

Work-Life Balance in Higher Education: Literature Review and Future Agenda

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Abstract- The purpose of this paper is to analyze the work-life balance literature related to higher education and provide an overview for further research directions. The methodology used in this paper is to review various previous literature related to the topics discussed. The literatures used are papers from various journals that are obtained from search engines using certain keywords related to the terms used to indicate the topic of discussion. Literature review and research on work-life balance on students as objects are still very rare, especially in Indonesia, which has a unique education system compared to other countries. It was found that in a pandemic situation such as the one currently ongoing, the work-life balance for students needs to be given more attention in order to design higher education policies that are more relevant to the development of the situation and condition of students. conducted a literature review of work-life balance in the context of higher education in Indonesia. This paper conducts a specific literature review on the topic of work-life balance in higher education with case studies on the implementation of education in Indonesia and also proposes several future agendas for future researchers, especially in the context of education.

Keywords: *work-life balance, higher education, college student.*

1. Introduction

Historically, according to Frame and Hartog (2003), the concept of work-life balance (WLB) first appeared in the 1979s in the context of women's problems that developed to be more focused on the context of recruitment around the end of the 1980s. Meanwhile, another opinion has written differently that work-life issues have been recorded since 1960's and have gained greater concern during the next past two decades (Senthilkumar et al., 2012). Regardless of these differences, work-life balance has been recognized as a hot topic today along with the development of human resource research.

Evidence shows that work-life balance has attracted the attention of decision makers in the international world with the birth of many regulations governing crises and conflicts between work and life (Asiedu-Appiah et al., 2014) also corroborated by articles by Das and Baruah (2016) who said that the attention was also received from academics, companies and employees. Nowadays, this topic has become popular when talking about employment (Jaharuddin & Zainol, 2019). With the times, work life balance does not only refer to business companies, but also to communities or non-profit organizations including educational institutions. Especially in higher education, there is a lot of diversity of characteristics, such as those carried out by Sprung and Rogers (2020), Pookaiyaudom (2015), Munn (2013), Lester (2015), Hershatter and Epstein (2010).

It is reasonable for WLB to be very popular, studied and discussed in various circles because it has strategic value in an organization. Human resources in a company are the biggest asset, because they can greatly

influence all activities within the company, either directly or indirectly (Nguyen & Meek, 2015). According to Jaharuddin and Zainol (2019), WLB is essential in achieving emotional, psychological and cognitive stability of employees to promote organizational effectiveness. A good work-life balance causes a reduction in stress, and an increase in performance, loyalty, and motivation at work (Lekchiri & Eversole, 2020). In business organizations, WLB is an instrument that is very important for company productivity in order to achieve its effectiveness and efficiency for human resources (Pocock, 2005; Groeneveld et al., 2009; Nord et al., 2002). Several studies have shown that the various benefits of WLB are well implemented in companies as was done by Jamali (2009), Carlson et al. (2009), Odriozola and Baraibar-Diez (2018), Chandra (2012). The conclusion of the results of empirical research conducted by researchers shows a strong relationship between the implementation of WLB which is good in managing stress, well-being, physical and emotional of employees as findings from Tasdelen-Karckay and Bakalm (2017), Hughes and Bozionelos (2007), Pocock (2005), Marchese et al. (2002) and Felstead et al. (2002).

Although WLB has been extensively researched in an organizational context (Senthilkumar et al., 2012). But, there is still very little in the context of higher education institutions (Hwaa et al., 2018). Even though the work-life balance study of academics has become a matter of curiosity over time (Helvacı, 2017). Several researchers who studied WLB in higher education include (Sprung & Rogers, 2020; Hershatter & Epstein, 2010; Haar et al., 2014; Lester, 2015 and Casper et al. 2007).

