

Work-Life Balance of University X Staff: A Gender Perspective

Liliana Chandra¹; Shresta Purnamasari²;
Rudy Elyadi³
liliana@unika.ac.id

¹²³⁾ Soegijapranata Catholic University

Abstract: This study aims to describe the work-life balance (WLB) of non-academic staff at University X and analyze differences in WLB levels based on gender. A descriptive quantitative design with an inferential approach was employed. Data were collected via questionnaires distributed to 40 non-academic staff selected through purposive sampling. The measurement adapted four WLB dimensions: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), Personal Life Enhancement of Work (PLEW), and Work Enhancement of Personal Life (WEPL). Data were analyzed using mean descriptive statistics and the Independent Samples t-Test. The results revealed a high overall level of WLB, with WEPL and WIPL achieving the highest mean scores (4.2), indicating that work contributes positively to personal life while personal boundaries remain well-maintained. Furthermore, the Independent Samples t-Test showed no significant difference in WLB between male and female staff ($t = 0.317$, $p = 0.753 > 0.05$). This equity is largely driven by supportive institutional policies and adaptive strategies such as techflexing and household outsourcing. Institutions are recommended to further enhance personal-life enrichment initiatives and work facilities to sustain staff well-being and service quality.

Keywords : work-life balance 1; gender 2

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan keseimbangan kehidupan kerja (work-life balance atau WLB) pada tenaga kependidikan nonakademik di Universitas X serta menganalisis perbedaan tingkat WLB berdasarkan gender. Penelitian ini menggunakan desain kuantitatif deskriptif dengan pendekatan inferensial. Data dikumpulkan melalui kuesioner yang dibagikan kepada 40 tenaga kependidikan nonakademik yang dipilih menggunakan teknik purposive sampling. Pengukuran WLB mengadaptasi empat dimensi, yaitu gangguan pekerjaan terhadap kehidupan pribadi (Work Interference with Personal Life atau WIPL), gangguan kehidupan pribadi terhadap pekerjaan (Personal Life Interference with Work atau PLIW), peningkatan kualitas pekerjaan melalui kehidupan pribadi (Personal Life Enhancement of Work atau PLEW), dan peningkatan kualitas kehidupan pribadi melalui pekerjaan (Work Enhancement of Personal Life atau WEPL).

Data dianalisis menggunakan statistik deskriptif berupa nilai rata-rata (mean) dan uji Independent Samples t-Test. Hasil penelitian menunjukkan bahwa secara keseluruhan, tingkat WLB berada pada kategori tinggi, dengan dimensi WEPL dan WIPL memperoleh nilai rata-rata tertinggi, yaitu 4,2. Temuan ini menunjukkan

bahwa pekerjaan memberikan kontribusi positif terhadap kehidupan pribadi, sementara batasan antara pekerjaan dan kehidupan pribadi tetap terjaga dengan baik. Selanjutnya, hasil uji Independent Samples t-Test menunjukkan bahwa tidak terdapat perbedaan yang signifikan dalam WLB antara tenaga kependidikan laki-laki dan perempuan ($t = 0,317$); ($p = 0,753 > 0,05$). Kesenjangan ini terutama didukung oleh kebijakan institusi yang menunjang keseimbangan kehidupan kerja serta strategi adaptif, seperti fleksibilitas dalam penggunaan teknologi (techflexing) dan penggunaan jasa pihak lain untuk menyelesaikan pekerjaan rumah tangga (household outsourcing). Institusi disarankan untuk lebih meningkatkan inisiatif yang memperkaya kehidupan pribadi serta menyediakan fasilitas kerja yang memadai guna mempertahankan kesejahteraan tenaga kependidikan dan kualitas layanan.

Kata kunci: Keseimbangan kehidupan kerja; gender.

INTRODUCTION

In recent years, the issue of work-life balance (WLB) has become a significant concern in the modern workplace. Shifts in social and economic structures, escalating job demands, and technological advancements have increasingly widened the gap between professional and personal life. This phenomenon has made work-life balance one of the most relevant topics in contemporary human resource management.

According to Rashmi and Kataria (2021), while work constitutes a vital part of an individual's professional identity, balancing it with non-work activities presents challenges. Efforts to maintain equilibrium between work and other aspects of life have garnered increasing public attention, a trend reinforced by employees' growing awareness of the importance of holistic well-being.

Work-life balance (WLB) is a person's ability to manage time, energy, and responsibilities harmoniously between work and personal life (Sirgy & Lee, 2023). In an organizational context, this balance is a crucial indicator of employee well-being, impacting productivity, job satisfaction, and loyalty to the institution (Asotie et al., 2025). With increasing attention to the phenomenon of work-life balance, work-life balance policies and practices are now beginning to be aligned and integrated with the organization's strategic objectives. This is part of the effort to create a sustainable work culture oriented toward employee well-being. Many

organizations are seeking ways to improve employees' positive perceptions of their work-life balance (Rashmi & Kataria, 2021).

