

The Influence of Flexible Working Arrangements, Work Environment, and Leadership Style on Job Satisfaction

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Abstract

The increasing number of university students undertaking part-time employment has created new challenges in balancing academic responsibilities and work commitments, making job satisfaction an important issue for both employees and organizations. This study aims to examine the effects of flexible working arrangements, work environment, and leadership style on the job satisfaction of part-time working students. A quantitative approach with an associative research design was employed using purposive sampling to collect data from 100 active university students working part-time. Data were gathered through structured questionnaires and analyzed using multiple linear regression after satisfying validity, reliability, normality, multicollinearity, and heteroscedasticity assumptions. The findings reveal that all three independent variables positively and significantly influence job satisfaction, with the work environment demonstrating the strongest effect, followed by flexible working arrangements and leadership style. Furthermore, the regression model explains 86.5% of the variance in job satisfaction, indicating a high explanatory power. These findings imply that organizations employing part-time students should adopt integrated human resource practices by providing flexible work policies, supportive work environments, and effective leadership to improve employee satisfaction, strengthen organizational commitment, and promote sustainable student employment.

Keywords

Flexible Working Arrangement, Job Satisfaction, Leadership Style, Part-Time Working Students, Work Environment.

1. Introduction

The increasing cost of living and educational expenses have encouraged many university students to engage in part-time employment to support their financial needs while pursuing higher education. Beyond providing additional income, part-time work offers valuable opportunities to develop professional skills, gain practical experience, and improve career readiness before graduation. However, balancing academic responsibilities with employment often creates challenges, including schedule conflicts, physical and mental fatigue, and difficulties in maintaining an effective work-study balance (Fardiansyah et al., 2025). In this context, job satisfaction plays a critical role, as it influences employees' motivation, productivity, organizational commitment, and intention to remain in their jobs (Kumari & Pandey, 2023; Aras et al., 2025).

The growing participation of university students in part-time employment across service industries, such as cafés, restaurants, retail businesses, and administrative services, has become an increasingly important workforce phenomenon in Yogyakarta. Employers benefit from the flexibility and adaptability of student employees, yet these workers also exhibit relatively high turnover due to academic commitments. Consequently, organizations must establish working conditions that enhance job satisfaction and encourage employee retention. Three organizational factors are particularly relevant in this context: Flexible Working Arrangements (FWA), the work environment, and leadership style. FWA enables employees to adjust their working schedules and work locations, allowing students to better balance academic and professional responsibilities. Likewise, a supportive work environment promotes comfort and productivity, whereas an effective leadership style strengthens employees' motivation, engagement, and sense of belonging within the organization (Surianto & Nurfahira, 2024; Al-Kasasbeh, 2024).

Previous studies by Hasim et al. (2024) and George and Poluru (2024) have extensively examined the relationships among FWA, the work environment, leadership style, and job satisfaction. Most studies by Gorenak et al. (2020) and Rahman et al. (2023) report positive and significant relationships between these organizational factors and employees' job satisfaction. Nevertheless, empirical findings remain inconsistent. Several studies by Chen and Fulmer (2018) and Peretz et al. (2018) suggest that the effectiveness of FWA depends on job characteristics, organizational settings, and employee demographics. Moreover, existing research has predominantly focused on full-time employees in corporate, governmental, or industrial settings, with limited attention given to university students engaged in part-time employment. This gap suggests that current evidence does not fully explain the determinants of job satisfaction among student workers, whose dual roles create distinctive workplace experiences and expectations (Gopalan et al., 2019; Wyrwa & Kaźmierczyk, 2020).

To address this gap, the present study simultaneously examines the effects of FWA, the work environment, and leadership style on job satisfaction among part-

time working students in the Special Region of Yogyakarta. Unlike previous studies by Lowe and Gayle (2007), Holmes (2008), and Tetteh and Attiogbe (2019) that primarily investigate conventional full-time employees, this research focuses on university students who must balance academic and work responsibilities. Examining this distinctive population provides a deeper understanding of how these organizational practices influence job satisfaction among young employees who increasingly represent an important segment of the service-sector workforce.

