European Journal of Business and Management
ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online)
Vol.15, No.5, 2023 Special Issue - SMEs in Kuwait: Challenges and Opportunities

The Effect of Person-role Fit on Work-Life Balance and Intentions of Turnover among Instructors in Higher Learning Institutions in Kuwait

Salma Al-Azaar Sara Alshamroukh Assayil Al-Mutawaa
Fahad Alseaidi Dr. Ahmad Alsaber
Department of Business Management, College of Business and Economics,
American University of Kuwait, PO Box 3323, Safat, 13034, Kuwait

Abstract
This research examines the effect of work-life balance (WLB) practices on the motivations to turnover and perceived person-role fit (PRF) among the academics who teach in higher learning institutions. In addition, this research will also evaluate the relationship between the (PRF) and the turnover intention (TI), among the instructors. This study tries to test the influence of PRF as a mediating factor between the relationship from WLB practices of an institution and intentions of turnover. The study will target at least 120+ academics that have full-time roles in Higher Learning institutions across Kuwait. This research is based on a self-administered questionnaire (insert citation 1). The hypothesized complex cause-effect relationship between the variables (with PRF as the hypothesized latent variable) will be assessed by inputting the collected data through a partial least squares path modeling (PLS-PM). As found in much other similar research, the WLB practices have a negative cause-effect relationship with intention to turnover which beyond our expectation. Alternatively, the PRF might be positively related to effective WLB practices. In conclusion, WLB practices such as remote working, childcare provisions, flexible work schedule and overlapping responsibilities (job sharing) among others are recommended in higher learning institutions to optimize the PRF as well as minimizing the turnover intention of the academic staff.
Keywords: Person-Role Fit (PRF), Work-Life Balance (WLB) Practices, Turnover Intention
DOI: 10.7176/EJBM/15-5-06
Publication date: February 28th 2023

1. Introduction

General Background

The contemporary knowledge-based economy is a crucial indicator of the economic development and wealth creation within a country. Succeeding in this competitive environment requires the discovery and generation of new knowledge, sustained innovation among undergraduates [1]. Academics are the stakeholders that guard, disseminate and create new knowledge [2].

Problem definition

However, the quality of the learning process is dependent on the student-academics ratio [1, 3]. This ratio has become disproportionate because of the rapid expansion of higher learning institutions and new educational policies. This reality piles stress on academics. Besides, globalization has made it easy for people to find alternative roles that suit them, making it a challenge to retain high-performing employees [4]. Academics are now looking intending to switch to other jobs (turnover intention) to evade this stress [1-2, 6]. Retaining academic staff in higher learning education (HLE) remains a challenge.

Background

Previous research has looked into the attitudes of academics and human resource management practices in relation to the turnover intention of academics [6]. The stresses of high student-academics ratio and new academic policies indicate the need for a stable and flexible work environment to reduce turnover intentions. More significantly, research indicates that the work-life balance (WLB) of employees plays a more significant role in curbing their turnover intentions [7]. However, the reception of organizational WLB practices by employees is subjective, and they may or may not work to limit the turnover intention [7]. The perception of WLB practices determines their effectiveness in preventing turnover intentions [8]. This dynamic indicates the existence of a latent mechanism that predicts the interactions of employees with WLB. This underlying variable, WLB, is the key to unlocking the potential for academics as well as organizations in building accommodative work environments that retain high performing talent.

Gap and objectives

Studies have suggested that there is an empirical correlation between WLB and turnover intention; however, a gap exists in what influences their perceptions of WLB in terms of the PRF. This research attempts to fill this gap by explaining PRF as a determinant of WLB, which in turn affects the turnover intention. The social exchange theory (SET) [9] will be used to formulate the person-role fit (PRF) - the match between a person and

the demands of their professional role - by assessing the way WLB meets their needs and builds their ability in their job. (1) The effects of WLB on turnover intentions, PRF of academics will be determined herein. Further, (2) WLB will be assessed as a mediating factor between PRF and turnover intention.

