



Study-Life Balance Among Hannam University Students: Implications for Wellbeing and Productivity within the South Korean University context

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Abstract: This research article examines the notion of study-life balance, specifically focusing on students at Hannam University. This text explores the difficulties that students encounter when trying to manage their academic obligations alongside personal pursuits, extracurricular engagements, and leisure activities. The study emphasizes the influence of maintaining a balance between academic pursuits and personal life on the levels of stress experienced by students and their overall state of well-being. It underscores the necessity for implementing techniques that assist students in attaining a more harmonious equilibrium between their academic pursuits and personal endeavors. The report also examines the transition to remote learning and remote work as a result of the COVID-19 pandemic and its impact on the balance between studying and personal life. The objective of the study is to comprehend the correlation between work-life culture and its influence on individuals, particularly students and educators. The methodology entails employing SPSS to examine the hypothesis of the advantages of work-life culture.

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Introduction

In order to lead a successful life, it is crucial to achieve equilibrium among the several responsibilities we fulfill. As a student, we have several duties, such as fulfilling roles as a partner, employee, friend, and classmate, among others. The notion of study-life balance, a word we are developing, provides a novel outlook on the difficulties encountered by students. Contrary to employees, who frequently refer to the concept of "work-life balance," students face a distinct set of challenges. Their lives contain not only scholastic obligations but also personal endeavors, extracurricular engagements, and recreational periods. The combination of these specific duties and passions requires a particular method to maintain equilibrium, thereby giving rise to the concept of "study-life balance."

Study-life balance is defined by how students allocate their time and focus between their academic endeavors and other aspects of their lives. This includes how they juggle studying with activities like sports, hobbies, and relaxation, as well as the interplay between their personal lives and academic commitments. It's about understanding the impact of these elements on each other, whether positive or negative.

In contrast to the well-explored concept of work-life balance, study-life balance has not received as much attention in academic literature. This oversight is significant because delving into the nuances of study-life balance can shed light on the escalating stress levels among students. By investigating this concept, we can gain insights into the factors contributing to student stress and,

consequently, enhance our understanding of student wellbeing. This exploration is crucial for developing strategies to support students in achieving a healthier, more productive balance between their studies and personal lives.

Study-life balance has proven to be very interesting for students and, in addition to satisfying employees, allows them to concentrate on their careers while saving time. It is true that since the spread of COVID-19, a global pandemic that began in early 2020, life has been difficult for everyone, and people find it difficult to imagine what their lives will be like if they have to travel for work or even live outside of their homes [3]. As a result, there was a significant loss of workforce participation. Early in the 2020s, the pandemic struck the entire planet, causing a global lockdown in every nation. Export businesses were completely shut down because there was no transport available to cross international borders. Due to the pandemic, people were confined to their homes, and total lockdown appeared to be their biggest fear. After some time, though, the government came to the conclusion that the people's circumstances were not good and that they needed to work in order to lead stable lives. In order to save the people, a work-from-home culture was established, and those branches that could do this work-from-home job started right away.

Last but not least, the IT companies were the ones who were most enthusiastic about the introduction of this study-from-home practice because they were in charge of the online meetings and several well-known online meeting apps were introduced and improved, which helped the companies start the work even when

the students were thousands of miles apart. This study's results from the home culture were extraordinary, and it was not thought that they would satisfy the clients' requirements [4]. As a result, it became clear that employees who chose to study on their own initiative were able to spend more time with their families and earn their support. The students, on the other hand, were glad to see that they needed to go back to their homes, and after a while, they also picked up their studies again with a passion for studying from home through online meetings and several lectures that were published online. They learned that they could budget their education, which obviously had a lot of advantages for these people [5]. They also discovered that they could save a ton of time and money. Through various online platforms like YouTube, upGrad, and others, these students were also able to pursue their aspirations of learning extra subjects or technologies outside of their own studies, which in turn increased the revenue of these businesses more than ever.