Research conducted by Rashmi and Kataria (2021) also shows that work-life balance is not only an issue of individual well-being but is also closely related to organizational performance, employee retention, and the company's public reputation. In higher education institutions, the issue of work-life balance is relevant not only for lecturers but also for educational staff (tendik). Educational staff play a strategic role in supporting the continuity of university operations through administrative functions, academic services, and campus facility management. They are at the forefront of ensuring the smooth running of the educational process and student services. Currently, educational staff are experiencing increased administrative workloads, demanding deadlines, demands for adaptation to digital systems, and demands to continue providing the best service. These conditions can create work pressure, impacting work-life balance.

Research by Cahyathi and Riana (2023) shows that high workloads significantly increase job stress, ultimately reducing employee well-being if not balanced with effective work-life balance mechanisms. Jung, Yoon, and Kim (2023) also found that work-life balance plays a significant role in improving employee psychological well-being, job satisfaction, and pro-social behavior. Furthermore, Gaol, Deti, and Yusuf (2023) found that flexible work schedules and organizational support are key factors in creating this balance in their research on millennial employees in Bandung. In the context of the university being the subject of this research, employee well-being is part of the university's core values, which emphasize the importance of balancing professionalism and humanity in the workplace. However, with increasing demands on academic administration, the transition to digital service systems, and the need for rapid response in the information age, educational staff are often faced with complex and demanding work dynamics. This can lead to potential burnout, decreased motivation, and even work stress if not balanced with adequate organizational support (Gunawan, 2023).

Based on an internal report in 2025, the satisfaction level of educational staff was lower than that of lecturers. The survey results showed that while facilities, organizational culture, and governance achieved relatively high levels of satisfaction, several other aspects, such as personal and career development, reward and punishment systems, and recognition of ideas, still showed relatively low levels of satisfaction. This situation indicates that educational staff still face various challenges in carrying out their roles and responsibilities within the higher education environment.

The difference in satisfaction levels between lecturers and administrative staff is a phenomenon that requires further attention. One aspect currently receiving attention in human resource management is work-life balance. A good work-life balance allows individuals to meet work demands without neglecting their personal, family, and social needs. Conversely, an imbalance between work and personal life can lead to fatigue, stress, and reduced individual well-being. The lower satisfaction levels of administrative staff compared to lecturers indicate that there are aspects that require a deeper understanding of the work experience of administrative staff. Furthermore, technological developments and the transformation of services in higher education have increased the complexity of administrative work, making the ability to maintain a balance between work and personal life increasingly important.

Another reason for choosing this research object is because the role of educational staff is often behind the scenes of the education system, so that sometimes aspects of well-being and life balance tend not to be a top priority in academic research that focuses more on lecturers. Another reason for choosing this research object is that educational staff work in an environment that demands excellent service and high responsiveness to the needs of students and lecturers, so that work pressure is relatively more constant throughout the academic year. Therefore, it is necessary to examine the extent to which these values are reflected in the work-life balance of educational staff.

The dynamics of work-life balance are influenced not only by organizational factors but also by individual demographic characteristics, particularly gender.

Conventionally, dual role conflict and domestic constraints tend to place female workers in a more vulnerable position to imbalances than male workers (Noda, 2020). However, effective institutional support and the adoption of adaptive strategies such as techflexing and outsourcing household workloads have the potential to reduce these gender disparities (Rahmayati, 2021). Therefore, examining gender-based differences in work-life balance is important to determine whether there is a differentiation between male and female educational staff in this institution.

The urgency of this research lies in the specific study of educational staff in Catholic-cultured universities, combined with a dual approach, namely providing a comprehensive picture of work-life balance while testing gender-based comparisons through statistical comparisons. Although there are many studies on work-life balance in the corporate and service sectors, specific in-depth studies on educational staff in universities, especially organizational contexts with Catholic organizational cultures and specific forms of academic services, are still limited. Therefore, this is interesting to study because Educational Institutions and corporations also have different characteristics.

This study aims to map the level of work-life balance among educational staff at University X and analyze the differences in work-life balance between male and female employees. The results are expected to be used as considerations in formulating human resource policies that can support the well-being of each gender.

LITERATURE REVIEW OR THEORETICAL BASIS

Work Life Balance

According to Fathima and Helan (2019), work-life balance is a person's ability to set appropriate priorities between work demands, including career and professional ambitions, and personal life aspects such as health, happiness, leisure time, family, and spiritual development. This balance is not only about dividing time proportionally, but also about how individuals can achieve harmony between their professional and personal roles.

Furthermore, Fathima and Helan (2019) explain that the concept of work-life balance is related to broader terms such as lifestyle balance and life balance, which emphasize the importance of harmony between various dimensions of human life. In an organizational context, work-life balance is a crucial aspect because an imbalance can affect employee performance, job satisfaction, and psychological well-being.

