

Impact of Well-Being on the Relationship Between Work-Life Balance and Intent to Stay Among Academicians Working in Colleges

Ranjith Somasundaran Chakkambath¹

Dr. M. Usha²

1Research Scholar, Department of Management,

Karpagam Academy of Higher Education, Coimbatore, Tamil Nadu, India

2Associate Professor, Department of Management,

Karpagam Academy of Higher Education, Coimbatore, Tamil Nadu, India

Abstract – Employees across various industries encounter numerous challenges in balancing their professional responsibilities with personal obligations, resembling a circus act in terms of complexity. Achieving equilibrium between work and life has long been a concern for organizations, as it influences not only employee satisfaction but also organizational commitment and retention rates. Research suggests that employees who manage their work and family responsibilities effectively experience higher job satisfaction, greater organizational commitment, and an increased intention to remain with their employer. This study explores the connection between work-life harmony, psychological well-being, and employee retention, focusing on how these factors impact attrition rates. A sample of 219 faculty members from private educational institutions was surveyed using a structured questionnaire that included demographic information and questions on work-life integration, psychological well-being, and intent to stay. The study examines gender differences in work-life balance and psychological well-being through Mann-Whitney U Test. Spearman Correlation analysis was used to explore the relationships between these three constructs, while moderation analysis assessed the role of work-life balance as a moderator in the work-life balance–psychological well-being relationship.

Key Words: Work-life balance, Psychological Well-Being, Intent to Stay, Haye’s PROCESS macro, Mann-Whitney U test, Spearman Correlation, Faculty, Colleges.

1. INTRODUCTION

The modern era presents considerable complexity and uncertainty for both organizations and their employees. Employees are continuously pressured to navigate these challenges daily, and the issue of work-life integration has consistently been a significant concern. The concept of Work-Life Balance (WLB) has garnered considerable attention over the years. It refers to the delicate distinction between work and various life domains, including family, community engagement, recreation, social responsibilities, health, and personal growth. Achieving work-life balance involves effectively managing and harmonizing these different aspects of life, which is highly individualized and evolves over time based on personal circumstances and life stages.

Numerous discussions have surrounded the concept of work-life integration. According to literature, the accepted definition is the ability to accomplish goals in both work and personal life and achieve satisfaction across all life domains (Bulger, 2014). In today’s fast-paced world, many employees strive to achieve harmony between their work and family lives, viewing it as key to improving their well-being and increasing job fulfillment. In particular, the teaching profession is considered one of the most noble and impactful careers, playing a crucial role in shaping students' personalities throughout their academic journeys. For educators to perform optimally, aligning job and family life—referred to as work-life balance (WLB)—is essential (P & Souza, 2024).

Achieving WLB is vital for professionals at all levels, and business organizations must prioritize policies that foster this equilibrium to enhance employees' well-being. Despite ongoing debates about whether to separate or integrate work and life, the connection between WLB and employee retention, particularly among college faculty, remains underexplored. This research addresses this gap by examining how work-life balance influences faculty retention in private educational institutions in Kerala.

For faculty members, productivity and well-being are directly tied to their professional lives. Balancing work and family responsibilities presents unique challenges, particularly for women faculty, who represent a significant portion of the academic workforce (J. & C., 2023). Achieving this balance is crucial for faculty satisfaction and retention, as well as for attracting and developing talented academics (Lear & Nabo, 2023). Disruptions in work-life balance can negatively impact academics' mental health and the quality of their academic work (Martin & Stanfill, 2023). Psychological well-being (PWB), a positive aspect of mental health, is a multidimensional concept shaped by emotional regulation, personal characteristics, self-concept, and life events. Ryff (1989) defines psychological well-being as a collection of psychological traits associated with positive human functioning, including resilience, a sense of purpose, and self-confidence. Studies have linked work-life balance to psychological well-being among college faculty members (Prasad & Sreenivas, 2020).

Maintaining life-work synergy is crucial for long-term career success. Faculty members seek a healthy balance to create a positive working culture and enhance their well-being, facilitating career growth. This research explores the relationship between personal well-being and faculty members' intention to stay in their positions, contributing to faculty retention in higher education institutions. A crucial psychological factor influencing individual behaviour is the intention underlying one's actions. Whether an employee decides to stay or leave a job significantly impacts their behaviour in various aspects of life. Intention to stay refers to an employee's willingness to remain in their current position for an extended period (Shahid, 2018). In contrast, turnover intention is generally seen as a negative outcome. The intention to stay is particularly critical for faculty members in private colleges and educational institutions.

