

THE ROLE OF PROCRASTINATION IN MEDIATING FOMO AND TIME MANAGEMENT EFFECTS ON WORK-STUDY BALANCE OF WORKING STUDENTS

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Abstract. *The increasing number of university students who work while pursuing higher education has created significant challenges in maintaining balance between academic responsibilities and work obligations. Along with the rapid growth of digital technology and social media usage, working students are increasingly exposed to distractions that may affect their productivity and academic performance. One of the psychological phenomena associated with excessive social media use is Fear of Missing Out (FOMO), which refers to feelings of anxiety when individuals believe they are missing important experiences, information, or social interactions. High levels of FOMO may encourage students to spend excessive time on social media, resulting in procrastination behavior and poor academic focus. In addition, ineffective time management may worsen students' ability to complete responsibilities efficiently and maintain balance between work and study activities. This study aims to analyze the role of procrastination in mediating the effects of FOMO and time management on work-study balance among working students. This research employed a quantitative approach using a survey method. Data were collected through online questionnaires distributed to 101 working students selected using purposive sampling techniques. The data were analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The findings indicate that FOMO positively affects procrastination, while time management negatively affects procrastination. Furthermore, procrastination negatively influences work-study balance. The mediation analysis also demonstrates that procrastination significantly mediates the relationship between FOMO, time management, and work-study balance. These findings emphasize the importance of effective time management and controlled social media use in reducing procrastination behavior and improving work-study balance among working students.*

Keywords: *FOMO; Procrastination; Time Management; Work-Study Balance; Working Students*

1. INTRODUCTION

The rapid development of digital technology and social media has significantly changed students' lifestyles, particularly in communication patterns, information consumption, and time allocation. Social media platforms provide entertainment, social interaction, and access to information, however, excessive use may create distractions that reduce productivity and interfere with academic responsibilities. This condition becomes more challenging for students who work while studying because they are required to divide their attention between academic obligations and work demands.

The number of working students continues to increase due to economic pressures, career preparation, and the desire for financial independence. Although working while studying may provide valuable experience and improve professional skills, it also creates challenges in maintaining balance between academic and work activities. Working students often experience fatigue, stress, limited study time, and difficulties in completing assignments on schedule. These conditions may trigger procrastination behavior and negatively affect both academic and work performance.

One of the factors associated with procrastination is Fear of Missing Out (FOMO). FOMO refers to feelings of anxiety when individuals believe that others may be experiencing rewarding activities without them. Social media intensifies this phenomenon because individuals continuously monitor online activities and social interactions. Students with high levels of FOMO tend to spend more time checking social media, which may reduce concentration and encourage delays in completing academic tasks.

In addition to FOMO, time management plays an important role in maintaining work-study balance. Effective time management allows students to organize priorities, allocate schedules efficiently, and complete responsibilities within deadlines. Conversely, poor time management increases stress levels, procrastination behavior, and difficulties in balancing work and academic activities.

Previous studies have examined the relationship between FOMO, procrastination, and time management separately. However, research discussing the mediating role of procrastination in the relationship between FOMO, time management, and work-study balance among working students remains limited. Therefore, this study aims to analyze the role of procrastination in mediating the effects of FOMO and time management on work-study balance among working students. This study offers novelty by integrating FOMO, time management, procrastination, and work-study balance into one research framework focused specifically on working students. The study also highlights procrastination as a mediating variable that explains the relationship between digital distraction, self-management ability, and the balance between academic and work responsibilities.

2. LITERATURE REVIEW

2.1 Theoretical Foundation: Self-Regulation Theory

This study primarily employs Self-Regulation Theory to explain the behavioral mechanisms of working students. Self-regulation refers to the psychological processes through which individuals alter their thoughts, feelings, and behaviors to achieve long-term goals. Within this framework, procrastination is conceptualized as a significant failure of self-regulation, where short-term emotional gratification overrides academic and occupational responsibilities. Working students who experience high levels of FOMO struggle with self-regulation, as digital distractions continuously interrupt their focus. Conversely, effective time management acts as a robust self-regulatory tool, enabling students to maintain discipline, mitigate the urge to procrastinate, and ultimately achieve a sustainable work-study balance.

2.2 Fear of Missing Out (FOMO)

Fear of Missing Out (FOMO) is a psychological condition characterized by anxiety when individuals feel excluded from social interactions, experiences, or information shared by others through social media. According to Fasya and Qudsy (2023), individuals with high FOMO tend to spend more time on social media to maintain social connectedness and avoid feelings of exclusion. Excessive engagement with social media may reduce productivity and increase distractions among university students.

