

ACHIEVING WORK-LIFE INTEGRATION THROUGH ORGANIZATIONAL CULTURE AND EMPLOYEE WELL-BEING PROGRAMS

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Abstract. *This study examines the influence of Organizational Culture and Employee Well-being Programs on Work-Life Integration among working students at Pamulang University. Work-life balance remains a growing concern, particularly for working students who simultaneously manage professional and academic responsibilities; however, limited studies have explored both factors concurrently in the Indonesian higher education context. Drawing on organizational behavior and human resource management literature, organizational culture and structured well-being programs are theorized as key determinants of employees' capacity to integrate work and personal life. A quantitative approach was employed using a survey method with simple random sampling involving 100 working student respondents at Pamulang University. Data were analyzed using multiple linear regression to assess the relationships among the study variables. The findings reveal that Organizational Culture has a significant positive effect on Work-Life Integration, indicating that a values-driven, flexible, and supportive culture meaningfully enhances working students' ability to balance their roles. Similarly, Employee Well-being Programs demonstrate a significant positive influence on Work-Life Integration, suggesting that structured initiatives such as mental health support, flexible working arrangements, and wellness programs enhance integration capacity. These results underscore the importance of designing organizational strategies that address both cultural dimensions and employee well-being to foster sustainable Work-Life Integration. Organizations and human resource practitioners should prioritize cultivating supportive cultures and evidence-based well-being programs as strategic investments in workforce integration and productivity.*

Keywords: *Employee Well-being; Organizational Culture; Simple Random Sampling; Work-Life Integration; Workplace Flexibility*

1. INTRODUCTION

The boundary between professional obligations and personal life has become increasingly blurred in contemporary work settings, a condition that is particularly pronounced among working students who must simultaneously fulfill the demands of employment and academic study. Work-life integration, defined as the capacity of individuals to harmonize occupational responsibilities with personal, family, and academic roles, has emerged as a critical determinant of psychological well-being, job performance, and academic persistence. Unlike the traditional notion of work-life balance, which assumes a clear separation between work and non-work domains, work-life integration emphasizes the blending of these domains in a manner that allows individuals to function effectively across multiple roles without experiencing excessive role conflict.

Working students represent a unique and growing population within Indonesian higher education, particularly at institutions such as Pamulang University, where a substantial proportion of students are simultaneously employed. This dual status exposes them to

heightened risks of role overload, fatigue, and diminished well-being if organizational and institutional support mechanisms are inadequate. Two organizational factors are theorized to play a central role in shaping the capacity of working students to achieve work-life integration: organizational culture and employee well-being programs. Organizational culture, comprising the shared values, norms, and behavioral expectations within a workplace, influences the extent to which flexibility, empathy, and supportive supervision are embedded in daily operations. Employee well-being programs, which include initiatives such as mental health support, flexible scheduling, and wellness facilities, provide concrete structural mechanisms that enable employees to manage competing demands.

Despite the theoretical importance of these two factors, empirical studies that examine their simultaneous influence on work-life integration remain limited, particularly within the Indonesian context and among the specific population of working students. Most existing research has examined organizational culture or well-being programs in isolation, or has focused on full-time employees in established corporate settings rather than on individuals balancing employment with ongoing academic study. This gap presents both a theoretical and practical concern, as organizations and educational institutions require an integrated understanding of how cultural and structural factors jointly contribute to employees' capacity to manage multiple life roles.

This study aims to examine the influence of Organizational Culture and Employee Well-being Programs on Work-Life Integration among working students at Pamulang University. Specifically, the research addresses three objectives: first, to determine whether Organizational Culture has a significant effect on Work-Life Integration; second, to determine whether Employee Well-being Programs have a significant effect on Work-Life Integration; and third, to determine whether Organizational Culture and Employee Well-being Programs simultaneously influence Work-Life Integration. The findings of this study are expected to provide both theoretical contributions to the literature on organizational behavior and human resource management, as well as practical recommendations for organizations and institutions seeking to support the well-being and productivity of their working-student employees.

2. LITERATURE REVIEW

2.1 Organizational Culture

Organizational culture refers to the shared system of values, beliefs, and norms that guide the behavior of members within an organization and distinguish one organization from another. A strong and adaptive organizational culture fosters psychological safety, mutual trust, and a sense of belonging among employees, which in turn shapes how individuals perceive the legitimacy of balancing work demands with personal obligations. Organizations that cultivate a culture of flexibility and empathy tend to normalize practices such as adjustable working hours and supportive supervisory communication, thereby reducing the perceived conflict between work and non-work roles. Recent studies in organizational behavior emphasize that culture functions not merely as a backdrop to organizational life but as an active mechanism that shapes employees' coping strategies when navigating competing role demands.