This study aims to analyze the effects of FWA, the work environment, and leadership style on the job satisfaction of part-time working students in the Special Region of Yogyakarta. The findings are expected to contribute theoretically by extending the literature on job satisfaction within the context of student employment. From a practical perspective, the results may assist organizations in designing more flexible work policies, creating supportive work environments, and adopting effective leadership practices that enhance employee satisfaction, reduce turnover intentions, and improve the sustainability of part-time student employment.

2. Literature Review and Hypothesis Development

2.1. The Effect of Flexible Working Arrangements on Job Satisfaction

Flexible Working Arrangements (FWA) refer to work practices that provide employees with flexibility in determining when, where, and how work tasks are performed. As organizations increasingly adopt flexible work practices, FWA has become an important strategy for improving employee well-being and organizational performance. For part-time working students, FWA is particularly beneficial because it enables them to adjust their work schedules to accommodate academic responsibilities, thereby reducing role conflict and maintaining a healthier balance between study and work. This flexibility allows students to manage their time more effectively, fulfill academic obligations without compromising work performance, and reduce work-related stress. Previous studies by Allen et al. (2013), Indradewa et al. (2023), and Stefanya et al. (2025) have consistently shown that FWA enhances job satisfaction by improving work-life balance, increasing employees' autonomy, and reducing stress levels.

From the perspective of the Job Demands-Resources (JD-R) Theory, FWA serves as an important job resource that helps employees cope with competing work and personal demands while maintaining motivation and well-being. Employees who perceive greater flexibility are more likely to experience higher job satisfaction because they have greater control over their work arrangements and can better integrate professional and personal responsibilities. This mechanism is particularly relevant for part-time working students, who must simultaneously manage academic and occupational demands. Empirical evidence by Indradewa et al. (2023) supports this relationship, demonstrating that flexible work practices positively influence job

satisfaction by enhancing perceived organizational support, reducing work–family conflict, and strengthening employee engagement. Therefore, this study proposes that FWA has a positive and significant effect on job satisfaction among part-time working students.

H1: Flexible working arrangements have a positive and significant effect on job satisfaction.

2.2. The Effect of the Work Environment on Job Satisfaction

The work environment refers to the physical and non-physical conditions experienced by employees while performing their jobs. Physical aspects include workplace cleanliness, lighting, temperature, safety, and the availability of adequate facilities, whereas non-physical aspects encompass interpersonal relationships, organizational support, communication, and organizational culture. A supportive work environment enables employees to perform their tasks efficiently while fostering positive attitudes toward their jobs. For part-time working students, who must balance academic and occupational responsibilities, a favorable work environment is particularly important because it reduces workplace stress, facilitates collaboration, and helps maintain motivation and productivity despite limited working hours. Previous studies by Bella (2023), Dewa (2023), and Mahmud et al. (2023) have consistently demonstrated that a positive work environment significantly enhances job satisfaction by improving employees' comfort, well-being, and overall work experience.

According to the Job Demands–Resources (JD–R) Theory, the work environment represents an essential job resource that supports employees in meeting job demands while promoting motivation and psychological well-being. When employees perceive their workplace as safe, supportive, and conducive to effective communication, they are more likely to develop positive attitudes toward their jobs and experience higher levels of job satisfaction. This relationship is especially relevant for part-time working students, who require organizational support and a comfortable workplace to successfully manage both academic and work commitments. Empirical evidence by Raziq and Maulabakhsh (2015) and Hasibuan et al. (2019) further confirms that a supportive work environment positively influences job satisfaction through improved organizational support, stronger interpersonal relationships, and reduced workplace stress. Therefore, this study proposes that the work environment has a positive and significant effect on job satisfaction among part-time working students.

