkolot, Kabupaten Bandung, Jawa Barat 40257

³Telkom University, School of Business and Economics,

Jl. Telekomunikasi. 1, Kec. Dayeuhkolot, Kabupaten Bandung, Jawa Barat 40257

doi.org/10.51505/IJEBMR.2024.81018 URL: <https://doi.org/10.51505/IJEBMR.2024.81018>

Received: Sep 05, 2024

Accepted: Sep 10, 2024

Online Published: Oct 23, 2024

Abstract

This study aimed to examine the interplay between work-study conflict (WSC), work from home (WFH), and role clarity in influencing satisfaction among students in Indonesian startups. Furthermore, an examination of the relationship between the variables was conducted with descriptive quantitative design and a sample of 33 students using partial least squares structural equation modeling (PLS-SEM). The results showed that WSC negatively impacted employee satisfaction, while WFH and role clarity provided a positive influence. Role clarity moderated the relationship between WSC and WFH, signifying the importance of mitigating the adverse effects of WSC on employee satisfaction. These observations identified the need for startups to establish clear role expectations and flexible work arrangements to enhance employee well-being and job satisfaction. However, the applied cross-sectional design and relatively small sample size led to generalizability limitations. Future investigations should address the observed limitations to validate the results and explore the broader implications of these factors on employee satisfaction.

Keywords: Work study conflict, Work from home, Employee satisfaction, Role clarity, Job Demands-Resources.

1. Introduction

Decreased unemployment rates in Indonesia were reported by the Central Bureau of Statistics in 2024 (Central Bureau of Statistics, 2024). However, the nation still has substantial obstacles associated with unemployment rates in the ASEAN regional framework (Savitri, 2024). Enhancing the quality of human resources is crucial to effectively resolve these problems. Additionally, the next batch of students will provide a significant opportunity to drive economic growth and enhance national competitiveness (Owen et al., 2018). The promotion of engagement in work activities is a method recommended to augment the practical abilities of students and ensure being properly equipped for the highly competitive employment market (Anjum, 2020). The phenomenon of engagement in work activities has reached significant levels worldwide,

with more than half of the present student population handling both academic and manual labor duties (Owen et al., 2018).

An investigation conducted by the Central Bureau of Statistics in 2020 verified a similar trend, showing that approximately 7% of middle and upper secondary school students were simultaneously working while studying (Jayani, 2021). This labor tendency is further reinforced through the Merdeka Belajar-Kampus Merdeka initiative developed by the government, which offers students the chance to obtain meaningful industrial experience (Kemendikbud, 2022). The 2023 analyses found that the Merdeka Belajar-Kampus Merdeka initiative had role in the decline of unemployment rates (Elansary & Hutari, 2023). Students in search of relevant work experience have constantly been attracted to startups because of the adaptive and innovation-oriented organizational frameworks. The values of the younger generation are congruent with the business culture which highly emphasizes personal development and innovation, thereby promoting collaborative efforts between entrepreneurs and students (Kasih, 2022). Many organizations, particularly startups, identify significant potential in hiring students due to several advantages, including cost-efficiency, top-notch employee, and fresh viewpoints (Rockwood, 2020).

Oswald-Egg & Renold (2021) define startups as unstructured and loosely structured organizations that function in a dynamic and demanding economic climate marked by substantial friction. These aforementioned conditions enhance the potential of high turnover rates by increasing the vulnerability of startup employee to stress. Gillies suggests that the ideal employee turnover rates range from 5-10% per year (Amir et al., 2023). However, the startup industry has a very high attrition rate with an average of 25%, which nearly doubles the national average of 13% (Smith, 2024). To provide more clarification, previous studies examined the elements initiating high employee attrition, including job duties, stress levels, violence instances, work environment, satisfaction, and fatigue. The most widely investigated determinant is employee satisfaction, often regarded as the major predictor of significant employment turnover (Wei, 2022).

Increased turnover is occasionally a reliable indicator of underlying problems in an organization, specifically concerning employee satisfaction (Garg & Rastogi, 2006). Dissatisfied employee often show less than ideal performance, including frequent absences and higher error rates which have a serious negative impact on long-term sustainability and productivity (Harter et al., 2002; Vo et al., 2022). The task of ensuring employee satisfaction is inherently complex for organizations employing university students. This context features work-study conflict (WSC) defined as a situation where students bear responsibilities of working and studying simultaneously. WSC negatively impacts student well-being, leading to decreased academic performance, high levels of stress, and lower satisfaction due to unsupportive policies (Ahmad et al., 2021; Iswadi & Hendro, 2021; Owen et al., 2018; Shahzad et al., 2022). In addition, it can facilitate the development of skills directly applicable to work (Cinamon, 2016; Hermawan & Astuti, 2021). Organizations should use efficient management procedures to mitigate the

negative impacts of WSC. An effective method to meet the needs of students as learners is the provision of flexibility through work from home (WFH).

A previous report showed that post-pandemic, certain organizations in Indonesia seriously contemplated adopting hybrid or completely remote work arrangements (Indrajaya, 2022). Granting WFH permissions signifies the confidence of organizations in employee and promotes more independence in work management (Davidescu et al., 2020; ter Hoeven & van Zoonen, 2015). Through the provision of more independence in executing duties, WFH enables effective management of stress, exhaustion, and other job-related concerns (Lund, 2021). Employee often consider the opportunity to work remotely as a luxury and benefit that meets the economic, social, and other household requirements. In this context, the perceived advantages of WFH may lead to an increase in satisfaction (Davidescu et al., 2020).

To achieve success in WFH, supervisors need to articulate performance goals explicitly and maintain regular contact with team members (Gajendran & Harrison, 2007). In addition to well-defined performance standards, employee should possess a substantial comprehension of allocated responsibilities. Role theory proposes that employee has a crucial demand for explicitness about the anticipated responsibilities. In this context, role clarity refers to an assessment of the levels to which employee receives and comprehends the essential information required to work efficiently (Mukherjee & Malhotra, 2006). A study by Orgambidez and Almeida (2020) shows that role clarity may enhance employee satisfaction through the minimization of ambiguity and work-related stress, promoting focus on organizational activities without doubting all assigned obligations.

