

Impact Of Remote Work and Learning Culture on Work-Life Balance: A Comparative Study of Students' and Employees' Perspectives

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Abstract

The structural transition from traditional brick-and-mortar settings to remote and hybrid ecosystems has fundamentally transformed the operational and psychological contracts within modern work and learning environments. While highly valued for its spatial-temporal flexibility, remote arrangements frequently introduce unintended socio-technical strains that disrupt individual well-being and challenge existing organizational boundaries. This study investigates the dual reality of the remote experience by exploring the complex relationships between workspace flexibility, digital availability pressures, institutional support systems, and their collective impact on work-life balance and occupational burnout. Utilizing a structured quantitative research design, primary empirical data was gathered from a cross-sectional sample of 148 active corporate professionals and higher education students. The conceptual framework was evaluated using descriptive analysis, psychometric internal consistency testing, and advanced path analysis to assess direct, mediated, and moderated institutional interactions. The empirical analysis reveals a profound organizational paradox; while a clear majority of participants acknowledge that remote flexibility substantially enhances personal task management and increases quality time spent with family and friends, significant counter-currents exist. More than half of the cohort experiences prominent difficulties in maintaining clear personal-professional boundaries, and a substantial portion faces persistent pressure to check and respond to institutional communications outside of official hours. Consequently, over one-third of the sample reports chronic mental or physical burnout triggered by environmental overlap. Crucially, path modeling demonstrates that the direct relationship between remote flexibility and long-term work-life equilibrium is statistically non-significant on its own, showing instead that it is fully mediated and heavily moderated by perceived institutional and social support. Therefore, when structural support deficits and constant digital demands exist, remote setups accelerate burnout rather than balance. Reflecting these realities, the absolute majority of the cohort explicitly rejects both full-time traditional and full-time remote mandates, designating a fluid, multi-day hybrid model with two to three days of remote work as the optimal future framework. The study concludes with strategic recommendations for institutional leaders to formalize "Right to Disconnect" policies and build autonomy-driven hybrid architectures that preserve workforce retention and mental well-being.

Keywords: Boundary Management, Hybrid Organizational Models, Learning, Occupational Burnout, Perceived Institutional Support, Remote Work, Work-Life Balance