H2: Work environment has a positive and significant effect on job satisfaction.

2.3. The Effect of Leadership Style on Job Satisfaction

Leadership style refers to the approach used by leaders to influence, guide, and motivate employees in achieving organizational objectives. An effective leadership style plays an important role in shaping employees' perceptions of their workplace and determining their level of job satisfaction. Transformational and supportive leadership styles, characterized by inspiration, individual consideration, effective communication, and employee support, are considered capable of creating a positive work environment and strengthening employees' psychological attachment to the organization. For part-time working students, who are generally in the early stages of career development, supportive leadership is particularly important because supervisors can provide guidance, recognition, and flexibility in managing work responsibilities alongside academic commitments. Previous studies by Prentice (2022), Grace et al. (2025), and Putra et al. (2025) have demonstrated that effective leadership practices positively influence job satisfaction by increasing employee motivation, engagement, and perceived organizational support.

From the perspective of Social Exchange Theory, positive interactions between leaders and employees encourage reciprocal relationships in which employees respond to supportive leadership with greater commitment, motivation, and job satisfaction. Leaders who provide attention, appreciation, and constructive feedback can enhance employees' sense of value and belonging within the organization. This mechanism is particularly relevant for part-time working students, as their limited work experience and dual roles require supportive supervision to maintain positive workplace experiences. Empirical evidence by Pasaribu et al. (2022) and Mulyono et al. (2023) further indicates that leadership style significantly affects job satisfaction through improved communication, trust, and employee involvement in organizational activities. Therefore, this study proposes that leadership style has a positive and significant effect on job satisfaction among part-time working students.

H3: Leadership style has a positive and significant effect on job satisfaction.

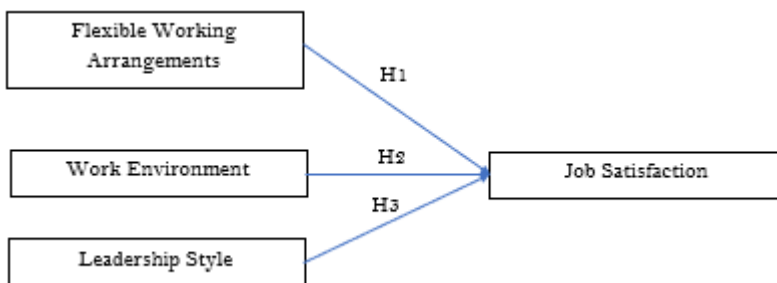


Figure 1. Conceptual Framework

Figure 1 illustrates the conceptual framework of the study. The framework proposes that flexible working arrangements, work environment, and leadership style serve as independent variables influencing job satisfaction as the dependent variable. Specifically, H1 examines the effect of flexible working arrangements on job satisfaction, H2 tests the influence of the work environment on job satisfaction, and H3 evaluates the effect of leadership style on job satisfaction.

3. Methods

This study employed a quantitative approach with an associative research design to examine the effects of flexible working arrangements, the work environment, and leadership style on job satisfaction among part-time working students in the Special Region of Yogyakarta. A quantitative approach was selected because this research aims to test the proposed hypotheses and analyze the relationships between independent and dependent variables through statistical procedures. The research was conducted among active university students who were engaged in part-time employment across various service sectors in the Special Region of Yogyakarta.

The population in this study consisted of all university students in the Special Region of Yogyakarta who worked part-time, with the exact number of the population being unknown. Therefore, this study applied a purposive sampling technique to select respondents based on predetermined criteria. The criteria included active university students who were currently working part-time and had at least six months of work experience. Based on these criteria, a total of 100 respondents were involved in this study. The sample was considered appropriate for representing the characteristics of part-time working students and for examining the proposed relationships among the research variables.