A healthy balance of work and play is essential for a person to thrive and lead a happy life. This helps people be more engaged in their work and inspires them to pursue their passions outside of work, proving that people can do more when their work and personal lives are well-balanced. An industry or business requires that its employees give their all-in order to serve the company, which may be the only option available to them. However, it was discovered through various research methods that a person can remain happy when they are with their family or friends whom they completely trust. If an employee is therefore assisted in remaining with their family and need not travel to an alienating location for work, it is certain to advance their industry [6]. Spending quality time with family members, saving time on travel to work, getting ready for work, and other such office preparations, taking a lot of vacation time after work with friends and family, and several other factors that improve the employee's condition are just a few advantages that employees experience when they work from home. On the other hand, a better work-life balance culture, which includes the commitment and loyalty of employees to their company, can help in the development of the business and will gradually benefit, can also greatly improve the company. Similar to that, businesses in this area have numerous opportunities.

Businesses benefit greatly from a healthy work-life balance since it keeps their present workforce and draws in new hires. The main reason for this is the expensive hiring and training of new staff members, which can significantly obstruct the growth of the company [7]. For this reason, preserving a positive work-life balance can contribute to the growth, advantages, and financial success of companies, workers, students, instructors, and academic institutions. The purpose of this study's research is to show how work and life are related in a way that can improve work-life balance and help people lead much better lives. The purpose of this study is to ascertain the null hypothesis, which asks whether work-life culture is beneficial to us and, if so, how big of an impact it has. SPSS was used to conduct the study, which is a really intelligent way to figure out the hypothesis. Additional information on the various study approaches is provided.

In this study, a number of hypotheses will be looked into.

H1: School life balance has a positive relationship on university capital.

H2: School life balance has a positive relationship on professor

capital

H3: School life balance has a positive relationship on learning outcome beliefs.

H4: University capital has a positive mediating relationship on the relationship between school-life balance and professor capital.

H5 University capital has a positive mediating relationship on the relationship between school-life balance and learning outcome beliefs.

H6: Professor capital has a positive mediating relationship on the relationship between school life balance and learning outcome beliefs.

Literature Review

Achieving an optimal study-life balance is crucial for success in the contemporary world. The research study [1] proposes utilizing a big data and analysis methodology to assist individuals in the workforce and those engaged in higher education in achieving a harmonious equilibrium between their professional and personal lives. Achieving an optimal work-life balance necessitates considering various elements, and it has the potential to significantly impact both people and their companies. The proposed model aims to optimize work-life balance by addressing organizational performance and implementing work-life balance practices. This comprehensive analysis provides useful insights on the development of human growth. Technology exerts a substantial influence in this regard, particularly in the field of information technology (IT), where achieving a harmonious equilibrium between work and personal life is of utmost importance and necessitates meticulous strategizing.

Students need to be informed about their study-life balance concerns because they experience a lot of stress during their college years and forget to take care of themselves, which causes them to lose control of contemporary study habits [2]. This study explains the factors that lead to higher levels of stress in students and how that stress affects their wellbeing. Students' lives and careers are one of the main sources of stress for them, and they worry about finding a good job to support their families. Another factor contributing to this worry is the absence of guidance, which prevents these students from maintaining a perfect balance between their studies and personal lives. As a result, their lives become monotonous and uncomfortable. To address their concerns, this study presents a variety of theories, including the commitment theory, the person-environment fit theory, the human capital theory, etc.

The situation in higher education is predominantly coercive, which leads to similarities in concerns over work-life balance or study-life balance. Given that a student seeking higher education can encounter both of these circumstances in a comparable manner, it is evident that the work-life situation can be enhanced in accordance with the study-life balance. This study investigates the constituents of work-life balance and their influence on students' involvement in higher education. The research focuses on a Scottish education college that has both full-time and part-time students, aiming to investigate the experiences of these students. A significant number of these kids exert effort to maintain their endurance. Research indicates that over 50% of these students are adept at managing career, family, and academic responsibilities,

while they still encounter some stress that hinders their highest priority. Consequently, the university is obligated to supervise the ongoing growth of its students and evaluate their suitability to manage a crisis of this nature.

