

Assessing the Impact of Retention Strategies on Job Satisfaction and Faculty Commitment in Higher Education: The Mediating Role of Work Engagement

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Abstract: The purpose of this research is to examine the impact of retention strategies on job satisfaction and commitment in higher education, and to explore the mediating role of work engagement. A cross-sectional survey was designed with a sample of 150 faculty members working in higher education institutions. Data were obtained from the quantitative method of data collection through a questionnaire, and SPSS software was used to find out reliability, correlations, multiple regression, along with Hayes PROCESS Macro Model 4 for mediation. Testing results indicate that retention strategies had a significant influence on satisfaction and commitment of faculty members towards their work through the mediating mechanism of work engagement. It was observed that monetary rewards are not strongly linked to work engagement as perceived. Non-financial motives such as autonomy, career growth, work environment, recognition, etc., are strongly associated. Our research, therefore, has an aim to identify factors beyond financial aspects to enhance sustainable job satisfaction and retention of the faculty members and their long-term involvement with their organisations. Critical managerial implications for academic leaders to develop effective retention strategies in a manner that integrates retention strategies with faculty engagement and work outcomes in one cohesive framework.

Keywords: Work Engagement, Job Satisfaction, Retention of Faculty, Faculty Commitment, Higher Education.

1. INTRODUCTION

Faculty job satisfaction is a multifaceted concept in higher education that is shaped by both individual perceptions and institutional conditions. Previous studies have shown that variables such as organizational backing, workload, leadership approach, and justice have a significant impact on job perception among faculty members (Ngirande, 2021; Anees et al., 2021). In many academic institutions, increased workloads and ambiguous job responsibilities lead to a high attrition rate, especially when there is no institutional support and motivation. Such conditions will result in faculty disengagement and exit altogether.

To fix these concerns, higher educational institutions are leaning on retention tactics to keep their faculty around. Several studies show that faculty satisfaction and commitment to the institution are not only garnered by extrinsic (e.g. salary, appointment, job security) but also intrinsic (e.g. recognition, autonomy, and growth) factors (Nguyen et al., 2021). What is commonly found is that intrinsic factors seem to have a lasting effect as compared to extrinsic factors. For example, a fair evaluation system and professional development contribute more to the satisfaction of faculty than compensation alone (Dasanayaka et al., 2021).



Work environment plays a vital role in determining employee satisfaction and organisational commitment. Research shows that a supportive organizational climate, along with academic motivation and positive workplace relationships, is directly related to satisfaction and commitment. (Ghasemy & Elwood, 2023). Organisations, that lack autonomy will create rigidity bureaucratic system of recognition that can cause disengagement and ultimately lead to turnover among faculty members. Recently, the focus of the scholars has shifted toward work engagement as a key psychological mechanism connecting institutional practices to employee-related outcomes (Bakker & Demerouti, 2017; Schaufeli, 2018). Work engagement is conceptualised in terms of energy, immersion, and absorption of individuals at work (Saleh and Atan, 2021). According to studies, engaged faculty members tend to show strong attachment to their institutions, thereby enhancing their job satisfaction.

In addition, engagement is increasingly viewed as a bridge between the practice and outcomes. Similarly, supportive communication and leadership practices have been shown to strengthen commitment indirectly by fostering greater engagement (Nguyen & Ha, 2023). According to Suprayitno (2024), retention strategies seem to work better when they increase faculty engagement, which leads to increased satisfaction and decreased intentions to leave. It has been observed that developing communication and leadership skills indirectly improves commitment (Nguyen & Ha, 2023) by enhancing the levels of engagement.

Despite the growing interest in retention strategies and academic engagement in higher education, a paucity of empirical research has considered the effect of retention strategies on both job satisfaction of faculty and organizational commitment, while work engagement acts as a mediator. A knowledge gap exists in higher educational institutions, especially in developing economies, regarding job satisfaction and retention strategies concerning work engagement. Consequently, this research attempts to evaluate the impact of retention strategies on job satisfaction and faculty commitment, while analysing work engagement as a mediating variable in the context of higher education.