Data were collected using primary and secondary data sources. Primary data were obtained through a structured questionnaire distributed directly to respondents. The questionnaire consisted of measurement items representing four research variables: Flexible work arrangements, the work environment, leadership style, and job satisfaction. Each item was measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Secondary data were obtained from relevant literature, scientific articles, and previous studies related to flexible work practices, organizational behavior, and employee satisfaction. Before conducting the main analysis, the research instrument was tested through validity and reliability assessments to ensure that all measurement items were accurate and consistent.

The data analysis process was conducted using multiple linear regression analysis with the assistance of SPSS software. Before hypothesis testing, classical assumption tests were performed, including normality, multicollinearity, and heteroscedasticity tests, to confirm that the regression model met the required statistical assumptions. Furthermore, hypothesis testing was conducted through

partial (t-test) and simultaneous (F-test) analyses to determine the effects of FWA, the work environment, and leadership style on job satisfaction among part-time working students. The coefficient of determination (R^2) was also examined to identify the extent to which the independent variables explained variations in job satisfaction.

4. Results

Before testing the research hypotheses, the measurement instrument was evaluated for validity and reliability. The validity test was conducted by comparing the r-count of each item with the r-table value of 0.1966. Reliability was assessed using Cronbach's alpha, with a minimum acceptable value of 0.70. The results of the validity and reliability tests for all research variables are presented in Table 1.

Table 1. Validity Test						
Variable	Item	r-count	r-table	Cronbach Alpha	Reliability Standard	Criteria
Flexible Working Arrangements (FWA)	FWA 1	0.700	0.1966	0.801	0.70	Valid
	FWA 2	0.706	0.1966			Valid
	FWA 3	0.651	0.1966			Valid
	FWA 4	0.657	0.1966			Valid
	FWA 5	0.673	0.1966			Valid
Work Environment (WE)	WE 1	0.616	0.1966	0.797		Valid
	WE 2	0.690	0.1966			Valid
	WE 3	0.627	0.1966			Valid
	WE 4	0.596	0.1966			Valid
	WE 5	0.667	0.1966			Valid
	WE 6	0.635	0.1966			Valid
Leadership Style (LS)	LS 1	0.568	0.1966	0.791		Valid
	LS 2	0.651	0.1966			Valid
	LS 3	0.639	0.1966			Valid
	LS 4	0.535	0.1966			Valid
	LS 5	0.576	0.1966			Valid
	LS 6	0.670	0.1966			Valid
Job Satisfaction (JS)	JS 1	0.714	0.1966	0.833		Valid
	JS 2	0.685	0.1966			Valid
	JS 3	0.732	0.1966			Valid
	JS 4	0.490	0.1966			Valid
	JS 5	0.690	0.1966			Valid
	JS 6	0.732	0.1966			Valid

Table 1 presents the results of the validity and reliability tests for the research instruments measuring flexible working arrangements, work environment, leadership style, and job satisfaction. All questionnaire items produced r-count values ranging from 0.490 to 0.732, exceeding the r-table value of 0.1966, indicating that

every item was valid. Furthermore, the Cronbach's alpha coefficients for flexible working arrangements (0.801), work environment (0.797), leadership style (0.791), and job satisfaction (0.833) all exceeded the recommended reliability threshold of 0.70. These findings confirm that all measurement instruments are both valid and reliable for assessing the study variables.

Table 2. Normality Test

Item	Value
N	100
Mean	0.0000000
Standard Deviation	1.57789150
Absolute	0.084
Positive	0.049
Negative	-0.084
Kolmogorov-Smirnov Test Statistic	0.084
Asymp. Sig. (2-tailed)	0.077

Table 2 presents the results of the One-Sample Kolmogorov-Smirnov normality test conducted on the standardized residuals. The analysis produced an Asymp. Sig. (2-tailed) value of 0.077, which exceeds the significance threshold of 0.05, indicating that the residuals are normally distributed. In addition, the Kolmogorov-Smirnov test statistic was 0.084, with a mean residual of 0.000 and a standard deviation of 1.578, suggesting that the residuals are centered around zero as expected. Therefore, the normality assumption was satisfied, indicating that the data were appropriate for subsequent parametric analyses.

