

Impact of Organizational Culture on Worklife Balance of Employees working in the Education Sector

Manisha Choudhary¹, Shivani Jategaonkar², Anjali Khandelwal¹, Sushmita Ghosh¹, Vishwa Prakash¹

¹Research Scholar, School of Commerce, Devi Ahilya Vishwavidyalaya, Indore

²Research Scholar, Institute of Management Studies, Devi Ahilya Vishwavidyalaya, Indore

Abstract

The present study examines the role of organizational culture, measured through the OCTAPACE framework, on the work-life balance of employees working in the education sector. The study aims to analyze how dimensions such as Openness, Confrontation, Trust, Authenticity, Proactivity, Autonomy, Collaboration, and Experimentation influence employees' ability to balance professional and personal responsibilities. A quantitative and descriptive research design was adopted, and primary data was collected from 490 employees working in educational institutions through a structured questionnaire. Organizational culture was measured using Uday Pareek's OCTAPACE profile, while work-life balance was assessed using J. Hayman's (2005) Work-Life Balance Scale. The findings of the study revealed that organizational culture significantly influences employees' work-life balance in educational institutions. Among the OCTAPACE dimensions, Experimentation showed a positive influence on work-life balance, whereas Authenticity, Autonomy, and Collaboration demonstrated significant negative effects. The study highlights the importance of supportive organizational culture in enhancing employee well-being and institutional effectiveness.

Keywords: Organizational Culture, OCTAPACE, Work-Life Balance, Education Sector, Employees, Employee Well-Being, Organizational Behaviour, Educational Institutions, HRD Climate, Workplace Culture

Introduction

Organizational culture has emerged as one of the most influential determinants of employee behaviour, organizational effectiveness, and institutional sustainability in the modern workplace. In recent years, organizations across sectors have increasingly recognized that beyond financial resources and technological advancement, the human element plays a critical role in achieving long-term success. Employees' attitudes, commitment, productivity, and psychological well-being are significantly shaped by the cultural environment prevailing within the organization. A positive organizational culture promotes trust, cooperation, innovation, and employee satisfaction, whereas an unhealthy culture may lead to stress, conflict, burnout, and reduced organizational performance. In the education sector, where employees are continuously engaged in intellectual, emotional, and administrative responsibilities, organizational culture becomes even more important because it directly influences teachers' and academic staff members' professional efficiency as well as personal well-being.

The education sector has undergone substantial transformation during the last decade due to globalization, technological advancement, digital learning systems, increasing competition among educational institutions, and changing expectations of students and stakeholders. Educational institutions today are expected not only to deliver quality education but also to maintain institutional reputation, research productivity, administrative efficiency, and student satisfaction. These growing expectations have significantly increased the workload and pressure on teachers, academic staff, and administrative employees. Faculty members are now required to perform multiple roles simultaneously, including teaching, mentoring, research, publication, examination duties, administrative work, student counselling, and participation in institutional development activities. Such multidimensional responsibilities often create challenges in maintaining a balance between professional and personal life.

Work-Life Balance (WLB) has therefore become a major concern among employees working in educational institutions. Work-life balance refers to the ability of individuals to effectively manage professional responsibilities and personal life commitments without experiencing excessive stress, conflict, or emotional exhaustion. A healthy work-life balance enables employees to maintain physical health, psychological well-being, job satisfaction, and social relationships. On the other hand, poor work-life balance can result in stress, burnout,

reduced productivity, absenteeism, low morale, and employee turnover. In educational institutions, imbalance between work and personal life not only affects employees individually but may also influence the quality of teaching, student outcomes, institutional commitment, and overall organizational climate.

The increasing prevalence of occupational stress and work-related pressure in educational institutions has intensified the need to identify organizational factors that can support employees in achieving better work-life balance. Among various organizational determinants, organizational culture has been identified as one of the most significant factors influencing employees' perceptions, attitudes, and behavioural outcomes. A supportive organizational culture encourages open communication, teamwork, trust, participation, flexibility, and employee empowerment, which may help employees manage professional and personal responsibilities more effectively. Conversely, rigid organizational practices, lack of communication, excessive control, and unsupportive work environments may increase stress and negatively affect employees' work-life balance.

