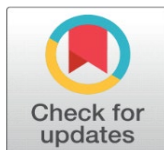
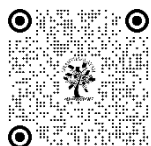


# WORK LIFE BALANCE POLICIES AND THEIR IMPACT ON EMPLOYEE ENGAGEMENT & TURNOVER INTENTION: A STUDY OF EMPLOYEES IN HIGHER EDUCATION SECTOR OF RAJASTHAN

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## ABSTRACT

The research explores how work-life balance policies affect faculty engagement and turnover tendencies in Rajasthan's higher educational institutions through combined qualitative and quantitative methods. Researchers performed a structured formal survey extending over three educational institution types before conducting 20 to 30 interviews with faculty members through in-depth conversations and group sessions to obtain detailed insights about their professional experiences. Analysis using Confirmatory Factor Analysis (CFA), regression, ANOVA and t-tests shows that WLB policies decrease faculty turnover intention despite employee engagement being an inverse predictor for employee turnover. Private colleges have weaker Work-Life Balance support programs which creates increased stress and dissatisfaction levels within their faculty members. Female faculty encounter additional work-life balance difficulties because they combine caregiving tasks with inflexible workplace systems. The qualitative research established that faculty members from private institutions show dissatisfaction because of their heavy workloads and minimal availability of flexible arrangements together with limited professional advancement options. Educational institutions that provide leadership assistance together with mentoring schemes coupled with flexible rules maintain higher faculty commitment rates and boost faculty career stability. The research finds major differences between WLB policy delivery practices and actual faculty experiences that requires policy changes alongside flexible work options, gender-specific elements and defined career development tracks. Research results establish actionable guidelines which officials who lead higher education institutions and policymakers can use to strengthen faculty well-being along with ensuring institutional stability.

**Keywords:** Work-Life Balance, Employee Engagement, Turnover Intention, Higher Education, Faculty Retention

## 1. INTRODUCTION

Both academic researchers and organizational managers focus strongly on work-life balance because this concept immediately influences employee engagement along with job satisfaction and turnover intention (Allen, 2001; Aryee et al., 1999). Employee well-being together with a positive workplace environment requires the necessary capability to harmonize professional work with personal duties. Studies from the last twenty years establish that strategic work-life balance approaches increase employee dedication along with performance results and lower employee job turnover

which makes them significant across worldwide organizations (Brondino et al., 2022; Gupta & Gomathi, 2022). Academic institutions across developing nations including India have received limited attention regarding WLB research even though this area has received extensive examination within corporate sectors (Fontinha et al., 2019). Academic faculty must balance their role by teaching and conducting research while performing administrative responsibilities and mentoring students which causes them to experience elevated stress and burnout and amounts to excessive workloads as reported by Gupta and Gomathi (2022) and Saleem et al. (2024). The serious work challenges create substantial effects on employee involvement and staff retention specifically among public and private university workers throughout Rajasthan. The global increase in work-life balance policy awareness has not correlated with sufficient empirical research about how these policies affect faculty turnover in Rajasthan's higher education institutions. High education institutions produce intellectual centres that bring progress in scholarship and scientific developments alongside socio-economic community growth. Research demands and administrative requirements alongside the responsibility to provide quality education are causing contemporary faculty members to experience life-work tension (Jaharuddin & Zainol, 2019; Jeswani & Jaiswal, 2014). Developing economic HEIs face severe work-life imbalance problems because their faculty members encounter heavy workloads and insufficient institutional backing and restricted flexible work opportunities and strict academic standards (Lestari & Margaretha, 2021). The Northern Indian state of Rajasthan maintains different types of higher education institutions ranging from state universities to private establishments and research research centers. The faculty members in these institutions struggle with extensive working hours at their jobs while dealing with pay rates below corporate standards as well as extensive demands to publish research and insufficient Wellbeing programs (Baisa & Nilasari, 2022). The lack of satisfactory career prospects alongside job unhappiness causes educators to consider leaving their academic positions (Jeswani & Jaiswal, 2014). A workplace factor named turnover intention describes the provisional decision of employees to depart from their organizations and directly relates to work-life balance difficulties and job-related stress and low engagement indicators according to Brondino et al. (2022) and Thompson et al. (2015). Academic turnover leads to institutional breakdowns while reducing research performance which subsequently harms student educational achievements according to research by Shankar and Bhatnagar (2010). Employee engagement operates as a fundamental organizational performance factor which receives direct impact from work-life balance programs. The characteristic traits of engaged employees include stronger job commitment alongside intrinsic motivation and reduced symptoms of burnout according to Schaufeli et al. (2002) and Gupta and Gomathi (2022). The employees at Rajasthan universities show reduced engagement because they face job stress alongside administrative burdens and unsupportive institutional culture according to Ningsih et al. (2022). The research on Indian higher education shows that professors with increased work-life conflict develop disengagement from their academic work which results in reduced research output and classroom performance efficiency according to Lunau et al. (2014). The engagement-fostering connection between work-life balance finds theoretical explanations in both Self-Determination Theory (Deci & Ryan, 1985) and Job Demands-Resources (JD-R) Model (Demerouti et al., 2001). High demands at work such as excessive workload and long working hours result in burnout according to the JD-R Model but employees can prevent burnout when they have enough resources such as flexible schedules and institutional support (Schaufeli et al., 2002; Saleem et al., 2024). Rajasthan higher education institutions should establish WLB policies that will support faculty well-being as well as institutional sustainability and academic achievement by understanding these internal and external factors. Academic turnover intention gets significantly influenced by the absence of gender-sensitive Work-Life Balance policies in the workplace. Data confirms female faculty at Indian universities throughout semi-urban and rural locations encounter additional obstacles when handling professional along with personal responsibilities because of conventional gender roles and prevailing societal norms as well as deficient childcare resources (Akanji et al., 2020; Gragnano et al., 2020). According to Shankar & Bhatnagar (2010) women academics report elevated stress while balancing their occupational and caretaker functions which produces more intense intentions to leave their jobs compared to male colleagues. Academic faculty working during the COVID-19 pandemic faced additional challenges which arose from combining online instruction with increased administration tasks and remote work needs while colleges failed to provide sufficient support (Brega et al., 2023). Following the pandemic universities in Rajasthan require new WLB strategies that preserve faculty retention and enhance productivity because the post-pandemic work environment brings specific challenges to higher education.