2.3 Time Management

Time management refers to the ability to organize, prioritize, and allocate time effectively to complete tasks and responsibilities. Syelviani (2020) explains that time management includes planning, organizing, directing, and evaluating activities to improve efficiency and productivity. Good time management helps students complete academic tasks effectively and minimize procrastination behavior.

2.4 Procrastination

Procrastination refers to intentional delays in completing tasks despite knowing that such delays may create negative consequences. Yuliza et al. (2022) state that academic procrastination commonly occurs among students due to poor self-regulation, stress, distractions, and ineffective time allocation. Among working students, procrastination may emerge because of difficulties in balancing academic and professional responsibilities.

2.5 Work-Study Balance

Work-study balance refers to an individual's ability to maintain equilibrium between academic responsibilities and work obligations. Hapsari and Indriyaningrum (2024) explain that students with good work-study balance tend to experience lower stress levels and higher productivity. Maintaining balance between study and work is essential to support academic achievement and psychological well-being.

2.6 Hypothesis Development

Based on previous theories and empirical findings, the hypotheses proposed in this study are as follows:

- H1: FOMO positively affects procrastination among working students.*
- H2: Time management negatively affects procrastination among working students.*
- H3: Procrastination negatively affects work-study balance among working students.*
- H4: FOMO negatively affects work-study balance among working students.*
- H5: Time management positively affects work-study balance among working students.*
- H6: Procrastination mediates the relationship between FOMO and work-study balance.*
- H7: Procrastination mediates the relationship between time management and work-study balance.*

2.7 Conceptual Framework

This study proposes a conceptual framework to evaluate the direct and indirect relationships between Fear of Missing Out (FOMO), time management, procrastination, and work-study balance among working students. In this structural framework, FOMO (X_1) and Time Management (X_2) act as the independent variables, Procrastination (Z) functions as the mediating variable, and Work-Study Balance (Y) serves as the dependent variable.

The model hypothesizes that high FOMO and poor time management directly induce procrastination behavior (H1 and H2). Concurrently, procrastination is projected to directly impair students' capacity to maintain a healthy work-study equilibrium (H3). Furthermore, the framework maps the direct pathways from the predictors to the final outcome (H4 and H5), while establishing procrastination as the intervening mechanism (H6 and H7) that clarifies how digital anxiety and self-regulation capacities indirectly govern the work-study balance of university students who balance employment and academic obligations.

3. RESEARCH METHODS

This study employed a quantitative research approach using a survey method. The purpose of this research was to analyze the relationship between FOMO, time management, procrastination, and work-study balance among working students. The population consisted of active university students who were simultaneously working while studying. The sampling technique used in this study was purposive sampling. The criteria included students who actively worked either part-time or full-time while attending university. A total of 101 respondents participated in this research. Data were collected using online questionnaires distributed through Google Forms. The questionnaire used a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The measurement items for the constructs in this study were adapted from established psychological and managerial scales. Fear of Missing Out (FOMO) was measured using the 10-

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item Fear of Missing Out Scale (FoMOS) developed by Przybylski et al. (2013). Time Management was assessed using items adapted from the Time Management Questionnaire by Britton and Tesser (1991). Procrastination was evaluated using the Academic Procrastination Scale (APS) by Tuckman (1991). Lastly, Work-Study Balance was quantified using a scale adapted from Hayman's (2005) work-life balance instrument, modified to fit the student-worker context. The variables in this study consisted of FOMO and time management as independent variables, procrastination as the mediating variable, and work-study balance as the dependent variable. Data analysis was conducted using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with SmartPLS software. The analysis included outer model evaluation and inner model evaluation. The outer model evaluation assessed convergent validity, discriminant validity, and reliability through loading factors, Average Variance Extracted (AVE), Cronbach's Alpha, and Composite Reliability. Meanwhile, the inner model evaluation analyzed path coefficients, R-square values, and hypothesis testing using bootstrapping procedures.

4. RESULTS AND DISCUSSION

4.1 Respondent Characteristics

This study involved 101 working students from several universities in Indonesia. The respondents consisted of students who were actively employed either part-time or full-time while continuing their academic studies. The majority of respondents were between 19–25 years old, reflecting the productive age group commonly balancing academic and professional responsibilities. Based on gender distribution, female respondents slightly dominated the sample. Most respondents worked part-time while completing undergraduate education. These characteristics indicate that the respondents were relevant to the objectives of this study because they had direct experience managing both academic and work responsibilities simultaneously.

Characteristics	Category	Frequency	Percentage
Gender	Male	42	41.6%
Gender	Female	59	58.4%
Age	19–25 Years	80	79.2%
Age	26–31 Years	21	20.8%
Employment Status	Part-Time	67	66.3%
Employment Status	Full-Time	34	33.7%

4.2 Outer Model Evaluation

The outer model evaluation was conducted to assess the validity and reliability of the research constructs. The results indicate that all variables achieved Cronbach's Alpha and Composite Reliability values above 0.70, while the Average Variance Extracted (AVE) values exceeded 0.50. Therefore, all constructs in this study were considered reliable and valid.