2. Literature Review

2.1. Work-life balance, and personal role fit

Hypothesis 2 (H2). *Work-life balance practices have a positive relationship with the person-role fit.*

Despite the extensive literature on WLB, the perception of WLB by academic professionals has not been researched extensively, rather, the organization's policies and actions have always been the focus [10]. This gap has revealed a crucial aspect of analyzing the attitudes of employees. The use of Social Exchange Theory (SET) to determine the person-job fit [11] could show the attitudes, and diligence in conducting work and handling resources could mitigate this research gap to determine the attitudes towards WLB practices that build on PRF.

2.2. Work-Life Balance, and Job Satisfaction

Hypothesis 6 (H6). *WLB practices have a negative relation to job satisfaction.*

Some research indicates that WLB practices do little to ameliorate the job satisfaction of academic professionals [7]. However, Badri [12] found that such behavior may lead to social dysfunction and may destroy a person's wellbeing. Rightly, their research was conducted among higher-education professionals who were found to have low job satisfaction and higher turnover levels. These findings could be replicated in this research to indicate that WLB practices are indeed necessary to improve job satisfaction, or the hypothesis may be confirmed for the cohort of this study.

2.3. Work-Life Balance, Person-Role Fit, and Job Satisfication

Hypothesis 4 (H4). *The relationship between WLB practices and turnover intention is mediated by PRF.*

This is the least researched correlation in academics and other fields in general as other research does not correlate the perceptions of employees on WLB practices that affect their perception of their work, that both have positive empirical correlation to turnover intentions [7]. Kakar et al. [10] found that people who are engrossed in their work in academics find the job more appealing than other aspects of their life. In this case, people who are suited for academic work could be happy even if their WLB suffers. Also, since PRF affects the intention to stay [13], and positive job attitudes [14], WLB may be perceived through the lens of PRJ to determine the turnover intention of academics.

2.4. Personal-Role Fit, and Turnover Intention

Hypothesis 3 (H3). *Person-role fit does not affect academics' intention to leave.*

PRF is the degree of congruence between a person's subjective attributes with the job requirements or environment [15]. It has two dimensions, the demands of the job from the employee, and their needs as provided by the employer [14]. Further, research indicates that high PJF scores relate to intention to stay at organizations [13].

Awang et al. [16] used a framework that found non-academic responsibilities and academic responsibilities as being the factors that create job-related stress. Still, their research found that neither of these affected their job-related stress. Most research indicates that PRF is a crucial deterrent to turnover intention [7], and this research will use the developed frameworks [7, 13, 14] to determine if these findings are applicable in the field of academic professionals.

2.5. Job Satisfaction, and Turnover Intention

Hypothesis 5 (H5). *Job satisfaction has a negative correlation to turnover intention*

Alam and Asim [17] developed a framework that analyzed the various dimensions of job satisfaction vis-a-vis turnover intentions. These factors include their perception of organizational policies and strategies, remuneration, supervision, task clarity and career advancement. Other researchers [18] used the job type as the mediating factor between job satisfaction and turnover intention and found that the psychological climate of a job is crucial in determining perceived satisfaction with a job, which in turn affects turnover intention. These frameworks should be instrumental in determining the job satisfaction of academics relative to their turnover intention.

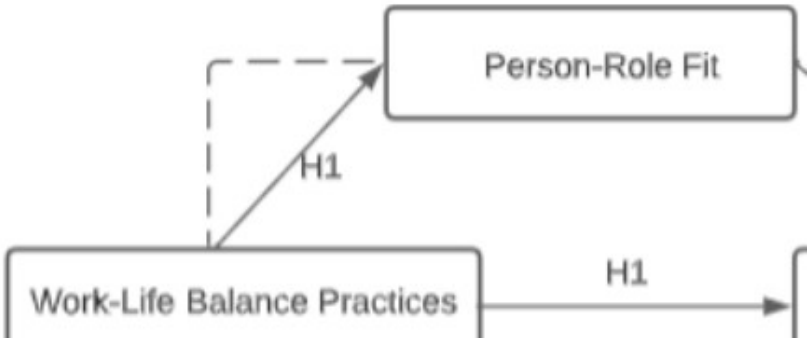
2.6. Work-Life Balance, and Turnover Intention