Retention Strategies in Academia

In the realm of higher education, both institutional practices and individual expectations play an important role in retention. It has been found that academicians are motivated by intrinsic factors such as autonomy, validation, and career advancement. (Al-Omari & Okasheh, 2020; Sabharwal & Corley, 2021) than financial rewards.

A recent study underscores the importance of the institutional environment in influencing faculty retention. Effective human resource practices, trust, and organisational support significantly affect faculty retention and commitment (Aboramadan et al., 2020; De Clercq et al., 2021). Bakker & Demerouti (2017) and Karatepe et al. (2020) pointed out that supportive leadership and transparent communication promote a greater sense of belonging among employees to their respective organisations.

Job satisfaction and commitment are greatly influenced by the aspects of the workplace, such as reasonable workloads, collaborative decision making and recognition. (Jensen et al., 2020; Tight, 2021). Conversely, excessive workload, unclear roles, and bureaucratic constraints result in dissatisfaction and turnover intentions, especially in developing nations (Shin & Jung, 2021).

Recent literature highlights psychological mechanisms such as work engagement, which is a strong predictor of job satisfaction and organizational commitment. Work engagement, defined by Vigor dedication and absorption, helps reduce turnover intentions and thereby improves faculty performance and educational quality (Bakker & Albrecht, 2018; Saks, 2022). It is increasingly recognized that institutional engagement practices significantly improve faculty motivation, performance and educational quality (Askar, 2019; Kim et al., 2023).

Professional development opportunities, flexible work arrangements, and supportive institutional policies have been considered as an important contributor to long-term retention and active engagement of the employees (Kim and Stoner, 2021; Alshaabani et al., 2021). This shows the importance for organisations to have comprehensive retention strategies based on employee-centred rather than depending on conventional approaches.

Previous studies have focused on faculty retention strategies, job satisfaction and organizational commitment in isolation. Additionally, there are limited studies that combine these concepts in a single framework, especially within the higher education sector in developing countries. How work engagement acts as a bridge between job satisfaction

and retention has not been explored. The present study investigates the influence of retention strategies in boosting job satisfaction and organisational commitment among faculty members with work engagement as a potential mediating variable.