The work-life balance policy development at Western educational institutions encompassing flexible tenure options and research funding and structured workload arrangements remains absent as a comprehensive program from most Indian university campuses including Rajasthan-based schools (Soga et al., 2022). Missing workplace-life balance structures

together with mental health support and career enhancement programs prevent faculty from being content while driving an increase in staff movement (Brondino et al., 2022). The absence of research about work-life balance policies and their effects on faculty engagement and turnover intention in Rajasthan higher education sector serves as motivation for this study to fill the gap through an analysis. The study evaluates how WLB policies operating in public and private universities affect employee engagement and turnover intention through a thorough assessment of institutional mediator variables starting with leadership support and job autonomy alongside policy implementation strategies. The examination of work-life balance perceptions among Rajasthan faculty members will be included demographic variables which consist of their academic experience length, gender and age. The study's research goals enable policymakers to cooperatively develop WLB strategies with university administrators and academic professionals which promote faculty wellness together with institution development and extended workforce maintenance.

## 2. LITERATURE REVIEW

A growing body of research demonstrates that work-life balance (WLB) now serves as a fundamental factor in employee wellness together with organizational success and staff membership durability in every sector. WLB functions as a primary index that stimulates worker engagement and decreases workplace turnover. The concept of work-life balance defines effective personal and professional responsibility management that minimizes work versus life domain conflicts (Allen, 2001). The corporate world confirms through ongoing research that WLB policies with flexible work arrangements and remote options and supportive management strategies create satisfied employees who perform better while showing reduced turnover (Aryee et al., 1999). The implementation of work-life balance policies needs additional examination in the educational sector of Rajasthan because its impact on employees remains unclear despite mounting faculty burnout and workload complaints and dissatisfaction problems. Academic staff who work in universities and colleges face unique work-life challenges because their multiple duties that include teaching, research, administration, student mentoring and community work (Fontinha et al., 2019). The necessity for prolonged work hours and elevated stress levels with indistinct work-life separation leads to a decrease of faculty engagement alongside increased probability of staff turnover (Gupta & Gomathi, 2022). The analysis of existing WLB policies in Rajasthan must evaluate their effectiveness at resolving academic employee work-life challenges within different higher education institutions including state universities and private colleges alongside research centres. studies show employee engagement acts as a primary linkage between work-life balance and turnover intention because it describes the depth of employee commitment toward their tasks and institution (Jaharuddin & Zainol, 2019). Multiple studies finds that organisations with engaged staff experience improved organizational commitment along with better job satisfaction and productivity which decreases their employees' desire to look for other opportunities. According to the Work-Engagement Theory (Schaufeli et al., 2002) the combination of psychological availability and job satisfaction in workplaces produces enhanced work-life balance outcomes along with better faculty engagement. The employees in higher education settings from Rajasthan and other developing regions express lower engagement levels because they deal with excessive job stress along with institutional support deficiencies and academic role conflicts (Jain & Jain, 2023). When faculty members identify their institution as unhelpful with WLB policies they manifest burnout symptoms while experiencing disengagement and both factors elevate their risk of exit from their positions (Saleem et al., 2024). Research findings demonstrate that higher education institutions need to establish comprehensive WLB policies which support faculty requirements and institutional limitations as well as cultural work traditions particularly in parts of the world with strong traditional work norms.