In Indonesia, universities have three important roles, namely to educate, to research, and to carry out community services, known as the Tridharma of Higher Education (Sari & Seniati, 2020). The role of education is very strategic in all countries as the backbone and institutions that prepare educated human resources for industry (Pandey & Jha, 2014). Universities must have the ability to allocate their resources to be able to survive and maintain the continuation by producing graduates who are able to transform with their environment (Bucea-Manea-Țoniș et al., 2020). Education in each country is unique which has implications for the education system which varies from country to country, including Indonesia which has its own education system. WLB in the context of higher education needs further studies because it is very close to the conflict between education, work, and the personal life of the academic community. Moreover, in a pandemic situation which is still ongoing till this paper made, it cannot be denied that higher education is also affected but still has to maintain the quality of its graduates (Rashid & Yadav, 2020).

2. Literature Review

2.1 Defining WLB

There is plethora definitions of work-life balance but generally it is defined as a state of in which the demands of both a person’s job and personal life are equal, simply it is about how ones investing equal amounts of time and energy between work and personal life (Senthilkumar et al., 2012). However, work life balance mostly considered as a negative aspect (Meharunisa, 2019). According to various literatures on work-life balance, work-life balance is interpreted differently, meaning that there is no mutually agreed definition to be used. Each proposed work-life balance definition has various factors that are considered relevant to achieve balance. In this section, work-life balance definition will be discussed from various literature.

Table 1: Work-Life Balance Definitions Comparison

No.	Name (Year)	Definition	Keyword(s)
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1	(Lekchiri & Eversole, 2020)	WLB is the ability to fulfill family and work responsibilities without feeling overwhelmed, anxious or stressed.	<ul style="list-style-type: none"> • Ability to fulfill family • work responsibilities • without feeling overwhelmed, anxious or stressed.
2	(Kalliath & Brough, 2008)	Work–life balance is the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual’s current life priorities.	<ul style="list-style-type: none"> • Individual perception • Work and non work activities • Individual’s current life priorities
3	(Sue Campbell Clark, 2000)	Work–life balance is satisfaction and good functioning at work and at home with a minimum of role conflict.	<ul style="list-style-type: none"> • Satisfaction and good functioning at work and home • minimum of role conflict.
4	(Darcy et al., 2012)	Work–life balance is the general term used to describe organizational initiatives aimed at enhancing employee experience of work and non-work domains.	<ul style="list-style-type: none"> • Organizational initiatives • enhancing employee experience of work and non-work domains.
5	(Munn, 2013)	Work–life balance is simply how individuals choose to prioritize their work, family, individual, and community responsibilities	<ul style="list-style-type: none"> • Prioritize work, • family, • individual, • community responsibilities
6	(Haar, 2013)	WLB is defined as the extent to which an individual is able to adequately manage the multiple roles in their life, including work, family and other major responsibilities.	<ul style="list-style-type: none"> • Adequately manage the multiple roles in life, • work, • family, • other major responsibilities

7	(Felstead et al., 2002)	Work-life balance is defined as the relationship between the institutional and cultural times and spaces of work and non-work in societies where income is predominantly generated and distributed through labour markets.	<ul style="list-style-type: none"> • Relationship between the institutional, • cultural times, • spaces of work and non work.
8	(Hill et al., 2001)	Work-life balance may be defined as the degree to which an individual is able to simultaneously balance the temporal, emotional, and behavioral demands of both paid work and family responsibilities.	<ul style="list-style-type: none"> • simultaneously balance the temporal, • emotional and behavioral demands, • paid work and family responsibilities.
9	(Punia & Kamboj, 2013).	Work-life balance, in its broadest sense, can be termed as an individual's level of satisfaction, involvement or compatibility among the multiple roles in life	<ul style="list-style-type: none"> • individual • satisfaction • involvement • compability among multiple roles in life.
10	(Greenhaus et al., 2003)	Work-life balance is the extent to which an individual is equally engaged in—and equally satisfied with—his or her work role and family role.	<ul style="list-style-type: none"> • Equally engaged • satisfied with work role and family role.
11	(Greenblatt, 2002)	Work-life balance is how a person chooses to prioritize the things that are most important to them.	<ul style="list-style-type: none"> • Prioritize the things that are most important to them.
12	(Grzywacz & Carlson, 2007)	Work-life balance is defined as accomplishment of role-related expectations that are negotiated and shared between an individual and his or her role-related partners in the work and family domains.	<ul style="list-style-type: none"> • Accomplishment of role-related expectations • work and family domains.