According to Malik (2023), work-life balance can be understood as a state of balance between a person's work responsibilities and their personal life, which includes family, hobbies, and personal well-being. This balance is important because when employees are able to manage their time and energy proportionally between work and personal life, they tend to experience lower stress levels. Furthermore, a good work-life balance also helps employees improve their work performance and focus on achieving organizational goals.

Malik (2023) emphasized that the well-being achieved through work-life balance positively impacts an individual's mental and physical health, while also increasing work productivity. Therefore, maintaining a balance between work and personal life is a crucial responsibility for organizations seeking to sustainably maintain employee performance and well-being. According to Siregar, Nasution, and Absah (2022), work-life balance is the extent to which an individual is able to organize, balance, and divide their time and responsibilities between work, family life, and other obligations to avoid conflict between personal life and career. This balance contributes to increased motivation, productivity, and job loyalty.

Noda (2020) explains that work-life balance is an effort to achieve balance between work and personal life (including family), which has been a major focus of employment policy since the early 2000s. One reason for the increasing attention to this issue is the assumption that implementing work-life balance policies can increase individual life satisfaction. However, the relationship between work-life balance and life satisfaction is not always direct or clear. Through a cross-national analysis of data on men and women in OECD countries, research results show that implementing work-life balance policies contributes to increased life satisfaction for both genders. Conventionally, the issue of work-life

balance is often considered more relevant for women, but this finding confirms that designing institutional policies that equally address work-life balance for both genders is key to increasing life satisfaction. According to Amalia, Musnadi, and Nurdasila (2022), when someone experiences work-life balance in their life, it indicates that the individual is highly satisfied with their living conditions. An employee will also not consider themselves successful if their personal and family needs are not adequately met.

Work-Life Balance Indicators

This research is based on the four dimensions of work-life balance developed by Fisher et al. (2009) and adapted in the research of Gaol et al. (2023). These four dimensions describe the balance between work demands and personal life, which mutually influence each other. These dimensions are described in the following operational indicators:

1. Work Interference with Personal Life (WIPL), which is the extent to which work activities and demands interfere with one's personal life, as reflected in the individual's use of energy, time, and behavior in carrying out roles outside of work.
2. Personal Life Interference with Work (PLIW), which reflects the influence of personal life on work, such as family responsibilities, household chores, or emotional states that can reduce an individual's focus and well-being at work.
3. Personal Life Enhancement of Work (PLEW), which describes how personal life positively contributes to work, for example through emotional support, a conducive family atmosphere, and personal well-being that boost enthusiasm and performance at work.
4. Work Enhancement of Personal Life (WEPL), explains how positive work experiences can enrich personal life, such as increased self-confidence, personal well-being, and social and economic support gained from the work environment.

Thus, these four dimensions collectively provide a comprehensive picture of the balance between work and personal life, where work and personal life not only have the potential to interfere with each other but can also reinforce each other.

Factors Affecting Work Life Balance

Work-life balance (WLB) is the result of a complex interaction between various factors at both the individual and organizational levels. Wong et al. (2021) categorize the determinants of WLB into several levels: (1) relational factors (e.g., relationships with superiors, colleagues, and family), (2) community and societal factors (e.g., organizational policies, job characteristics, social norms), and (3) intrapersonal factors (individual abilities, physical/mental health, time management). This study found that relational and community/societal factors directly influence intrapersonal factors, which in turn impact perceptions of work-life balance:

1. Organizational Factors

Within Wong et al.'s (2021) framework, organizational aspects fall under the category of community or societal factors, which play a significant role in determining WLB. Organizational policies, work culture, and support structures, such as satisfaction with superiors or colleagues, are all part of these relational and community factors that can influence an individual's ability to manage multiple roles. Therefore, organizations that provide leadership support, job flexibility, and a conducive work environment will lay the foundation for a better work-life balance.

2. Job Characteristic Factors

Job characteristics such as the intensity of work hours, task demands, control over work, and the boundaries between work and non-work are among the community or societal factors described by Wong et al. (2021). Jobs with high demands between work and personal life increase intrapersonal burden, which then decreases perceptions of work-life balance.

3. Individual and Psychological Factors

An individual's ability to manage themselves, including physical and emotional health, time management, and personal time use, are intrapersonal factors that significantly determine WLB (Wong et al. 2021). Individuals with good self-management and well-being skills tend to perceive themselves as successfully balancing the demands of work and personal life.

4. Social and Family Factors

According to Wong et al. (2021), social and family support are relational factors that directly influence an individual's intrapersonal well-being. A supportive family environment or partner, understanding coworkers, and a strong social network can help individuals reduce stress, thereby improving work-life balance.