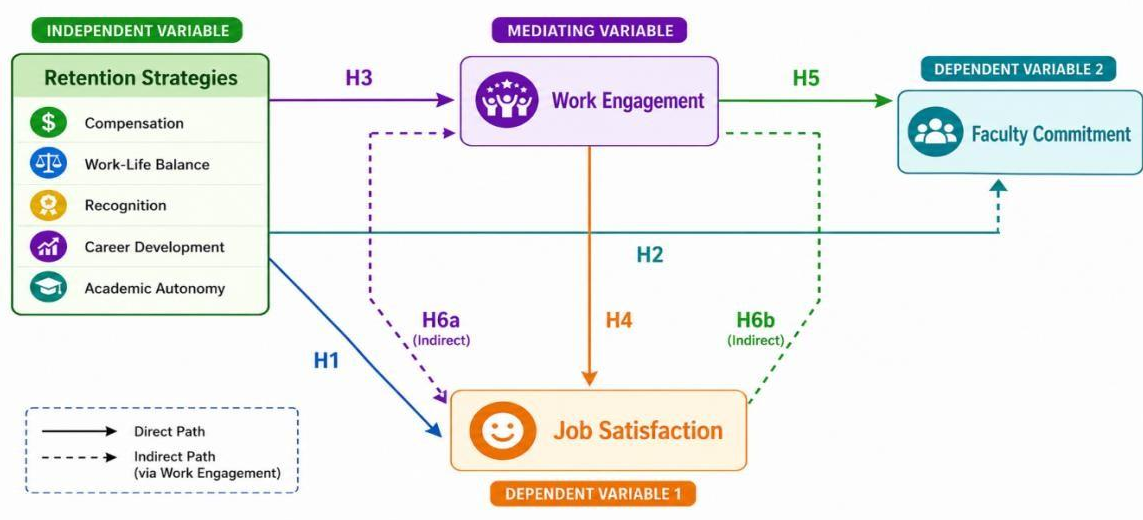
Theoretical Framework

The research framework of this study, as influenced by previous studies, clearly shows how retention strategies help organisations to keep their staff happy, motivated, and committed. The two-factor hygiene theory of Herzberg set the basic principle for understanding job satisfaction. Factors such as pay, career stability, work environment, etc. (Hygiene) cannot directly motivate for higher job satisfaction; however, they keep the staff from feeling dissatisfied at work. Motivators like rewards, recognition, and career development really light up enthusiasm and motivate high levels of job satisfaction and retention. Interestingly, it applies to the universities where structural factors do influence faculty attitudes (Tajpour et al., 2021).

Here, Kahn's engagement theory (Kahn, 1990), gives a fresh insight into how work place affect employee outcomes. In his model, he accounts for work engagement, which is a psychological experience where people are physically, emotionally and cognitively attached to their job of teaching, research and other assigned duties. Studies show that organizations nurturing positive work engagement can really crank up both job satisfaction and commitment (Nguyen & Ha, 2023; Dami et al., 2022).

The three-component model by Meyer and Allen further highlights three kinds of commitment: affective, continuance, and normative. It is observed from the researchers' findings that job satisfaction and job engagement were found to be the predominant factors influencing the effective commitment process (Al-Refaei et al., 2023). The study aims to build a model of faculty job satisfaction and organizational commitment, influenced by retention strategies, by investigating the relationships between the constructs and work engagement is established as a mediating variable.

Figure 1. Conceptual Framework of the Study



Source: Author's compilation based on existing literature.

Hypotheses

H1: Retention strategies significantly contribute to the job satisfaction of the faculty. H2: Retention strategies have a positive effect on faculty commitment.

H3: Retention strategies are instrumental in work engagement. H4: Work engagement significantly influences job satisfaction.

H5: Work engagement significantly influences faculty commitment.

H6a: Work engagement serves as a mediating factor between retention strategies and job satisfaction.

H6b: The association between retention strategies and faculty commitment is mediated through work engagement.

Review of Studies on Job Satisfaction, Retention, and Engagement in Higher Education

Faculty job satisfaction, being a complex phenomenon in higher education, is influenced by various factors, including institutional conditions, psychological well-being, organizational support, and intrinsic motivation, and goes beyond monetary rewards. Research has shown that stress, organisational ambiguity, and perceived value of a position strongly influence satisfaction levels (Ngirande, 2021; Bakker & Demerouti, 2023). Working faculty have retained autonomy over their craft. Supportive leadership enhances satisfaction. However, if a workplace is deemed restrictive, putting in various incentives will largely enhance satisfaction, but motivation may wane (Aboramadan et al., 2021; Nguyen et al., 2023).

The central core of faculty academic life is autonomy with respect to academic affairs. To enhance job satisfaction, supportive leadership plays a vital role despite other perks and other incentives (Aboramadan et al., 2021; Nguyen et al., 2023). Restricted job satisfaction is a signal of an overwhelming amount of teaching, research, and administrative responsibilities that could lead to faculty turnover (Anees et al., 2021; Tight, 2022).

The way faculty connect with their institutions matters a lot. When faculty feel valued, surely, they get more committed to their organisations (Al Hassani & Wilkins, 2022), while value misalignment pushes commitment down and turnover up.

Employee retention depends mainly on employee satisfaction and effective institutional strategies, including transparent and fair appraisal systems, that help the staff to have a trustworthy work environment (Dasanayaka et al., 2021; Chughtai & Buckley, 2024). The importance of context-specific retention strategies for achieving good results (Urme, 2023) has been emphasised in recent studies.

Work engagement plays a vital role here. Engagement-based organisational culture brings the love of work, intrinsic motivation, satisfaction, and faculty retention (Saleh & Atan, 2021; Saks, 2022; Nguyen et al., 2021). Hence, faculty retention often takes place with the developing strategies that combine satisfaction, engagement, and retention.