13	(Chandra, 2012)	WLB is about paying attention to both work and family responsibilities. It means individuals should take responsibility for managing .	<ul style="list-style-type: none"> • Paying attention • work and family responsibilities
14	(Crooker et al., 2002)	Work-life balance is the stability characterized by the balancing of an individual's life complexity and dynamism with environmental and personal resources such as family, community, employer, profession, geography, information, economics, personality, or values.	<ul style="list-style-type: none"> • Balancing of an individual's life complexity and dynamism • environmental and personal resources • family, • community, • employer, • profession, • geography, • information, • economics, • personality, • values.
15	(Sirgy & Lee, 2016)	Work-life balance reflects balance of time, involvement, and satisfaction across life domains.	<ul style="list-style-type: none"> • Balance of time • Involvement • satisfaction across life domains.

Literature addresses several aspects of work-life balance: (i) dividing work-life balance into work and family (Grzywacz & Carlson, 2007; Greenhaus et al., 2003; Chandra, 2012; Hill et al., 2001; Lekchiri & Eversole, 2020), (ii) work and non-work (Kalliath & Brough, 2008), (Felstead et al., 2002), (Darcy et al., 2012), (iii) individual abilities, which allow individuals to combine their work with other responsibilities and activities (Haar, 2013; Crooker et al., 2002), (iv) balance with minimal role conflict (Clark, 2000). (v) how a person chooses to prioritize the things that are important to them (Crooker et al., 2002; Munn, 2013).

The concept of WLB consists of three words and the word "work" includes career and ambition, while "life" includes: health, comfort, family and spiritual development (Punia & Kamboj, 2013). Although there are many studies on work-life balance, it is rare for researchers to describe the meaning of balance, work, and life separately. "Balance" is a metaphor, "work" means paid employment and "life" includes activities outside of work (Guest, 2002). "Work" includes activities related to various forms of work and paid work and "life" focuses on activities or activities that are outside the context of work such as; family life, personal, for example: hobbies, friends, community, relationships, and other responsibilities. Then, when is it said to be balanced? Balance is felt when a person can feel satisfied and have a good function at work and at home, with minimal role conflict (Clark, 2000). In this article, the context of work is expanded to include activities related to studies or even understood as other activities that require a person to fulfill obligations in certain institutions. In the context of work-life balance, generally "balance" is defined as a positive thing, whereas

"imbalance" is defined as a negative thing.

However, the term of balance is subjective. This is almost the same as Munn (2013) which states that achieving balance is influenced by choices made by individuals, the existence of work-life initiatives, organizational culture, and the meanings and goals found by a person at work and outside of work such as family, individual, and their community role. From the various definitions of Work-life balance that exist in the literature, we can conclude work-life balance as the extent to which individuals are able to manage and divide between work responsibilities, family, personal interests, and other important aspects of their life. Work-life balance, in its broadest sense, can be termed as an individual's level of satisfaction, involvement or compatibility among the multiple roles in life (Punia & Kamboj, 2013).

2.2 WLB Research Context

WLB Research in Academic

WLB in the academic world has been carried out in various industries including: (i) Education (Sprung & Rogers, 2020) he discussed that students have a commitment both inside and outside the classroom to improve their personal identity, but when they do not get WLB it does not rule out the possibility of experiencing frustration; (ii) health (Pocock, 2005) which sees WLB includes psychological aspects that affect the level of satisfaction, stress, and happiness; (iii) Entrepreneurship (Rehman & Roomi, 2012) examines the point of view of women establishing businesses independently in order to experience freedom, control, and to realize WLB for their lives.

WLB Research in Various Country

WLB research has also been carried out in various countries including: (i) Pakistan (Rehman & Roomi, 2012); (ii) Malaysia (Koon, 2020); (iii) Australia (Pocock, 2005); USA (Munn, 2013); (v) Countries in Europe (Smithson & Stokoe, 2005) he also said that the WLB talks came from the US and UK countries, this spread very quickly to various countries.