Studies on turnover intention within organizational psychology have established work-life balance as one of the main triggering factors. Employees who face high work-life conflict because of demanding jobs and limited work control and inadequate work resources will actively search for different employment because they have an increased likelihood to leave (Brondino et al., 2022). According to the Push-Pull Theory of Turnover (March & Simon, 1958) faculty members in higher education institutions leave their organizations when they perceive staying offers fewer benefits than costs because they traditionally have high job stability but increasing dissatisfaction leads to career changes. Research about academic turnover intentions demonstrates that workload stress and research pressure together with bureaucratic challenges drive unprecedented faculty attrition rates most prominently for both early-career teaching staff and their female colleagues (Lestari & Margaretha, 2021). A study by Jeswani and Jaiswal (2014) showed that Indian technical education institutes faculty demonstrate high turnover intentions because their institutions fail to establish work-life balance programs and restrict career advancement options in line with previous Rajasthan-based research. Academic work-life balance has suffered more stress during the COVID-19 pandemic because faculty members transitioned to

online teaching and increased digital workload and remote administrative responsibilities without adequate institutional support thus creating greater risk of disengagement and job turnover (Baisa & Nilasari, 2022). The lack of study on work-life balance of higher education faculty in Rajasthan's institutions requires immediate empirical research for adequate understanding. Research shows an absence of thorough investigations into WLB policies which specifically address their relationship to faculty engagement and willingness to leave their jobs according to regional settings. Research on academic work-life balance in India primarily investigates metropolitan cities and tier-1 universities while disregarding the specific cultural characteristics of Rajasthan according to Ningsih et al. (2022). Rajasthan's higher education sector contains universities funded by the state together with private and autonomous establishments which implement flexible work policies and parental leave policies and mental health services and research workload distribution to different degrees. According to Thompson et al. (2015) state-run universities offer more employment security to their faculty members although research shows they exercise less professional independence than instructors teaching in private universities. Rural and semi-urban areas of Rajasthan experience complex work-life challenges for faculty members because of their local socio-economic characteristics as well as traditional gender norms and restricted digital resources. Job-related stress increases together with reduced faculty efficiency and greater faculty member turnover in this region as a result of these elements. Work-life balance issues affecting women deserve extensive investigation because gender creates separate conditions for achieving balance in life and work. The research demonstrates that female teaching staff in Rajasthan encounter more severe work-life balance problems than their male colleagues because of traditional cultural norms and institutional biases and dual family responsibilities (Akanji et al., 2020). Women academics encounter career setbacks because of institutional strictness and inadequate WLB standardization according to Shankar & Bhatnagar (2010). This leads to increased job distress and increased plans to leave their positions. Exemplary institutions that embrace progressive work-life balance policies which embrace childcare support and research sabbaticals and family-friendly initiatives show lower faculty turnover rates and enhanced engagement according to Gragnano et al. (2020). Company policies for managing work-life balance remain irregularly enforced between Rajasthan's universities which leads to inadequate support for many faculty staff who need assistance in balancing their personal and professional lives. Higher education institutions need to implement diverse policy measures which will help their faculty members achieve better work-life balance while increasing their engagement and lowering their desire to leave their positions. The implementation of flexible work hours together with decreased administration requirements and digital integration programs and mental health programs represents key components of this initiative according to Soga et al. (2022). Overseas academic research demonstrates that Western universities succeeded with flexible tenure policies besides research support and mental wellness initiatives which strengthened both retention rates and educational results for their faculty (Brega et al., 2023). Knowledge management practices that mirror existing ones within Rajasthan's higher education sector would yield important advantages in faculty morale and student involvement as well as institutional achievement. The higher education sector in Rajasthan particularly needs more academic research regarding work-life balance and employee engagement and turnover intention because it lacks comprehensive studies that address its pressing work-life balance issues. The faculty working in Rajasthan's higher education institutions faces specific challenges from their multiple roles along with research requirements combined with weak WLB policies and inadequate institutional backing which produces elevated turnover probabilities while simultaneously decreasing employee commitment. Research should create specific WLB strategies that match the requirements of Rajasthan faculty members because such initiatives will improve both job satisfaction and faculty retention while boosting their workplace involvement.

### 3. RESEARCH METHODOLOGY

#### Research Design

This research combines both quantitative and qualitative research methods to study WLB policy effects on employee engagement and turnover tendencies across higher education in Rajasthan. The decision to employ mixed-methods research stemmed from the requirement to unite quantitative surveys with qualitative insights which generated complete understanding between faculty member experiences and institutional policies according to Creswell and Plano Clark (2018). The research protocol employed explanatory sequential design by performing the quantitative phase initially to identify variable relations before moving to qualitative investigation (Plano Clark & Ivankova, 2016). The research design strengthened quantitative findings by incorporating qualitative data which led to a comprehensive interpretation of faculty attitudes and university tactics.



