

THE EFFECT OF PSYCHOLOGICAL SAFETY AND TIME MANAGEMENT ON THE PRODUCTIVITY OF WORKING STUDENTS

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Abstract. *This study aims to analyze the effect of Psychological Safety and Time Management on the Productivity of Working Students. This research uses a quantitative method with a descriptive and associative approach, involving 100 respondents as the sample. Data were collected through a structured questionnaire using a Likert scale and analyzed using IBM SPSS Statistics version 24. The results show that all research instruments are valid and reliable, with Corrected Item-Total Correlation values above 0.30 and Cronbach's Alpha values of 0.830 for Psychological Safety, 0.855 for Time Management, and 0.884 for Productivity. The classical assumption tests indicate that the data are not perfectly normally distributed based on the Kolmogorov-Smirnov test, but meet other assumptions such as linearity and absence of multicollinearity. The multiple linear regression analysis shows that Psychological Safety and Time Management simultaneously have a significant effect on the Productivity of Working Students ($p < 0.05$). Partially, Time Management has a positive and significant effect ($p = 0.000$), while Psychological Safety does not have a significant effect ($p = 0.665$). The coefficient of determination ($R^2 = 0.991$) indicates that 99.1% of the variation in Productivity of Working Students is explained by these variables. In conclusion, Time Management has a dominant influence on productivity, while Psychological Safety does not significantly affect the productivity of working students, although both variables simultaneously have a significant effect.*

Keywords: *Psychological Safety; Productivity; Working Students; Workplace Balance; Time Management*

1. INTRODUCTION

Productivity has become an important issue among working students due to the increasing demands of balancing academic responsibilities and work obligations. Working students are required to manage their time effectively while maintaining academic performance, which often leads to stress, fatigue, and decreased productivity. The inability to balance these roles can negatively affect learning outcomes and overall performance, making productivity a critical factor that needs serious attention.

Psychological Safety and Time Management are two important factors that can influence the productivity of working students. Psychological Safety refers to a condition in which individuals feel safe to express their ideas, opinions, and difficulties without fear of negative consequences. In the context of working students, psychological safety can reduce stress levels and increase confidence in managing both academic and work responsibilities. Meanwhile, Time Management refers to an individual's ability to plan, organize, and control time effectively. Good time management enables working students to prioritize tasks, reduce procrastination, and improve efficiency in completing both academic and work-related activities.

Previous studies have shown that time management has a significant positive effect on individual productivity, as it helps in organizing tasks and improving efficiency. On the other hand, psychological safety has been found to influence well-being and reduce stress, although its direct effect on productivity may vary depending on the context. However, research that

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and Engineering Education (ICoISSEE-6)**

Bandung, Indonesia, July 25, 2026

examines the combined influence of psychological safety and time management on the productivity of working students is still limited.

Therefore, this study aims to analyze the effect of Psychological Safety and Time Management on the Productivity of Working Students, both partially and simultaneously.

2. LITERATURE REVIEW

2.1 Psychological Safety

Psychological Safety is defined as a condition in which individuals feel safe to express their ideas, opinions, and concerns without fear of negative consequences (Edmondson, 1999). In an academic and work environment, psychological safety plays an important role in creating a supportive atmosphere where individuals feel valued and respected. For working students, psychological safety can help reduce anxiety and stress when facing dual responsibilities, thereby supporting better performance. When individuals experience psychological safety, they tend to be more open, confident, and willing to engage actively in both academic and work activities, which may contribute to increased productivity (Kahn, 1990).

2.2 Time Management

Time Management refers to an individual's ability to plan, organize, and control the use of time effectively to achieve goals (Macan, 1994). Effective time management allows individuals to prioritize tasks, avoid procrastination, and complete responsibilities efficiently. For working students, time management is a crucial skill because they must balance academic tasks and job responsibilities simultaneously. Good time management can reduce workload pressure, improve focus, and increase efficiency, which ultimately leads to higher productivity. Previous studies indicate that individuals with strong time management skills tend to achieve better performance outcomes.

2.3 Productivity

Productivity refers to the ability of individuals to produce optimal outputs based on the resources they have within a certain period. In the context of working students, productivity reflects the ability to balance academic achievement and work performance effectively. High productivity indicates that students are able to manage their time, energy, and responsibilities efficiently without compromising either aspect. Several factors influence productivity, including internal factors such as discipline and time management, as well as external factors such as environment and psychological conditions. Psychological safety and time management are considered important variables that may influence the level of productivity among working students.

Based on the theoretical framework and previous studies, the following hypotheses are proposed:

H1 Psychological Safety has a positive and significant effect on the Productivity of Working Students.

H2: Time Management has a positive and significant effect on the Productivity of Working Students.

H3: Psychological Safety and Time Management simultaneously have a positive and significant effect on the Productivity of Working Students.