WLB Research in Gender Scope

Furthermore, work-life balance research in the context of gender: Lazăr et al. (2010) states that women are not given restrictions on the application of WLB, because of a transformation in the family structure. Meanwhile, Lekchiri and Eversole (2020) argues that women are given restrictions in work because they are considered to be dominated by men. Helmle et al. (2014) stated that WLB has become one of the gender topics in the roles and expectations of both women and men in terms of how far it can affect individuals towards work with family roles that will cause stress. Meanwhile, the statement by Hughes and Bozionelos (2007) that WLB is one of the main concerns to get even though in fact men have a low potential for experiencing WLB compared to their female counterparts. Women have a greater tendency to experience work-life balance disorders than men according to Stavrou and Ierodiakonou (2015) although this is not always the case.

WLB Research in Various Profession

In addition, WLB research from a profession or status they have, such as: (i) Smith et al. (2016) for WLB accountants is very important both in the future and currently because it can determine decisions related to future careers; (ii) Casper et al. (2007) found that in terms of work and life for single people they are treated differently compared to their married counterparts with children; (iii) Adkins and Premeaux (2019) stated that WLB is important for most employees, there are even single, childless employees who want to get WLB

and convey that relationships such as with parents and friends who form family relationships are very important; (iv) Lester (2015) states that often female lecturers who already have children tend to hide their pregnancies and refuse to stop working hours because they are afraid of the expectations of colleagues who think they have low commitment for a career.

WLB Research in Relation to Culture

As for the statement that culture is one factor that is considered to have a negative impact on WLB because the diversity of habits, customs, social and dynamic environments makes culture too broad and unstable, especially for women who tend to be unstable and easy to change in making decisions and carrying out responsibilities work with life outside of work (Lazăr et al., 2010; Connell, 2005; Forsyth & Debruyne, 2007; Brough et al., 2008). Culture also affects gender in carrying out work-life balance because the roles of women and men are different when outside the company but are demanded to remain the same if inside the company, for example working hours or work demands or workload (Xiao & Cooke, 2012; Connell, 2005; Lazăr et al., 2010). Other studies argue that culture has a good impact on the company because it acts as a mediator in carrying out several work activities in companies that are believed to be able to improve the social skills of each employee (Stavrou & Ierodiakonou, 2015; Sánchez-Vidal et al., 2012). Apart from culture, there are several factors that are considered to be the complexity and dynamism of WLB, namely religion, economic development, history, social, political, community, information, employers and values (Crooker et al., 2002; Kalliath & Brough, 2008; Xiao & Cooke, 2012; Lewis et al., 2007; Munn, 2013; Wu et al., 2013).

2.3 Dimension of Work and Life

WLB research in the academic world is viewed in various dimensions, meaning that it is not always between personal life and work as was done by Gilbert (2010) and Lerner (2010) argues that work-life balance depends on one's identity, seen in the current situation (for example, being a parent, being sick or disabled, or caring for elderly parents) and related to the family's social culture. There is a difference between single employees without children and employees who are married and have children. Where singles say that in terms of work and life, they are treated differently from colleagues who are married and have children, and it is considered that life outside of work is not as important as married employees (Lerner, 2010; O'Meara & Campbell, 2011; Casper & DePaulo, 2012; Casper et al., 2016; Casper et al., 2007; Casper & Swanberg, 2009). According to Virick et al. (2007) and Moen et al. (2008) in work and non-work areas, employees with high work-life balance show the same investment, time, and commitment. However, when employees do not find a balance between work and non-work life, they will face conflict between roles. In the WLB literature, this conflict is defined as a disruption to work and family / personal roles, which can bring pressure or problems to the individual, or is directly caused by undue stress from personal work and family / personal roles. Another opinion comes from Grzywacz and Carlson (2007), Kreiner et al. (2009) and Nippert-Eng (1996), when individuals fully participate in roles in various domains of life and manage to meet their expectations for these roles, they will experience work-life balance. Everyone plays an important role in determining the balance needed and they create balance through negotiating, the boundaries between work and life, and using it as a way to simplify and understand their environment (Higgins et al., 2010; Matusik & Mickel, 2011; Sarker et al., 2012; Semlali & Hassi, 2016; Ruderman et al., 2002). The view from other contexts is work (Kumar & Shivakumar, 2011; Bloom & Van Reenen, 2006; Frone et al., 1992; Parasuraman et al., 1996); Parris et al., 2008; Thomas & Ganster, 1995; Veiga et al., 2004). Since the 1980s, the concept of work-life balance has attracted the attention of the public in response to employees' unhealthy