Conceptual Definitions and Research Gap

Faculty retention strategies are considered as an independent variable of the study, including pay and benefits, work–life balance, recognition, career development opportunities, and autonomy. Putting together these factors affects faculty perceptions of institutional support and influences their decision to continue with the institution for a long time. Earlier studies back this up. Suprayitno 2024 pointed out that fair pay, flexibility, and career growth are important factors to influence retention when implemented wisely. Honestly, policies on paper are not enough, but interpreting them in terms of their effectiveness to retain talent.

Engagement is not just a result, but it is a systematic process that underlies retention strategies' outcomes. Saleh and Atan (2021) state that positive organisational culture has a favourable impact on engagement and improves the effectiveness of human resource practices in terms of significant behavioural outcomes. Intrinsic motivation is a key characteristic of academic settings, and it is engagement that decides whether faculty are just clocking in or thriving and growing at their institutions.

Job satisfaction and faculty commitment are treated as dependent variables in this study. Job satisfaction refers to how faculty members assess their working environment, experiences, and overall sense of satisfaction within the institution. Faculty commitment, in contrast, represents a sustained psychological bonding and identification with institutional vision and mission. Research by Nguyen, Nguyen, and Le (2021) indicates that equitable workload distribution and positive treatment at work significantly influence both job satisfaction and commitment. However, these constructs are closely connected; they are different in concept, as satisfied employees may not always demonstrate a high degree of long-term commitment to their institutions. To exemplify, Aboramadan et al. (2021) explored the influence of leadership and work place culture on job satisfaction, without examining their effect on faculty long- term commitment. Similarly, Muleya, Ngirande, and Terera (2022) investigated career development and commitment with a minor consideration of the mediator (work engagement).

The relevance of this issue has gained more importance in the post-pandemic. In higher educational environments, faculty face new challenges, which include hybrid teaching models, digital demands, and changing professional expectations. It is very important to feel supported at work. Ithal and Aithal (2023) advance the idea by stressing how important emotional and organizational support is in retaining academic talent, yet empirical evidence connecting these support systems with faculty satisfaction and commitment is lacking.

A considerable research gap exists in comprehending the impact of retention strategies on job satisfaction and its relation to faculty commitment via work engagement. This research attempts to fill this gap by incorporating these

elements into a comprehensive explanatory framework, thus offering a more holistic understanding of the dynamics of faculty retention in contemporary universities.

2. OBJECTIVES OF THE STUDY

The present study seeks to investigate the relationship between retention strategies, work engagement, job satisfaction, and faculty commitment in the context of higher education. The objectives are:

1. To evaluate the direct effect of retention practices on the faculty's job satisfaction in higher educational institutions.
2. To assess how retention strategies affect the different types of faculty commitment.
3. To examine the relationship between retention strategies and faculty outcomes mediated by work engagement.
4. To ascertain various retention aspects such as compensation, work-life balance, recognition, career development, and autonomy, which have the biggest effects on job satisfaction and institutional commitment.
5. To examine possible differences in retention, should there be any, depending on the type of educational institution, gender, specialisation, and years of experience.
6. To contribute to the literature based on human resources and academic leadership on how to enhance faculty interest and retention over time.

3. RESEARCH METHODOLOGY

The present study utilised the cross-sectional/Survey research design of social science methodology to analyse the interrelations between faculty retention strategies, work engagement, job satisfaction and faculty commitment in higher education institutions. The use of a quantitative approach for the measurement of perceptions, attitudes and behavioural relationships using statistical analysis is appropriate.

Mediation analysis is conducted based on the mediation model (Model 4) developed by Hayes (2022) using a PROCESS Macro with 5,000 bootstrap samples and 95% confidence intervals to explore the indirect effect of work engagement on the relationship between retention strategies and faculty outcomes. The method is now widely advocated in current research in the fields of behavioural and management science, as it offers a better estimation of indirect effects than does the more conventional regression-based mediation model.

Research Design

This study adopted a cross-sectional research design, in which data were collected from faculty members at a single point in time. In this design, relationships and predictions of the variables of the study can be examined statistically.