Employee attrition is a significant issue that relates to the seriousness of employee turnover, so it makes sense that there is some work-life balance-related requirements that must be met in order to lower employee attrition. [5] The decision tree model is used in this research study's proposal for a machine learning approach to studying employee attrition. The frameworks WEKA and See5 are used to generate the decision tree model. Students' lives and careers are one of the main sources of stress for them, and they worry about finding a good job to support their families. A Scottish education college with both full-time and part-time students is the subject of the research, which examines the experiences of its students. Many of these students work to keep their stamina up. Employee attrition occurs when workers are let go or fired, which causes more seasoned workers to quit their jobs and increases the company's workload in finding replacements.

This research study [6] examines the awareness of employees towards their own careers and proposes a machine learning-based approach to analyzing the emotions of employees and work-life balance with the aid of emotional intelligence. Employee performance is evaluated by the company, thinking is encouraged and new ideas are implemented with guidance, employee emotions are understood and analyzed, and emotional management is used to help employees perform better. For the data mining aspects, classification and clustering techniques are implemented, and data is analyzed through these methods, which is a bonus for the current study. This study explores the emotional diversity of employees and comes to the conclusion that this research is a step toward improving employee dependability. Overall, this study pinpoints the elements that affect employees' ability to balance their work and personal lives and offers solutions for enhancing both their circumstances and working environment.

Work Life Balance

The concept of work-life balance is not limited to a certain country or industry, but is a widely recognized concept in many nations and across all occupations (Akdere, 2006).

The author scrutinizes the notion of work-life balance. Work-life balance refers to the state of feeling productive and pleased in both one's professional and personal life domains (Greenhaus and Allen, 2011) [11]. Due to the exponential increase in competition across several aspects of life, the concept of imbalance has grown prevalent in everyone's life.

The quality of life is influenced by both the various components of everyday life and the degree of satisfaction gained from these components (Camporese, Freguja, and Sabbadini 1998)[12]. It is crucial to have a satisfactory recreational lifestyle. Research has demonstrated that the trait of leisure known as "person-centeredness," specifically contentment with leisure, has the most significant relationships with reported quality of life (Lloyd and Auld 2002) [3].

Ziedner (8) discovered that students experience heightened levels of stress as a result of their academic demands and work-related obligations, but personal and social factors had a lesser influence on student stress. Clift and Thomas (1983) [7] noted a significant

quantity of coursework assignments provided to students, resulting in stress. Work-life imbalances among students have numerous drawbacks that significantly affect their personal and professional lives.

Engineering and scientific students encounter challenges in balancing their personal and social life (Lee et al. 2001) [10]. Psychology students also experience work-life imbalance due to the nature of their studies and the experiments they must conduct. It can be inferred that courses that incorporate vocational training result in stress and an imbalance between work and personal life among students. Students who are simultaneously managing job along with their academic and domestic responsibilities may have heightened difficulties in achieving a harmonious equilibrium. It is particularly important in these situations that you possess the skill to handle various responsibilities and prioritize effectively.

Regarding academia, WLB is also understood as School-Work-life Balance (Matinez et al. 2013) and is seen as an effective time management strategy for students. It involves achieving high academic performance while also making time for personal leisure activities to reduce stress (Misra and McKean 2000). The excessive emphasis on studying, heavy workloads, and stress from college or university work are perceived by students as hindering their ability to achieve life balance (Doble and Supriya, 2011; Grund et al., 2014).