work-life choices. Work-life balance has been shown to be a factor that can influence important workplace issues, such as employee turnover, stress, organizational commitment, absenteeism, job satisfaction and productivity. Then other researchers argue that many organizations need long working hours, which are signals of organizational commitment, productivity and development motivation, which are based on a normative understanding of the nature of work and career paths (Clarkberg & Moen, 2001; Pocock, 2005). In another view by Kodz et al. (2002), Beauregard and Henry (2009) having the belief that using work-life balance practices will negatively impact their career prospects seems to be a strong motivation for employees to use this practice. An organizational culture that does not support work-life balance issues reinforces this perception. Research conducted by Lobel (1999), Dex and Scheibl (2000), Glass and Finley (2002), Carrasquer and Martín (2005), Albert et al. (2010), Hughes and Bozionelos (2007) confirms that the practice of WLB can increase employee loyalty and engagement, job satisfaction and productivity, and reducing absences, sick leave, delays, work intentions or work pressure. Furthermore, in human resource practices that companies can use to increase WLB among employees, are as follows: (1) Practices that help use time flexibly, such as flexible time, annual working hours, hours and hour compression, (2) Give workers flexibility spatial, such as remote work or video conferencing; (3) Reducing time, such as part-time and group work; (4) Leave, such as maternity leave and paternity leave that exceeds the legal amount, requesting leave and (5) employee assistance and consultation plans (Cascio, 2000; De Luis et al., 2002; De Cieri et al., 2002).

In addition to the two dimensions discussed, namely personal life and work, there are several other contexts including family. Previous researchers have argued that family is an important indicator for the sustainability of the work-life balance program, because it is considered to increase the ability, enthusiasm, satisfaction, and respect which will have a good effect on the quality of work produced while in the company (Wayne et al., 2006; Greenhaus & Powell, 2006; Ruderman et al., 2002; Brummelhuis & Lippe, 2010). Work-life balance is considered as one of the important sources in adjusting between expats and their families, their own quality of life, welfare, and the achievements made. Apart from that, other researchers also argue that family is a bad influence on work-life balance, because it can neglect employees in carrying out agreed work demands, disturbing company productivity and not maximizing employee performance while working in the office (Carlson et al., 2009; Fenner et al., 2010; Lewis, 2003; Lewis et al., 2008). Family members or partners who are female gender experience pressure from other family members because they are considered unable to play a role at home as they should, with limited or even more time spent outside the home which is a big and strong reason for family members or partners, mutual dependence and obligations in the family or partner that make the number of families or couples who are not supportive and there is an imbalance in work-life balance (Boswell et al., 2007; Park et al., 2011; Boamah & Laschinger, 2016). With more activities outside the home causing fatigue when arriving home is considered to be able to damage relationships between families or partners and interfere with the physical and mental health of the person (Fisher et al., 2009; Magee et al., 2012; Boamah & Laschinger, 2016; Magee et al., 2012; Sprung & Rogers, 2020; Kazmer et al., 2003; Vroman et al., 2002). If it is related to work-life balance with academics and families, some researchers argue that this will have a negative impact on the survival of someone who lives it, because it is considered too many demands outside the home that require family members to understand more about physical conditions and can change people's lifestyles (Matinez et al., 2013; Pookaiyudom, 2015; Arnett, 2000; Brus, 2006; Stimson & Filer 2011; Matinez et al., 2013). In the context of education, expressed by Doble and Supriya (2011), Brus (2006), Matinez et al. (2013), Arnett (2000), Stimson and Filer (2011) that to achieve a balanced student lifestyle, can be achieved through effective time management, eat healthy, stay proactive, set goals and priorities, and drive successful degree completion.