Several studies have validated the importance of role clarity in enhancing employee satisfaction (Orgambidez & Almeida, 2020; Unegbu et al., 2023), but literature that specifically investigates the correlation between both variables in WSC context is limited. Therefore, this study aimed to assist organizations in developing more adaptable work practices and increasing employee satisfaction by examining the impact of WSC, WFH, and role clarity. The purpose was to particularly provide practical suggestions for startups to improve satisfaction among employee. Policymakers could use the results as a guide to formulate regulations promoting a better balance between work and personal life.

2. Literature Review

2.1 Job Demand-Resource

Demerouti et al. (2001) introduced the Job Demands-Resources (JD-R) model, which divides job characteristics into two principal components, including demands and resources (Bakker & Demerouti, 2007). Stress and exhaustion can originate from job demands, such as a high burden or interpersonal conflict (Bakker & Demerouti, 2017; Demerouti et al., 2001). However, resources such as autonomy, social support, or role clarity, can assist individuals in managing demands and improve job satisfaction (Bakker & Demerouti, 2007). Manuti et al. (2022) identified a variety of resource levels, including the organizational (e.g., remuneration, career opportunities), the job position (e.g., role clarity, participation in decision-making), and the task

(e.g., autonomy, performance feedback) levels. WFH context is the focus of this study, with a particular emphasis on role clarity and autonomy.

Role clarity is a critical resource in the JD-R model, defined as a distinct comprehension of job responsibilities and expectations (Bellamkonda et al., 2021; Hakanen et al., 2024; Langseth-Eide, 2019; Verlinden et al., 2023). High role clarity is associated with various well-being outcomes including reduced exhaustion and depression, and it can alleviate employee distress by setting explicit expectations (Schaufeli & Bakker, 2004). The JD-R theory has gained popularity as a framework for analyzing contemporary work dynamics, which includes the phenomenon of WFH. Recently, Bapuji et al. (2020) used the theory to investigate the profound impact of WFH on various live aspects of employee, such as satisfaction and performance. This identified distinctive job demands and resources, including technology readiness and infection risk (Thielsch et al., 2021). Additionally, several previous studies emphasized the interaction between the demands and resources, which affects performance, satisfaction, and motivation. Even after the pandemic has subsided, investigations on distant work practices, including WFH continually gained attention (Enaifoghe & Zenzile, 2023). The JD-R theory is used as a lens to understand how these practices affect a variety of organizational and individual variables.

2.2 The Influence of WSC on Employee Satisfaction

The most widely explored subjects in organizational psychology include employee satisfaction, which can impact various employee behaviors such as productivity, absenteeism, attrition, loyalty, and life satisfaction (Irabor & Okolie, 2019). A variety of factors including salary and benefits, working conditions, job characteristics, role clarity, leadership, as well as social relationships can influence satisfaction (Irabor & Okolie, 2019; Unegbu et al., 2023). The stress accumulation model proposes that stress escalates when individuals encounter numerous changes due to an excessively dynamic work environment, leading to decreased employee satisfaction, particularly for those with dual roles (Verlinden et al., 2023).

Role conflict is a complex psychological phenomenon defined as the incompatibility of expectations associated with various roles (Li et al., 2022). Working students often express this as WSC, where the demands of employment and study clash (Shahzad et al., 2022). Previous investigations identified various factors contributing to WSC, such as elevated job demands, fatigue, and limited resources (Oviatt et al., 2017). WSC has significant implications for individual well-being, particularly in terms of satisfaction. Employee contentment quantifies the ongoing process of human development, and it is an essential metric for evaluating the effectiveness of an organization in satisfying the needs of members (Rojikinnor et al., 2023). Empirical studies consistently show a negative correlation between satisfaction and WSC (Ahmad et al., 2021; Dwipayana & Suwandana, 2024; Fadilah & Nurtjajtjanti, 2018). The inability to balance the demands of various responsibilities can lead to feelings of frustration, fatigue, and a lack of control, which decreases satisfaction levels (Ahmad et al., 2021). The subsequent hypothesis is formulated in accordance with the preceding explanation, the researcher formulates the following hypotheses:

H1: WSC has an Impact on Employee Satisfaction

2.3 The Impact of WFH on Employee Satisfaction

Considering the forecast that WFH arrangements will grow more common in the future (Barrero et al., 2023), several studies have investigated the effects of WFH on employee satisfaction, productivity, and motivation (Itam & Warriar, 2024; Lansmann et al., 2023). The term "WFH" denotes the capacity to operate in a flexible work environment, using technology to carry out job responsibilities (Gajendran & Harrison, 2007; Vyas & Butakhieo, 2020). WFH is widely regarded as a successful method that offers control over work schedules, allowing a better balance between professional and individual lives to reduce stress. This may serve as a medium to retain highly skilled employee considered as being more appreciated and relied upon (Ala & Rojuaniah, 2022).

Gajendran & Harrison (2007) delineated three primary themes of WFH, including autonomy, work-family balance, and work-relational dynamics. Despite the advantages of more flexibility and independence, WFH carries the risk of adverse effects such as diminished social interactions in the office. This paradox implies WFH is a multifaceted behavior characterized by interrelated advantages and difficulties (Ala & Rojuaniah, 2022; Gajendran & Harrison, 2007). Golden et al. (2008) found that individuals with effective monitoring systems and long-term WFH experienced the highest levels of employee satisfaction (Yu & Wu, 2021). Strong correlations exist between higher work satisfaction and improved job performance as well as enhanced general health, leading to increased productivity and satisfaction (Mohammed et al., 2022). Based on the information provided, the researcher formulates the following hypotheses:
H2: WFH has an impact on employee satisfaction

2.4 The Impact of Role Clarity on Employee Satisfaction

Role clarity is crucial for reducing stress stemming from ambiguity, including role conflict (Vullings et al., 2020). Wong & van Gils (2022) define position role clarity as the precise understanding of the specific responsibilities and duties expected of an individual in a specific position. The presence of well-defined role, including precise and comprehensive descriptions of duties, responsibilities, and anticipated behaviors, enhances the impact of social support from supervisors and co-employee on satisfaction (Orgambidez & Almeida, 2020). According to Chung et al. (2021) and (Orgambidez & Almeida (2020), role clarity strongly influences how employee act, including the levels of satisfaction with provided jobs. This can even reduce the bad effects of demanding jobs because employee know all invested efforts tend to produce certain results (Kundu et al., 2019).