Hypothesis 1 (H1)*. Work-life balance is inversely correlated to the turnover intention of academics.*

Several researchers have investigated the effect of work-life balance on the intent to turnover [19]. These researchers find that the integration of work and life balance creates more job performance and job satisfaction [7], which in turn has been found to be a mitigator of turnover intentions [5]. These findings indicate that this research might accommodate similar findings in the Kuwaiti context. Kang et al. [20] found that the WLB experiences differ from person to person, even in the same organization with front desk employees having different climates and physiological capitals expended in their work environment in the service industry. As such, research on the factors that involve WLB is crucial to determine the correlation of these two variables and deny or confirm the hypothesis that WLB is crucial in abating turnover intention.

3. Methodology

direct correlation of WLB with job satisfaction, ar
were also analyzed.



The qualitative research herein analyzed the impact of WLB practices on turnover intentions. It also researched the effect of WLB practices on PRF, and PRF on turnover intention, to determine the mediating role of PRF on WLB practices on turnover intentions. Besides, the direct correlation of WLB with job satisfaction, and job satisfaction with turnover intention were also analyzed.

Research Instruments and Scaling

The research utilized empirically proven tools to assess the various variables. The WLB practices would be assessed using Zheng et al.'s [21] four-item scale. The PRF would be measured using a six-time scale that measures the needs-supply fit (N-S fit) and the demands-ability fit (D-A fit) adopted from Campbell and Fiske [22]. A self-administered that was used by Alam and Salim [17] with a 15-item scale measured job satisfaction. The turnover intention was assessed using the five-item scale from O'Reilly et al. [23].

This study tried to confirm the effects of WLB in the higher education facilities (HEFs) in Kuwait. Therefore, the study population comprised of academics working fulltime in HEFs across Kuwait (American University of Kuwait, Kuwait University, Gulf University for Science and Technology). Using a convenience sampling technique (i.e. getting participants who were available to participate without much inconvenience), the study was populated.

Sarstedt et al. [24] that the data collected in such a study that is not affected by sample size or sensitize to assumptions related to normal distribution assumptions should be analyzed with partial least squares structural equation modeling (PLS-SEM). The performing factor analysis alongside structural analysis in this method control for errors synchronously. PLS-SEM also fits research that aims to make predictions like if WLB have a positive relation to PRF, and a negative one to turnover intentions. The data herein was analyzed in two parts; first the validity and reliability were predicted using CFA, and in the second state, SEM was applied to determine the relationship between the dimensions in the conceptual model depicted in the image below.

A preliminary analysis was done where the means, standard deviations, and correlations of the constructs of the study were examined to determine the relationship between them. Inferences were made from the PLS-SEM where the measurement model is assessed to determine the latent constructs, reliability and validity of the constructs and their items. The Smart PLS 3.2.8 software was used for this. Construct reliability was determined with the composite reliability and convergent reliability of the measure. The discriminate validity was determined using the hererotrait-monotrait ratio and Fornell Larcker criterion.

Afterwards, the R-square of the structural model were used to determine the model's predictive power, where an R^2 close to 1 meant that the endogenous constructs had significant variance. For exogenous, the effect size of f^2 was computed (a score of 0.02 indicates small effect size, while 0.15 medium effect, and 0.35 large effect size. The model's Q^2 was also computed to see if it had predictive relevance (above 0), These were determined using the Smart PLS 3.2.8 software.

Statistical Methods

The hypothesis was tested using p-values, t-values and path coefficients (β) of the structural model via bootstrapping. These will show the relationship between the variables. The mediating effect of PRF on WLB and turnover intention would be determined by bootstrapping the indirect effect as suggested in previous research

[25]. An upper or lower confidence interval that is above zero indicates that the mediation is positive.