Leisure encompasses a range of interpretations, but it typically refers to one's discretionary time and the ability to choose activities freely (Kraus 2001). It is the antithesis of labor (Dumazedier 1967; Torkildsen 2005). Recreation encompasses various meanings, but it primarily refers to activities that involve relaxation, enjoyment, and pleasure. These activities are undertaken during leisure time and serve to enhance social cohesion and overall quality of life. Collectively, these approaches are seen as a potent strategy for fostering a mentally well student life, characterized by the autonomy to pursue personal areas of interest and engage in recreational pursuits (Yildiz et al., 2012).

Regarding the purpose of social networks, they enable individuals to showcase themselves, establish or sustain relationships with others (Ellison et al. 2007), and connect with people who share similar interests (Haythorwaite 2005). Consequently, social networks can be categorized as a form of recreational socialization or as a means of engaging in leisure activities with friends or family, as previously discussed.

Organizations and businesses are not the only ones concerned about work-life balance (WLB). There is also a growing awareness about the academic lifestyle, with several studies examining WLB among teachers (Bubb and Earley 2004), academic and support staff (Doherty and Manfredi 2006), and students at various levels, including high school (Tausig and Fenwick 2001), college (Doble and Supriya 2010), and doctoral students (Martinez et al. 2013). Doble and Supriya (2010) discovered that students can achieve a well-rounded lifestyle by effectively managing their time, maintaining a healthy diet, engaging in physical activity, setting goals and priorities, and fostering successful degree completion (Brus 2006; Stimson and Filer 2011; Martinez et al. 2013).

University /Organization

Nevertheless, certain individuals may encounter difficulties in achieving equilibrium in their lives due to several reasons,

including their personality traits, level of personal agency, capacity to handle stress and pressure, gender, age, and other similar characteristics (Guest 2002). Students may experience an imbalance in their educational domains, mainly because they have limited time and overloaded schedules (Matinez et al. 2013). This imbalance can be attributed to various factors such as struggling to keep up with schoolwork (Misra and McKean 2000), having excessive homework (Frazer and Kohn 1986; Doble and Supriya 2010), and facing tight assessment deadlines (Misra and McKean 2000). These factors increase the pressure on students, as this state of 'unwell-being' has the potential to adversely affect both physical and mental functioning (Murphy and Archer 1996). This conflicts with student productivity and the ability to manage time effectively. Grund et al. (2014) argue that academic performance alone is not enough for students to be successful. Instead, they should prioritize leisure time and engage in other activities to enhance their overall success as students. Therefore, it can symbolize the correlation between work-life balance by emphasizing that students should prioritize their academic responsibilities while also making time for leisure activities.

Section 3: Professor

An excessive emphasis just on academics can have an impact on personal relationships. Excessive involvement in relationships to the detriment of one's academic or professional pursuits can have a negative impact on a student's overall performance, so affecting both the individual and their varied relationships. Therefore, it is essential to achieve an optimal balance between college and personal life. professional-life balance can be defined as the degree to which individuals are equally engaged and content with their professional responsibilities and their personal or family obligations [11]. Achieving a balance between college and personal life is crucial for achieving optimal academic performance. Students frequently concentrate their academic pursuits to the detriment of personal aspects such as relationships and physical activity. Such a situation can result in a deterioration of academic performance, as overall health and well-being are crucial for achieving optimal academic functioning. The caliber of your relationships might dictate the equilibrium of your school/life balance. An excessive emphasis on academics can lead to conflict in personal relationships, diminishing your perception of assistance. Likewise, excessively focusing on relationship matters instead of academic or work matters might harm one's performance, leading to further stress on both the individual and the partnership. It is crucial to discover methods of incorporating academic and personal life.

Conversely, part-time students work longer hours and hence earn a higher income compared to full-time students. Hence, a disparity exists in the equilibrium between academic responsibilities and personal life among students, resulting in elevated stress levels, subpar academic performance, and potential health complications. Kai-Wen, 2003 The user's text is "[5]." Gayle and Lowe (2007) [11] identified multiple facets of the work/life/study balance among higher education students enrolled in an education college. These students encounter a distinct set of obstacles related to their career, personal life, and academic studies. The text refers to the author mentioned in position [8,1]. Recognizing that maintaining a harmonious equilibrium between the personal and academic aspects of students' lives has been acknowledged as beneficial for achieving successful completion of a degree.