Table 3. Multicollinearity Test

Variable	B	Std. Error	Beta	t-statistic	Sig.	Tolerance	VIF
Constant	-0.771	1.009	-	-0.764	0.447	-	-
Flexible Working Arrangement	0.343	0.107	0.283	3.193	0.002	0.173	5.765
Work Environment	0.527	0.094	0.494	5.625	<0.001	0.177	5.665
Leadership Style	0.214	0.076	0.198	2.811	0.006	0.274	3.646

Table 3 presents the results of the multicollinearity test for the independent variables. The findings show that flexible working arrangement, work environment, and leadership style have tolerance values of 0.173, 0.177, and 0.274, respectively, all exceeding the recommended threshold of 0.10. Similarly, the corresponding VIF values of 5.765, 5.665, and 3.646 are below the critical value of 10, indicating that no multicollinearity exists among the independent variables. Therefore, the

regression model satisfies the multicollinearity assumption, confirming that the independent variables do not exhibit problematic intercorrelations and are appropriate for multiple linear regression analysis.

Table 4. Heteroscedasticity Test

Variable	B	Std. Error	Beta	t [†] statistic	Sig.
Constant	1.660	0.625	–	2.656	0.009
Flexible Working Arrangement	-0.080	0.066	-0.292	-1.204	0.232
Work Environment	0.025	0.058	0.103	0.428	0.670
Leadership Style	0.023	0.047	0.095	0.495	0.622

Table 4 presents the results of the heteroscedasticity test using the Glejser method. The significance values for flexible working arrangement (0.232), work environment (0.670), and leadership style (0.622) are all greater than the significance level of 0.05, indicating that none of the independent variables significantly affect the absolute residuals. These findings suggest the absence of heteroscedasticity in the regression model, meaning that the residual variances are constant across all levels of the independent variables. Therefore, the regression model satisfies the homoscedasticity assumption and is appropriate for further multiple linear regression analysis.

Table 5. Multiple Linear Regression Coefficients

Variable	B	Std. Error	Beta	t [†] statistic	Sig.
Constant	-0.771	1.009	–	-0.764	0.447
Flexible Working Arrangement	0.343	0.107	0.283	3.193	0.002
Work Environment	0.527	0.094	0.494	5.625	<0.001
Leadership Style	0.214	0.076	0.198	2.811	0.006

Table 5 presents the results of the multiple linear regression analysis examining the effects of flexible working arrangement, work environment, and leadership style on job satisfaction. The findings indicate that all three independent variables have positive and statistically significant effects on job satisfaction, with significance values below 0.05, namely flexible working arrangement ($p = 0.002$), work environment ($p < 0.001$), and leadership style ($p = 0.006$). Among these variables, work environment demonstrates the strongest influence, as reflected by the highest standardized beta coefficient, followed by flexible working arrangement and leadership style. These results indicate that improvements in flexible working arrangements, the work environment, and leadership style contribute significantly to higher levels of employee job satisfaction.

Table 6. Coefficient of Determination Test

Parameter	Value
R	0.932
R Square	0.869
Adjusted R Square	0.865
Std. Error of the Estimate	1.60236

Table 6 presents the results of the coefficient of determination test for the multiple regression model. The analysis yielded an R Square value of 0.869 and an Adjusted R Square value of 0.865, indicating that 86.5% of the variation in job satisfaction can be explained by flexible working arrangement, work environment, and leadership style. The remaining 13.5% of the variation is attributable to other factors not included in the regression model. In addition, the R value of 0.932 indicates a very strong relationship between the independent variables and job satisfaction, while the standard error of the estimate of 1.60236 suggests that the model has a relatively high level of predictive accuracy.