To examine organizational culture comprehensively, the present study adopts the OCTAPACE framework developed by Udai Pareek. OCTAPACE is one of the most widely recognized frameworks for measuring organizational culture and Human Resource Development (HRD) climate in organizations. The acronym OCTAPACE represents eight cultural dimensions, namely Openness, Confrontation, Trust, Authenticity, Proactivity, Autonomy, Collaboration, and Experimentation. These dimensions collectively reflect the behavioural and psychological environment prevailing within an organization and help in understanding how organizational practices influence employee attitudes and performance.

Openness refers to the degree of freedom employees experience in expressing ideas, opinions, and feelings within the organization. A culture of openness encourages transparent communication and reduces misunderstandings among employees. Confrontation reflects the willingness of employees and management to face problems directly and resolve issues constructively instead of avoiding them. Trust signifies the level of confidence employees have in each other and in organizational leadership. Authenticity refers to consistency between feelings, communication, and behaviour within the workplace. Proactivity emphasizes initiative-taking, future orientation, and readiness to adapt to changes and challenges. Autonomy represents the freedom provided to employees in decision-making and performing job responsibilities independently. Collaboration focuses on teamwork, mutual support, and coordination among employees and departments. Experimentation encourages creativity, innovation, and willingness to adopt new methods and ideas.

These cultural dimensions are particularly relevant in educational institutions because the nature of academic work requires continuous interaction, cooperation, creativity, emotional involvement, and intellectual engagement. A healthy OCTAPACE culture can contribute to a supportive work environment where employees feel valued, empowered, and psychologically secure. Such an environment may reduce work-related stress and enhance employees' ability to maintain work-life balance. For example, trust and openness can improve communication and reduce interpersonal conflict, collaboration can distribute workload more effectively, autonomy can provide flexibility in managing responsibilities, and experimentation can encourage innovative teaching methods that reduce monotony and pressure.

Several previous studies have examined the relationship between organizational culture and employee outcomes such as job satisfaction, organizational commitment, employee engagement, productivity, and turnover intention. Similarly, numerous studies have explored work-life balance among employees in different sectors including corporate organizations, healthcare institutions, banking, and educational institutions. However, limited research has specifically focused on the relationship between OCTAPACE organizational culture and work-life balance among employees in the education sector. Most studies in educational institutions have concentrated on stress, burnout, job satisfaction, or teaching effectiveness rather than examining how organizational culture influences employees' balance between professional and personal life. Therefore, the present study attempts to bridge this research gap by investigating the role of OCTAPACE culture in shaping work-life balance among employees working in educational institutions.

The significance of the study lies in its practical and academic contribution. From a practical perspective, the findings of the study can help educational administrators, institutional leaders, and HR professionals understand

the importance of developing a supportive organizational culture for improving employee well-being. Educational institutions that foster trust, collaboration, openness, and autonomy may create healthier work environments that contribute to better work-life balance and higher employee satisfaction. Improved work-life balance can further enhance teaching effectiveness, employee retention, institutional commitment, and organizational performance. From an academic perspective, the study contributes to existing literature by integrating organizational culture and work-life balance within the OCTAPACE framework and extending its application to the education sector.

The present study therefore seeks to analyze the impact of OCTAPACE organizational culture dimensions on employees' work-life balance in educational institutions. By examining how specific cultural dimensions influence employees' ability to manage professional and personal responsibilities, the study aims to provide valuable insights into organizational practices that can support employee well-being and institutional effectiveness. The study also highlights the growing importance of creating employee-centric organizational environments in educational institutions where human resources are the primary drivers of organizational success. In the contemporary educational landscape characterized by increasing competition, technological transformation, and evolving work demands, fostering a healthy organizational culture has become essential not only for organizational growth but also for ensuring employees' quality of work life and overall well-being.