The findings should fill the gap in WLB practices and turnover intentions. Retaining academics in HLE will be crucial in maintaining the quality of education for students. Besides, it will help policy makers for HLE set up best practice conditions for optimal outputs for academics and their students.

4. Data Analysis

4.1. Discriptive Analysis

Study Dimensions

Sampling and Population

The Frequency distribution od demographic characteristics table depicts the descriptive estimates of the demographic variables. In view of the above, 60 % of the participants were females while 40 % were males. Moreover, 30 % of the participants belonged to the age range 35 to 44 years of age, 18.5 % belonged to the age range 45 to 54 years, about 6.2 % were more than 55 years of age. 33.8 % belonged to the age range of 25 to 34 years and about 11.5 % were less than 25 years of age. In terms of educational attainment, 32.3 % were masters, 45.4 % were PhD and 22.3 % had bachelors level education

Table 1. *Frequency distribution of demographic characteristics.*

	Overall (N=130)
Gender	
Female	78 (60.0%)
Male	52 (40.0%)
Age	
35 to less than 45	39 (30.0%)
45 to less than 55	24 (18.5%)
25 to less than 35	44 (33.8%)
less than 25	15 (11.5%)
55 and more	8 (6.2%)
what is your level of education?	
Masters	42 (32.3%)
PhD	59 (45.4%)
Bachelors	29 (22.3%)

4.2. Inferential Analysis

Validity and Reliability

Table 2. *Reliability Statistics*

Item Reliability Statistics

	Mean	SD	Item-rest correlation	If item dropped Cronbach's α
WLB1		3.85		0.941
WLB3		2.71		0.792
WLB4		2.70		0.784
PRF1		3.64		1.134
PRF2		3.45		1.042
PRF3		3.49		0.925
PRF5		3.50		1.156
PRF6		3.74		1.082
PRF7		3.12		1.152
PRF9		2.96		1.216
JBS1		3.09		1.12
JBS2		3.48		1.04
JBS3		3.88		1.15
JBS4		3.59		1.09
JBS5		3.65		1.07
JSB6		3.67		1.11
JBS7		3.51		1.09
JBS8		3.44		1.15
JBS9		3.44		1.15
JBS10		3.66		1.04
JBS11		3.54		1.06
TOI1		1.72		0.966
TOI2		2.01		1.031
TOI3		1.72		0.932
TOI4		1.75		0.957

Data

Correlation Matrix

AVG.WLB	—			
AVG.PRF	0.296	***	—	
AVG.JBS	0.391	***	0.750	
AVG.TOI	-0.036		-0.260	
AVG.WLB	—			

Significance and advantages

Indirect and Total Effects

Type	Effect	Estimate	SE	95% C.I. (a) Lower	Upper	β	z	p
Indirect		AVG.TOI ⇒ AVG.PRF ⇒ AVG.WLB		-0.00434		0.0237		-0.0509
		AVG.TOI ⇒ AVG.JBS ⇒ AVG.WLB		-0.07431		0.0397		-0.1520
Component		AVG.TOI ⇒ AVG.PRF		-0.26010		0.0848		-0.4263
		AVG.PRF ⇒ AVG.WLB		0.01670		0.0911		-0.1619
		AVG.TOI ⇒ AVG.JBS		-0.22666		0.1110		-0.4442
		AVG.JBS ⇒ AVG.WLB		0.32785		0.0696		0.1914
Direct		AVG.TOI ⇒ AVG.WLB		0.03899		0.0926		-0.1424
Total		AVG.TOI ⇒ AVG.WLB		-0.03967		0.0961		-0.2280

4.2.1 Stage One: Measurement Model Assesment

Table 3 shows that all variables had acceptable levels of alpha reliability except for work life balance and turnover intention which had less than .7 level of reliability. Job satisfaction and personal role fit had acceptable levels of reliability. Moreover, compositive reliability of all variables was satisfaction as per the standard criteria of reliability acceptance (Stanley & Edwards [10].