3. RESEARCH METHODS

This study employs a quantitative research approach with a descriptive and associative design to examine the relationship between Psychological Safety and Time Management as independent variables and the Productivity of Working Students as the dependent variable. Quantitative research is used to test hypotheses and analyze relationships among variables objectively through statistical procedures (Creswell, 2014; Sekaran & Bougie, 2016). The

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population of this study consists of 100 respondents, and a saturated sampling technique is applied, where all members of the population are included as the sample. Data were collected using a structured questionnaire with a Likert scale to measure respondents' perceptions regarding Psychological Safety, Time Management, and Productivity. Furthermore, data analysis was conducted using IBM SPSS Statistics version 24, including validity and reliability tests to ensure the quality of the research instruments, classical assumption tests (normality, linearity, multicollinearity, heteroscedasticity, and homogeneity), and multiple linear regression analysis to test the proposed hypotheses.

Table 1. Respondent Characteristics

Respondent Characteristics	Frequency	Percentage
Gender		
Male	65	65.00%
Female	35	35.00%
Total	100	100.00%
Study Period		
Semester 1-2	30	30.00%
Semester 3-4	11	11.00%
Semester 5-6	51	51.00%
Semester 7-8	8	8.00%
Total	100	100.00%
Age		
<20 years	19	19.00%
20-25 years	66	66.00%
26-30 years	12	12.00%
>30 years	3	3.00%
Total	100	100.00%

4. RESULTS AND DISCUSSION

4.1 Instrument Testing Results

Based on the validity test results, all questionnaire items for Psychological Safety, Time Management, and Productivity variables are declared valid, as the Corrected Item-Total Correlation values are greater than 0.30. Furthermore, the reliability test shows that all variables have Cronbach's Alpha values greater than 0.70, namely 0.830 for Psychological Safety, 0.855 for Time Management, and 0.884 for Productivity. These results indicate that the instruments used are reliable and consistent in measuring the research variables.

4.2 Classical Assumption Test

The results of the classical assumption tests indicate that the regression model generally meets the required criteria. The normality test using Kolmogorov–Smirnov shows that the data are not perfectly normally distributed, although they are still acceptable for analysis due to the sufficient sample size. The linearity test shows that both Psychological Safety and Time Management have a significant linear relationship with Productivity ($p < 0.05$). The multicollinearity test shows tolerance values greater than 0.10 and VIF values exceeding the standard threshold, indicating potential multicollinearity; however, the model is still analyzed with caution. The heteroscedasticity test shows significance values less than 0.05, indicating the presence of heteroscedasticity. Additionally, the homogeneity test shows that the data are not fully homogeneous (Sig. < 0.05). Despite these limitations, the model is still considered adequate for further analysis.

4.3 Multiple Linear Regression Analysis

The results of the multiple linear regression analysis show that Psychological Safety and Time Management simultaneously have a significant effect on the Productivity of Working Students, with a significance value less than 0.05. The coefficient of determination (R^2) is 0.991, indicating that 99.1% of the variation in the Productivity of Working Students can be explained by the independent variables, while the remaining 0.9% is influenced by other factors outside this study. These results indicate that Time Management plays a more dominant role compared to Psychological Safety in influencing productivity.

4.4 Hypothesis Testing

The results of the partial test (t-test) show that Time Management has a positive and significant effect on the Productivity of Working Students with a significance value of 0.000, indicating that the second hypothesis (H2) is accepted. Meanwhile, Psychological Safety does not have a significant effect on Productivity with a significance value of 0.665, indicating that the first hypothesis (H1) is rejected. Furthermore, the simultaneous test (F-test) shows a significance value of less than 0.05, meaning that Psychological Safety and Time Management simultaneously influence the Productivity of Working Students. Therefore, the third hypothesis (H3) is accepted.

4.5 Discussion

The findings of this study indicate that Time Management has a significant and dominant influence on the productivity of working students. This suggests that the ability to manage time effectively plays a crucial role in balancing academic and work responsibilities, thereby improving overall performance. On the other hand, Psychological Safety does not show a significant effect on productivity. This may occur because working students tend to rely more on personal skills such as time management rather than environmental or psychological factors in maintaining productivity. Although psychological safety can reduce stress and improve comfort, its direct impact on productivity may not be as strong as practical skills like time management. These findings are consistent with previous studies which state that time management significantly improves individual performance, while psychological safety tends to have an indirect effect through well-being and stress reduction.

CONCLUSION

This study concludes that Time Management has a positive and significant effect on the Productivity of Working Students, while Psychological Safety does not have a significant effect when tested partially. However, simultaneously, Psychological Safety and Time Management have a significant effect on productivity. The results indicate that working students who are able to manage their time effectively tend to have higher productivity in balancing academic and work responsibilities. Time management plays a dominant role, as it helps individuals prioritize tasks, reduce procrastination, and improve efficiency. On the other hand, Psychological Safety, although important in creating a comfortable and supportive environment, does not directly influence productivity in this study. The coefficient of determination ($R^2 = 0.991$) shows that most of the variation in productivity can be explained by the variables used in this study. This suggests that internal skills, particularly time management, are more influential than psychological factors in determining the productivity of working students.

These findings imply that working students should improve their time management skills to enhance productivity. In addition, institutions and workplaces are encouraged to provide supportive environments to indirectly support student well-being. Future research is expected to include other variables such as motivation, work stress, and self-discipline to provide a more comprehensive understanding of factors affecting productivity.

**The Sixth International Conference on Innovation in Social Science
and Engineering Education (ICoISSEE-6)**

Bandung, Indonesia, July 25, 2026

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