Literature Review

Organizational culture has gained substantial importance in organizational behaviour and human resource management studies because it significantly influences employee attitudes, productivity, satisfaction, and behavioural outcomes. Organizational culture refers to the shared values, beliefs, assumptions, and behavioural norms that guide employees' actions within an organization. In educational institutions, organizational culture plays a vital role in shaping teachers' motivation, collaboration, institutional commitment, and psychological well-being. Researchers have increasingly emphasized that a healthy organizational culture enhances employee satisfaction and contributes positively toward work-life balance, especially in professions characterized by high emotional and intellectual demands such as teaching.

Udai Pareek developed the OCTAPACE framework to measure organizational culture through eight dimensions, namely Openness, Confrontation, Trust, Authenticity, Proactivity, Autonomy, Collaboration, and Experimentation. The OCTAPACE profile has been widely used in educational institutions, corporate organizations, healthcare institutions, and hospitality sectors to understand organizational climate and employee behaviour. According to Pareek, organizations possessing strong OCTAPACE culture encourage communication, innovation, teamwork, and employee empowerment, thereby improving organizational effectiveness and employee well-being.

Several studies have examined the influence of organizational culture on employee attitudes and workplace outcomes. Supriya Pal (2020) studied the work-life balance of millennial dual-career couples and found that dimensions such as confrontation, autonomy, and proactivity significantly contribute to a harmonious organizational culture. The study concluded that supportive organizational culture positively influences employee motivation and work-life integration. Similarly, Sadaf Fatima (2020) analyzed OCTAPACE culture among employees of Heinz India Pvt. Ltd. and observed that higher levels of confrontation, trust, and authenticity help employees address workplace challenges constructively and improve interpersonal relationships.

Research conducted by Umar Mufeed (2019) investigated the relationship between transformational leadership and OCTAPACE culture in universities. The findings revealed a strong positive relationship between transformational leadership practices and OCTAPACE culture, suggesting that supportive leadership helps in establishing openness, trust, collaboration, and experimentation within educational institutions. Likewise, Sinha (2019) studied organizational culture in private higher educational institutions of Bhopal and Indore using the OCTAPACE framework and reported that effective organizational culture helps maintain a healthy work environment and resolves institutional conflicts effectively.

Work-life balance has emerged as a critical issue among employees due to increasing workload, technological advancements, and changing workplace expectations. Work-life balance refers to an employee's ability to

maintain equilibrium between professional responsibilities and personal life commitments. According to Sally Khallash and Martin Kruse (2012), the future of work-life balance remains uncertain because increasing workplace demands and rapid organizational changes often create stress and burnout among employees. The researchers highlighted that organizational support and flexible work environments are essential for maintaining employees' psychological well-being. The present study measures employees' Work-Life Balance using the Work-Life Balance Scale developed by J. Hayman (2005). The scale is widely recognized and extensively used in organizational and behavioural research to assess the extent to which employees are able to balance professional and personal responsibilities. Hayman's scale measures three important dimensions of work-life balance, namely Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work/Personal Life Enhancement (WPLE). The scale provides a comprehensive understanding of employees' perceptions regarding balance between work and non-work domains and has demonstrated strong reliability and validity across different sectors and occupational groups.

Maniam Kaliannan and Kala Perumal (2016) studied the relationship between work-life balance and job satisfaction among doctors and concluded that supportive HR policies and employee-friendly work environments positively contribute toward employees' job satisfaction and work-life balance. The study emphasized the importance of organizational support mechanisms in reducing stress and improving employee productivity. Similarly, Thompson and Prottas found that organizational support, job autonomy, and perceived control significantly reduce work-family conflict and enhance employee well-being.

Kossek, Pichler, Bodner, and Hammer conducted a meta-analysis on workplace social support and work-family conflict and reported that organizational and supervisory support are major determinants of work-life balance. Their findings indicated that supportive supervisors and cooperative work environments reduce work-family conflict and increase employee satisfaction. Moen and Yu also emphasized that effective work-life strategies and organizational support improve employees' quality of life and reduce occupational stress.