Objectives:

- To survey the demographics of the faculty working in the region.
- To test the impact of gender on work-life balance and psychological well-being among faculty members.
- To study the association of work-life balance on the intention to stay, moderated by well-being.

2. LITERATURE REVIEW

The concept of work-life integration has been a prominent subject in academic discussions for several decades, particularly in professions such as teaching. Within this field, various factors, including academic rank, discipline, and the working environment, have been identified as influencing the work-life balance of faculty members. Studies have highlighted that factors such as burnout, intellectual demands, and emotional regulation contribute to challenges in achieving a balanced work-life dynamic (Owens, 2018). Research also emphasizes the importance of developing strong social networks to overcome these challenges (Owens, 2018). A strong link has been established between work engagement and satisfaction with work-life balance among faculty members in higher education (Žnidaršič, 2021).

2.1 Work-life Balance and Faculty Well-being

The well-being of individuals is influenced significantly by key aspects of their lives, such as interpersonal relationships, personal growth, and self-acceptance. When individuals succeed in balancing their personal and professional lives, it enhances their overall well-being. The concept of work-life harmony emerges from the desire to achieve this balance (Björk-Fant et al., 2023). Research suggests that faculty members' burnout, anxiety, and stress are critical factors in maintaining life-work synergy, which in turn is essential for their mental well-being (Hammoudi Halat et al., 2023). Organizations that foster work-life balance initiatives can enhance their employees' well-being, leading to improved job satisfaction and performance.

2.2 Faculty Members' Intention to Stay

The intention of faculty members to remain in their positions is significantly influenced by factors such as personal growth, job satisfaction, and work-related stress. Research has identified that poor job satisfaction and lack of personal development are strong predictors of faculty members' decisions to leave their positions. Job commitment and institutional dedication are additional factors influencing retention (J. Darnell et al., 2020). Furthermore, faculty morale and job contentment play pivotal roles in the decision-making process regarding retention (Calkins et al., 2019).

2.3 Work-life Balance and Intention to Stay, Moderated by Well-being

The role of well-being as a moderator in the relationship between work-life balance and faculty retention has been widely acknowledged. Studies indicate that well-being significantly influences faculty members' decision to stay in their current positions (Karakus et al., 2021). Factors such as dissatisfaction with work and insufficient support within the workplace environment contribute to turnover. Burnout and stress are particularly harmful to faculty well-being and are strongly correlated with higher turnover rates in academic settings (Aboobaker et al., 2019).

2.4 Research Gap

While work-life balance has been a subject of research for decades, its significance became even more evident during the COVID-19 pandemic when faculty members had to adapt to new working conditions. The shift back to traditional classroom teaching has made the examination of the relationship between work-life balance and retention intentions more relevant. There is a noticeable gap in research regarding the role of mental well-being as a moderator in this relationship. Investigating this dynamic is crucial for educational institutions to revise policies and create environments that support faculty well-being. This, in turn, would foster a more conducive atmosphere for teaching, allowing faculty to engage in innovative practices that benefit student learning and contribute to their overall development.

2.5 Conceptual Framework

The conceptual framework utilized in this study, as shown in Figure 1, aims to examine the intent to stay in a job by faculty members, with work-life balance as the primary predictor and well-being acting as a moderator. This model investigates whether enhanced well-being strengthens faculty members' decision to remain in their current positions after achieving a better work-life balance.

Figure 1: Conceptual Model of the Research

The Spillover Theory suggests that experiences in one domain, such as work, can influence perceptions in another domain, like personal life, thereby creating a foundation for comparison (Bello & Tanko, 2020). This theory highlights the spillover effects that occur when work-life balance is challenged, which can manifest in horizontal or vertical dimensions. The spillover theory explains how the interaction of tasks within professional, personal, and social spheres creates a reciprocal relationship. Positivity or negativity in one role can influence similar outcomes in others (Khalid, 2023).