The literature evaluation revealed a scarcity of research studies focusing on the pursuit of a favorable School-Work-Life Balance among higher education students. In this paper, we examine and assess the equilibrium and challenges in the school-work-life of students pursuing higher education in South Korea.

RESEARCH GAP AND OBJECTIVES As stated by Stimpson and Filer (2011), the literature in higher education devotes more attention to the subject of work-life balance in relation to faculty members than to graduate students. Additionally, the majority of research pertaining to the work-life balance of students has been carried out in Western nations (e.g., Warren 2004; Robotham 2001; Clark, Raffé & Lee, J. S., Koeske, G. F., & Sales, E.; Kai-Wen 2003). Work-life balance among students is a developing phenomenon in India that has received little attention despite its critical implications for all university stakeholders, including students, faculty, and staff. As a result, the current research on school-work-life balance among various student streams and demographics has its infancy illuminated.

Examination of Aims of the research:

In order to assess the impact of study-life balance or imbalance on the lives of higher education students in South Korea, the following parameters will be compared:

1. School demand
2. Professor satisfaction
3. Student satisfaction
- 4 Life satisfaction
- 5 Organisation satisfaction
- 6 Student performance

Methods

Participant

In this survey, 641 Hannam University students took part. The dataset includes characteristics like the professor's role, the student's age and gender, the length of time spent in school, the family's role, and the amount of study required to maintain a healthy balance between work and study. The majority of students claimed that there is no balance between their work and study lives at the university.

Measures

All eight constructs were derived from the initial model for this investigation. It includes indicators of student performance in the classroom, faculty satisfaction, student demand, life satisfaction, and organizational satisfaction. The duration required for data collection is contingent upon the time that students allocate to complete the surveys.

School demand

The school demand is related to the impact on academics for optimal academic functioning and the students to focus on their academics at the expense of personal factors. It also deals with the students impact on relationships with other students and how does the workplace environment affect so that the stress level does not affect academics [14]. The research study by Anthony and Paul in 1996 [15] looks to access the validity of the model on a two-year

college based sample and to extend and refine the examining the mediational influence of psychological measures. This study shows that the structural demands of school affects the psychological measures.

Professor satisfaction

The survey contained information on the role of professor. Some of these questions include professor understand the family demands (Yes/ No), he is my role model (Yes/No), he teaches me how to be successful on maintaining work and study life balance (Yes/No), he listens my queries (Yes/No) and he acknowledge me to do me toward my family (Yes/No). the study performed by Susan and Jennifer in 1998 [16], both of which are professors and head of student services, shows that the specific aspects of service experience was that there was an absence of student satisfaction along with professor satisfaction. Professor satisfaction resulted in a negative quality as a response of feedback from several professors.

Student satisfaction

The student satisfaction survey is a questionnaire-based poll that assesses the extent to which students are content with their academic and personal lives, specifically in terms of achieving a healthy study-life balance. It aims to establish whether students are satisfied with their academic work and the services they get [17]. In 2004, Aldemir and Gulcan conducted a study examining the level of satisfaction among Turkish students regarding their higher education. The study's findings revealed that certain Turkish university students considered the quality of their teachers, their education, their textbooks, as well as their gender and level of preparation for higher education as significant factors influencing their satisfaction

Life Satisfaction

The deal with life satisfaction is related to work/study/life balance where the overall career of students and professors are concerned and deals with the factors in which the findings suggest if they are satisfied on an overall distribution of knowledge. The research study performed by Mercedes, Marta and Pilar [18] in 2002, shows how teaching staff, teaching methods and administration of courses is the key elements in student and professor or life satisfaction. This study finds that if the students are allowed to choose the administration of courses and their professor while providing a little freedom to professor can help improve the balance.