Furthermore, according to Wong, Chan, and Teh (2020), work-life balance arrangements consist of various policies and programs designed to help employees balance the demands of work with their personal lives. These arrangements include several key elements, namely:

1. Family-Friendly Policies

Family-friendly policies are a series of complementary benefits, such as childcare services, maternity leave, and parental leave. The primary goal of these policies is to retain talented workers by helping them resolve conflicts between work and personal life.

2. Flexible Working Hours

Flexible working hours allow employees to adjust their work schedules to meet both personal and work needs.

3. Incentive Programs

Incentive programs, both financial and non-financial, provide recognition for employees who successfully achieve organizational goals.

4. Workplace Health Programs

Workplace wellness programs are a comprehensive set of health promotion and protection strategies. They are linked to the community to ensure the

safety and health of workers. Implementation includes providing health insurance for employees and their dependents, discounted fitness center membership fees, and mental health services.

5. Work–Life Balance Program

A work–life balance program is a combination of various initiatives that support a balance between work and personal life.

Thus, work–life balance is not simply about dividing time between work and personal life, but rather a complex result of the interplay of organizational, work, individual, and social or family factors.

Framework

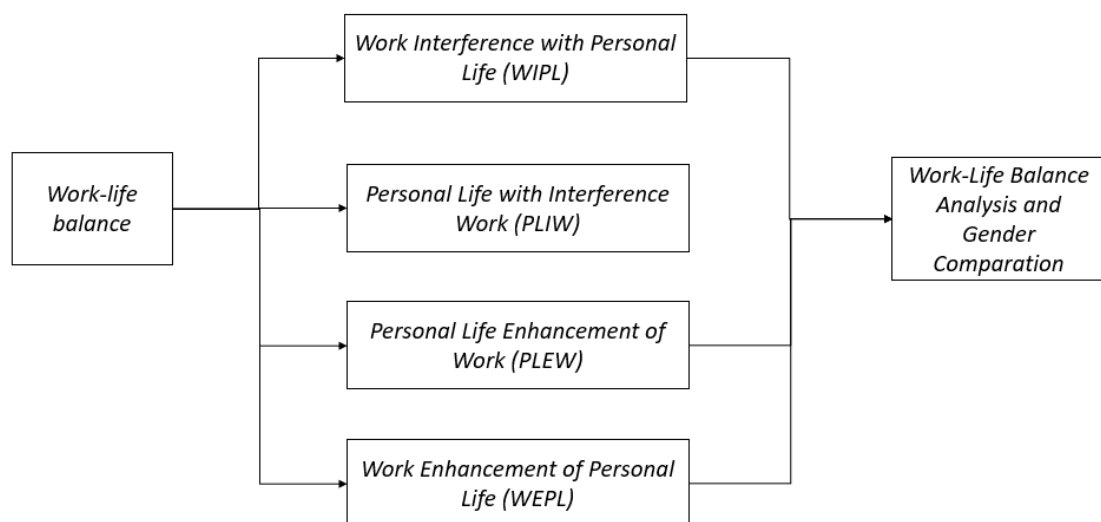


Figure 1: Framework
 Source: Researcher, 2026

RESEARCH METHODS

This study uses a quantitative approach with a descriptive and comparative design. The descriptive approach is used to map and describe factually the profile and conditions of work-life balance of educational staff at University X. Meanwhile, the comparative approach is used to test whether or not there are differences in work-life balance between male and female employees without manipulating the research variables.

Method of Collecting Data

The data collection method in this study used a questionnaire. The questionnaire instrument was compiled based on indicators from the work-life balance dimension, which includes work interference with personal life, personal life interference with work, personal enhancement of work, and work enhancement of personal life. According to Sugiyono (2017), a questionnaire is a data collection technique that provides a set of written questions or statements to respondents to answer.

Data Analysis Techniques

The data collected from the questionnaires was analyzed using quantitative descriptive analysis. This analysis was conducted by calculating the average (mean) value for each indicator to determine the level of work-life balance among education staff. The scores were then classified into the following categories:

Table 1. Work-Life Balance Variable Categories

No	Scale Range	Assessment Categories
1.	1,00 – 2,00	Very Unbalanced
2.	2,01 – 3,00	Unbalanced
3.	3,01 – 4,00	Balanced
4.	4,01 – 5,00	Very Balanced

After that, Inferential Analysis (Difference Test) was used to test the hypothesis of differences in work-life balance levels based on gender perspective (men and women). Hypothesis testing was carried out using the Independent Samples t-Test (if the data was normally distributed) or the non-parametric Mann-Whitney U Test (if the data was not normally distributed) at a significance level of $\alpha=0.05$.

RESULTS AND DISCUSSION

Work-Life Balance Analysis

This study involved 40 educational staff at University X who agreed to complete a research questionnaire. Respondent characteristics were then analyzed based on age, marital status, length of service, and education level to provide a profile of the study's respondents.