Members in the framework of dispersed teams or WFH who possess a substantial comprehension of assigned responsibilities and the interconnectedness of those responsibilities tend to show commitment towards corporate objectives and have higher motivation to attain maximum performance. Furthermore, the process of negotiating roles among team members may improve team performance (Henderson et al., 2016). Unegbu et al. (2023) state that role clarity has the potential to enhance employee satisfaction through the reduction of uncertainty and stress, thereby promoting well-being. Additionally, it can boost the motivation to accomplish organizational objectives, as employee with a clear understanding of assigned roles concentrate

more on the required tasks. The establishment of a clear role may enhance social interactions among employee because individuals possessing a detailed understanding of the responsibilities engage in more efficient collaboration with colleagues.

Role clarity is believed to regulate satisfaction because it enables employee to understand assigned roles and responsibilities, thereby enhancing the ability to manage job demands by acquiring the necessary and appropriate resources. Consequently, the work environment will stimulate favorable emotions among employee, leading to increased satisfaction levels (Orgambidez & Almeida, 2020). This applies to WFH, as reported by Gajendran & Harrison (2007) that satisfaction can be enhanced through frequent communication and explicit performance standards to ensure employee clearly understand assigned roles. Based on the previously presented explanation, the hypotheses formulated include:

H3a: Role Clarity has an impact on Employee Satisfaction

H3b: Role Clarity moderates the effect of WSC on Employee Satisfaction

H4b: Role Clarity moderates the effect of WFH on Employee Satisfaction

3. Method

3.1 Study Design

A descriptive quantitative design was used to clarify and scrutinize the relationship between the variables investigated. By applying a non-experimental study method, the phenomenon was directly observed in the natural state without manipulation of factors. This method is consistent with the positivist viewpoint comprising the foundation of quantitative study, in which investigators aim to objectively quantify and explain phenomena (Ghanad, 2023). Specific characteristics were measured using a 5-point Likert scale, with 5 representing 'strongly' 'agree' and 1 representing 'disagree'. The ordinal Likert scale facilitates assessments of the attitudes, views, or actions of respondents with more precision (Hair et al., 2014; Taherdoost, 2021). A total of 9, 13, 9, and 13 items respectively adapted from Wang & Shi (2022), Dijkers et al. (2007), (Gopalakrishnan & Abu, 2023), and (Robbins & Judge, 2022) were used to operationalize the constructs of WSC (X1), WFH (X2), role clarity (X3), (M), and employee satisfaction (Y).

3.2 Participants

A total of 33 student employee working at various Indonesian startups were used in this study. Furthermore, quantitative data were obtained by administering a well-designed questionnaire, which consisted of 52 statements generated from the investigated variables. A saturated sampling method was used to select 33 respondents from the entire population (Sugiyono, 2019), corresponding with the minimum requirement. According to Sarstedt et al. (2022), the absolute minimum size for a sample less than 100 should be 29. The demographic data collected included gender (58% male, 42% female), age (70% were 18 - 20 years old, 30% were 21 - 23 years old), and department (40% marketing, 33% operations, 15% human resources, 12% finance).

3.3 Data Analysis

The primary empirical analytical method applied was partial least squares structural equation modeling (PLS-SEM). According to (Sarstedt et al., 2020), PLS-SEM is a multivariate analytical

method particularly suitable for exploring complex causal relationships. This study used SmartPLS 4.0 software and followed the two-step modeling method proposed by Anderson & Gerbing (1988). Initially, the measurement model was evaluated through confirmatory composite analysis (CCA). The validity and reliability of the model were assessed with measures such as average variance extracted (AVE), heterotrait-monotrait ratio (HTMT), Cronbach's alpha, and composite reliability. The studies by Manley et al. (2021) and Rasoolimanesh (2022) show the legitimacy of the construct when the weighted AVE value exceeds 0.50. However, a Cronbach's alpha and composite reliability score over 0.70 reflect a high level of construct reliability.

The construct validity and reliability analysis results presented in Table 1 confirmed that all latent variables in this study model met the criteria recommended by Manley et al. (2021) and Sarstedt et al. (2020). Therefore, the applied measurement instruments could be deduced to have shown sufficient validity and reliability warranting further investigation. The following section focused on the second step entailed conducting a structural or inner model test. The size and statistical significance of path coefficients were evaluated through this test, which could also help to ensure accurate inside-sample predictions of the dependent construct (Manley et al., 2021; Sarstedt et al., 2022).

Table 1. Validity and Reliability Testing

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Role Clarity x WFH	1.000	1.000	1.000	1.000
Role Clarity x WSC	1.000	1.000	1.000	1.000
Role Clarity	0.927	0.939	0.938	0.602
WFH	0.958	0.967	0.963	0.684
Employee Satisfaction	0.902	0.922	0.921	0.573
WSC	0.945	0.952	0.956	0.758

Discriminant validity testing was performed using HTMT, while all constructs met the requirements of <0.9 and had good convergent consistency, as shown in Table 2.

Table 2. Heterotrait-Monotrait Ratio (HTMT)

	Role Clarity x Work From Home	Role Clarity x Work Study Conflict	Role Clarity	Work From Home	Work Satisfaction
Role Clarity x WFH					
Role Clarity x WSC	0.118				
Role Clarity	0.154	0.326			
WFH	0.164	0.191	0.597		
Work Satisfaction	0.171	0.299	0.493	0.567	
WSC	0.181	0.215	0.239	0.152	0.513

4. Result

4.1 Inner Model

The R-square value (Hair et al., 2021) suggests that the inner model attempts to test hypotheses regarding structural associations between constructs to determine the associations and latent variables represented. Based on Table 3, the test results for the R-Square value of the customization variable showed a value of 0.728. Statistically, 73% of the variation in employee satisfaction was determined by the collective impact of WSC (X1), WFH (X2), role clarity (X3), and (M).