The population and sampling technique.

150 respondents were considered adequate for regression and mediation analysis because the Hayes PROCESS Macro for mediation analysis can yield stable and robust estimates even with moderate sample sizes. The comprehensive 53-item instrument was calculated using 5,000 bootstrap samples, which increases the power of the mediation test in smaller samples.

Research Instrument and Measures

The study employed a structured questionnaire using a 5-point Likert scale from 1: Strongly Disagree to 5: Strongly Agree, which was used for the data collection.

Demographic Profile

Contains age, gender, teaching experience, academic designation, institution type and academic discipline. “Faculty retention strategies” is the subject of Section B. Section B is on the topic of Faculty Retention Strategies.

To examine compensation and benefits, work–life balance, recognition, career development, and academic autonomy with items derived from validated literature

This section is dedicated to Work Engagement.

Work Engagement was measured using the Utrecht work engagement scale (UWES-9) developed by Schaufeli et al. (2002). (involvement, absorption and dedication).

Job Satisfaction is covered in Section D.

On the Job Descriptive Index (JDI), which rates on supervision, work, pay, promotion and co-worker relations.

Section E: Faculty Commitment

Organizational Commitment was measured using Meyer and Allen's Questionnaire (OCQ), encompassing affective, continuance and normative commitment.

Data Collection Procedure

Information is gathered using online questionnaires (Google Forms) and direct distribution (if institutional access is available). Participation in this study was entirely voluntary, and informed consent was obtained to maintain ethical compliance.

Ethical Considerations

Confidentiality is maintained. All responses were kept anonymous throughout the research process. All the respondents were informed about the objective of the study.

Pilot Testing

A pilot study was conducted with 30 faculty members to evaluate the clarity, reliability and suitability of the questionnaire items. Necessary changes were made based on their feedback before proceeding with full-scale data collection.

The gathered data were analysed using IBM SPSS Statistics with the help of the following techniques, and descriptive Statistics were employed to describe the study sample and the pattern of responses to each question.

Reliability Analysis (Cronbach's Alpha) was conducted to determine scale internal consistency of the measurement scale. Harman's single-factor test was employed to ascertain whether an evident common method bias was not a significant concern present in the self-reported information. It is found that common technique bias was not a major issue in the study because none of the factors made a substantial impact on the total variance.

Correlation Analysis was carried out to investigate the relationships between two sets of variables.

Multiple Regression Analysis was applied for the prediction of job satisfaction and faculty commitment based on the retention strategies.

Mediation Analysis was performed using Hayes PROCESS Macro Model 4 with 5,000 bootstrap samples and a 95% confidence interval to evaluate the mediating effect of work engagement.

4. RESULTS:

Table 1: Constructs Reliability Scores

Construct	Number of Items	Cronbach Alpha
Retention Strategies	30	0.84
Job Satisfaction	7	0.79
Work Engagement (UWES)	9	0.82
Faculty Commitment (OCQ)	7	0.80

Table 2: Correlation Matrix of Constructs

Construct	Retention Strategies	Job Satisfaction	Work Engagement	Faculty Commitment

Retention Strategies	1.000	0.523	0.478	0.421
Job Satisfaction	0.523	1.000	0.586	0.539
Work Engagement (UWES)	0.478	0.586	1.000	0.612
Faculty Commitment (OCQ)	0.421	0.539	0.612	1.000

Table 3a: Descriptive Statistics for Key Demographics (N=150)

The total sample size was N=150 faculty members from various Indian higher education institutions

Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Male	85	56.70%
	Female	65	43.30%
Type of Institution	Public/Government	72	48.00%
	Private	78	52.00%
Academic Rank	Assistant Professor/Lecturer	55	36.70%
	Associate Professor	50	33.30%
	Professor/Senior Faculty	45	30.00%
Years of Experience	< 5 Years (Early-Career)	48	32.00%
	5-15 Years (Mid-Career)	70	46.70%
	> 15 Years (Experienced)	32	21.30%

Table 3b: Descriptive Statistics for main Constructs (N=150)