Table 3. *Constructs' reliability and validity.*

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
JBS	0.899	0.916	0.912	0.473
PRF	0.779	0.866	0.829	0.370
TOI	0.566	0.795	0.717	0.511
WLB	0.510	0.569	0.721	0.406

The FL criterion was to assess the extent to which a particular construct is validly measuring the concept it is intended to measure. It is based on the assumption that a construct should be associated with external criteria that it is expected to predict or explain. As per the acceptable range of values, the values of job satisfaction, person role fit, turnover intentions and work life balance were in the acceptable range of .60 to .70. Moreover, the values of composite reliability also showed that these constructs fell within the acceptable range.

Table 4. *Fornell-Larcker Criterion.*

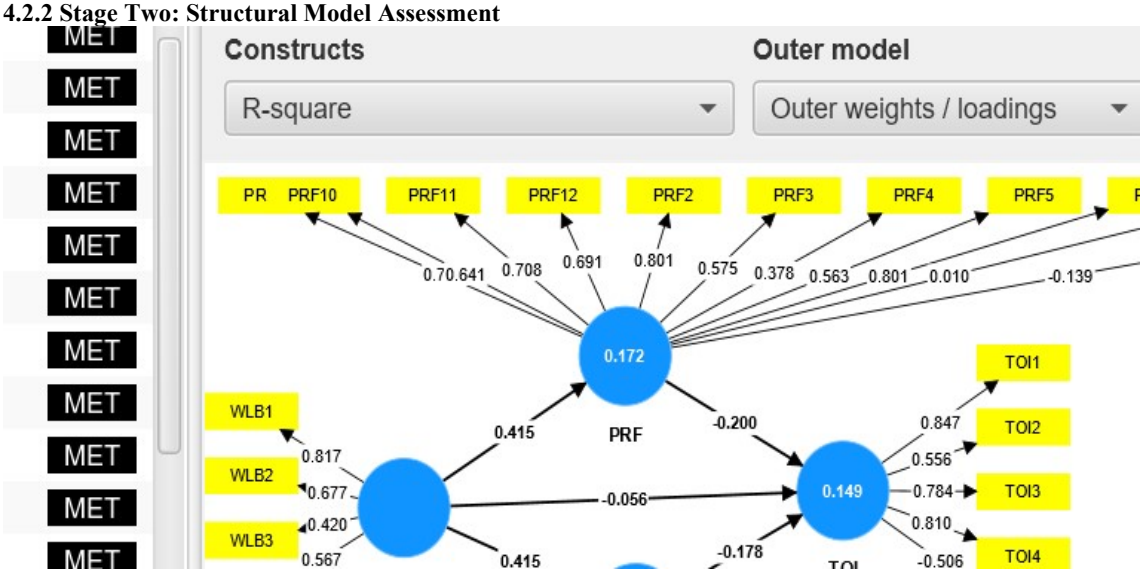
	JBS	PRF	TOI	WLB
JBS	0.688			
PRF	0.805	0.608		
TOI	-0.362	-0.366	0.715	
WLB	0.415	0.415	-0.213	0.637

The values of cross loadings showed that the variables associated with each factor did not have high cross loadings across other factors. Research has shown that scores which are greater than .4 are considered to be stable. Moreover, items should not cross load too highly among factors. However, the items which had high cross loadings despite of making changes in the rotation method were subject to deletion in the final factor solution.