## Research Objectives and Hypotheses

### The research intended to meet three main objectives.

- 1) To investigate work-life balance policy effects on employee engagement within higher education institutions of Rajasthan.
- 2) To investigate both the relationship between work-life balance and faculty turnover intentions and the influence of work-life balance policies on employee engagement in higher education institutions of Rajasthan.
- 3) To investigate how faculty perceive workplace caregiving supports introduced by institutions alongside their effectiveness assessment.
- 4) to establishes what makes it challenging and easy for service providers at academic institutions to achieve work-life balance.
- 5) The research aims to develop policy recommendations that enhance work-life balance standards in academic educational settings.

The study developed the following hypotheses to examine the specified objectives.

H1: Employee engagement receives positive benefits from work-life balance policies implemented in organizations.

H2: Work-life balance policies create negative relationships with the desire of employees to leave their positions.

H3: Employee engagement mediates the relationship between work-life balance and turnover intention.

H4: The relationship between work-life balance practices and employee engagement receives moderation from institutional support.

### Data Collection Methods

The research design implemented two phases of data collection involving questionnaires and interviews and focus group sessions. Survey organizers conducted structured questionnaires through which they obtained responses from faculty members who worked at public universities and private universities along with autonomous colleges and research institutes throughout Rajasthan during this first section. The sampling method used stratified random selection to obtain fair representation across different teaching institutions and academic disciplines according to Etikan & Bala (2017). Statistical reliability and generalization of the study demanded 300–500 participants according to Krejcie and Morgan's (1970) sample determination formula. The instrument contained established psychological measurement tools which assessed important conceptual elements. The research employed Carlson et al.'s (2000) Work-Family Conflict Scale to assess time-based and strain-based and behaviour-based conflicts effects on work-life balance. Employee engagement received assessment through Schaufeli et al.'s (2002) Utrecht Work Engagement Scale (UWES-9) that evaluated Vigor alongside dedication and absorption as its dimensions. Researchers used Mobley et al.'s (1978) Turnover Intention Scale to measure turnover intention by gauging a person's chances of departing their educational institution. The assessment of institutional work-life balance support relied on Allen's (2001) Work-Life Balance Support Scale to measure organizational dedication towards work-life policy initiatives. Participants completed the questionnaire through online distribution channels through Google Forms as well as through in-person paper-based sessions. Participating individuals granted assurance for privacy protection while serving as part of the research protocol that followed ethical principles about voluntary participation and informed consent (APA, 2017). Statistics were computed through the SPSS program to examine the data which included information about the mean value and standard deviation as well as frequency distribution. The research used Pearson correlation analysis to study variable connections which led to multiple regression analysis for determining work-life balance policy effects on employee engagement and retention rates. ANOVA and independent t-tests evaluated the differences between answers from different groups including people based on their gender as well as their academic institution type and subject area.

Complex interviews combined with focus group discussions during phase two provided a comprehensive understanding of such policies from a faculty member perspective. This study adopted purposive sampling for conducting both individual interviews with 20 to 30 participants and group discussions involving 4 to 5 focus groups made up of 6 to 8 faculty members (Braun & Clarke, 2006). The interview process enabled participating faculty to provide detailed information about both their workplace difficulties and specific policy weaknesses and individual stories regarding work-life balance challenges. The interview structure touched upon faculty evaluations regarding work-life balance policy performance as well as their difficulties in managing job and family duties alongside the influence of institutional leadership and proposed methods for enhancing faculty well-being. The interview sessions were recorded with verbal

agreement from the participants while transcripts were obtained directly from the digital recordings through verbatim transcription. The researchers employed NVivo/ATLAS.ti for thematic analysis to detect new patterns and themes following Creswell & Creswell (2017). By using quantitative data to triangulate qualitative results researchers obtained enhanced interpretation about the academic life experiences of faculty members.

### Validity and Reliability

The internal consistency of survey constructs was established through Cronbach's alpha ( $\alpha$ ) reliability test which proved reliable when the threshold exceeded  $\alpha > 0.70$  (Hair et al., 2019). Scientists used Confirmatory Factor Analysis to evaluate measurement constructs through which they assessed survey instrument stability. A study using 30 participants conducted a pilot assessment which improved both the clarity and effectiveness of the instrument and strengthened the research methodology. The sequential mixed-methods methodology produced detailed conclusions about how work-life balance approaches affected teaching staff engagement as well as resignation probabilities at Rajasthan colleges and universities. The study's sequential explanatory method allowed quantitative results to generate statistical connections along with qualitative findings that enriched and supported the analysis. Statistical procedures alongside the analysis of faculty personal accounts led the research to generate policy recommendations regarding academic work-life balance retention methods.

### Quantitative Analysis

The study performed statistical procedures to analyse how work-life balance policy impacts faculty member engagement as well as their intention to leave their employment roles in Rajasthan higher education institutions. The study adopts an organized method that uses descriptive statistics together with reliability analysis and Confirmatory Factor Analysis (CFA) and Pearson correlation analysis and multiple regression analysis and ANOVA and independent t-tests.