Since most students are in a mature developmental stage, the college years usually provide an environment for students to explore and prioritize their interests, relationships, and character development. Therefore, students must learn to manage competitive demands in all areas of life and decide which commitments are most important to them. Because students have multiple commitments both inside and outside the classroom, while at the same time trying to enhance their personal identity, students who are not sufficiently balanced may feel overwhelmed and / or annoyed and unable to handle their commitments and priorities. Berry and Hughes (2020) revealed that some students felt that traditional learning at the designated school time and place would interfere with family life. This is an important question because comparing online / stress / work time with traditional fixed time / place education is critical to the work-life balance equation. Many students are not completely satisfied with the online experience, but still think it is better than to switch classes at a different time and place. That way students can take more responsibility for their own learning and take responsibility for the amount of work and effort they put into the course (Carlson et al., 2009; Sayah, 2013).

WLB research in the academic world is viewed in various dimensions, meaning that it is not always between personal life and work. In terms of full-time employment, many organizations demand long working hours as a signal of organizational commitment, productivity and motivation for progress, which is based on normative perceptions of the nature of the job and career paths (McDonald et al., 2013). Organizations can facilitate WLB by providing support to families (e.g., onsite childcare) and alternative work schedules (Feeney & Stritch, 2019). Meanwhile, according to Byrne (2005), work-life balance can be in the form of flexible time, additional time, alternative rest time, compressed work time, shift exchange, own list of names, annual time, division of labor, long-term work, work at home, remote work, rest after work. Then teachers and staff who support work-life policies (such as taking leave after giving birth, stopping working hours, or using flexible work arrangements) often do not use these facilities because they are concerned that it will adversely affect their careers (Drago et al., 2005; Finkel et al., 1994; Sullivan et al., 2004; Yoest, 2004). But, when employees do not find a balance between work and non-work life, they will face conflicts between the roles of Cegarra-Leiva et al. (2012) while Virick et al. (2007) argues that a high work-life balance in work and non-work areas indicates the same investment, time, and commitment. As for the view of the part-time work context, in general, flexible working hours refer to employees to work certain hours of the day, but they can flexibly choose when to work at other times (Smith et al., 2016; Pocock, 2005). To achieve work-life balance (family, hobbies, art, travel, studies and so on), part-time work is a solution to balancing work and life (Frame & Hartog, 2003). According to Pocock (2005), the number of working hours is one aspect of WLB - with the hope that the fewer hours worked, the more time available for the family. Australia has one of the highest rates of part-time employment in the OECD. different from western countries which have less time to work than non-western countries (Chandra, 2012). Apart from that, from the educational context (Doble & Supriya, 2011; Brus, 2006; Stimson & Filer, 2011; Matinez et al., 2013), a balanced student lifestyle can be achieved through effective time management, eating healthy, remaining proactive, setting goals and priorities, and encouraging successful degree completion. According to Sprung and Rogers (2020), online learning is considered less effective (Berry & Hughes, 2020) because students are deemed to still need to strengthen their personal identity (Sprung & Rogers, 2020) by exploring interests and relationships for character development (Arnett, 2000; Sprung & Rogers, 2020). Meanwhile, Berry and Hughes (2020) consider that online learning is more effective because it does not interfere with family life and students can carry out studies anywhere. In contrast to the previous opinion, Cousins and Robey (2015) and McCloskey (2016) argues that online learning can be in tune with other life activities that can be carried out anytime, anywhere, and there is no pressure and difficulty to organize and reorganize.