Table 3. R-square Value

	R Square	R Square Adjusted
Employee Satisfaction	0.728	0.677

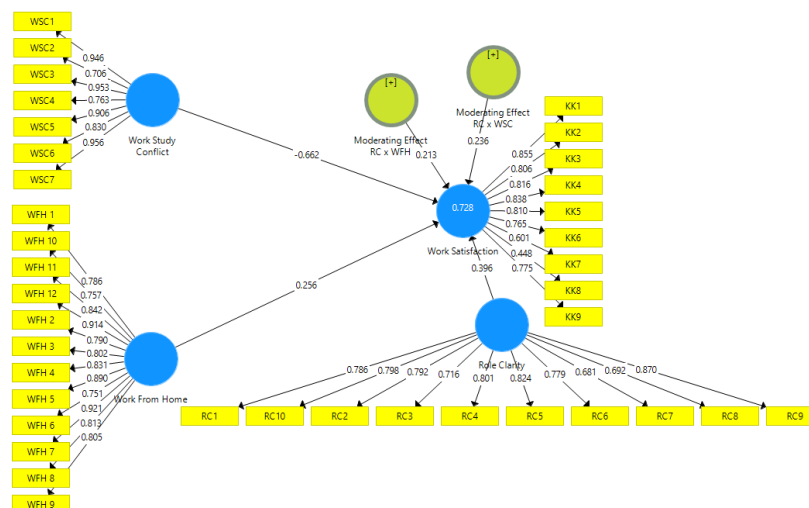


Figure 1. Structural Model

4.2 Hypothesis Testing

The path coefficient provides insight into the acceptance or rejection of the hypothesis test. When the p-value is less than 0.050 and the T-statistic exceeds 1.64 (one-tailed), the hypothesis is accepted.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
WSC -> Work Satisfaction	-0.662	-0.677	0.124	5.350	0.000
WFH -> Work Satisfaction	0.256	0.251	0.127	2.012	0.022
Role Clarity -> Work	0.396	0.406	0.149	2.661	0.004

Satisfaction						
Moderating Effect RC x	0.213	0.188	0.126	1.980	0.046	
WFH -> Work Satisfaction						
Moderating Effect RC x	0.236	0.217	0.123	1.973	0.027	
WSC -> Work Satisfaction						

4.2.1 The Impact of WSC on Employee Satisfaction

The H1 test results showed a probability significance of 0.000 (p-value < 0.05), a t-statistic value of 5.350 (t-statistic > 1.64), and an initial sample size of -0.662. These validated the proposed hypothesis H1 by showing that WSC had significant and detrimental effects on employee satisfaction. The concurrent pressures of work and study might lead to increased levels of stress, burnout, and reduced productivity. Furthermore, the lack of time for relaxation and social interaction originating from this conflict could lead to a decline in general well-being. In the fast-paced and challenging environment of startups, the lack of complete concentration on dual positions might impede professional advancement and diminish the feeling of achievement. These conditions could increase the susceptibility of employee to experiencing job dissatisfaction.

4.2.2 The Impact of Work From Home on Employee Satisfaction

The H2 test results showed a probability significance of 0.022 (p-value < 0.05), a t-statistic value of 2.012 (t-statistic > 1.64), and an initial sample size of 0.256. These validated the proposed hypothesis H2 by showing that WFH had a positive and significant influence on employee satisfaction. Initially, the flexibility of working time and place was considered a significant benefit of WFH. Over time, certain variables became apparent that might impact employee satisfaction levels. These obstacles included the inability to effectively divide work and personal time, limited social engagement with colleagues, and the struggle to sustain productivity and motivation. WFH offered a variety of benefits such as time savings, reduced commuting expenses, and improved work-life balance. Therefore, the impact of WFH on satisfaction among student employee in startups in Indonesia was found to be complex and shaped by multifaceted human, organizational, and work environment constraints.

4.2.3 The Impact of Role Clarity on Employee Satisfaction

The H3a test results showed a probability significance measure of 0.004 (p-value < 0.05), a t-statistic value of 2.661 (t-statistic > 1.64), and an initial sample size of 0.396. These validated the proposed hypothesis H3a by showing that a clear and defined function had a positive and significant influence on job satisfaction. Role clarity provided a strong psychological foundation for the student employee because a precise comprehension of all expectations commonly led to increased feelings of competence and confidence. This phenomenon originated from the ability to assess individual performance concerning established benchmarks. Furthermore, the establishment of a clear role might help satisfy the psychological need for independence and purpose, which were considered crucial elements in attaining employee satisfaction. In a startup setting characterized by the need for adaptability and proactivity, a clearly defined role provides

employee with the freedom to make choices and assume accountability for the activities performed.

4.2.4 The Impact of WSC on Employee Satisfaction Moderated by Role Clarity

The H3b test results showed a probability significance of 0.027 (p-value < 0.05), a t-statistic value of 1.929 (t-statistic > 1.64), and an initial sample size of 0.236. These validated the proposed hypothesis H3b by suggesting that role clarity influenced the favorable and substantial impact of WSC on employee satisfaction. Conflict arising from work-study arrangements among student employee in startup organizations might have a significant impact on satisfaction. Deviation from the equilibrium between the two factors tended to initiate tension, exhaustion and diminished productivity. However, the degree of job clarity might serve as a crucial moderator in reducing these negative effects. Effective comprehension of the duties, obligations, and expectations associated with respective positions among student employee enhanced the ability to handle conflicts as well as attain a harmonious equilibrium between academic and professional lives. Based on a different perspective, the provision of a clear role might enhance satisfaction experienced by student employee, even when encountering various demands.

4.2.5 The Impact WFH on Employee Satisfaction Moderated by Role Clarity

The H3c test results showed a probability significance ratio of 0.046 (p-value < 0.05), a t-statistic value of 1.690 (t-statistic > 1.64), and an initial sample size of 0.213. These validated the postulated hypothesis H3c by suggesting that WFH significantly influenced employee satisfaction. The flexibility and convenience of WFH provided many benefits, such as enhanced work-life equilibrium and increased productivity. However, the effectiveness of WFH greatly depended on the degree of role clarity supplied to employee. A well-defined allocation of responsibilities and commitments among employee tended to promote higher levels of satisfaction, specifically in WFH settings. A lack of explicit demarcation of duties might lead to uncertainty, conflict, and diminished work contentment.