Based on Table 2, it can be concluded that the respondents in this study were predominantly individuals in a mature career stage. This is evident from the majority of respondents being over 40 (57.5%), married (90%), and having worked for more than 10 years (52.5%). Furthermore, the respondents' relatively high educational level, with 75% holding a bachelor's degree (S1) and master's degree (Master's), indicates that most respondents possess strong academic competencies. These characteristics indicate that respondents possess adequate work experience and sufficient understanding to provide information and assessments related to the research topic, thus supporting the quality of the research data.

Table 2. Respondent Profile

Category		Total	
		Number	Percentage
A. Usia	a. 25 - 29 tahun	6	15%
	b. 30 - 34 tahun	8	20%
	c. 35 - 39 tahun	3	7,5%
	d. 40 - 44 tahun	8	20%
	e. 45 - 49 tahun	9	22,5%
	f. 50 - 54 tahun	4	10%
	g. > 54 tahun	2	5%
B. Status Pernikahan	a. Lajang	4	10%
	b. Menikah	36	90%
C. Masa kerja	a. 0 - 9 tahun	19	47,5%
	b. 10 - 19 tahun	8	20%
	c. 20 - 29 tahun	9	22,5%
	d. 30 - 40 tahun	4	10%
D. Pendidikan Terakhir	a. SMA	7	17,5%
	b. Diploma 3	3	7,5%
	c. S1/D4	24	60%
	d. S2	6	15%

(Source: Processed data, 2026)

This study measures work-life balance using the dimensions proposed by Fisher et al. (2009), namely Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), Personal Life Enhancement of Work (PLEW), and Work Enhancement of Personal Life (WEPL). WIPL describes the degree to which work demands interfere with an individual's personal life. PLIW indicates the extent to which personal life interferes with work performance. Meanwhile, PLEW measures the extent to which personal life can improve the quality and effectiveness of an individual's work. WEPL describes the extent to which experiences and achievements in work provide positive benefits to personal

life. These four dimensions reflect a two-way relationship between work and personal life, both in the form of conflict (interference, namely the WIPL and PLIW dimensions) and enrichment (enhancement, namely the PLEW and WEPL dimensions).

Table 3. Descriptive Statistics

Variabel	Mean	Level
WIPL	4,2	High
PLIW	4,1	High
PLEW	4,0	High
WEPL	4,2	High

(Source: Processed data, 2026)

Work-life balance in this study was analyzed using the concept of Fisher et al. (2009), who explained that work-life balance not only describes low conflict between work and personal life, but also describes the existence of a positive relationship between these two domains. Fisher et al. (2009) divides work-life balance into four dimensions, namely Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), Personal Life Enhancement of Work (PLEW), and Work Enhancement of Personal Life (WEPL). The WIPL and PLIW dimensions describe the interference aspect, while the PLEW and WEPL describe the enhancement aspect.

Table 3 shows that the average scores for all dimensions of Work-Life Balance, namely Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), Personal Life Enhancement of Work (PLEW), and Work Enhancement of Personal Life (WEPL) are above the middle value of the measurement scale (2.50), which is 4.0 or more. These findings indicate that the level of work-life balance of respondents can generally be categorized as high. These results indicate that respondents have good abilities in managing the demands of work and personal life in a balanced manner. This balance can be seen not only from the low potential for conflict between work and personal life, but also from the positive benefits that individuals obtain through involvement in work.

The results of this study support the concept of Fisher et al. (2009) who explained that work-life balance is an individual's ability to manage the relationship between work and personal life in a balanced manner. Fisher et al. (2009) explained that the relationship between work and personal life can occur in two forms, namely interference and enhancement. Interference occurs when demands from work or personal life interfere with each other, for example, too much work causes someone to have enough time for family, or personal problems make it difficult for someone to concentrate at work. Meanwhile, enhancement occurs when work and personal life have a positive impact on each other, such as work that provides new experiences and skills that can improve the quality of personal life, or a good personal life makes someone more enthusiastic about work.

Based on this concept, a high work-life balance score among educational staff indicates that work in a higher education environment is perceived not only as a demand but also as a source of self-development. Educational staff are able to carry out administrative tasks, academic services, and organizational responsibilities without compromising the quality of their personal lives. This demonstrates good adaptability, time management, and emotional management.

The results of this study align with those of Gaol et al. (2023), who explained that work-life balance is formed through an individual's ability to manage the balance of time, involvement, and satisfaction between work and personal life. This study shows that individuals who are able to manage the division of time and psychological involvement between work and personal life will have a better level of work-life balance. The similarity of these research results indicates that an individual's ability to set boundaries between work and personal life is a crucial factor in creating work-life balance, despite differences in respondent characteristics and work environments.