In the education sector, teachers and academic staff face significant workload pressure due to teaching responsibilities, research expectations, administrative duties, student mentoring, and institutional obligations. Naveena and Geevarghese (2019) highlighted that work-life balance is an important determinant of job satisfaction among academicians in higher educational institutions. The study observed that supportive work environments and healthy organizational culture significantly influence teachers' professional satisfaction and effectiveness.

Research conducted in educational institutions of Dadra and Nagar Haveli explored the relationship between organizational culture and work-life balance among teaching professionals. The findings showed a statistically significant relationship between organizational cultural support and work-life balance levels among teachers. The study concluded that positive organizational culture helps employees manage professional and personal responsibilities more effectively. Another study conducted in educational institutions of the same region found that dimensions such as autonomy and proactivity significantly influence employees' perceptions of organizational culture.

The relationship between organizational culture and employee satisfaction has also been explored in the hospitality sector. A study on luxury hotels in Kolkata found a significant relationship between OCTAPACE culture and job satisfaction among hotel employees. The research concluded that organizational culture directly affects employees' perceptions, motivation, and workplace attitudes. Although conducted in a different sector, the findings suggest that OCTAPACE culture can positively influence employee well-being across industries.

Studies on HRD mechanisms and organizational culture have also contributed significantly to understanding employee behaviour. Magar (2021) examined the mediation effect of HRD mechanisms between OCTAPACE culture and job satisfaction and found that organizational culture promotes employee growth, attachment, and workplace satisfaction. The study highlighted that HRD practices help sustain organizational culture and improve employees' psychological attachment toward organizations.

Theoretical perspectives on work-life balance further explain the importance of organizational culture in shaping employee outcomes. Boundary theory and spillover theory suggest that work and family domains are interconnected, and experiences in one domain affect the other. Segmentation theory assumes that employees attempt to separate work and personal life, whereas role enhancement theory argues that positive experiences in one role improve performance in another role. These theories indicate that supportive organizational culture can reduce work-family conflict and improve employees' quality of life.

Recent studies also emphasize the growing significance of work-life balance in organizational sustainability. Kasperczuk et al. (2025) observed that flexible working arrangements and supportive organizational practices positively influence employee motivation, loyalty, and productivity. Their findings suggested that organizations promoting work-life balance experience lower burnout and stronger employee commitment. Similarly, Lugaz et al. (2023) argued that organizational cultures emphasizing "work above life" create excessive pressure and negatively affect employees' mental health and well-being.

Research in higher education has also identified culture as a major determinant of institutional effectiveness. Panicker (2020) highlighted that cultural factors significantly influence employee adaptability, technological acceptance, and workplace behaviour in educational institutions. Alattas and Kang (2016) further observed that organizational culture promotes knowledge sharing, collaboration, and organizational success. These findings indicate that culture influences both organizational performance and employee experiences.

Despite the growing body of literature on organizational culture and work-life balance, limited studies have specifically examined the impact of OCTAPACE culture on work-life balance among employees in the education sector. Most existing studies focus on job satisfaction, organizational commitment, leadership, or employee engagement rather than employees' ability to maintain balance between professional and personal life. Furthermore, relatively fewer studies have employed the OCTAPACE framework in educational institutions to examine behavioural and psychological outcomes associated with organizational culture. Therefore, the present study attempts to bridge this research gap by examining how OCTAPACE dimensions influence employees' work-life balance in the education sector.

The literature reviewed suggests that supportive organizational culture positively influences employee well-being, satisfaction, commitment, and workplace harmony. Dimensions such as openness, trust, collaboration, autonomy, and experimentation create an environment that reduces stress and supports employees in balancing work and personal responsibilities. Since educational institutions depend heavily on human resources for institutional effectiveness, understanding the relationship between OCTAPACE culture and work-life balance becomes essential for improving employee welfare and organizational performance.