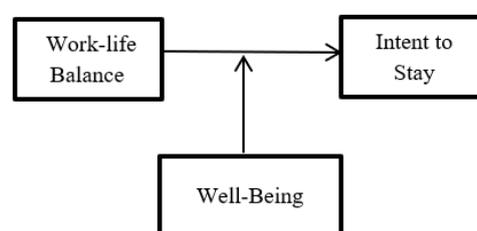


Fig 1: Conceptual model of the research work

In this study, the concept of work-life harmony is influenced by spillover dynamics. According to spillover theory, experiences in the work domain can spill over and affect personal life, and vice versa. Achieving work-life balance is crucial for aligning work and personal life, which subsequently impacts faculty members' well-being. A positive work experience can energize personal life, while a stressful work environment may negatively affect well-being at home. Additionally, work demands that spill over negatively into personal life can diminish faculty well-being. Psychological well-being, an essential concept in academia, is shaped by factors such as emotional intelligence (Ahuja, 2014). As noted in previous studies, the evolving work environment has placed stress on maintaining a balance between personal and

professional lives, negatively impacting productivity and overall well-being (Hammoudi Halat et al., 2023). Conversely, positive experiences in personal life can enhance faculty well-being and may improve work performance. Faculty members with higher well-being due to positive work-life spillover are more likely to be satisfied and have a stronger intention to remain in their current positions.

2.4.1 Hypotheses

- **H₁:** Better work-life balance strengthens the intent to stay.

Previous literature has suggested that a better work-life balance contributes to employees' intent to stay, particularly among women (Sriram et al., 2022). For faculty, studies have indicated that a positive work-life balance enhances retention (Magdaleno et al., 2022). The greater the harmony between work and life, the higher the likelihood of faculty members remaining in their current positions.

- **H₂:** Well-being enhances the relationship between work-life balance and intent to stay.

Previous studies have highlighted that well-being plays a significant role in strengthening the connection between work-life balance and the intention to stay (Patrick et al., 2023). Work-life balance and well-being are crucial factors in improving job satisfaction and retention, particularly in educational institutions (Prasad & Sreenivas, 2020). These elements are strongly correlated with faculty members' decision to remain in their roles, even in the face of work-related stress.

3. RESEARCH METHODOLOGY

a. Research Design

This study employed a descriptive research design to examine the demographics, work-life balance, and well-being of faculty members. The study also aims to explore the association between work-life balance and the intention to stay, moderated by well-being. A cross-sectional research design was used, with a structured questionnaire administered to faculty members working in private colleges across Kerala, India.

b. Measurement Scales Used in the Instrument

The research focused on three primary constructs: work-life balance, well-being, and intent to stay. The work-life balance construct was measured using a 15-item scale developed by Hayman (2005), which assesses work-life balance within corporate settings. For psychological well-being, the Flourishing Scale (Diener et al., 2009) was used, which provides a holistic measure of well-being. The intent to stay construct was measured using a 4-item scale adapted from Daly et al. (2006) and Ababneh (2016). The reliability of the scales was assessed using Cronbach's alpha: work-life balance ($\alpha = .857$), psychological well-being ($\alpha = .815$), and intent to stay ($\alpha = .825$), with an overall reliability of .892 for the 27-item questionnaire (Griethuijsen et al., 2014).

c. Sampling Method

The study utilized convenience sampling, with faculty members from private colleges in Kerala as the target population. Additional information from academic journals and other references was used to supplement the research.

d. Sample Size

The survey yielded responses from 317 faculty members from various private colleges across Kerala, a region known for its high-quality educational institutions.

e. Data Collection Method

Data were collected through a structured questionnaire distributed in both print and Google Forms formats. The questionnaire gathered demographic data, followed by questions about work-life harmony and the mental well-being of respondents. The final section focused on faculty members' intention to stay in their positions.

f. Techniques Used

Demographic analysis was used to assess the characteristics of the target population. Data analysis generated a general picture of the sample characteristics. The Mann-Whitney U test was done to evaluate the impact of gender on work-life integration and mental well-being. Spearman Correlation was used to get an insight into the interrelationship among the constructs- work-life balance, psychological well-being, and intent to stay. Regression analysis, using Hayes'

PROCESS v4.2 model, was applied to explore the moderating effect of psychological well-being on the relationship between work-life balance and intent to stay (Hayes, 2013). Statistical analysis was conducted using a statistical package for data processing.