5. Discussion

The expectation to fulfill demanding standards in simultaneous employment and student role is found to commonly motivate individuals to invest more effort (Wen et al., 2020). According to Cinamon (2016), the disparity between academic and employment obligations may result in intense emotional and physical fatigue. The perpetual loop of academic assignments and work tends to deplete resources, including time and energy, thereby diminishing employee satisfaction in carrying out assigned responsibilities (Ahmad et al., 2021).

Wang and Shi (2022) classify role conflict into three primary categories, including time, strain, and behavior-based. In the framework of this study, time-based conflict refers to the lack of compatibility between the time requirements imposed by employment and education. Many working students have a challenge in effectively managing the restricted time to meet academic and professional responsibilities, which may lead to reduced performance quality and satisfaction. Strain-based conflict is described as the conflict between the emotional and psychological demands imposed by multiple responsibilities. The stress from one job can hinder

the ability of an individual to perform the other role effectively. Persistent stress has the potential to cause cognitive and physiological exhaustion, which can weaken the drive to study and reduce academic achievement. Behavior-based conflict occurs when the anticipated behaviors in one job clash with those prescribed in another sector. An example of this is the tension between the expectation to maintain professionalism in a professional setting and the need to engage in casual social interactions with colleagues in the university. Internal strain arising from the contradiction may diminish individual satisfaction with both positions.

Role clarity is a crucial element in mitigating the stress originating from role conflicts, such as WSC. Furthermore, the provision of a precise understanding of duties, obligations, and job expectations, tends to facilitate activity prioritization, enhance time management, and enable employee to seek the required assistance (Unegbu, 2023; Kundu et al., 2020; Wong & Van Gils, 2022). According to Orgambidez and Almeida (2020), the perception of control derived from a clear role may enhance motivation and alleviate stress, hence leading to higher levels of employee satisfaction. Gopalakrishnan et al. (2020) describe role clarity with three primary elements, including task clarity, interpersonal interactions, and performance specifications. A precise task definition provides a basis for individuals to work autonomously and concentrate, while clear interpersonal relationships enable efficient cooperation. Dangol (2021) states that transparency in performance evaluation offers explicit guidance and enhances employee responsibilities. In the context of WSC, clear and well-defined roles may operate as a protective barrier for working students by minimizing ambiguity and enhancing employee satisfaction (Kundu et al., 2020; Wong & Van Gils, 2022).

Role clarity, flexibility in work arrangements and location, as well as sufficient access to resources offered by WFH, are other elements that may enhance satisfaction (Yu & Wu, 2021). WFH enables individuals to modify work schedules to concurrently satisfy various demands, including academic and professional obligations. This flexibility helps employee cope with stress, fatigue, and other work-related issues. Increased autonomy in work management may enhance feelings of empowerment and intrinsic motivation, thereby boosting employee satisfaction. Dikkers et al. (2007) reported that two primary factors, including support and obstacles, significantly impacted the effectiveness of a WFH implementation. This corresponded with the perspectives of Gajendran and Harrison (2007) regarding the complex nature of WFH, where several considerations interact and impact the final result.

This study specifically shows that the capacity to modify working hours and the effective use of virtual communication technology, such as regular and planned online meetings, are essential for sustaining employee satisfaction. The support provided by employers, such as assignment adaptation and flexible working hours, as well as the assistance of colleagues in completing tasks, contribute positively to enhancing satisfaction. Based on the results, it is crucial to provide a congenial and accessible work environment, particularly for employee with both professional and educational responsibilities, by adopting organizational policies that efficiently handle WFH systems.

6. Conclusion

In conclusion, this study examined the complex interplay between WSC, WFH, and role clarity on satisfaction, particularly among employee. Data analysis showed significant results consistent with previous reports (Shahzad et al., 2022; Ahmad et al., 2021). WSC was found to have a strong negative correlation with the levels of employee satisfaction. The pressure to meet the dual demands of being student and employee generated a significant cognitive and emotional burden, reducing the ability to feel satisfied in both roles.

According to Yu and Wu (2021), WFH proved to be an effective strategy for enhancing employee satisfaction. The flexibility offered by WFH allowed individuals to manage time and workspace in a manner suitable for accommodating academic and professional demands simultaneously. Therefore, WFH could reduce stress, improve work-life balance, and increase employee satisfaction. These observations supported Davidescu et al. (2020) who described WFH as not merely a trend, but a work method capable of enhancing productivity and employee satisfaction.

Role clarity was found to play an important role in moderating the relationship between WSC and WFH with employee satisfaction. The analysis results showed that role clarity could reduce the uncertainty and ambiguity often faced by student employee, thereby increasing feelings of control and competence. In other words, employee tended to be more satisfied with jobs when provided with a clear understanding of tasks, responsibilities, and performance expectations. This was consistent with previous studies emphasizing the importance of role clarity in enhancing satisfaction (Orgambidez & Almeida, 2020).

Contribution

A substantial empirical contribution is provided by this study to facilitate the JD-R model advancement. Schaufeli (2017) proposes that JD-R has established a shared vocabulary among employee at all hierarchical levels in organizations. The impact of role clarity and the implementation of the WFH system were examined as resources in the context of WSC considered to be a job demand. The results support the notion that resources can effectively mitigate the adverse effects of job demands on employee satisfaction. By stating the significance of role clarity in WSC scenarios, the results enhance the comprehension of the literature which concentrates on the adverse effects of role ambiguity. Additionally, role clarity acts as a moderator, enhancing the positive correlation between WFH and employee satisfaction, and potentially mitigating the negative impact of WSC. The results emphasize the need for both flexible policies to provide organizational support and the active engagement of supervisors and colleagues in establishing a favorable work environment to enhance employee motivation in the WFH setting.