Construct	Items	Mean (M)	Standard Deviation (SD)	Interpretation (5-point scale)
Retention Strategies (IV)	30	4.08	0.65	High Positive Perception
Work Engagement (MV)	9	4.15	0.58	High Engagement
Job Satisfaction (DV)	7	3.96	0.71	High Satisfaction
Faculty Commitment (DV)	7	3.82	0.77	Moderate-High Commitment

Table 4: Multiple Regression Models Testing Mediation (N=150)

Predictor Variable	Dependent Variable: Work Engagement (MV)	Dependent Variable: Job Satisfaction (DV1)	Dependent Variable: Faculty Commitment (DV2)
	Model A (Test H3)	Model B (Test H1/H4/H6a)	Model C (Test H4/H5/H6b)

Step	1	1	2
	Standardised β (p-value)	β (p-value)	β (p-value)
Retention Strategies (IV)	0.45 (0.000)	0.52 (0.000)	0.18 (0.026)
Work Engagement (MV)	–	–	0.50 (0.000)
Constant	0.85 (0.081)	1.02 (0.045)	0.95 (0.062)
Summary Statistics			
R ²	0.203	0.27	0.435
F (p-value)	38.5 (0.000)	55.0 (0.000)	71.5 (0.000)
Mediation Status	–	Step 1	Partial Mediation (H6)

Table 4a: Regression Coefficients (DV: Job Satisfaction)

Variable	Coefficient	Std. Error	t-Statistic	p-Value
Constant	1.102	0.321	3.43	0.001
Compensation & pay	0.423	0.089	4.75	0.000
Work Engagement (UWES)	0.385	0.076	5.07	0.000

Table 4b: ANOVA Summary

Source	SS	df	MS	F	Sig.
Regression	52.34	2	26.17	35.9	0.000
Residual	109.63	147	0.75		
Total	161.97	149			

Table 4c: Regression Coefficients for Faculty Commitment (Model C)

Variable	Unstandardised B	Std. Error	t-Statistic	p-Value
Constant (Model 2)	1.05	0.35	3	0.003
Retention Strategies	0.18	0.08	2.25	0.026
Work Engagement (UWES)	0.49	0.065	7.54	0.000
R ² (Model 2)	0.435			

Table 4d: ANOVA Summary

Source	SS	df	MS	F	Sig.
Regression	61.3	2	30.65	56.57	0.000

Residual	80	147	0.54		
Total	141.3	149			

Table 5: Mediation Analysis Summary Using Hayes PROCESS Macro Model 4.

Model	R-squared	p-value (IV)	p-value (MV)
Retention Strategies → Work Engagement.	0.229	0.000	-
Retention Strategies → Faculty Outcomes.	0.267	0.000	-
Retention Strategies + Work Engagement → Faculty Outcomes	0.413	0.000	0.000

■ Interpretation: Partial Mediation is observed because the direct effect of retention strategies on faculty outcomes remained significant even after the inclusion of work engagement as a mediator, although the regression coefficient was reduced.

The significant p-Value for Retention Strategies (0.026) in the presence of the mediator indicates Partial Mediation (confirming H6).

The significant p-Value for Work Engagement (0.000) confirms H5 (Work engagement significantly affects commitment).

Table 6: Hypothesis Testing Summary

The following hypotheses were developed to test the proposed conceptual model, incorporating the direct, total, and mediating effects:

Hypothesis Code	Statement	Result
H1	Job satisfaction is dependent on retention strategies	Supported
H2	Retention strategies significantly increase faculty commitment.	Supported
H3	Retention strategies have a notable positive effect on work engagement.	Supported
H4	Work engagement has a considerable impact on job satisfaction	Supported
H5	Faculty commitment is strongly influenced by work engagement.	Supported
H6a	Work engagement mediates the relationship between retention strategies and job satisfaction.	Partially Supported
H6b	Work engagement serves as a mediator between retention commitment and retention.	Partially Supported

5. DISCUSSION

The study confirms that faculty retention strategies significantly elevate job satisfaction and faculty commitment, with work engagement as a partial mediator. Hypotheses H1 to H5 were supported, whereas H6a and H6b, which were partially supported, show a partial mediating effect on work engagement. In this regard, it is suggested that the role of intrinsic motivators is high in promoting job satisfaction and commitment within higher education institutions.