4. RESULTS

A structured questionnaire survey was conducted targeting faculty members from private colleges in Kerala, India.

4.1 Demographic Characteristics

Table 1: Demographic Characteristics of respondents

Demographic characteristic	Percentage of Respondents (%)
Age Group(Years)	
25-29	28.0
30-34	30.8
35-39	14.9
39-43	13.0
44-48	11.5
Above 49 years	2.9
Gender	
Male	12
Female	88
Years of Teaching Experience	
Less than 5 years	65
5 to 10 years	26
More than 10 years	9
Education	
Post Graduate with NET/SET	92
M.Phil. & NET/SET	6
PhD/Post Doc	2
Academic Rank	
Assistant Professor	93
Associate Professor	6
Professor	1

Note: Sample size, n= 219

Table 1 shows that the majority of respondents (58%) are in the 30-34 age group, while 28% fall within the 25-29 age range, highlighting a growing interest in academic careers among younger individuals. A significant proportion of respondents were female, accounting for 88% of the sample. Most respondents had less than five years of teaching experience, with some having 5 to 10 years of experience. In terms of education, most respondents were postgraduates with NET/SET qualifications, which is a requirement for being an Assistant Professor in India. The majority of respondents held the rank of Assistant Professor

4.2 Mann-Whitney Test: Gender Vs. Work-life Balance and Gender Vs. Psychological Well-Being

4.2.1 Hypotheses

- **H₃**: Work-life balance impacts gender.

The education sector, like other industries, has a mix of genders working together to achieve educational goals. Women dominate the sector, particularly in private educational institutions. This hypothesis tests the effect of work-life balance on gender differences.

- **H₄**: Psychological well-being impacts gender.

Mental well-being plays a crucial role in enhancing creativity and productivity. This hypothesis aims to investigate how psychological well-being varies between genders in academic settings.

Table 2: Results summary of Mann-Whitney U test

Index	Group	N	Mean Rank	U	Z	p
Work-life Balance	Male	25	164.1	4062	-2.66	0.008
	Female	194	128.78			
Psychological Well-Being	Male	25	143.05	4590	-1.22	0.224
	Female	194	162.22			

Note: p<.05. U stands for Mann-Whitney U. The mean of Work-Life Balance was 51.27, while for Psychological Well-Being it was 29.27. The standard deviation was 2.38 for Work-Life Balance and 5.16 for Psychological Well-Being, respectively.

A Mann-Whitney U test was executed to evaluate whether gender differences were relevant among the

group when it comes to balancing life and work. From Table 2, it was proven that Work-life balance had a pivotal impact on gender, $z=-2.660, p=.008$. A similar test was done to investigate the impact of psychological well-being on gender, which resulted in a not significant outcome, $z=-1.216, p=.224$.

4.3 Nonparametric Correlations: Spearman Correlation between Work-life balance, Psychological Well-Being and Intent to Stay

Table 3: Spearman Correlation test between Work-life balance, Psychological Well-Being, and Intent to Stay

Variables	n	Spearman(rho)		
		1	2	3
1. Work-life Balance	219	1	.665**	.817**
			0	0
2. Psychological Well-being	219	.665**	1	.793**
		0		0
3. Intent to Stay	219	.817**	.793**	1
		0	0	

Note: ** indicate $p<.05$.

A Spearman's correlation was conducted to test the association between the variables mentioned in Table 3. According to the table, Work-life balance and Psychological Well-Being have a positive correlation $r(219)=.665, p=.0000$. A similar result with a very strong positive correlation was observed between Work-life balance and Intent to Stay, $r(219)=.817, p=.0000$. Psychological Well-Being and Intent to stay had a significant correlation, $r(219)=.793, p=.0000$.