Organization Satisfaction

The organization satisfaction deals with how the administrative department of the university deals with students and professors which refers to the organization satisfaction and how they manage to fulfil the needs of students, professors and other staffs. In the research study by Oscar et. al in 2005 [19] shows that the path coefficient from faculty and student, college experience must be important for making an assumption of the key factors which also fulfils the satisfaction of the organization.

Student performance

Student performance refers to the academic achievements of students and is also correlated with the level of pleasure that students have with their studies and overall lives. If a student excels academically, it is more likely that they are satisfied with their study-life balance. The study conducted by Ceyhan and Yaprak in 2004 [20] establishes the degree of satisfaction among university students and identifies the contributing elements. Several elements, such as the quality of education, textbooks, teachers, and class performance, have a direct impact on students' academic achievement.

Data analysis

Data analysis is only performed using the IBM SPSS software. We employed confirmatory factor analysis to examine the hypothesis that there exists a correlation between the observable variables and the underlying latent components. We performed an exploratory factor analysis to ascertain the nature of the association between the respondent and the variable. Cronbach's alpha is a measure of internal consistency, reflecting the extent to which a set of items are interrelated. In addition, the Pearson correlation coefficient was employed to determine the link between these 8 constructs.

Results and Discussion

The aim of this study is to determine the association among different sorts of variables. Furthermore, the study also examines the balance between a student's work and personal life. Multiple tests are carried out for this objective, and the outcomes are presented below:

ANOVA tables are used to assess the significance of the model in predicting the outcome. Typically, a 95% confidence interval or a significance level of 5% is selected for the investigation. Therefore, the p-value must be below 0.05. The value in the above table is 0.000. Hence, the outcome is substantial. The F-ratio yields an efficient model when its value is greater than 1. The value in the table below is 59.7, which is considered favorable.

Table 1- ANOVA Table

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	147.128	7	21.018	59.784	.000 ^b
Residual	222.544	633	.352		
Total	369.672	640			

This model summary provides a comprehensive description of the model's attributes. The factors addressed in this study were School demands, Professor Satisfaction, Student satisfaction, Life Satisfaction, Organization performance, Class Performance, and Class Performance 2. Table (2) displays the model summary tables.

Table 2- Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.631 ^a	.398	.391	.59293

The table below displays the correlation between the variable in the model and the extent to which it influences the dependent variable. This approach facilitates the execution of hypothesis testing for a study. In this study, the dependent variable is school life balance, while the 8 components are considered independent variables. If the significance level is less than 0.05, the null hypothesis is rejected. Assuming that

If the significance level (Sig.) is greater than 0.05, then the null hypothesis is not rejected. Rejecting a null hypothesis indicates the presence of an effect. However, if the null hypothesis is not rejected, it indicates the absence of any impact.

Table 3- Coefficient table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.793	.150		5.275	.000
School Demand	-.250	.036	-.227	-6.901	.000
Professor Satisfaction	.183	.039	.172	4.657	.000
Student Satisfaction	.083	.035	.094	2.405	.016
Life Satisfaction	.231	.036	.246	6.496	.000
Organization Satisfaction	.074	.042	.072	1.774	.077
Class Performance	.213	.044	.188	4.891	.000
Class Performance 2	.057	.047	.051	1.210	.227

Table 4- Descriptive statistics

	Mean	Std. Deviation	N
School Life Balance	2.3663	.76001	641
School Demand	2.3229	.69037	641
Professor Satisfaction	2.6605	.71455	641
Student Satisfaction	3.1900	.85828	641
Life Satisfaction	2.7220	.80903	641
Organization Satisfaction	2.8087	.73717	641
Class Performance	2.0000	.67184	641
Class Performance 2	2.4442	.69183	641