Research Methodology

The present study adopts a quantitative and descriptive research design to examine the role of organizational culture, measured through the OCTAPACE framework, on the work-life balance of employees working in the education sector. The primary objective of the study is to analyze how different dimensions of organizational culture influence employees' ability to maintain balance between their professional and personal lives. Specifically, the study seeks to examine the level of OCTAPACE culture in educational institutions, assess employees' work-life balance, identify the impact of individual OCTAPACE dimensions on work-life balance, and determine the most significant predictors influencing employees' work-life balance. Based on these objectives, the study formulated the following hypotheses:

H₀: Organizational culture does not significantly influence employees' work-life balance.

H₁: Organizational culture significantly influences employees' work-life balance.

Further, dimension-wise hypotheses were also framed stating that Openness, Confrontation, Trust, Authenticity, Proactivity, Autonomy, Collaboration, and Experimentation significantly influence employees' work-life balance.

The study is based on both primary and secondary data sources. Primary data was collected through a structured questionnaire administered to employees working in schools, colleges, universities, and other educational

institutions. Organizational culture was measured using the OCTAPACE profile developed by Uday Pareek, while work-life balance was assessed using the Work-Life Balance Scale developed by J. Hayman (2005). The questionnaire items were measured using a Likert scale ranging from strongly disagree to strongly agree. Secondary data was collected from books, journals, research papers, conference proceedings, websites, and published reports related to organizational culture, OCTAPACE framework, and work-life balance. Convenience sampling technique was adopted for selecting respondents based on accessibility and willingness to participate in the study. A total of 490 valid responses were collected and considered for final analysis.

The collected data was coded, tabulated, and analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics were used to summarize the data, while reliability analysis through Cronbach’s Alpha was conducted to examine the internal consistency of the scales. Correlation analysis was applied to examine relationships among variables, and multiple regression analysis was employed to determine the impact of OCTAPACE dimensions on employees’ work-life balance. The regression model used in the study is represented as:

$$WLB = \alpha + \beta_{OP}OP + \beta_{CO}CO + \beta_{TR}TR + \beta_{AU}AU + \beta_{PR}PR + \beta_{AT}AT + \beta_{CB}CB + \beta_{EX}EX + \varepsilon$$

Where, WLB = Work Life Balance, α = Constant, β_{OP} = Beta Coefficient of Openness, OP = Openness, β_{CO} = Beta Coefficient of Confrontation, CO = Confrontation, β_{TR} = Beta Coefficient of Trust, TR = Trust, β_{AU} = Beta Coefficient of Authenticity, AU = Authenticity, β_{PR} = Beta Coefficient of Proactivity, PR = Proactivity, β_{AT} = Beta Coefficient of Autonomy, AT = Autonomy, β_{CB} = Beta Coefficient of Collaboration, CB = Collaboration, β_{EX} = Beta Coefficient of Experimentation, EX = Experimentation, ε = Residual (Error Term).

Further, residual analysis, Normal P-P Plot, scatterplot analysis, and Durbin-Watson statistics were used to verify regression assumptions and ensure model fitness and reliability.

Data Analysis & Interpretation

In this section, data analysis is carried out to examine the impact of organizational culture dimensions, measured through the OCTAPACE framework, on employees’ work-life balance in the education sector. Multiple regression analysis has been employed to identify the extent to which each OCTAPACE dimension influences work-life balance among employees. The regression model formulated for the study is as follows:

$$WLB = \alpha + \beta_{OP}OP + \beta_{CO}CO + \beta_{TR}TR + \beta_{AU}AU + \beta_{PR}PR + \beta_{AT}AT + \beta_{CB}CB + \beta_{EX}EX + \varepsilon$$

Where,

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	.379 ^a	.143	.129	9.563	.143	10.062	8	481	.000	1.989
a. Predictors: (Constant), Experimentation, Autonomy, Authenticity, Confrontation, Collaboration, ProAction, Trust, Openness										
b. Dependent Variable: Total										