4.4 Moderation Analysis: Psychological Well-being as a Moderator in the Relationship Between Work-life Balance and Intent to Stay

Table 4: Results of Haye's PROCESS Model 1 Moderation analysis using MATRIX procedure

Variable	Effect(B)	SE	t	p	95% CI
Intercept	-28.58	1.39	-20.524	0.0000	[-31.3195, -25.8399]
Work-life Balance	0.6996	0.03	25.9976	0.0000	[.6466, .7525]
Psychological Well-Being	-2.49	0.26	-9.6592	0.0000	[-2.99990, -1.9840]
Work-life Balance*Psychological Well-Being	0.05	0.01	10.3645	0.0000	[.0421, .0618]

Note: This table presents the results of Haye's Process Macro Model1 moderation analysis using MATRIX procedure in SPSS. The dependent variable is Intent to Stay, and the independent variables were Work-life Balance and Psychological Well-Being (Hayes,2013). The interaction between Work-life Balance and Psychological Well-Being was significant, indicating that the Intent to Stay was moderated by Psychological Well-Being.

The moderation analysis results indicated that the interaction between work-life balance and psychological well-being was significant ($\beta = 0.0519, SE = 0.005, t = 10.3645, p < 0.05$). This suggests that psychological well-being moderates the relationship between work-life balance and intent to stay.

Table 5: Conditional Effects of Work-Life Balance on Intent to Stay at values of Psychological Well-Being.

Psychological Well-Being	Effect(B)	SE	t	p	LLCI	ULCI
-5.1602	1.1194	0.0298	14.4722	0.0000	0.373	0.4904
0	0.7257	0.0269	25.9976	0.0000	0.6466	0.7525
5.1602	0.3319	0.0435	22.2291	0.0000	0.8818	1.0531

Note: $p<0.05$

The conditional effects table shows that the effect of work-life balance on intent to stay is stronger at higher levels of psychological well-being, with the effect becoming weaker at lower levels of well-being.

Table 6: Conditional Effects of Focal Predictor at Values of Moderator

Psychological Well-Being	Effect	SE	t	p	LLCI	ULCI
-5.2759	0.4257	0.0301	14.121	0	0.3664	0.4885
-4.6092	0.4603	0.0284	16.1893	0	0.4044	0.5163
-3.9425	0.4949	0.027	18.3136	0	0.4418	0.5481
-3.2759	0.5295	0.026	20.3889	0	0.4784	0.5806
-2.6092	0.5641	0.0253	22.2823	0	0.5143	0.6114
-1.9425	0.5987	0.0251	23.8594	0	0.5494	0.6481
-1.2759	0.6334	0.0253	25.0198	0	0.5835	0.6832
-0.6092	0.668	0.026	25.7259	0	0.6169	0.7119
0.0575	0.7026	0.027	26.0068	0	0.6494	0.7557
0.7241	0.7372	0.0284	25.9379	0	0.6812	0.7931
1.3908	0.7718	0.0301	25.6128	0	0.7125	0.8311

2.0575	0.8 064	0.0 321	25.1 199	0	0.7 432	0.8 695
2.7241	0.8 41	0.0 343	24.5 309	0	0.7 735	0.9 084
3.3908	0.8 756	0.0 366	23.8 977	0	0.8 035	0.9 477
4.0575	0.9 102	0.0 391	23.2 557	0	0.8 332	0.9 872
4.7241	0.9 448	0.0 418	22.6 268	0	0.8 626	1.0 269
5.3908	0.9 794	0.0 445	22.0 242	0	0.8 919	1.0 669
6.0575	1.0 14	0.0 473	21.4 544	0	0.9 21	1.1 07
6.7241	1.0 486	0.0 501	20.9 204	0	0.9 551	1.1 472
7.3908	1.0 832	0.0 53	20.4 224	0	0.9 789	1.1 876
8.0575	1.1 178	0.0 56	19.9 596	0	1.0 076	1.2 28
8.7241	1.1 524	0.0 59	19.5 3	0	1.0 363	1.2 685

Source: Gaskin, J (2016), 2-way-Interactions, Stat Tools Package, <http://statwikigaskination.com>

Fig 2 summarizes the strengthening of the bond between work-life and intent to stay among the faculty members through psychological well-being.

5. DISCUSSION & RECOMMENDATIONS

The demographic characteristics of the sample revealed that the majority of respondents were young female faculty members with less than five years of teaching experience. Most held post-graduate qualifications with NET/SET, a requirement for academic positions in India. These findings highlight the growing representation of younger, female faculty members in private educational institutions.