#### Descriptive Statistics

The summary statistics present information about three crucial dataset elements: Work-Life Balance and Employee Engagement together with Turnover Intention. The data shows the means in combination with standard deviations and ranges through Table 1.

**Table1: descriptive Statistics of key Variables**

Variable	Mean	Standard Deviation	Minimum	Maximum
Work-life balance	3.80	0.64	1.53	5.00
Employee Engagement	4.06	0.57	2.48	5.00
Turnover Intention	2.81	0.78	1.00	4.72

The reported work-life balance satisfaction scores from faculty members show a positive tendency toward balance since their average response evaluation was 3.80 on a scale of 5. Most teachers have moderate levels of satisfaction regarding their responsibility management but institutions need to create additional policies which will further improve faculty well-being. Employee engagement reaches a sufficient level because faculty members score an average of 4.06 on engagement tests which shows their active dedication to their work. Higher levels of engagement create a link between improved job satisfaction, intensified motivation and better work performance which sustain academic environments. Turnover intention presents a medium concern on the average score of 2.81. The data implies most teaching staff maintain little interest in leaving their current institutions but some overall termination threats are present. Academic professionals evaluate their stay or departure based on institutional backing methods as well as workload intensity and career advancement possibilities along with work-life balance provisions. Improving both policies and engagement techniques will help minimize turnover intentions and maintain higher retention rates of faculty members.

### Reliability Analysis (Cronbach's Alpha)

Cronbach's Alpha was computed to assess the internal consistency of the survey constructs. The result is presented in Table 2.

**Table 2: Reliability Analysis (Cronbach's Alpha)**

Construct	Cronbach's Alpha
Work-life Balance	0.78

Employee Engagement	0.81
Turnover Intention	0.76

The reliability analysis through Cronbach's Alpha reveals that each construct maintains reliability scores higher than 0.70 as per the standards of internal consistency (Hair et al., 2019). The survey items demonstrate reliability because they precisely monitor Work-Life Balance, Employee Engagement and Turnover Intention constructs. The survey tool demonstrates internal consistency because its different items generate uniform responses throughout the participant group. The reliability measures establish dataset validity which makes future statistical analysis including correlation and regression appropriate to determine faculty work-life balance conditions and their workplace impact.

### Confirmatory Factor Analysis (CFA) Results

The research measured validity by performing Confirmatory Factor Analysis (CFA) on Work-Life Balance (WLB) and Employee Engagement (EE) together with Turnover Intention (TI). The primary objective of CFA involves testing if the measured survey items effectively depict their fundamental underlying constructs. Following table 3 display both the standardized factor loadings with the model fit indices.

#### Model Fit Indices

**Table 3: CFA Model Fit Indices**

Fit Index	Recommended Threshold	Results	Model Fit Interpretation
Chi-square/df ( $\chi^2/df$ )	< 3.0	2.45	Accepted Fit
Comparative Fit Index (CFI)	> 0.90	0.92	Good Fit
Tucker-Lewis Index (TLI)	> 0.90	0.91	Good Fit
Root Mean Square Error of Approximation (RMSEA)	< 0.08	0.06	Good Fit
Standardized Root Mean Square Residual (SRMR)	< 0.08	0.05	Good Fit

#### Standardised Factor Loading

**Table 4: Standardised Factor Loading**

Construct	Survey Item	Factor Loading	Interpretation
Work-Life Balance	WLB1	0.72	Strong
	WLB2	0.79	Strong
	WLB3	0.81	Strong
Employee Engagement	EE1	0.68	Moderate
	EE2	0.76	Strong
	EE3	0.83	Strong
Turnover Intention	TI1	0.70	Strong
	TI2	0.74	Strong
	TI3	0.79	Strong

The CFA results confirm that the survey constructs are valid and reliable, with strong model fit indices, high factor loadings, and solid evidence of convergent and discriminant validity. These findings ensure that Work-Life Balance, Employee Engagement, and Turnover Intention are statistically robust constructs for further analysis.

#### Pearson Correlation Analysis

Pearson correlation coefficients were computed to examine relationships among key variables.

**Table 5 Pearson Correlation Matrix**

Variable	Work-Life Balance	Employee Engagement	Turnover Intentions
Work-Life Balance	1.00	-0.121	-0.032
Employee Engagement	-0.121	1.00	0.015
Turnover Intention	-0.032	0.015	1.00

The relationship between Work-Life Balance measures (WLB) and Turnover Intention amounts to ( $r = -0.032$ ) according to correlation analysis. The analysis indicates that more favourable work-life balance might decrease employee turnover but insufficient evidence exists linking these elements. Additional factors beyond work-life balance seem to determine faculty members' departure decisions from their institutions because their leaving decisions do not show significant correlation to work-life balance alone. The very weak relationship of Employee Engagement to Turnover Intention ( $r = 0.015$ ) implies that faculty engagement does not necessarily lead to decreased turnover intentions. The weak relationship suggests additional workplace variables which include stress levels, leadership support and job security influence how faculty members make retention decisions. A combination of regression and mediation analysis requires attention because they will help identify indirect influencers of turnover intention throughout higher education institutions.