2.2 Employee Well-being Programs

Employee well-being programs encompass a range of structured organizational initiatives designed to support the physical, psychological, and social health of employees, including mental health counseling, flexible work arrangements, wellness activities, and financial wellness support. These programs operate on the premise that employee performance and retention are closely linked to holistic well-being rather than compensation alone. Contemporary human

resource management literature highlights those well-being programs that are tailored to the specific needs of employee subgroups—such as working students who face dual academic and occupational demands—yield stronger outcomes than generic, one-size-fits-all initiatives. By providing concrete resources and structural accommodations, well-being programs reduce the practical burden associated with managing multiple roles and enhance employees' sense of organizational support.

2.3 Work-Life Integration

Work-life integration represents an evolution of the traditional work-life balance construct, reflecting the reality that, for many contemporary workers, the boundaries between professional and personal domains are porous rather than fixed. Rather than seeking strict separation, work-life integration emphasizes individuals' ability to fluidly manage responsibilities across domains in a way that minimizes role conflict and supports overall functioning. For working students, successful integration depends heavily on external enablers, including supportive organizational culture and accessible well-being resources, since these individuals typically have limited control over their academic schedules. The conceptual model of this study therefore positions Organizational Culture (X1) and Employee Well-being Programs (X2) as the independent variables that are hypothesized to influence Work-Life Integration (Y) as the dependent variable.

Based on the theoretical foundation outlined above, the following hypotheses are proposed:

H1, Organizational Culture has a significant positive effect on Work-Life Integration

H2, Employee Well-being Programs have a significant positive effect on Work-Life Integration

H3, Organizational Culture and Employee Well-being Programs simultaneously have a significant effect on Work-Life Integration.

3. RESEARCH METHODS

This study employed a quantitative explanatory research design to examine the causal relationships among Organizational Culture, Employee Well-being Programs, and Work-Life Integration. The research was conducted at Pamulang University, South Tangerang, Indonesia, targeting the population of working students enrolled at the university. Data collection took place over a four-week period in June 2026, coinciding with the active academic semester in which most working students maintained concurrent employment, allowing the survey to capture realistic and current perceptions of their work-life circumstances.

A sample of 100 respondents was selected using a simple random sampling technique, in which every working student in the population had an equal probability of being selected, thereby minimizing selection bias and enhancing the generalizability of the findings within the studied population. Respondents were required to meet the inclusion criteria of being an active student at Pamulang University while concurrently holding paid employment, ensuring that all participants had direct experience relevant to the constructs under investigation.

Data were collected through a structured questionnaire using a Likert-type scale, administered to respondents who were considered the most appropriate source of information given their first-hand experience of balancing work and academic responsibilities. The questionnaire was developed based on established indicators of Organizational Culture, Employee Well-being Programs, and Work-Life Integration drawn from prior human resource management literature, and was adapted to fit the context of working students. This instrument was selected over alternative methods such as interviews because it enabled the efficient collection of standardized, quantifiable data from a relatively large sample within a limited time frame, supporting the statistical analysis required to test the proposed hypotheses.

The collected data were analyzed using IBM SPSS Statistics. Prior to hypothesis testing, classical assumption tests were conducted, comprising the One-Sample Kolmogorov-Smirnov test for normality of the regression residuals, and multicollinearity diagnostics based on Tolerance and Variance Inflation Factor (VIF) values, as well as a heteroscedasticity assessment using a scatterplot of standardized residuals against standardized predicted values. Following the assumption tests, multiple linear regression analysis was performed to examine the partial and simultaneous effects of Organizational Culture (X1) and Employee Well-being Programs (X2) on Work-Life Integration (Y). Hypothesis testing was conducted using the partial t-test, the simultaneous F-test, and the coefficient of determination (R square) to evaluate the proportion of variance in Work-Life Integration explained by the two independent variables.

4. RESULTS AND DISCUSSION

4.1 Descriptive Statistics

Descriptive statistics for the three research variables, based on responses from 100 working student respondents, are presented in Table 1. The results indicate that the mean score for Work-Life Integration was 15.39 (SD = 4.816), for Organizational Culture was 15.08 (SD = 4.760), and for Employee Well-being Program was 15.62 (SD = 4.664), suggesting that respondents reported moderate-to-favorable perceptions across all three constructs, with relatively similar levels of variability among them.