The findings of this study align with previous literature that suggests women tend to place greater emphasis on work-life integration and its impact on well-being compared to men (Pace & Sciotto, 2021). The results underscore the importance of providing a conducive work environment to foster a better work-life balance, which in turn improves retention rates. The study also supports previous research that highlights the significant role of psychological well-being in moderating the relationship between work-life balance and the intention to stay (Rahim et al., 2020).

Educational institutions should prioritize policies that promote work-life balance, as this would not only improve faculty well-being but also contribute to reduced turnover intentions. Workshops and initiatives aimed at enhancing faculty well-being should be considered to support retention efforts, which will ultimately lead to better teaching outcomes and more innovative academic environments.

6. CONCLUSION

This study explored the impact of work-life harmony on faculty members' intention to stay in private educational institutions, moderated by psychological well-being. The results highlighted a predominance of young, qualified female faculty with varying teaching experience. Significant associations were found between gender and work-life balance, though psychological well-being showed no such relationship. Correlation analysis confirmed positive links between work-life balance, psychological well-being, and intent to stay. The moderation analysis emphasized the role of

The results from Table 6 indicate that the effect of work-life balance on retention intentions is significantly stronger at higher levels of psychological well-being, reinforcing the importance of mental well-being in moderating the relationship between work-life balance and faculty retention.

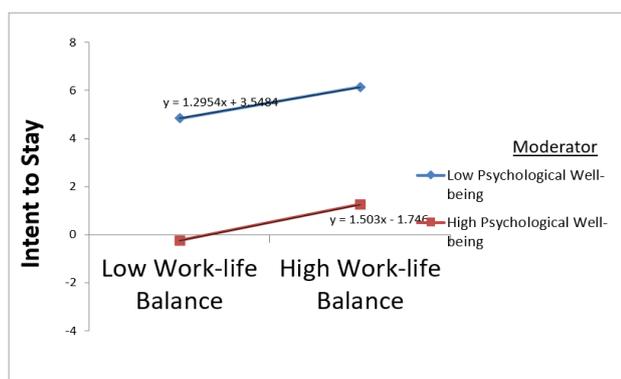


Fig. 2 : Intent to Stay Vs Work-life Balance moderated by Psychological Well-Being

psychological well-being in strengthening these relationships. These findings suggest that promoting well-being is crucial for reducing turnover and enhancing productivity. Future research could examine other factors like job satisfaction and work engagement.

REFERENCES

1. Ahuja, A. (2014). Role of emotional intelligence in psychological well being of faculty members. *ZENITH International Journal of Multidisciplinary Research*, 4(10), 1-7.
2. Arshadi, N., & Shahandashti, S. (2019). The casual relationship of work-family enrichment with psychological well-being: The mediating role of work-life balance. *Journal of Family Psychology*, 5, 65-76.
3. Bello, Z., & Tanko, G. I. (2020, December 30). Review of Work-Life Balance Theories. *GATR Global Journal of Business and Social Science Review (GJBSSR) Vol. 8(4) OCT-DEC 2020*, 8(4), 217-227. [https://doi.org/10.35609/gjbsr.2020.8.4\(3\)](https://doi.org/10.35609/gjbsr.2020.8.4(3))
4. Björk-Fant, J. M., Bolander, P., & Forsman, A. K. (2023, March 23). Work-life balance and work engagement across the European workforce: a comparative analysis of welfare states. *European Journal of Public Health*, 33(3), 430-434. <https://doi.org/10.1093/eurpub/ckad046>
5. Bulger, C. (2014). Work-Life Balance. In: Michalos, A.C. (eds) *Encyclopedia of Quality of Life and Well-Being Research*. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-0753-5_3270
6. Calkins, C., Chavez, M., & Rosser, V. (2019). Preventing extra costs: The impact of faculty satisfaction and morale. *International Journal of Educational Research*. <https://doi.org/10.1016/J.IJER.2019.06.010>.
7. Daly, C. J., & Dee, J. R. (2006). Greener pastures: Faculty turnover intent in urban public universities. *The Journal of Higher Education*, 77, 776-803.
8. Darnell, T., Gibson, N., Green, R., Archibald, J., & Brockmeier, L. (2020). Nursing Faculty Job Satisfaction and Intent to Stay. , 7. <https://doi.org/10.30845/jesp.v7n3p2>.
9. Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). New measures of well-being: Flourishing and positive and negative feelings. *Social Indicators Research*, 39, 247-266.
10. Gaskin, J. (2016), 2 way Interactions, Stats Tools Package. <http://statwiki.gskination.com>
11. Griethuijsen, R.A.L.F., Eijck, M.W., Haste, H., Brok, P.J., Skinner, N.C., Mansour, N., et al. (2014). Global patterns in students' views of science and interest in science. *Research in Science Education*, 45(4), 581-603. doi:10.1007/s11165-014-9438-6.
12. Hammoudi Halat, D., Soltani, A., Dalli, R., Alsarraj, L., & Malki, A. (2023, June 30). Understanding and Fostering Mental Health and Well-Being among University Faculty: A Narrative Review. *Journal of Clinical Medicine*, 12(13), 4425. <https://doi.org/10.3390/jcm12134425>
13. Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. Guilford Press
14. Hayman, Jeremy. Psychometric Assessment of an Instrument Designed to Measure Work-Life Balance. *Research and Practice in Human Resource Management* 13, no. 1 (2005): 85-9
15. J., D. C., & C., M. D. (2023, February 21). Work Life Balance of Women Faculty Working In HEIs with Special Reference to Bangalore City. *RA Journal Of Applied Research*, 09(02). <https://doi.org/10.47191/rajar/v9i2.07>
17. Jalil, N., Tan, S., Ibharim, N., Musa, A., Ang, S., & Mangundjaya, W. (2023). The Relationship between Job Insecurity and Psychological Well-Being among Malaysian Precarious Workers: Work-Life Balance as a Mediator. *International Journal of Environmental Research and Public Health*, 20. <https://doi.org/10.3390/ijerph20032758>.
18. K., V., Sriram., Raj, Drisya., Kamath, Giridhar. (2022). Does Work Environment & Work-Life Balance Influence Women Employees' Intention to Stay?.