Significant practical implications of this study particularly apply to startups hiring students. The results suggest that organizations may establish an environment suitable for promoting employee productivity as well as high satisfaction by ensuring work clarity through appropriate written and verbal communication. Unambiguous assignment of responsibilities through communications,

official papers, or virtual meetings is critical to ensuring that all employees understand the expectations associated with the positions. Moreover, supervisors play a crucial role in providing clear guidance on work objectives, expected outcomes, and evaluation criteria. Organizations should establish adaptable but well-organized WFH rules to cater to the requirements of employees, specifically those with competing responsibilities as both students and employees. A harmonious integration of individual and professional lives can be promoted by granting employee autonomy in managing work schedules while still ensuring efficient communication and well-defined performance expectations. Effective support from supervisors is crucial in facilitating the adjustment of employees in the early career stages to the WFH paradigm. Additionally, direction, mentorship, and useful criticism may be provided to facilitate individuals in achieving maximum capabilities.

Limitation and Future Research

An inherent limitation of this study is the cross-sectional design which collects data at a single point in time, thereby restricting the capacity to show causal relationships (Podsakoff et al., 2003). Furthermore, the highly limited sample size may diminish the relevance of the results obtained. To enhance future investigations, it is advisable to use a longitudinal design with a bigger and more varied sample, while considering contextual factors such as company culture and leadership style. The scope of this study is restricted to startups, hence prospective future investigations should explore the generalizability of the obtained results to other types of organizations, such as state-owned enterprises. The comparison will promote comprehension of the influence of diverse industrial contexts on the relationship between the explored variables.

References

- Ahmad, J., Zahid, S., Wahid, F. F., & Ali, S. (2021). Impact of Role Conflict and Role Ambiguity on Job Satisfaction: the Mediating Effect of Job Stress and Moderating Effect of Islamic Work Ethics. *European Journal of Business and Management Research*, 6(4), 41–50. <https://doi.org/10.24018/ejbmr.2021.6.4.895>
- Ala, N., & Rojuaniah, S. *. (2022). The Effect of Flexible Working Arrangements with Inter-Role Conflict on Voluntary Turnover in the Freight Forwarding Industry. In *Jurnal Dinamika Manajemen* (Vol. 13, Issue 2). <http://jdm.unnes.ac.id>
- Amir, E. E. S., Winarto, E., Sunarno, R. D., & Hapsari, S. (2023). The correlation between job satisfaction, compensation, and work environment on nurse's turnover intention in Kotamobagu Regional General Hospital using Structural Equation Modeling path analysis. *GHMJ (Global Health Management Journal)*, 6(1), 01–10. <https://doi.org/10.35898/ghmj-61925>
- Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin*, 103(3), 411–423. <https://doi.org/10.1037/0033-2909.103.3.411>
- Anjum, S. (2020). Impact of internship programs on professional and personal development of business students: a case study from Pakistan. *Future Business Journal*, 6(1), 2. <https://doi.org/10.1186/s43093-019-0007-3>

- Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: state of the art. *Journal of Managerial Psychology*, 22(3), 309–328. <https://doi.org/10.1108/02683940710733115>
- Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273–285. <https://doi.org/10.1037/ocp0000056>
- Bapuji, H., de Bakker, F. G. A., Brown, J. A., Higgins, C., Rehbein, K., & Spicer, A. (2020). Business and Society Research in Times of the Corona Crisis. *Business & Society*, 59(6), 1067–1078. <https://doi.org/10.1177/0007650320921172>
- Barrero, J. M., Bloom, N., & Davis, S. J. (2023). The Evolution of Work from Home. *Journal of Economic Perspectives*, 37(4), 23–49. <https://doi.org/10.1257/jep.37.4.23>
- Bellamkonda, N., Santhanam, N., & Pattusamy, M. (2021). Goal Clarity, Trust in Management and Intention to Stay: The Mediating Role of Work Engagement. *South Asian Journal of Human Resources Management*, 8(1), 9–28. <https://doi.org/10.1177/2322093720965322>
- Central Bureau of Statistics. (2024). *Indonesia's Employment Situation in February 2024: Open Unemployment Rate (TPT) of 4.82 percent and Average labor wage of 3.04 million rupiah per month.*
- Chung, M., Jang, Y.-H., & Edelson, S. A. (2021). The path from role clarity to job satisfaction: natural acting and the moderating impact of perceived fairness of compensation in services. *Service Business*, 15(1), 77–102. <https://doi.org/10.1007/s11628-020-00434-5>
- Cinamon, R. G. (2016). Integrating Work and Study Among Young Adults. *Journal of Career Assessment*, 24(3), 527–542. <https://doi.org/10.1177/1069072715599404>
- Dangol, P. (2021). Role of Performance Appraisal System and Its Impact on Employees Motivation. *Quantitative Economics and Management Studies*, 2(1), 13–26. <https://doi.org/10.35877/454RI.qems119>
- Davidescu, A. A., Apostu, S.-A., Paul, A., & Casuneanu, I. (2020). Work Flexibility, Job Satisfaction, and Job Performance among Romanian Employees—Implications for Sustainable Human Resource Management. *Sustainability*, 12(15), 6086. <https://doi.org/10.3390/su12156086>
- 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>
- Dikkers, J. S. E., Geurts, S. A. E., Dulk, L. Den, Peper, B., Taris, T. W., & Kompier, M. A. J. (2007). Dimensions of work–home culture and their relations with the use of work–home arrangements and work–home interaction. *Work & Stress*, 21(2), 155–172. <https://doi.org/10.1080/02678370701442190>
- Dwipayana, I. D. G. A., & Suwandana, I. G. M. (2024). Role of Job Stress in Mediating the Influence of Role Conflict on Job Satisfaction of South Kuta District Office Employees. *European Journal of Business and Management Research*, 9(1), 59–62. <https://doi.org/10.24018/ejbmr.2024.9.1.2172>
- Elansary, H., & Hutari, F. (2023). *Independent Campus internships effective in reducing unemployment?* Alinea.Id.