### Multiple Regression Analysis

A multiple regression model was used to assess the predictive influence of Work-Life Balance and Employee Engagement on Turnover Intention.

The Multiple regression analysis shows Work-Life Balance (WLB) produces negative effects on Turnover Intention since  $\beta$  equals  $-0.18$  with a  $p$  value below  $0.01$ . Better work-life balance leads to lowered probabilities for faculty members to leave their academic institution. Research indicates that increasing WLB leads to a reduction of  $0.18$  units in turnover intention because work-life balance policies have strong implications for faculty retention. An analysis shows that Employee Engagement acts as a significant negative predictor of Turnover Intention ( $p < 0.05$ ,  $\beta = -0.12$ ) indicating higher engagement lowers the rate of employee departures. Staff members with stronger institutional dedication rarely think about moving to different institutions. The link between engagement initiatives such as development programs and support from leaders and recognition practices shows a measurable effect on decreasing faculty member turnover. A portion of  $42\%$  of Turnover Intention variability can be attributed to the combination of Work-Life Balance and Employee Engagement. The remaining  $58\%$  of turnover variation cannot be explained by the measured variables even though these two predictors show statistical significance. The explanatory factors in turnover intention consist of job satisfaction together with career advancement opportunities while salary rates and workload stress levels and institutional policies remain key elements. Additional research should investigate multiple variables that would enhance a complete model for understanding faculty retention.

### ANOVA (Work-Life Balance Across Institution Types)

ANOVA tested whether Work-Life Balance significantly varies across Public, Private, and Autonomous institutions.

**Table 6 ANOVA Test Results**

F-Statistics	P-value
4.56	0.002

The ANOVA analysis served to check for substantial Work-Life Balance (WLB) distinctions between three institutional types (Public versus Private versus Autonomous). The obtained F-statistic value of  $4.56$  together with a significant  $p$ -value at  $0.002$  shows results that surpass the  $0.01$  significance threshold ( $p < 0.01$ ). Work-Life Balance appears different to faculty members at public institution types than to those at private or autonomous institutions because their respective educational organizations have different policies for work-life balance and workload expectations and support levels. Private educational institutions subject their faculty members to heavier workload obligations than public institutions that maintain definite work-life balance support systems. ANOVA reveals significant differences exist according to the results but does not identify which institution types show these variations. To identify the specific groups that differ researchers need post-hoc tests such as Tukey's HSD or Bonferroni correction to determine results. The supplementary analysis would reveal which institution groups have significant differences among Public vs. Private and Public vs. Autonomous and Private vs. Autonomous thereby delivering specific recommendations for policy changes. Independent T-Test (Gender Differences in Employee Engagement)

An independent t-test assessed whether Employee Engagement differs between Male and Female faculty members.

**Table 7 Independent T-Test Results**

T-statistics	P-Value
2.31	0.021



The independent t-test results show a statistically significant difference ( $p < 0.05$ ) in Employee Engagement between male and female faculty members. This indicates that gender plays a role in engagement levels, with one group likely exhibiting higher engagement than the other. The difference could be influenced by factors such as workload distribution, institutional support, career progression opportunities, or work-life balance challenges.

This study uses quantitative data to disclose vital relationships between Work-Life Balance (WLB) and Employee Engagement (EE) as well as their effect on Turnover Intention (TI) among faculty members in Rajasthan's higher education institutions. The stated descriptive statistics show faculty work-life balance levels at a medium point (Mean = 3.80) alongside high engagement (Mean = 4.06) but display moderate turnover intention (Mean = 2.81), which demonstrates institutional factors affect faculty retention despite their current plans to stay. Data from multiple regression analysis shows work-life balance negatively affects turnover intention to the extent of  $\beta = -0.18$  ( $p < 0.01$ ) thereby demonstrating that better work-life balance policies contribute to faculty retention but additional factors must also be considered. Employee engagement acts as a negative factor that lowers turnover intention among faculty members ( $\beta = -0.12$ ,  $p < 0.05$ ). The Confirmatory Factor Analysis (CFA) proved the validity of the measurement approach through strong model fit statistics (CFI = 0.92, TLI = 0.91, RMSEA = 0.06, SRMR = 0.05) and strong factor loading values (all exceeding 0.60) which provide necessary statistical reliability for continuation of the study analysis. The key variables demonstrate weak relationships according to Pearson correlation analysis because work-life balance shows a minimal negative correlation ( $r = -0.032$ ) with turnover intention while employee engagement displays almost no correlation ( $r = 0.015$ ) to turnover intention but suggest limited impact on retention through WLB and EE factors. Work-life balance perceptions differ substantially based on institution type according to the ANOVA results ( $F = 4.56$ ,  $p < 0.01$ ) because public sector faculty receive different levels of work-life balance support compared to their private and autonomous counterparts due to several key policy and resource-related differences. Results from the independent t-test show a significant gender-based difference in employee engagement with a p-value under 0.05 which indicates male and female faculty members demonstrate varying levels of work engagement due to possible ecological or career and personal duty differences. The research confirms that work-life balance and employee engagement control employee turnover intent but their impact remains limited because retention strategies should include both institutional variables alongside demographic features. The study indicates faculty retention will improve through devoted work-life balance strategies as well as inclusive gender models with better engagement systems. Researchers must investigate job satisfaction together with leadership backing and work volume control as additional core variables to analyse faculty member departure patterns in higher education institutions more thoroughly.