- Studies in business and economics*, doi: 10.2478/sbe-2022-0036
19. Karakus, M., Ersozlu, Z., Usak, M., & Ocean, J. (2021, April 5). Self-Efficacy, Affective Well-Being, And Intent-To-Leave By Science And Mathematics Teachers: A Structural Equation Model. *Journal of Baltic Science Education*, 20(2), 237–251. <https://doi.org/10.33225/jbse/21.20.237>.
20. Khaldoun I. Ababneh (2016): Effects of met expectations, trust, job satisfaction, and commitment on faculty turnover intentions in the United Arab Emirates (UAE), *The International Journal of Human Resource Management*, DOI: 10.1080/09585192.2016.1255904
21. Khalid, S. (2023). How People Experience Work Life Balance: A Qualitative Study With Three Industrial Sector Organizations.
22. Lear, M. F., & Nabo, C. T. (2023, June 21). Work-Life Balance among Faculty in Selected Higher Education Institutions (HEIS) in the Philippines. *International Journal of Membrane Science and Technology*, 10(2), 47–53. <https://doi.org/10.15379/ijmst.v10i2.1151>
23. Magdaleno, Y., Brakey, H. R., Greenberg, N., Myers, O., & Sood, A. (2022). A qualitative review of comments by faculty who cite work-life balance as a reason to leave. *The chronicle of mentoring & coaching*, 6(15), 587.
24. Martin, M. Y., & Stanfill, A. G. (2023, February 15). On the road to achieving work–life balance in academia. *Clinical and Translational Science*, 16(4), 553–556. <https://doi.org/10.1111/cts.13485>
25. Nimitha, Aboobaker., Manoj, Edward., K, A, Zakkariya. (2019). Workplace Spirituality, Employee Wellbeing and Intention to Stay: A Multi-Group Analysis of Teachers' Career Choice.. *International Journal of Educational Management*, doi: 10.1108/IJEM-02-2018-0049
26. Owens, J., Kottwitz, C., Tiedt, J., & Ramirez, J. (2018, November 19). Strategies to Attain Faculty Work-Life Balance. *Building Healthy Academic Communities Journal*, 2(2), 58–73. <https://doi.org/10.18061/bhac.v2i2.6544>
27. P, N. T., & Souza, N. D. L. B. D. (2024). Work-Life Balance And Job Satisfaction Of Higher Education Teachers - A Systematic Literature Review. *EPR International Journal of Research & Development (IJRD)*, 89–100. <https://doi.org/10.36713/epra15456>
28. Pace, F., & Sciotto, G. (2021). Gender Differences in the Relationship between Work–Life Balance, Career Opportunities and General Health Perception. *Sustainability*. <https://doi.org/10.3390/su14010357>.
29. Prasad, S., & Sreenivas, M. (2020). Role of work life balance on psychological wellbeing of the teaching professionals among Bangalore Institutions. , 8. <https://doi.org/10.25215/0802.166>.
30. Rahim, N., Osman, I., & Arumugam, P. (2020). Linking Work-Life Balance and Employee Well-Being: Do Supervisor Support and Family Support Moderate the Relationship?. *International Journal of Business and Society*, 21, 588-606. <https://doi.org/10.33736/IJBS.3273.2020>.
31. Ryff, C. D., & singer, B. H. (1998). The contours of positive human health. *Psychological inquiry*, 9(1–28).
32. S S Prasad & Sreenivas M (2020). Role of work life balance on psychological wellbeing of the teaching professionals among Bangalore Institutions. *International Journal of Indian Psychology*, 8(2), 1457-1465. DIP:18.01.166/20200802, DOI:10.25215/0802.166
33. Shahid, A. (2018, September 28). Employee Intention to Stay: An Environment Based on Trust and Motivation. *Journal of Management Research*, 10(4), 58. <https://doi.org/10.5296/jmr.v10i4.13680>
34. Shange, E., & Nyide, C. (2023). Effects of the Covid-19 Pandemic on Academics' Work-Life Balance, Psychological Well-Being, Turnover Intention and Productivity. *Journal of Educational and Social Research*. <https://doi.org/10.36941/jesr-2023-0149>.
35. Warren, Stanley, Patrick., Munish, Thakur., Jatinder, Kumar, Jha. (2023). Attrition versus intention to stay: are psychological empowerment and psychological well-being viable retention strategies in