- Enaifoghe, A., & Zenzile, N. (2023). The rapidly evolving situation of employee work-from-home productivity and the integration of ICT in Post-COVID-19 pandemic. *Scientific African*, 20, e01709. <https://doi.org/10.1016/j.sciaf.2023.e01709>
- Fadilah, & Nurtjahtjanti. (2018). Hubungan Antara Work Study Conflict Dengan Kepuasan Kerja Pada Mahasiswa Kelas Karyawan Universitas Semarang. *Jurnal Empati*.
- Gajendran, R. S., & Harrison, D. A. (2007). The good, the bad, and the unknown about telecommuting: Meta-analysis of psychological mediators and individual consequences. *Journal of Applied Psychology*, 92(6), 1524–1541. <https://doi.org/10.1037/0021-9010.92.6.1524>
- Garg, P., & Rastogi, R. (2006). New model of job design: Motivating employees' performance. *Journal of Management Development*, 25(6), 572–587. <https://doi.org/10.1108/02621710610670137>
- Ghanad, A. (2023). An Overview of Quantitative Research Methods. *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS*, 06(08). <https://doi.org/10.47191/ijmra/v6-i8-52>
- Gopalakrishnan, M., & Abu, A. (2023). Role clarity, perceived cohesion and felt responsibility as antecedents of altruism and conscientiousness among college teachers in Kerala. *Rajagiri Management Journal*. <https://doi.org/10.1108/RAMJ-01-2023-0012>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-80519-7>
- Hair, J. F., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. In *European Business Review* (Vol. 26, Issue 2, pp. 106–121). Emerald Group Publishing Ltd. <https://doi.org/10.1108/EBR-10-2013-0128>
- Hakanen, J. J., Bakker, A. B., & Turunen, J. (2024). The relative importance of various job resources for work engagement: A concurrent and follow-up dominance analysis. *BRQ Business Research Quarterly*, 27(3), 227–243. <https://doi.org/10.1177/23409444211012419>
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 87(2), 268–279. <https://doi.org/10.1037/0021-9010.87.2.268>
- Henderson, L. S., Stackman, R. W., & Lindekilde, R. (2016). The centrality of communication norm alignment, role clarity, and trust in global project teams. *International Journal of Project Management*, 34(8), 1717–1730. <https://doi.org/10.1016/j.ijproman.2016.09.012>
- Hermawan, P. P., & Astuti, N. W. (2021). *An Overview of Learning Motivation Among Working Students During the Covid-19 Pandemic*. <https://doi.org/10.2991/assehr.k.210805.207>
- Indrajaya, N. A. (2022, June 18). *70 Start-up Companies Implementing the Work-From-Anywhere System*. Trenasia.Com.
- Irabor, I. E., & Okolie, U. C. (2019). A Review of Employees' Job Satisfaction and its Affect on their Retention. *Annals of Spiru Haret University. Economic Series*, 19(2), 93–114. <https://doi.org/10.26458/1924>

- Iswadi, N., & Hendro, W. (2021). The Relationship Between Dual Role Conflict and Work Motivation in Women Workers Citation. *Humanlight Journal of Psychology Desember*, 2(2), 26–40. <http://ejournal-iakn-manado.ac.id/index.php/humanlight>
- Itam, U. J., & Warriar, U. (2024). Future of work from everywhere: a systematic review. *International Journal of Manpower*, 45(1), 12–48. <https://doi.org/10.1108/IJM-06-2022-0288>
- Jayani, D. (2021). *Sebanyak 6,98% Pelajar di Indonesia Sekolah Sambil Kerja*. Databoks.
- Kasih, A. (2022). *Mahasiswa Lebih Pilih Bekerja di “Startup”, Ini Alasannya*. Kompas.Com.
- Kemendikbud. (2022). *Apa itu Kampus Merdeka?* Kampus Merdeka.
- Kundu, S. C., Kumar, S., & Lata, K. (2019). Effects of perceived role clarity on innovative work behavior: a multiple mediation model. *RAUSP Management Journal*, 55(4), 457–472. <https://doi.org/10.1108/RAUSP-04-2019-0056>
- Langseth-Eide, B. (2019). It’s Been a Hard Day’s Night and I’ve Been Working Like a Dog: Workaholism and Work Engagement in the JD-R Model. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01444>
- Lansmann, S., Mattern, J., Krebber, S., & Hüllmann, J. A. (2023). The future of working from home: a mixed-methods study with IT professionals to learn from enforced working from home. *Information Technology & People*. <https://doi.org/10.1108/ITP-05-2022-0399>
- Li, X., Chen, X., & Gao, D. (2022). Influence of Work-Family Conflict on Turnover Intention of Primary and Secondary School Teachers: Serial Mediating Role of Psychological Contract and Job Satisfaction. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsyg.2022.869344>
- Lund, S. , M. A. , M. J. , S. S. , E. K. , R. O. (2021, February 21). *The Future of Work After Covid-19*. McKinsey Global Institute.
- Manley, S. C., Hair, J. F., Williams, R. I., & McDowell, W. C. (2021). Essential new PLS-SEM analysis methods for your entrepreneurship analytical toolbox. *International Entrepreneurship and Management Journal*, 17(4), 1805–1825. <https://doi.org/10.1007/s11365-020-00687-6>
- Manuti, A., Van der Heijden, B., Kruijen, P., De Vos, A., Zaharie, M., & Lo Presti, A. (2022). Editorial: How Normal Is the New Normal? Individual and Organizational Implications of the COVID-19 Pandemic. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.931236>
- Mohammed, Z., Nandwani, D., Saboo, A., & Padakannaya, P. (2022). Job satisfaction while working from home during the COVID-19 pandemic: do subjective work autonomy, work-family conflict, and anxiety related to the pandemic matter? *Cogent Psychology*, 9(1). <https://doi.org/10.1080/23311908.2022.2087278>
- Mukherjee, A., & Malhotra, N. (2006). Does role clarity explain employee-perceived service quality? *International Journal of Service Industry Management*, 17(5), 444–473. <https://doi.org/10.1108/09564230610689777>
- Orgambidez, A., & Almeida, H. (2020). Social support, role clarity and job satisfaction: a successful combination for nurses. *International Nursing Review*, 67(3), 380–386. <https://doi.org/10.1111/inr.12591>