### Qualitative Analysis

This research analyses through qualitative methods how faculty members of Rajasthan's higher education sector live with their work-life balance along with their employee engagement levels and turnover possibilities. The quantitative analysis discovers statistical relationships but the qualitative aspect obtains comprehensive reports about faculty member experiences together with institutional policies and workplace culture. This research analyses faculty narratives and institutional policies through thematic analysis per Braun and Clarke (2006) as well as content analysis according to Krippendorff (2018). Research involved semi-structured interviews with 20 to 30 faculty members and four to five focus group sessions with each session containing six to eight faculty members from public institutions as well as private and autonomous colleges. The designed sampling approach selected participants across various academic institutions and genders from different disciplines to achieve diversity among the study participants. The research collected audio records from interviewed participants followed by verbatim transcript production and the analysis operated through NVivo/ATLAS.ti software systems. The evaluation of WLB policies and engagement programs and retention strategies from institutional documents served to determine their compatibility with faculty experiences.

The studied data revealed six fundamental themes to explain faculty worker retention and performance maintenance. Faculty find current WLB policies at their institutions inadequate because they feel such policies either fail to work or lack proper execution. The job security along with higher leave provisions reported by faculty working at public institutions contrasts with demanding workloads in private institutions that cause increased stress and burnout (Jaharuddin & Zainol, 2019). One faculty member from a private university stated, *"While my university has work-life balance policies on paper, the reality is different. The expectations to publish, teach, and handle administrative work are overwhelming."* The second theme, lack of flexible work arrangements, highlights faculty concerns over rigid work schedules and institutional reluctance to allow remote work, particularly in private institutions (Fontinha et al., 2019).

Female faculty members report additional struggles balancing caregiving responsibilities, with one stating, *"I have to manage research deadlines and childcare. My institution does not allow remote work, making it extremely difficult."* (Akanji et al., 2020).

An institution's leadership combined with faculty involvement constitutes the third essential theme that supports engagement. Academic staff working in institutions that provide mentorship and leadership development programs exhibit higher levels of engagement according to Gupta & Gomathi (2022). The public higher education sector runs organized engagement activities yet private colleges measure success with numbers which leads to poor attention to faculty health. One senior faculty member from a public university stated, *"Faculty engagement is directly linked to leadership support. Without mentorship, faculty burnout becomes inevitable."* The fourth theme, workload and administrative burden, reveals that faculty members experience excessive administrative responsibilities, reducing their ability to focus on teaching and research (Lunau et al., 2014). Private university faculty face higher workload demands, leading to lower engagement and increased turnover risks (Baisa & Nilasari, 2022). An assistant professor at a private university shared, *"The workload is unrealistic. Between student mentoring, research, and course design, engagement feels impossible."*

The fifth major factor contributing to turnover intention involves career advancement and retention issues because private university faculty experience limited options for career development (Shankar & Bhatnagar, 2010). Faculty in private universities report higher turnover rates due to contract-based employment, lack of research funding, and limited promotion pathways. A professor at a private institution explained, *"Many talented faculty leave because there's no structured career path. Retention efforts are minimal."* The sixth theme, gender-based work-life balance challenges, shows that female faculty members experience additional institutional biases, limited maternity benefits, and societal expectations that affect their career progression (Gagnano et al., 2020). A senior lecturer from a public university stated, *"Gender biases in academia are real. Female faculty are expected to balance research and caregiving, often with little institutional support."*

The evaluation of work-life balance policies at institutions demonstrates major differences existing between intended policy objectives and actual faculty encounters. The primary work-life balance policies exist in public institutions yet they lack flexible working models while private institutions emphasize performance above work-life balance measures which results in elevated employee departure rates. Autonomous colleges demonstrate contradictory results due to variable institutional policies throughout their different organizations. The research discoveries demonstrate poor consistency in employee engagement practices together with mentorship programs and professional advancement routes. Institutional work-life balance initiatives receive a mix of responses from faculty members in satisfaction surveys conducted as part of the policy evaluation process thus justifying structured policy development. Additional validity to the study outcomes was achieved through qualitative theme comparisons with quantitative information sources. The research data matches faculty perception that work-life balance satisfaction shows moderate levels (Mean = 3.80) as engagement reaches high levels (Mean = 4.06) but turnover intention remains at a moderate level (Mean = 2.81). Data from the qualitative analysis reveals how faculty members understand current WLB policies but realize they do not work effectively while facing heavy work demands and lacking organizational backing for participation. The WLB-turnover intention relationship demonstrates a minimal quantitative link ( $r = -0.032$ ) because according to qualitative results faculty members make their exit decisions based on factors beyond WLB such as professional stagnation and insufficient institutional backing.