the Great Resignation context?. *International journal of organizational analysis*, doi: 10.1108/ijoa-03-2023-3664

36. Žnidaršič, J., & Marič, M. (2021, August 1). Relationships between Work-Family Balance, Job Satisfaction, Life Satisfaction and Work Engagement among Higher Education Lecturers. *Organizacija*, 54(3), 227–237. <https://doi.org/10.2478/orga-2021-0015>.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to my supervisor, Dr. M. Usha, for her invaluable guidance, patience, and constructive feedback throughout this research. Their expertise was essential in shaping the direction of this paper.

BIOGRAPHIES

1. RANJITH SOMASUNDARAN CHAKKAMBATH, is an Assistant Professor in Operations at Amity Global Business School, Kochi, bringing over 18 years of teaching experience across Engineering and Business Education. Currently pursuing his second PhD in Management at Kapargam Academy of Higher Education, his expertise lies in Operations Management and allied disciplines. Beyond classroom teaching, he has mentored students for competitive exams like GATE and contributes to scholarly research in reputed journals. Actively involved in institutional development, he organizes academic events and conducts soft skills training to enhance student employability. He also fosters knowledge-sharing through webinars and collaborations with institutions across India. His work promotes interdisciplinary dialogue and the professional growth of both students and peers.
2. Dr. M. USHA, M.B.A., M.Phil., Ph.D., is an Associate Professor in the Department of Management, Karpagam Academy of Higher Education. She has finished her M.Phil and Ph.D. in Management. Prior to this, she worked in "The Hindu" (Newspaper in Education) as a Resource Person, with 3 years of industrial experience and around 15 years of teaching experience. Her enriched background developed her expertise in examining Human Resource Management Practices, culminating in a doctoral degree in 2016. She has presented a number of papers at national and

international conferences. Her research interest led her to publish over 40 articles in various reputed journals, including 6 articles in Scopus-indexed journals. Her broad research domain includes publishing various book chapters and she has also published a book titled "Advertising and Sales Promotion." The author specializes in the area of human resource management. A number of scholars have completed research under her supervision, and many more are pursuing the same. She has completed NPTEL courses and various courses on Course Era. She has developed video lecture series in human resource management. Further, her interest in the field has facilitated her in organizing a workshop on "Rights of Women," which received financial support from the National Human Rights Commission (NHRC), New Delhi.