Furthermore, the results of this study also support the research of Darmawan and Narundanna (2023) on work-life balance at PT PLN (Persero) ULP Teluk Betung. The research by Darmawan and Narundanna (2023) found that the enhancement aspect plays a significant role in work-life balance. The study showed that Personal Life Enhancement of Work (PLEW) was the most dominant

dimension in supporting performance improvement. This suggests that a positive personal life can be a source of energy, motivation, and psychological support that helps individuals work more optimally.

When viewed based on the values of each dimension, this study shows that the WEPL and WIPL dimensions have the highest scores, namely 4.2. A high WEPL indicates that work makes a positive contribution to the personal lives of educational staff, such as increased skills, self-confidence, economic stability, and personal satisfaction. Meanwhile, a high WIPL indicates that educational staff are able to ensure that work does not take up too many personal resources.

Interestingly, the PLEW dimension had the lowest average score compared to the other dimensions, although it remained in the high category. This suggests that the aspect of how personal life positively energizes work can still be developed. Institutions can strengthen this aspect through organizational support, competency development, a healthy work environment, and programs that support employee well-being.

Overall, the research results show that educational staff have a healthy relationship between work and personal life. This is important because work-life balance not only impacts individual well-being but can also support organizational effectiveness. Employees who have a balanced work-life balance tend to have better psychological well-being, are able to maintain productivity, and provide more optimal service to the academic community.

Table 4. Descriptive Statistics of Work Interference with Personal Life (WIPL)

<i>Work Interference with Personal Life (WIPL)</i>	
INDICATOR	MEAN
ENERGY:	
My personal life is balanced with work	4,1
I can do other activities after work	4,2
MEAN ENERGY	4,1
TIME:	
I can divide my time between work and social/family life.	4,2
I have time to relax. Examples: hobbies, me time, etc.	4,3

<i>Work Interference with Personal Life (WIPL)</i>	
MEAN TIME	4,2
BEHAVIOR:	
I behave well at work	4,4
I can separate personal problems from work	4,4
MEAN BEHAVIOR	4,4
MEAN TOTAL	4,2

(Source: Processed data, 2026)

Based on Table 4, the Work Interference with Personal Life (WIPL) dimension obtained an average score of 4.2. These results indicate that work has not become a significant source of disruption to the personal lives of education personnel. Respondents demonstrated good ability to manage energy, time, and behavior so that work demands do not dominate their non-work lives. Regarding energy, respondents indicated that work does not cause fatigue that hinders personal activities. This condition indicates that education personnel still have the physical and psychological resources to carry out other roles outside of work, such as family and social activities. Regarding time, respondents were also able to divide their time between work and personal life.

These results align with the concept of Fisher et al. (2009), which explains that work-life balance is not about how individuals can divide their time equally between work and personal life, but rather about the individual's ability to manage the demands of both to avoid detrimental conflict. These findings also align with research by Gaol et al. (2023) on work-life balance among millennial employees in Bandung. This study explains that work-life balance can be achieved when individuals are able to manage the balance of time, engagement, and satisfaction between work and personal life. Therefore, the high WIPL in this study indicates that educational staff have good time management skills and work boundaries, so that work does not diminish the quality of their personal lives.

Although there are differences in respondent characteristics between this study and Gaol et al.'s (2023) study, the results can still be used as a relevant approach. Gaol et al.'s (2023) study focused on millennials, while this study focuses on higher education educational staff. Although the work contexts are different,

both demonstrate that an individual's ability to manage boundaries between work and personal life is a crucial factor in creating work-life balance.

Table 5. Descriptive Statistics of Personal Life Interference with Work (PLIW)

<i>Personal Life Interference with Work (PLIW)</i>	
INDICATOR	MEAN
DEMANDS:	
I can handle pressure from the workplace	4,1
I can accept criticism while working	4,2
DUTIES AND RESPONSIBILITIES:	
I can fulfill my obligations to my family	4,2
I can carry out the duties and obligations of my superiors	4,3
WORKING COMFORT:	
I feel comfortable with the environment at work	4,2
I get facilities that suit my type of work.	3,8
MEAN	4,1

(Source: Processed data, 2026)

Based on the data in Table 5, the Personal Life Interference with Work (PLIW) dimension obtained an average score of 4.1. This score indicates that educational staff's personal lives do not hinder their work. High scores for the ability to cope with stress and accept criticism indicate that respondents have good emotional regulation skills. This is important because educational staff have demanding jobs that involve serving students, lecturers, and other work units, thus requiring emotional stability.

These results reinforce the view of Fisher et al. (2009) that conflict occurs not only when work interferes with personal life but also when personal problems are carried over into work. The low level of personal life interference with work indicates that respondents are able to separate their personal and professional roles. This finding also aligns with research by Gaol et al. (2023), which explains that work-life balance is related to an individual's ability to maintain psychological engagement with work without neglecting their personal life. In the context of this

study, educational staff are able to fulfill both family and personal responsibilities while maintaining professionalism in their work.