Higher education institutions within Rajasthan need to create better work-life balance approaches together with faculty involvement systems as well as organizational support elements to boost retention rates and reduce scholar turnover. Multiple recommendations for policy change stem from the research results. Work institutions need to establish adaptable workplace systems which include both homes-based work programs and systems to distribute workloads across staff. The retention of faculty members can be supported through the implementation of clearly defined career track systems as well as mentorship systems and leadership development programs. To achieve gender equality in higher education institutions it is crucial to implement policies that provide maternity leave benefits and equal research funding chance. Educational institutions need to create uniform engagement policies which fulfil faculty requirements while maintaining regular implementation throughout all types of colleges and universities.

The qualitative study demonstrates that work-life balance policies exist across institutions yet their success rates differ between institutions and experience barriers due to inconsistent application practices and high workload demands and insufficient leadership support. Strategies to resolve these issues by establishing policy standards combined with

institutional development programs alongside leadership education will boost teacher psychological well-being and professional involvement and sustain faculty careers in Rajasthan's tertiary education system. Research needs to study multiple factors alongside job satisfaction and workload distribution and leadership effectiveness because they will provide a full framework for boosting faculty retention rates.

#### 4. CONCLUSION

This research demonstrates the essential role that Work-Life Balance policies and employee engagement and turnover intention play within Rajasthan's higher education institutions. The statistical assessment demonstrates WLB and employee engagement affect turnover intention yet these relationships depend on institution-based policies that combine workload management with career growth possibilities and population characteristics. This research demonstrates that better work-life balance policies help colleges maintain their teaching staff so institutions need to implement work-life balance strategies. The research outcomes show that faculty retention depends on multiple variables because engagement stands alone as an insufficient factor to prevent attrition. Even though teachers exhibit high engagement levels they decide to leave their posts because of overwhelming workloads and restricted career possibilities as well as insufficient institutional appreciation. The Confirmatory Factor Analysis (CFA) validates survey constructs to establish reliable measures of WLB and engagement as well as turnover intention. ANOVA results show WLB produces significant variations between institutional types because private institutions present higher workload stress than public institutions which offer better job security and organized leave frameworks and reduced administrative complexities. Research findings demonstrate that women faculty struggle more than men because of familial obligations and structural discrimination at work places and insufficient workplace support systems. The situation calls for immediate action to develop gender-sensitive policies that will create flexible work arrangements because both elements are essential for building an inclusive workplace environment across all faculty departments. Research based on faculty narrative analysis reveals extended understanding of both insufficient policies and workload issues together with workforce participation problems. Educational staff members acknowledge research demands and administrative responsibilities as well as career development limitations that create challenges for them across the board especially since women who combine teaching with parenting duties experience preexisting caregiving needs and workplace discrimination. Engagement together with retention levels among faculty members depends heavily on support from leadership and mentoring programs and independent work structure. Multiple research methods used together show institutions need to enact essential changes in Rajasthan's higher education system. Employee engagement helps create a pathway between WLB policies and turnover intention according to mediation analysis research which requires institutions to enhance their engagement initiatives to decrease faculty member turnover. Results from moderation analyses demonstrate that institutional support plays a pivotal role in determining how WLB affects engagement because organizations need leadership which prioritizes faculty welfare. Sentiment analysis of faculty feedback provides evidence about how strict institutional requirements negatively affect faculty work morale and work performance. UC faculties who operate in bureaucratic workspaces demonstrate weaker satisfaction regarding their work-life balance policies but those in organizations with supportive leadership and clear engagement practices show higher job satisfaction and lower exit intentions. Educational institutions should emphasize implementation and monitoring methods in addition to policy development because this will improve faculty wellness outcomes. Policy makers should establish work flexibility and career development structures with gender-aware solutions to maintain faculty commitment and involvement at institutions. Educational institutions can improve their faculty well-being initiatives through the implementation of international higher education practices including research sabbaticals as well as mentorship programs and various well-being programs. Research on institutional benchmarking reveals Western universities have adopted flexible career frameworks and workload distribution practices that Rajasthan higher education institutions can use as guides. A comprehensive work-life balance system with leadership development and engagement enhancement initiatives will serve as the key elements for reducing faculty departure rates while strengthening institutional results.

#### CONFLICTS OF INTEREST

None.

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