- Oswald-Egg, M. E., & Renold, U. (2021). No experience, no employment: The effect of vocational education and training work experience on labour market outcomes after higher education. *Economics of Education Review*, 80, 102065. <https://doi.org/10.1016/j.econedurev.2020.102065>
- Oviatt, D. P., Baumann, M. R., Bennett, J. M., & Garza, R. T. (2017). Undesirable Effects of Working While in College: Work-School Conflict, Substance Use, and Health. *The Journal of Psychology*, 151(5), 433–452. <https://doi.org/10.1080/00223980.2017.1314927>
- Owen, M. S., Kavanagh, P. S., & Dollard, M. F. (2018). An Integrated Model of Work–Study Conflict and Work–Study Facilitation. *Journal of Career Development*, 45(5), 504–517. <https://doi.org/10.1177/0894845317720071>
- Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903. <https://doi.org/10.1037/0021-9010.88.5.879>
- Rasoolimanesh, S. (2022). Discriminant validity assessment in PLS-SEM: A comprehensive composite-based approach. *Data Analysis Perspectives Journal*, 3(2), 1–8.
- Robbins, S., & Judge, T. (2022). *Essentials of Organizational Behavior* (15th Edition). Pearson Education Limited.
- Rockwood, K. (2020). *Should You Create an Internship Program?* SHRM.
- Rojikinnor, R., Gani, A. J. A., Saleh, C., & Amin, F. (2023). The Role of Compensation As a Determinant of Performance and Employee Work Satisfaction: A Study at The PT Bank Rakyat Indonesia (Persero) Tbk. *Journal of Economic and Administrative Sciences*, 39(4), 943–956. <https://doi.org/10.1108/jeas-06-2020-0103>
- Sarstedt, M., Hair, J. F., Nitzl, C., Ringle, C. M., & Howard, M. C. (2020). Beyond a tandem analysis of SEM and PROCESS: Use of PLS-SEM for mediation analyses! *International Journal of Market Research*, 62(3), 288–299. <https://doi.org/10.1177/1470785320915686>
- Savitri, D. (2024). *Indonesia the highest unemployment rate in ASEAN by 2024*. DetikEdu.
- Schaufeli, W. B. (2017). Applying the Job Demands-Resources model. *Organizational Dynamics*, 46(2), 120–132. <https://doi.org/10.1016/j.orgdyn.2017.04.008>
- Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behavior*, 25(3), 293–315. <https://doi.org/10.1002/job.248>
- Shahzad, K., Iqbal, R., Javed, B., & Hashmi, S. D. (2022). Impact of work-study conflict on workplace outcomes: supervisor support for juggling many balls. *International Journal of Conflict Management*, 33(3), 475–493. <https://doi.org/10.1108/IJCMA-05-2021-0069>
- Smith, P. (2024). *Many start-ups that survived 2023 are delaying inevitable, VCs warn*. Financial Review.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. CV Alfabeta.
- Taherdoost, H. (2021). Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects. *International Journal of Academic Research in Management (IJARM)*, 10(1), 10–38.

- ter Hoeven, C. L., & van Zoonen, W. (2015). Flexible work designs and employee well-being: examining the effects of resources and demands. *New Technology, Work and Employment*, 30(3), 237–255. <https://doi.org/10.1111/ntwe.12052>
- Thielsch, M. T., Röseler, S., Kirsch, J., Lamers, C., & Hertel, G. (2021). Managing Pandemics—Demands, Resources, and Effective Behaviors Within Crisis Management Teams. *Applied Psychology*, 70(1), 150–187. <https://doi.org/10.1111/apps.12303>
- Unegbu, V., Ayoola, O., Oduwole, A., Aluko-Arowolo, T., & Olusanya, F. O. (2023). Role clarity as a determinant of job satisfaction among library personnel in South-West universities, Nigeria. *Information Impact: Journal of Information and Knowledge Management*, 14(1), 126–143. <https://doi.org/10.4314/ijjkm.v14i1.8>
- Verlinden, S., Wynen, J., Kleizen, B., & Verhoest, K. (2023). Blurred Lines: Exploring the Impact of Change Complexity on Role Clarity in the Public Sector. *Review of Public Personnel Administration*, 43(3), 479–503. <https://doi.org/10.1177/0734371X221093573>
- Vo, T. T. D., Tuliiao, K. V., & Chen, C. W. (2022). Work Motivation: The Roles of Individual Needs and Social Conditions. *Behavioral Sciences*, 12(2). <https://doi.org/10.3390/bs12020049>
- Vullingsh, J. T., De Hoogh, A. H. B., Den Hartog, D. N., & Boon, C. (2020). Ethical and Passive Leadership and Their Joint Relationships with Burnout via Role Clarity and Role Overload. *Journal of Business Ethics*, 165(4), 719–733. <https://doi.org/10.1007/s10551-018-4084-y>
- Vyas, L., & Butakhieo, N. (2020). The impact of working from home during COVID-19 on work and life domains: an exploratory study on Hong Kong. *Policy Design and Practice*, 1–18. <https://doi.org/10.1080/25741292.2020.1863560>
- Wang, R., & Shi, H. (2022). *A Review of Work Family Conflict Research* (pp. 2975–2979). https://doi.org/10.2991/978-2-494069-31-2_350
- Wei, Y. C. (2022). Are satisfied employees less inclined to quit? Moderating effects of human capital and abusive supervision. *Evidence-Based HRM*. <https://doi.org/10.1108/EBHRM-07-2021-0141>
- Wen, B., Zhou, X., Hu, Y., & Zhang, X. (2020). Role Stress and Turnover Intention of Front-Line Hotel Employees: The Roles of Burnout and Service Climate. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00036>
- Wong, S. I., & van Gils, S. (2022). Initiated and received task interdependence and distributed team performance: the mediating roles of different forms of role clarity. *AI & SOCIETY*, 37(2), 781–790. <https://doi.org/10.1007/s00146-021-01241-w>
- Yu, J., & Wu, Y. (2021). The Impact of Enforced Working from Home on Employee Job Satisfaction during COVID-19: An Event System Perspective. *International Journal of Environmental Research and Public Health*, 18(24), 13207. <https://doi.org/10.3390/ijerph182413207>