5. Discussion

The findings indicate that flexible working arrangements, work environment, and leadership style each have a positive and significant effect on the job satisfaction of part-time university students. Collectively, these results suggest that job satisfaction is influenced by organizational practices that enable students to balance academic responsibilities with employment while maintaining a positive work experience. Rather than operating independently, these workplace factors complement one another in creating a supportive organizational environment that promotes employee well-being (Mahmud et al., 2023). This finding highlights the importance of implementing integrated human resource practices, as organizations that simultaneously provide workplace flexibility, supportive working conditions, and effective leadership are more likely to enhance the satisfaction and retention of part-time student employees.

The significant influence of flexible working arrangements suggests that providing employees with greater flexibility in determining when, where, and how work is completed contributes positively to job satisfaction. For part-time university students, such flexibility makes it easier to accommodate academic schedules while fulfilling work responsibilities, thereby reducing work–study conflicts and improving overall well-being. Organizations that implement flexible work arrangements are therefore better positioned to retain part-time employees by addressing their unique needs. This finding supports previous studies by Indradewa et al. (2023) and Stefanya and Winarno (2025), demonstrating that workplace flexibility enhances employee satisfaction by improving work-life balance and reducing role conflict.

Among the examined variables, the work environment showed the strongest contribution to job satisfaction, indicating that the quality of the workplace remains

a critical determinant of employees' experiences. A comfortable, safe, and supportive environment enables part-time students to perform their tasks more effectively while minimizing the stress associated with managing dual responsibilities. In addition to physical conditions, positive interpersonal relationships and organizational support also contribute to creating a workplace where employees feel valued and motivated. These findings are consistent with previous studies by Raziq and Maulabakhsh (2015) and Pawirosumarto et al. (2017), which report that favorable work environments significantly improve employee satisfaction and work performance.

The results also demonstrate that leadership style plays a significant role in enhancing the job satisfaction of part-time students. Leaders who communicate effectively, provide guidance, and show understanding toward employees' academic commitments help create a positive working atmosphere. Such leadership encourages employees to remain motivated despite the challenges of balancing work and study. This finding aligns with previous research by Pawirosumarto et al. (2017), which indicates that supportive leadership positively influences employee satisfaction by fostering trust, motivation, and stronger relationships between supervisors and employees.

Furthermore, the simultaneous analysis confirms that the three organizational factors jointly explain a substantial proportion of variation in job satisfaction. This finding highlights that improving employee satisfaction requires a comprehensive organizational approach rather than isolated initiatives. Flexible work policies are likely to be more effective when accompanied by a conducive work environment and supportive leadership practices. Consequently, organizations employing part-time university students should integrate these aspects into their human resource management strategies to create a workplace that supports both employee well-being and organizational performance. This finding is consistent with Bahadır et al. (2024), who emphasized that the integration of organizational support mechanisms contributes significantly to improving employee job satisfaction.

6. Conclusion

This study demonstrates that flexible working arrangements, work environment, and leadership style each have a positive and significant influence on the job satisfaction of part-time working students in the Special Region of Yogyakarta. Among these factors, the work environment exerts the strongest influence, indicating that a supportive workplace is particularly important for students balancing academic and employment responsibilities. Moreover, the three variables collectively explain a substantial proportion of job satisfaction, suggesting that employee satisfaction is best enhanced through the combined implementation of flexible work policies, supportive workplace conditions, and effective leadership practices. These findings contribute to the literature on job satisfaction by extending

empirical evidence to the context of part-time university students. This population has received relatively limited attention in previous studies.

Despite these contributions, this study has several limitations. The research used a cross-sectional design and involved respondents from a single geographical area, which may limit the generalizability of the findings. In addition, only three organizational factors were examined, while other variables that may influence job satisfaction were not included. Future studies are encouraged to employ longitudinal or comparative designs involving broader geographical coverage and different employment sectors. Further research may also incorporate additional variables, such as perceived organizational support, work-life balance, organizational commitment, or psychological well-being, to develop a more comprehensive understanding of the determinants of job satisfaction among part-time working students.

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