The findings are in line with Herzberg's Two-Factor Theory and Kahn's Engagement Theory, which insist on the importance of faculty commitment in higher education. These results are also consistent with prior engagement literature (Saks, 2022; Bakker & Albrecht, 2018). In addition to that, findings also demonstrate the concept of the

organisational commitment model from Meyer and Allen as they highlight the role of affective commitment in academic settings.

Practically, the results have significant implications for higher education institutions. The universities should adopt engagement-based retention strategies such as academic freedom, structured mentoring, transparent recognition systems, and career development programs. Although pay is crucial, the institutional environment should be encouraging to the faculty for personal as well as professional growth. In this regard, transformational and participative leadership also play a vital role in faculty engagement and retention.

Faculty development programs, health promotion programs, and work-life balance strategies could reduce attrition rates and enhance job satisfaction.

The commitment to establish a strategic institutional priority for leadership development is supported by this study. Institutional emphasis on training in supportive and participative leadership can strengthen long-term faculty development and commitment. In the same vein, institutional policies that enhance work-life balance, faculty wellness initiatives and flexible professional development programs may reduce attrition and increase satisfaction levels.

This study lights the way by integrating retention strategies, work engagement, faculty job satisfaction, and commitment into a single theory. The paper makes an addition to the literature by posting the mediating effect of work engagement on faculty retention. It serves as an important aid for academic leaders, strengthening long-term institutional commitment and minimising faculty attrition.

Recommendations

To enhance retention, higher education institutions should adopt engagement-based retention strategies rather than only financial incentives. By engaging faculty in curriculum design, research projects, and decision-making, faculty feel more professional, engaged and valued.

Implementing a transparent recognition system, fair promotion practices, and lifelong career development opportunities can foster faculty trust, integrity, and organisational commitment.

Academic Department Heads and Deans should think about effective mentoring practices, effective communication skills, conflict management, and participative leadership practices.

In addition, institutions should allocate resources for the provision of faculty well-being by providing counselling services, wellness programs, flexible work plans, and academic research. Such measures are crucial in creating subjective ties between the institution and the learners, leading to a long-lasting attachment to the institution.

6. CONCLUSION

This research concludes that well-crafted retention strategies have a substantial role to play in enhancing faculty job satisfaction and in narrating the interaction between retention strategies and faculty commitment. Compensation alone does not do wonders; however, factors such as autonomy, recognition, and advancement of career have a more significant impact on faculty outcomes in knowledge-intensive academic settings where professional growth and academic liberty are the most dominant values (Nguyen & Ha, 2023; Zhang et al., 2022; Sadagheyani et al., 2022).

The mediation analysis revealed the presence of partial mediation in both the retention-satisfaction and retention-commitment relationships. Although the relationships in question appeared to be significant, the mediation effect strengthened their impacts through motivation and institutional commitment. Consequently, higher education institutions should focus on not only compensation but also engagement strategies that help and motivate faculty members to enhance their organisational attachments.

Notwithstanding its merits, the study possesses specific limitations. The cross-sectional research design of the research precludes definitive interpretation of causal correlations among variables. Moreover, while the sample size used in this study was sufficient for conducting regression and mediation analysis, it can be argued that the total number of measurement items used was much greater than the number of observations from the participants. Finally, the study environment is confined to the Indian higher education system. Potential biases in data collected through self-report may induce social approval tendency, and institutional variations among regions and organizational contexts may differentially affect faculty perceptions.

There should be the use of longitudinal research methodologies in higher education to investigate changes in faculty engagement and commitment over time. A Comparative study can be performed across countries and

universities to understand retention dynamics (Al Refaei et al., 2023). In addition to, incorporating qualitative approaches alongside burnout factors could provide a deeper understanding of faculty experiences and the formulation of institutional retention strategies.

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