According to Pasamar and Cabrera (2013), to balance work and non-work activities, such as sports, study and travel, organizations facilitate work-life balance for employees. They try to find valuable time for their personal lives by neglecting family, friends and recreational activities to carry out work goals (Pookaiyaudom, 2015). For some employees, WLB is able to manage various roles in their life such as work and sports, or community, church (Haar, 2013), free time, training courses, rest or social life (Cegarra-Leiva et al., 2012). A stressful workplace makes employees dissatisfied with work-life balance and impacts on life, because time and sources of attention are shifted to "needs" rather than "choices" activities, dissatisfaction arises, and has a negative impact on work, non-work life (such as family time, hobbies, and social goals) (Barber et al., 2019). As for WLB from the family scope, the opinion of de Luis Carnicer et al. (2004) point out the importance of work-life balance, especially among single parents, working women, multiple career partners, and fathers who are heavily involved in the care of Adkins and Premeaux (2019) to balance work with family. The findings of Westman et al. (2009) show that wives will pay more attention to the welfare of their husbands and that the satisfaction of their wives depends on their husband's life satisfaction (Allen et al., 2014). Mothers tend to come home early and spend time with their children, while fathers tend to arrive late and spend time alone. While other research (Lekchiri & Eversole, 2020) found that there is a need for childcare and time and leave arrangements to increase labor force participation. At the primary career stage, working women tend to choose not to have children, while men are more likely to have children during that stage (Mason & Goulden, 2002). Lewis and Beauregard (2016), Beauregard and Henry (2009) states that wives who work and have children have a higher level of family conflict with work and that the existence of a work-life balance organization is more important to them. Sudanese female managers who have become wives put their families first and this hinders their career advancement and causes them to be underrepresented in the top management ranks (Lekchiri & Eversole, 2020).

2.4 WLB Model (fulfilled vs not fulfilled)

The consequences of fulfilling WLB and lack of WLB include:

The advantage of work-life balance is that having a good work-life balance will provide energy and a positive attitude, so that internally it can inspire and inspire employees to participate in the work of Wood et al. (2020). Lobel (1999), Dex and Scheibl (2000), Glass and Finley (2002), Carrasquer and Martín (2005), Albert et al. (2010), Hughes and Bozionelos (2007) assert that the practice of WLB increases staff loyalty and commitment, job satisfaction and productivity, and reduced absences, sick days, tardiness, intentions to move, or stress at work. The purpose of a work-life balance program is to help provide support to balance workers' personal lives (Wang & Verma, 2012) but also lead to better work performance and ethical decision making (Linnhoff et al., 2014; Smith et al., 2016). McDonald et al. (2013) employees who use a work-life balance are considered by colleagues to have a lower level of organizational commitment and have a negative impact on their career prospects. Other shortcomings are (Boamah & Laschinger, 2016) causes tension, fatigue and health problems, as well as marriage, work and life dissatisfaction.

Berry and Hughes (2020) suggest that the existence of online learning for students today indicates flexibility and reduced stress related to home and work responsibilities. Some argue that mobile technology decreases efficiency and can increase conflict and work-related stress. Because work can be done anytime and anywhere, which can have a big impact on work activities and personal time. Job demands and a lack of work-life balance controls have a negative impact on (Magee et al., 2012) stress, fatigue and health problems, as well as marriage, work and life dissatisfaction with Boamah and Laschinger (2016). Meanwhile, students can cause stress, increased anxiety, and depressive symptoms (Sprung & Rogers, 2020). If it is related to work-life balance with academics and families, some researchers argue that this will

have a negative effect on the survival of someone who lives it, because it is considered too many demands outside the home that require family members to understand more about physical conditions and can change people's lifestyles (Pookaiyaudom, 2015).

2.5 WLB in the world of higher education

The challenges of higher education and academics continue to develop nationally and globally which will have an impact on a person's job satisfaction and the role of his personal life (Khairunneezam et al., 2017). In recent decades, work pressure in the academic world has created many new stressors (Punia & Kamboj, 2013). Several studies have conducted research on work-life balance in higher education. Mazerolle and Barrett (2018) said that WLB in Higher Education is related to gender issues and further (Helvaci, 2017) says that female academics will be more difficult to reach WLB compared to male academics. However, Punia and Kamboj (2013) found that there were no significant differences based on gender and marital status among teachers.