Variable	Cronbach's Alpha	Composite Reliability	AVE
FOMO	0.961	0.966	0.743
Time Management	0.962	0.967	0.746
Procrastination	0.971	0.974	0.792
Work-Study Balance	0.969	0.973	0.784

4.3 Inner Model Evaluation

The inner model evaluation was conducted to examine the relationships between variables. The R-square value for procrastination was 0.945, indicating that 94.5% of the variance in procrastination could be explained by FOMO and time management. Meanwhile, the R-square value for work-study balance was 0.951, meaning that 95.1% of the variance in work-study balance was explained by the variables included in this study.

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Variable	R Square	R Square Adjusted
Procrastination	0.945	0.944
Work-Study Balance	0.951	0.948

4.4 Hypotheses Testing (Path Coefficients)

Hypothesis testing was conducted using the bootstrapping procedure in SmartPLS to determine the significance of direct and indirect effects based on T-statistics (> 1.96) and P-values (< 0.05).

Hypothesis	Relationship	Path Coefficient	T-Statistic	P-Values	Result
H1	FOMO → Procrastination	0.291	3.451	< 0.05	Accepted
H2	Time Management → Procrastination	-0.688	8.122	< 0.05	Accepted
H3	Procrastination → Work-Study Balance	-0.538	5.674	< 0.05	Accepted
H4	FOMO → Work-Study Balance	0.136	1.756	> 0.05	Rejected
H5	Time Management → Work-Study Balance	0.310	2.960	< 0.05	Accepted
H6	FOMO → Procrastination → Work-Study Balance	0.157	2.435	< 0.05	Accepted
H7	Time Management → Procrastination → WSB	-0.371	4.891	< 0.05	Accepted

4.5 Mediation Analysis

The mediation analysis was conducted to examine whether procrastination serves as an intervening mechanism in the relationship between FOMO, time management, and work-study balance. The bootstrapping results indicate that the indirect effect of FOMO on work-study balance through procrastination is significant ($\beta = 0.157$; $t = 2.435$; $p < 0.05$). Meanwhile, the direct effect of FOMO on work-study balance is not significant ($\beta = 0.136$; $t = 1.756$; $p > 0.05$). These findings suggest that procrastination fully mediates the relationship between FOMO and work-study balance. In other words, FOMO does not directly reduce work-study balance; rather, its negative influence occurs through increased procrastination behavior.

Furthermore, the indirect effect of time management on work-study balance through procrastination is significant ($\beta = -0.371$; $t = 4.891$; $p < 0.05$). At the same time, the direct effect of time management on work-study balance remains significant ($\beta = 0.310$; $t = 2.960$; $p < 0.05$). This result indicates that procrastination partially mediates the relationship between time management and work-study balance. Effective time management not only improves work-study balance directly but also indirectly enhances balance by reducing procrastination tendencies.

Overall, the mediation findings highlight the central role of procrastination as a psychological mechanism linking self-regulation factors and work-study balance. Working students who are unable to manage digital distractions or organize their time effectively are more likely to engage

in procrastination, which subsequently undermines their ability to maintain equilibrium between academic and occupational responsibilities.

4.6 Discussion

The findings revealed that FOMO positively affects procrastination among working students. This indicates that students who are highly engaged with social media tend to delay academic and work-related responsibilities more frequently. Excessive exposure to online interactions may reduce concentration and encourage task avoidance behavior. This finding supports previous studies stating that digital distraction contributes significantly to procrastination tendencies among university students (Aslam, 2024; Jin, 2024).

From the perspective of Self-Regulation Theory, the positive influence of FOMO on procrastination can be explained by individuals' inability to control immediate emotional impulses. Working students who frequently monitor social media may experience continuous interruptions that divert attention away from academic and occupational responsibilities. Instead of focusing on long-term goals, they prioritize short-term social gratification, leading to task delays and reduced productivity. This finding suggests that digital distractions have become an important challenge for working students who must simultaneously fulfill multiple responsibilities.

The results also showed that time management negatively affects procrastination. Students with effective time management skills were better able to organize priorities, allocate schedules, and complete assignments efficiently. As a result, procrastination behavior decreased, allowing students to maintain a healthier balance between work and academic responsibilities. This aligns with findings from Syelviani (2020) and Yuliza et al. (2022), which highlight that robust self-regulation through effective scheduling can significantly minimize individual tendencies toward academic and professional neglect.