Table 1.1: Model Summary

The regression model indicates a moderate positive relationship between OCTAPACE dimensions and employees’ work-life balance, as reflected by the R value of 0.379. The R Square value of 0.143 shows that 14.3% of the variation in work-life balance is explained by organizational culture dimensions such as openness, trust, autonomy, collaboration, and experimentation. The Adjusted R Square of 0.129 confirms acceptable explanatory power after adjustment. The model is statistically significant because the F value of 10.062 has a significance

level of 0.000 ($p < 0.05$). Further, the Durbin-Watson value of 1.989 indicates absence of autocorrelation and confirms model reliability.

Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	53.582	4.451		12.039	.000					
	Openness	.498	.306	.092	1.628	.104	.038	.074	.069	.552	1.812
	Confrontation	.330	.245	.079	1.344	.180	-.005	.061	.057	.518	1.930
	Trust	.132	.246	.029	.535	.593	-.052	.024	.023	.606	1.651
	Authenticity	-1.083	.316	-.205	-3.423	.001	-.157	-.154	-.144	.497	2.012
	ProAction	.104	.229	.025	.455	.649	-.126	.021	.019	.606	1.649
	Autonomy	-1.133	.209	-.273	-5.430	.000	-.255	-.240	-.229	.706	1.417
	Collaboration	-.481	.219	-.112	-2.197	.028	-.156	-.100	-.093	.680	1.470
	Experimentation	.992	.253	.180	3.918	.000	.142	.176	.165	.848	1.179

a. Dependent Variable: Total

Table 1.2: Beta Coefficients

The coefficients table explains the individual contribution of each OCTAPACE dimension toward employees' work-life balance in the education sector. Among the predictors, Experimentation has a significant positive influence on work-life balance ($\beta = 0.180$, $p = 0.000$), indicating that innovative and flexible organizational practices improve employees' balance between professional and personal life. In contrast, Authenticity ($\beta = -0.205$, $p = 0.001$), Autonomy ($\beta = -0.273$, $p = 0.000$), and Collaboration ($\beta = -0.112$, $p = 0.028$) show significant negative effects on work-life balance. This suggests that excessive independence, collaboration demands, or organizational expectations may create pressure among employees. However, Openness, Confrontation, Trust, and ProAction were found statistically insignificant as their p-values are greater than 0.05. The tolerance and VIF values are within acceptable limits, confirming the absence of multicollinearity among variables. Therefore, the regression model is statistically reliable and suitable for interpretation.

Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	37.17	55.20	46.70	3.880	490
Std. Predicted Value	-2.456	2.192	.000	1.000	490
Standard Error of Predicted Value	.779	1.797	1.275	.231	490
Adjusted Predicted Value	36.93	55.03	46.69	3.883	490
Residual	-18.689	21.351	.000	9.484	490

Std. Residual	-1.954	2.233	.000	.992	490
Stud. Residual	-1.971	2.256	.001	1.000	490
Deleted Residual	-19.001	21.801	.012	9.652	490
Stud. Deleted Residual	-1.976	2.266	.001	1.002	490
Mahal. Distance	2.244	16.262	7.984	3.192	490
Cook's Distance	.000	.012	.002	.002	490
Centered Leverage Value	.005	.033	.016	.007	490
a. Dependent Variable: Total					

Table 1.3: Residual Statistics

The residual statistics table indicates the adequacy and reliability of the regression model used to examine the impact of OCTAPACE dimensions on work-life balance. The predicted values range from 37.17 to 55.20 with a mean of 46.70, showing reasonable variation in predicted scores. The residual mean is approximately zero, indicating that prediction errors are evenly distributed. Standardized residuals range from -1.954 to 2.233, which lie within the acceptable limit of ± 3 , confirming the absence of significant outliers. Similarly, Studentized residuals also remain within acceptable range, indicating model stability. The Cook's Distance values are very low, with a maximum of 0.012, suggesting that no single observation excessively influences the regression model. Further, the Mahalanobis Distance and leverage values remain within acceptable limits, confirming absence of multivariate outliers and indicating that the regression assumptions are satisfactorily met.