Other studies say that the focus is on work balance in higher education or university, namely, the demand for good grades, organizational demands or other abilities outside of academia, childbirth, age, experience, costs, culture, working time, study time, family time, demographic changes, psychology to sociology that also impact their mental health (Sprung & Rogers, 2020; Hershatter & Epstein, 2010; Haar et al., 2014; Fairweather et. al., 2006). Students who are single or undergoing regular college, have less work life balance obstacles, because they have more full support from their families and different priorities that are decisive in achieving success in high school to get far more maximum results in both academics and non academics (Sprung & Rogers, 2020; Casper et al., 2007; Brummelhuis & Lippe, 2010). What usually becomes an obstacle for students who are single or full-time studying is the pressure of studying in the form of independent tasks, especially for those who are far from their parents (Casper et al., 2007; Brummelhuis & Lippe, 2010). According to Sprung and Rogers (2020), students are not only pursuing degrees but also to strengthen their identity through much more scientific knowledge, both theoretically and practically.

3. Method

The study was carried out a four-stage iterative process to conduct an exhaustive review of work-life balance literature: (1) undertaken through search based on key words around a hundred articles were gathered; (2) identification of the relevant literature; (3) in-depth structural and content-based analysis of the literature; and (4) integration of articles and clustering into categories to synthesize the research. In the final stage 141 articles were utilized for this article.

4. Results and Discussion

The WLB phenomenon can occur in any organization, including higher education institutions. The lecture program that provides space for students with diverse characteristics raises a bigger challenge for students and managers of higher education to adjust to create WLB. Especially for students, WLB can be developed into a "work-life-study balance". We have proposed this term to clarify the position of the study which has its own peculiarities in the literature review. As has been done by Moreau and Leathwood (2006) that companies and higher education strive to create a balance for workers or students in order to complete their responsibilities when the roles as employees and students are carried out at the same time. This indication has been conveyed by Kinman and Jones (2008). Most academics do not appear to have a work-life balance that meets their needs and the needs of their families. Likewise, To survive in academia, one must adapt to external demands and deteriorating working conditions, while simultaneously responding to demands from

the non-work field (Ren & Caudle, 2016).

The need to design an education system and a company system that offers flexibility for someone to take dual roles as employees and students is increasingly apparent. It cannot be denied and avoided that this demand in Indonesia already exists and must be realized immediately. Given that Higher education students are based in further education colleges are a distinctive group with specific characteristics as stated by Lowe and Gayle (2007). This is corroborated by the statement from Ylijoki (2013) that the work-boundary between working time and private time does not only concern time, but ultimately also the moral foundation and basic meaning of academic work and universities as institutions. Moreau and Leathwood (2006) continue that Efforts by universities and employers to understand and reduce pressure on working students appear to be limited. This limitation could be further increased by the current COVID 19 situation. In a country like Indonesia, where the education gap is still quite large, this situation makes it more difficult for higher education to design programs towards the creation of balance. Fetherston et al. (2020) have warned that universities are planning to go through and beyond COVID-19 to a new normal, there is now urgency for debate over how they can continue to meet society's needs for education, translational research, and innovation; and how the principles of management and finance adopted by funding agencies and universities can best support the efforts that lead to these outcomes.

As happened to the company based on the review and results of previous studies related to WLB relating to: (i) the impact and benefits of implementing WLB, (ii) measuring WLB, and (iii) reviewing WLB from a gender perspective very likely to have similarities or perhaps is also unique compared to the application of WLB in other institutions outside of higher education. Gewinner (2019) describes this need that the job crisis as a result of technological advances and the erosion of standard working relationships in academia not only encourages top individual performance, but also requires rethinking of work-life balance.

5. Conclusion

The strategic value and demands for implementing WLB are increasing along with the complexity of modern life which demands a multi-role allocation shared by many people in the current era. The practice of WLB in the world of higher education in Indonesia needs to be paid close attention to by managers of higher education in order to form an education system that provides the right allocation for the academic community, especially students who also work and have other roles to fulfill the needs of their roles.

Subsequent research has sufficient space to study and explore this WLB from various contexts. As an effort to better explain WLB, a review of antecedents, consequences, and cultural factors can be conducted. Especially in Indonesia, with the uniqueness of the education system and the characteristics of existing students, further thinking is needed as an effort to support higher education managers in order to be able to compile and offer education programs that can accommodate various groups and the academic community.

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