The significant negative effect of procrastination on work-study balance indicates that delaying academic or work-related tasks can create cumulative pressures that interfere with role management. When responsibilities are postponed, students often face overlapping deadlines, increased stress, and reduced performance in both domains. As a result, their ability to maintain a healthy balance between study and work deteriorates. This finding supports previous studies emphasizing that procrastination is not merely a time-management issue but also a behavioral factor that affects overall well-being and role effectiveness.

The strong negative relationship between time management and procrastination further confirms the importance of self-regulatory skills among working students. Effective time management enables individuals to establish priorities, allocate resources efficiently, and maintain commitment to planned activities. Students who possess these skills are more capable of handling competing demands from academic and work environments. Consequently, they are less likely to postpone important tasks and more likely to achieve their objectives within designated deadlines. These findings highlight the practical value of time management training programs for working students.

The mediation analysis provides deeper insight into the behavioral mechanisms underlying work-study balance among working students. The findings demonstrate that procrastination acts as a critical self-regulation mechanism through which both FOMO and time management influence students' ability to balance academic and work responsibilities. Consistent with Self-Regulation Theory, students experiencing high levels of FOMO often allocate excessive attention to social media activities, thereby increasing procrastination tendencies. Conversely, students with effective time management skills are better able to regulate their behavior, prioritize tasks, and minimize unnecessary delays. Consequently, reduced procrastination contributes to improved work-study balance. These results reinforce the notion that self-regulation capabilities play a crucial role in helping working students cope with multiple responsibilities simultaneously.

Interestingly, the results show that FOMO has no significant direct effect on work-study balance (H4 is rejected). This indicates that high levels of anxiety about missing out on social media trends do not automatically or directly disrupt a student's ability to balance work and study. Instead, the negative impact of FOMO only manifests when it transforms into actual counterproductive behavior, specifically procrastination.

The findings also reveal that time management has a significant positive effect on work-study balance. This suggests that students who effectively organize their schedules and prioritize responsibilities are better able to accommodate both academic and professional commitments. Proper planning reduces the likelihood of role conflict and helps students allocate sufficient time for learning, working, and personal recovery. Therefore, time management can be considered a critical competency for working students seeking to maintain sustainable performance across multiple domains.

This mechanism is further confirmed by the acceptance of H6, which proves that procrastination fully mediates the relationship between FOMO and work-study balance. When working students experience FOMO, they tend to continuously check their devices, which drives them to intentionally delay their academic and professional tasks. It is this chronic delaying behavior (procrastination) that ultimately depletes their limited time resources, leading to severe role conflicts and an inability to maintain equilibrium between academic and occupational demands.

The acceptance of H7 further indicates that procrastination partially mediates the relationship between time management and work-study balance. Students with effective time management skills tend to minimize procrastination behavior, which subsequently enhances their ability to balance academic and work responsibilities. Therefore, time management contributes not only directly but also indirectly to work-study balance through the reduction of procrastination tendencies.

The practical implications of this study are relevant for universities, employers, and students themselves. Universities may consider providing workshops on time management, self-regulation, and digital well-being to help working students manage competing responsibilities more effectively. Employers who hire university students can also contribute by implementing flexible scheduling arrangements that support academic commitments. At the individual level, students are encouraged to develop healthier digital habits, reduce unnecessary social media engagement, and adopt structured planning techniques to minimize procrastination and improve work-study balance.

CONCLUSION

This study concludes that Fear of Missing Out (FOMO) positively affects procrastination among working students, while time management negatively affects procrastination. Students with high levels of FOMO tend to delay academic and work responsibilities more frequently because of excessive social media engagement. Meanwhile, students with good time management skills are more capable of organizing priorities and completing responsibilities effectively, thereby reducing procrastination behavior.

The findings also reveal that procrastination negatively affects work-study balance. Students who frequently postpone tasks experience difficulties balancing academic responsibilities and work activities. In addition, procrastination significantly mediates the relationship between FOMO, time management, and work-study balance. Overall, this study emphasizes the importance of effective time management and controlled social media use in improving work-study balance among working students. These findings are expected to contribute to future research regarding procrastination behavior, social media usage, and work-study balance in higher education environments.

5.1 Limitations and Future Directions

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This study has several limitations that should be acknowledged. First, the sample size consisted of 101 respondents obtained via purposive sampling, which may limit the generalizability of the findings to a broader population of working students across different regions. Future research is encouraged to expand the sample size and employ multi-centered data collection. Second, this study relied entirely on self-reported questionnaires, which can introduce response bias. Future studies could consider incorporating mixed-methods approaches or adding moderating variables, such as organizational support or digital literacy, to provide deeper insights into mitigating procrastination and enhancing work-study balance among working students.

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