Table 5- Cronbach alpha for various parameters

	Constructs	Number of items	Cronbach Alpha
1	SLB	5	0.880
2	PSD	5	0.794
3	PS	5	0.854
4	SS	5	0.901
5	LS	5	0.870
6	OC	5	0.879
7	IRP	4	0.869
8	ERP	4	0.790

Table 6= Pearson correlation table

		School Life Balance	School Demand	Professor Satisfaction	Student Satisfaction	Life Satisfaction	Organization Satisfaction	Class Performance	Class Performance 2
School Life Balance	Pearson Correlation	Cron. Alpha =0.852							
School Demand	Pearson Correlation	-.236**	0.817						
Professor Satisfaction	Pearson Correlation	.439**	-.114**	0.853					
Student Satisfaction	Pearson Correlation	.401**	-.145**	.351**	0.9				
Life Satisfaction	Pearson Correlation	.466**	-.059	.351**	.404**	0.856			
Organization Satisfaction	Pearson Correlation	.414**	-.008	.448**	.428**	.540**	0.873		
Class Performance	Pearson Correlation	.363**	.175**	.364**	.304**	.280**	.362**	0.898	
Class Performance 2	Pearson Correlation	.360**	.119**	.407**	.512**	.334**	.433**	.551**	0.832

Findings and Conclusion

To further advance previous research, it is necessary for researchers to redefine work-life balance (WLB) in terms of specific situations, based on individuals' actual experiences. This will enable the development of measures that align with this situational definition, providing a basis for comparing and replicating successful WLB initiatives in related sectors, such as the financial industry (Reiter, 2007). This pragmatic approach to SLB, which prioritizes the values, wants, and wishes of the target audience, offers a more lucid path to comprehending the aspects that contribute to achieving SLB for students residing in South Korea's higher education system.

Prior research has explored various factors that can predict work-life balance (WLB), such as social support and organizational resources. However, the impact of antecedents, specifically Professor Support, on student work-life balance (SLB) and its subsequent effects on attitudes (e.g., study satisfaction, life satisfaction, and organizational commitment) and job performance has not been thoroughly investigated. This work has filled these research gaps by utilizing a reliable quantitative research methodology. The study aimed to enhance the conceptual understanding of study-life balance among Higher Education students in South Korea. Additionally, it sought to validate a comprehensive model that demonstrated significant relationships between the factors influencing study-life balance and its outcomes for students in the Higher Education sector. Therefore, the research has expanded upon the current understanding.

Despite growing attention from researchers and practitioners in the field of work-life balance (WLB), there is limited understanding of the fundamental behavioral mechanisms, causes, and effects of this concept (Hammer et al., 2009; Hopkins, 2005; Kossek et al., 2010). Within this

A comprehensive conceptual framework is examined to investigate and enhance comprehension of the intricate mechanism of SLB. The study expands on previous findings by elucidating the process via which Professorial support facilitates the development of Second Language Learning (SLB) by introducing demands and tensions arising from academic and personal life. Additionally, it demonstrates the impact of SLB on SS, LS, OC, and SP. SLB has experienced enhancement due to the assistance provided by professors. Further investigation in this area is necessary to gain a comprehensive understanding of the factors that facilitate a healthy balance between student studies and personal life, which would have an effect on their academic performance. The relationship between WLB and SS, LS, OC, and SP was positive. As far as I know, there have been no other research conducted in the Higher Education sector in South Korea that have reported the intricate and detailed relationship between Professor support, study-life balance, individuals' attitudes, and study performance. This conclusion is therefore highly significant.