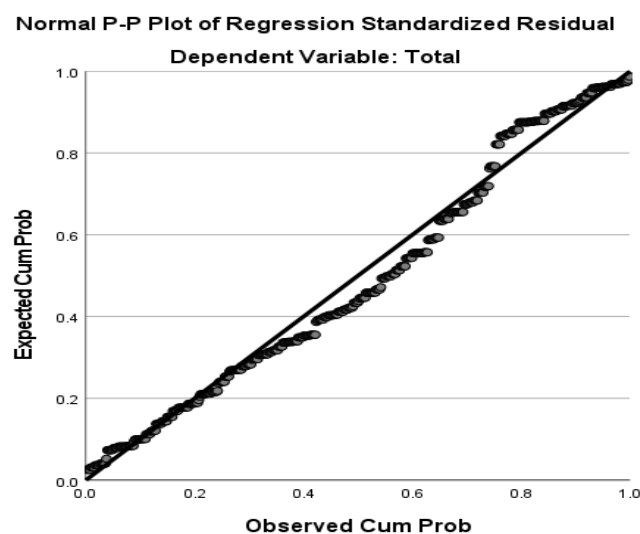


Figure 1.1: Normal P-P Plot of Regression Standardized Residuals

The Normal P-P Plot of Regression Standardized Residuals indicates that the residuals are approximately normally distributed. In the plot, most of the observed cumulative probability points closely follow the diagonal reference line, showing only minor deviations at certain points. This alignment suggests that the regression model satisfies the assumption of normality of residuals, which is an important requirement for multiple regression analysis. Since there are no major departures from the straight line, the data does not exhibit severe skewness or kurtosis problems. Therefore, the regression results can be considered statistically reliable and valid for interpretation. Overall, the Normal P-P Plot confirms that the model used to analyze the impact of OCTAPACE dimensions on employees' work-life balance is appropriate and adequately fits the data collected from employees in the education sector.