The work facilities indicator found relatively lower scores compared to the other indicators. While still in the high category, these results indicate that organizational support can still be improved. Support in the form of adequate work facilities can help individuals perform their jobs more effectively and reduce the potential for work stress.

Table 6. Descriptive Statistics of Personal Life Enhancement of Work (PLEW)

<i>Personal Life Enhancement of Work (PLEW)</i>	
INDICATOR	MEAN
EMOTIONAL CONDITION:	
I can enjoy my work	4,1
I can adjust my mood at work when I have problems.	4,1
WORKPLACE SUPPORT:	
I received positive support from my superiors and coworkers.	4,1
I got a workplace that supports soft skill development.	3,8
MEAN	4,0

(Source: Processed data, 2026)

Based on Table 6, the Personal Life Enhancement of Work (PLEW) dimension obtained an average score of 4.0, indicating that respondents' personal lives positively contributed to their work performance. The Personal Life Enhancement of Work (PLEW) dimension obtained an average score of 4.0. This result indicates that personal life positively contributes to work performance.

A high PLEW score indicates that a good personal well-being can be a source of positive energy at work. Respondents reported being able to enjoy their work and adjust their emotional state when facing personal challenges. This indicates that personal life is not only a domain that must be balanced but can also be a psychological resource that supports work.

This finding aligns with Greenhaus and Powell's (2006) work-family enrichment theory, which explains that resources obtained from one life domain can improve an individual's quality of life in other domains. In the context of this study,

family support, emotional well-being, and personal experiences are resources that help education personnel perform their work more effectively.

The results of this study also support the research of Darmawan and Narundanna (2023) on work-life balance at PT PLN (Persero) ULP Teluk Betung. The study found that Personal Life Enhancement of Work (PLEW) was the dimension with the greatest contribution to supporting performance improvement. This indicates that a positive personal life can increase an individual's motivation, energy, and effectiveness at work. Thus, the results of this study reinforce the understanding that organizations need not only reduce work-life conflict but also create conditions that enable personal life to become a source of improved work quality.

Table 7. Descriptive Statistics of Work Enhancement of Personal Life (WEPL)

<i>Work Enhancement of Personal Life (WEPL)</i>	
INDICATOR	MEAN
PERSONAL COMFORT:	
I feel calm when working	4,0
I can fulfill my personal needs through work	4,0
FAMILY SUPPORT:	
I have family support for my work	4,5
My family accepts and adapts to my work situation	4,4
MEAN	4,2

(Source: Processed data, 2026)

The data in Table 7 shows that the Work Enhancement of Personal Life (WEPL) dimension achieved an average score of 4.2, one of the highest among all work-life balance dimensions. These results indicate that work provides positive benefits to the personal lives of educational staff. These benefits can include economic stability, self-confidence, experience, skills, and personal satisfaction. High levels of family support for work indicate that family plays a crucial role in maintaining work-life balance.

These findings support Fisher et al. (2009) who argued that work-life balance is not solely related to conflict but also how work can enhance an individual's

quality of life. When work provides positive experiences, individuals can carry these benefits into their personal lives. These results also align with Darmawan and Narundanna (2023), who found that Work Enhancement of Personal Life (WEPL) is an important dimension of work-life balance because work can positively impact an individual's quality of life.

Overall, this study indicates that educational staff at Soegijapranata Catholic University have a good work-life balance. The research results show that the relationship between work and personal life not only reduces conflict but also creates an enriching process. This finding implies that human resource management in higher education institutions needs to pay attention to employee well-being. Leadership support, a positive work environment, work facilities, and opportunities for self-development need to be continuously strengthened so that work can be a source of improving the quality of personal life while supporting the effectiveness of educational staff.

To obtain a more detailed picture of work-life balance among various groups of educational staff, a cross-sectional descriptive analysis was conducted based on respondent characteristics. Table 8 elaborates on the state of work-life balance based on respondent characteristics. The analysis shows that work demands do not interfere with respondents' personal lives, and conversely, personal lives do not interfere with work performance. This condition is consistent across various respondent groups, based on parenting styles, tenure, gender, education level, family status, physical proximity (domicile) to spouse, and spouse's employment status. This consistency is reflected in respondents' high perceptions of the WIPL and PLIW dimensions across all observed characteristic groups.

However, high scores on the conflict dimension do not always correspond to high perceptions of the personal life enrichment dimension relative to work. Of the 40 respondents, three (7.5%) perceived the Personal Life Enhancement of Work (PLEW) dimension as low, falling below the scale's midpoint (2.50). This finding indicates that although their personal lives do not interfere with their work, various aspects of their personal lives, such as family support, social relationships, hobbies, religious activities, physical and mental health, and activities outside of work, are

not perceived as making a significant positive contribution to their work. In other words, their personal lives are not functioning optimally as a source of energy, motivation, inspiration, or psychological resources that can enhance respondents' performance, work enthusiasm, creativity, or work effectiveness.