The findings of this study propose various supplementary paths for future investigation. Additional comprehensive examinations of many aspects of supervisor support, such as FSOP (Follower Supportive Organizational Perceptions) and FSSB (Follower Supportive Supervisor Behavior), could offer valuable understanding of the optimal conditions in which supervisor support can effectively enhance employee performance. Further research is required to improve the internal and external validity of

the current findings. Longitudinal designs are useful for eliminating alternate causal explanations that may be present in cross-sectional designs. Utilizing diverse data sources to gather information on variables such as family-supportive supervision (e.g. supervisors) and work-family conflict (e.g. spouses) might address concerns about common method variance. However, it should be noted that the observed interactions were not caused by a common method. The source cited is Evans (1985). Using the same source to analyze the interacting effects will actually reduce the results (Siemsen, Roth, & Oliveira, 2010).

The study has taken a step towards the path suggested in the model, and future research could gain advantages by examining it in a more comprehensive manner. Prior studies have discovered that SLB accounts for differences that go beyond what is described by conventional measures of study-life enrichment in relation to outcomes such as study satisfaction and life satisfaction (Carlson et al., 2009). Therefore, by examining the concept of equilibrium in conjunction with enhancement, one may attain a deeper comprehension of how both of these elements impact results that are significant to organizations, employees, and families. An in-depth analysis of enrichment and its correlation with SP could enhance comprehension that these concepts are not merely two sides of the same coin, but rather necessitate the development of novel theories and viewpoints. In the future, it is advisable to further investigate the similarities and variations in ideas and perceptions of study-life balance between Professors and University management, as suggested by the current research.

Although there has been substantial success in integrating work-life balance policies and programs in leading organizations over the past two decades, there is still a significant issue in establishing this new approach to working and managing the workforce of students. To achieve a larger level of corporate engagement, it is necessary to see the pursuit of study-life balance as a cultural change initiative, beyond current practices. The present research has concentrated on the education industry, a very significant sector characterized by its importance and restricted research. The educational rationale for implementing study-life balance methods is based on their capacity to improve student recruitment and retention, as well as promote the overall study-life balance of students (Beauregard & Henry, 2008). Providing study-life balancing methods is likely to appeal to individuals and implementing these practices is expected to lead to enhanced student attitudes and behaviors within this context. This study reexamines existing research in the Higher Education sector in South Korea using quantitative approaches. The current research has shown that implementing study-life balance methods is generally linked to enhanced student performance (Beauregard & Henry, 2008). Providing students with access to internships or practical experiences seems to provide educational institutions a competitive edge in terms of attracting students, as it improves their perspective of the assistance they may expect from the organization (Casper & Buffardi, 2004).

The study investigated how SLB (student learning behavior) is conceptualized and experienced by students studying in South Korean institutions. It then conducted a thorough empirical inquiry to examine the relationships between the factors that influence SLB and its consequences in the Korean Higher Education sector. The study examines and confirms a model that explores the direct and indirect connections between Professor support and SLB, as

well as between SLB and SS, LS, OC, and SP. This research addresses a significant gap by utilizing the conservation of resources theory, scarcity theory, and role theories to investigate the direct and indirect relationships between supervisor support and work-life balance (SLB), and SLB and subjective well-being (SS), life satisfaction (LS), organizational commitment (OC), and job performance (SP). This enables the researcher to comprehensively address the research inquiries, 'What are the causes of SLB?' and 'What is the relationship between SLB and students' attitudes and study performance?'

Conclusion

It is currently a topic that is receiving a lot of attention among students because of the increase in the amount of work that they have to do and the stress that they are experiencing. In order to obtain the dataset, it was necessary to conduct a survey with students from Hannam University. It was necessary to utilize data preprocessing in order to clean the data once the data analysis was finished in order to investigate the data. Our findings indicated that the SLB3 variable was the most significant factor in determining the student's ability to maintain a healthy work-life balance.

Quantitative information from the Higher Education industry in South Korea was presented in the study. More importantly, a credible model can now identify the factors that lead to and the results of a healthy balance between work and personal life. The findings have the potential to serve as a launching point for university administrators, as well as government and policy makers in a variety of fields, to assess the degree and severity of significant antecedents of study-life balance that cause study performance.

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