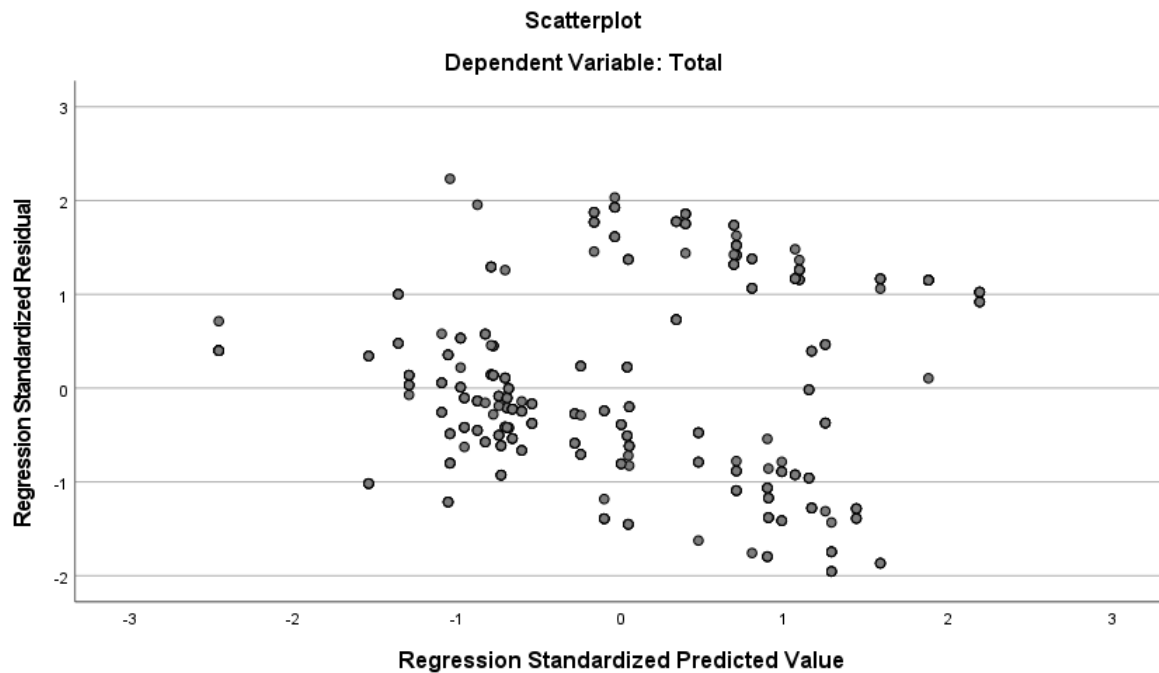


Figure 1.2: Scatterplot for Standardized Residuals and Standardized Predicted Value

The scatterplot of regression standardized residuals against regression standardized predicted values is used to examine the assumptions of linearity and homoscedasticity in the regression model. The points in the scatterplot are randomly dispersed around the zero line without forming any clear systematic pattern, funnel shape, or curve. This indicates that the variance of residuals remains reasonably constant across different predicted values, confirming the assumption of homoscedasticity. Additionally, the absence of any distinct pattern suggests that the relationship between OCTAPACE dimensions and work-life balance is linear in nature. Most residual values fall within the acceptable range of ± 3 , indicating absence of serious outliers. Therefore, the scatterplot confirms that the regression model is appropriate, statistically reliable, and suitable for analyzing the impact of organizational culture on employees' work-life balance in the education sector.

Conclusion

The present study examined the role of organizational culture, measured through the OCTAPACE framework, on the work-life balance of employees working in the education sector. In the contemporary educational environment characterized by increasing workload, administrative pressure, technological transformation, and rising institutional expectations, maintaining work-life balance has become a major challenge for employees. The study attempted to understand how dimensions of organizational culture influence employees' ability to manage professional and personal responsibilities effectively. Using the OCTAPACE framework developed by Udai Pareek, the study analyzed the impact of Openness, Confrontation, Trust, Authenticity, Proactivity, Autonomy, Collaboration, and Experimentation on employees' work-life balance.

The findings of the study indicate that organizational culture significantly influences employees' work-life balance in educational institutions. The regression model demonstrated a statistically significant relationship between OCTAPACE dimensions and work-life balance, confirming that organizational culture plays an important role in shaping employees' workplace experiences and personal well-being. Among the OCTAPACE dimensions, Experimentation was found to have a significant positive influence on work-life balance, indicating that organizations encouraging innovation, flexibility, and new ideas create a healthier and more supportive work environment for employees. On the other hand, Authenticity, Autonomy, and Collaboration showed significant negative relationships with work-life balance, suggesting that excessive responsibilities, pressure associated with independent decision-making, or collaboration demands may increase stress and affect employees' personal lives.

The remaining dimensions, namely Openness, Confrontation, Trust, and Proactivity, did not show statistically significant impact in the regression model, although they remain important elements of organizational culture.

The study further confirmed that the regression assumptions were satisfactorily met, as residual analysis, Normal P-P Plot, scatterplot analysis, and Durbin-Watson statistics indicated absence of major statistical issues such as autocorrelation, multicollinearity, non-normality, or heteroscedasticity. Thus, the model was found statistically reliable and suitable for interpretation.

Overall, the study highlights the importance of creating a supportive organizational culture in educational institutions to enhance employees' work-life balance and psychological well-being. Educational administrators and policymakers should focus on promoting flexibility, innovation, effective communication, and employee support systems to reduce work-related stress and improve institutional effectiveness. Since educational institutions rely heavily on human resources for academic excellence and organizational growth, ensuring employees' work-life balance is essential for improving productivity, job satisfaction, employee retention, and overall organizational performance. The study contributes to existing literature by integrating OCTAPACE organizational culture with work-life balance in the education sector and provides useful insights for future research and organizational policy formulation.

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