Conversely, the Work Enhancement of Personal Life (WEPL) dimension was perceived as high by all respondents. This indicates that the experiences, skills, achievements, and various benefits gained from work positively influence respondents' personal lives. This finding indicates a transfer of benefits from the work domain to their personal lives, such as increased self-confidence, well-being, ability to manage daily life, and the quality of relationships with family and social circles.

An interesting aspect of this study is the small group of respondents who perceived low PLEW but high WEPL. This indicates that the relationship between work and personal life does not always produce equal levels of enrichment in both directions. Although the work-family enrichment theory developed by Greenhaus and Powell (2006) explains that resources obtained from one domain can improve role quality in another domain, the results of this study indicate that the process of resource transfer occurs more strongly from work to personal life. This condition may reflect the characteristics of respondents who are predominantly individuals at a relatively established career stage, making work the primary source of various economic resources.

COMPARISON OF WORK-LIFE BALANCE BASED ON GENDER

Based on the data processing results shown in Table 8, the Independent Samples t-Test results show that the Levene's Test value is 0.756, greater than 0.05, so the variance of the two groups is considered homogeneous. Furthermore, the t-test results show a t value of 0.317, with $df = 38$ and a significance value of $0.753 > 0.05$. These results indicate that there is no significant difference in work-life balance (WLB) between the two groups being compared, namely men and women. The mean difference value is 0.04389, with a 95% confidence interval of -0.23679 to 0.32456.

Table 8. Results of the Independent Samples t-Test for the Work-Life Balance (WLB) Variable

Variabel	Levene's Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% CI
WLB	0,756	0,317	38	0,753	0,04389	-0,23679 - 0,32456

(Source: Processed data, 2026)

These findings align with research by Prasad and Sreenivas (2019), who examined differences in work-life balance among 180 university lecturers in Bengaluru, consisting of 90 men and 90 women. Independent samples t-test results showed no significant differences in perceptions of work-life balance between male and female lecturers.

Similar results were also found by Sandra and Ashwini (2023) in a study of 100 professional workers. The study found no significant differences in work-life balance based on gender. This finding indicates that men and women in the study sample had relatively similar levels of work-life balance.

The absence of gender-based differences in work-life balance in this study confirms research by Rahmayati (2021), which found that women's work-life balance achievement is significantly influenced by their ability to delegate household chores (outsourcing) and utilize technological flexibility (techflexing). This is also supported by research by Pratiwi (2021), who found that work-life balance for women can be achieved through simplifying, outsourcing, bundling, techflexing, and alternating. Thus, these findings confirm that equal work-life balance between male and female workers is the result of adaptive strategies such as outsourcing and techflexing. These adaptive strategies can minimize structural barriers and dual role conflict for women.

According to Bhaumik and Rekha (2024), employee work-life balance is highly dependent on the presence of supportive organizational policies. Well-implemented institutional policies at University X have been shown to balance employee roles, resulting in a balanced work-life balance between men and women.

CONCLUSION

Based on the data analysis conducted, it can be concluded that the overall level of work-life balance (WLB) of educational staff at University X is relatively high. This is indicated by the dominant values in the Work Enhancement of Personal Life (WEPL) and Work Interference with Personal Life (WIPL) dimensions, which have the highest average score, namely 4.2. This finding indicates that work in higher education provides a significant positive contribution to the quality of employees' personal lives through economic stability, competency development, and increased self-confidence, while the boundaries between work and personal matters are well maintained.

On the other hand, the Personal Life Enhancement of Work (PLEW) dimension recorded the lowest average value among the other dimensions, although it remains in the high category. This condition shows that the process of transferring benefits from the work domain to personal life is running stronger than the reverse direction, where various personal life factors have not fully optimally functioned as supporting resources for work effectiveness. Furthermore, the results of the inferential difference analysis using the Independent Samples t-Test confirmed that there was no significant difference in work-life balance between male and female educational staff ($t = 0.317$; $p = 0.753 > 0.05$). The creation of equal work-life balance between genders is driven by the presence of a supportive organizational environment and policies at Higher Education X, combined with the adoption of adaptive strategies independently by both female and male employees, such as the use of technological flexibility (techflexing) and delegation of household tasks (outsourcing).

As a suggestion for this finding, the university management is recommended to continue to improve work support facilities and strengthen employee welfare programs that focus on the development of soft skills and mental health to optimize positive encouragement of personal life towards performance. In addition, improvements to the reward system, career development, and the collection of employee ideas also need to be continuously considered to maintain job satisfaction in a sustainable manner. For further research, it is recommended to expand the

sample scope to several other universities and apply qualitative methods so that the mechanisms of adaptive strategies carried out by male and female employees can be explored more comprehensively.

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