Table 1. Descriptive Statistics

Variable	Mean	Std. Deviation
Work-Life Integration (Y)	15.39	4.816
Organizational Culture (X1)	15.08	4.760
Employee Well-being Program (X2)	15.62	4.664

Source: SPSS output, processed data (2026); N = 100.

Correlation analysis was conducted prior to regression to examine the strength and direction of association among the variables. As shown in Table 2, Organizational Culture exhibited a strong positive correlation with Work-Life Integration ($r = 0.855$, $p < 0.001$), while Employee Well-being Program showed a moderately strong positive correlation with Work-Life Integration ($r = 0.675$, $p < 0.001$). The correlation between the two independent variables was relatively low ($r = 0.395$), indicating that the two predictors, while related, capture sufficiently distinct dimensions to be included together in a multiple regression model.

Table 2. Pearson Correlation Matrix

Variable	Y	X1	X2
Work-Life Integration (Y)	1.000	0.855	0.675
Organizational Culture (X1)	0.855	1.000	0.395
Employee Well-being Program (X2)	0.675	0.395	1.000

Source: SPSS output, processed data (2026); all correlations significant at $p < 0.001$ (1-tailed) N = 100.

4.2 Classical Assumption Tests

Before proceeding with hypothesis testing, the regression model was evaluated against the classical assumptions of normality, multicollinearity, and heteroscedasticity to ensure that the resulting estimates were unbiased and reliable.

Normality of the regression residuals was tested using the One-Sample Kolmogorov-Smirnov test. As presented in Table 3, the test produced a statistic of 0.048 with an Asymp. Sig. (2-tailed) value of 0.200, which exceeds the 0.05 significance threshold. This result indicates that the residuals of the regression model are normally distributed, satisfying the normality assumption required for valid parametric hypothesis testing.

Table 3. One-Sample Kolmogorov-Smirnov Normality Test

Statistic	Unstandardized Residual
N	100
Mean	0.0000000
Std. Deviation	1.76751199
Test Statistic	0.048
Asymp. Sig. (2-tailed)	0.200

Source: SPSS output, processed data (2026).

Multicollinearity among the independent variables was assessed using Tolerance and Variance Inflation Factor (VIF) values. As shown in Table 4, both Organizational Culture and Employee Well-being Program produced a Tolerance value of 0.844 and a VIF value of 1.185. Since the Tolerance value exceeds 0.10 and the VIF value is well below the conventional threshold of 10, the results confirm that no multicollinearity problem exists between the two independent variables, allowing both to be reliably included in the regression model simultaneously.

Table 4. Multicollinearity Statistics

Variable	Tolerance	VIF
Organizational Culture (X1)	0.844	1.185
Employee Well-being Program (X2)	0.844	1.185

Source: SPSS output, processed data (2026).

Heteroscedasticity was examined through a scatterplot of the standardized residuals against the standardized predicted values. The plot revealed a random and scattered distribution of points around the zero line, with no discernible funnel-shaped or systematic pattern. This pattern indicates that the variance of the residuals is constant across the range of predicted values, confirming that the regression model is free from heteroscedasticity and satisfies the homoscedasticity assumption.

4.3 Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the effect of Organizational Culture (X1) and Employee Well-being Program (X2) on Work-Life Integration (Y). The results of the coefficient estimation are presented in Table 5.

Table 5. Multiple Linear Regression Coefficients

Model	B	Std. Error	Beta	t	Sig.
(Constant)	-1.683	0.723	-	-2.327	0.022
Organizational Culture (X1)	0.705	0.041	0.697	17.175	0.000
Employee Well-being Program (X2)	0.412	0.042	0.399	9.845	0.000

Source: SPSS output, processed data (2026); Dependent Variable: Work-Life Integration

Based on the unstandardized coefficients in Table 5, the multiple linear regression equation can be formulated as follows: $Y = -1.683 + 0.705 X_1 + 0.412 X_2$. The constant value of -1.683 indicates that, in the theoretical absence of both Organizational Culture and Employee Well-being Program, the predicted level of Work-Life Integration would be negative, which holds little substantive interpretation but is statistically necessary for the model. The regression coefficient for Organizational Culture (0.705) indicates that each one-unit increase in Organizational Culture is associated with a 0.705-unit increase in Work-Life Integration, assuming Employee Well-being Program remains constant. Similarly, the coefficient for Employee Well-being Program (0.412) indicates that each one-unit increase in well-being program quality is associated with a 0.412-unit increase in Work-Life Integration, holding Organizational Culture constant. The standardized Beta coefficients (0.697 for Organizational Culture and 0.399 for Employee Well-being Program) further indicate that Organizational Culture exerts a comparatively stronger influence on Work-Life Integration than Employee Well-being Program.

4.4 Hypothesis Testing

The partial t-test was employed to examine the individual significance of each independent variable. As shown in Table 5, the t-value for Organizational Culture was 17.175 with a significance value of 0.000 ($p < 0.05$), indicating that Organizational Culture has a statistically significant positive partial effect on Work-Life Integration. Consequently, H1 is supported. Likewise, the t-value for Employee Well-being Program was 9.845 with a significance value of 0.000 ($p < 0.05$), indicating that Employee Well-being Program also has a statistically significant positive partial effect on Work-Life Integration. Accordingly, H2 is supported.

The simultaneous effect of both independent variables was examined using the F-test through analysis of variance (ANOVA), as presented in Table 6. The calculated F-value was 311.510 with a significance value of 0.000 ($p < 0.05$), indicating that Organizational Culture and Employee Well-being Program simultaneously and significantly affect Work-Life Integration. Therefore, H3 is supported.

Table 6. ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1986.504	2	993.252	311.510	0.000
Residual	309.286	97	3.189	-	-
Total	2295.790	99	-	-	-

Source: SPSS output, processed data (2026); Dependent Variable: Work-Life Integration.

The coefficient of determination (R square) was used to assess the proportion of variance in Work-Life Integration explained by Organizational Culture and Employee Well-being Program jointly. As shown in Table 7, the model produced an R value of 0.930, an R Square of 0.865, and an Adjusted R Square of 0.863. This indicates that 86.5 percent of the variance in Work-Life Integration among working students at Pamulang University can be explained by Organizational Culture and Employee Well-being Program, while the remaining 13.5 percent is attributable to other factors not examined in this study, such as individual personality traits, family support, or financial circumstances.

Table 7. Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.930	0.865	0.863	1.786

*Source: SPSS output, processed data (2026); Predictors: (Constant)
Employee Well-being Program, Organizational Culture.*

4.5 Discussion

The findings of this study confirm that Organizational Culture has a significant positive effect on Work-Life Integration among working students, consistent with the theoretical proposition that a values-driven, flexible, and supportive workplace culture enables employees to more effectively manage competing role demands. The comparatively stronger standardized effect of Organizational Culture (Beta = 0.697) relative to Employee Well-being Program (Beta = 0.399) suggests that the underlying cultural environment of an organization carries more weight than discrete program offerings in shaping employees' subjective sense of integration. This finding aligns with prior organizational behavior research emphasizing that culture functions as the foundational context within which specific well-being initiatives are interpreted and utilized; even well-designed programs may yield limited benefit if the surrounding culture does not genuinely support flexibility and work-life accommodation.

The significant positive effect of Employee Well-being Program on Work-Life Integration further confirms that structured organizational initiatives, such as mental health support, flexible scheduling, and wellness facilities, provide tangible mechanisms that directly assist working students in balancing employment and academic obligations. This result reinforces the human resource management perspective that well-being is not merely a byproduct of favorable working conditions but an outcome that can be actively cultivated through deliberate organizational investment.

Collectively, the simultaneous significance of both predictors, together with the high explanatory power of the model (R Square = 0.865), indicates that Organizational Culture and Employee Well-being Program operate as complementary rather than competing mechanisms in supporting Work-Life Integration. These results extend the existing literature by providing empirical evidence from the specific and underexamined population of working students within the Indonesian higher education context, demonstrating that the same organizational mechanisms shown to support work-life balance among full-time employees are similarly, and powerfully, relevant for individuals juggling employment with academic study.

CONCLUSION

This study demonstrates that both Organizational Culture and Employee Well-being Programs significantly and positively influence Work-Life Integration among working students

at Pamulang University, both partially and simultaneously, with the combined model explaining 86.5 percent of the variance in Work-Life Integration. Organizational Culture exerts the stronger relative influence, underscoring the importance of cultivating a values-driven and flexible organizational environment as the primary foundation for supporting employees who balance multiple life roles, while Employee Well-being Programs provide essential structural mechanisms that further reinforce this capacity. These findings affirm that organizations and educational institutions should pursue an integrated strategy that simultaneously strengthens supportive cultural norms and invests in evidence-based well-being initiatives, rather than treating these two dimensions as separate or substitutable interventions, in order to sustainably enhance the work-life integration, well-being, and long-term productivity of their working-student workforce.

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