Table 5. *Cross Loading*

	JBS	PRF	TOI	WLB
JBS1	0.233	0.210	0.163	0.019
JBS10	0.777	0.626	-0.133	0.261
JBS11	0.671	0.517	-0.083	0.325
JBS12	0.732	0.595	-0.234	0.238
JBS2	0.556	0.459	-0.088	0.072
JBS3	0.730	0.612	-0.372	0.288
JBS4	0.730	0.596	-0.404	0.358
JBS5	0.757	0.586	-0.144	0.334
JBS7	0.669	0.550	-0.214	0.124
JBS8	0.779	0.625	-0.329	0.410
JBS9	0.702	0.559	-0.232	0.266
JSB6	0.734	0.584	-0.264	0.318
PRF1	0.546	0.765	-0.229	0.341
PRF10	0.542	0.641	-0.161	0.326
PRF11	0.641	0.708	-0.185	0.322
PRF12	0.638	0.691	-0.242	0.133
PRF2	0.547	0.801	-0.273	0.373
PRF3	0.407	0.575	-0.278	0.221
PRF4	0.405	0.378	-0.181	0.091
PRF5	0.460	0.563	-0.289	0.133
PRF6	0.683	0.801	-0.352	0.370
PRF7	0.062	0.010	0.058	-0.042
PRF9	-0.097	-0.139	-0.005	-0.118
TOI1	-0.360	-0.340	0.847	-0.103
TOI2	-0.077	-0.086	0.556	-0.033
TOI3	-0.243	-0.277	0.784	-0.235
TOI4	-0.268	-0.307	0.810	-0.142
TOI5	0.230	0.182	-0.506	0.213
WLB1	0.335	0.346	-0.288	0.817
WLB2	0.239	0.240	-0.123	0.677
WLB3	0.167	0.181	0.101	0.420
WLB4	0.282	0.260	-0.073	0.567

4.2.2 Stage Two: Structural Model Assessment



4.2. Hypothesis Testing

Table 6 shows that job satisfaction significantly and person role significantly and negatively fit predicted turnover intention. Moreover, work life balance significantly predicted job satisfaction and person role fit. However, work life balance did not significantly predict turnover intention. The presence of significant path coefficients further show the presence of significant causal predictive associations among the study variables.

Table 6. *Path Coefficients*

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
JBS -> TOI	-0.178	-0.183	0.171	1.042	0.297
PRF -> TOI	-0.200	-0.223	0.173	1.152	0.249
WLB -> JBS	0.415	0.437	0.085	4.863	0.000
WLB -> PRF	0.415	0.440	0.103	4.016	0.000
WLB -> TOI	-0.056	-0.057	0.137	0.409	0.683

Table 7 and 8 depict the total and specific indirect effects of the study variables. The results showed that person role fit had a partial and significant mediating effect on the association between work life balance and turnover intention. Moreover, job satisfaction a partial mediating effect on the association between work life balance and turnover intention. The results also showed that work life balance significantly and negatively predicted turnover intention.

Table 7. *Total indirect effects*

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
WLB -> TOI	-0.157	-0.175	0.055	2.859	0.004

Table 8. *Specific Indirect effects*

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
WLB -> JBS -> TOI	-0.074	-0.078	0.077	0.962	0.336
WLB -> PRF -> TOI	-0.083	-0.097	0.084	0.986	0.324

5. Discussion

The purpose of the study was to assess the impact of person role fit on work life balance and turnover intentions among instructors currently employed in higher learning institutions of Kuwait. Another core purpose of the study was to assess whether person role fit had a mediating effect on the association between work life balance practices and turnover intentions. The findings of the study have provided numerous insights about the causal associations among the variables.

First, it was hypothesized that work life balance would be a significantly inverse relationship with turnover intentions of academics. The results of the study as shown in Table 6 have confirmed that the presence of this significantly negative association between work life balance practices and turnover intention. Research has shown that work-life balance is an important factor in employee turnover intention Suifan et al. [26]. Employees with good work-life balance are more likely to stay with their employer due to job satisfaction. When employees feel their work-life balance is out of balance, they are more likely to be unhappy with their job and consider leaving the organization Jaharuddin et al. [27]. Studies have also shown that employers should strive to ensure work-life balance is maintained in order to reduce employee turnover intention and increase job satisfaction Oosthuizen et al. [28]. This can be accomplished through providing flexible work schedules, offering generous vacation policies, and creating a supportive work environment. Additionally, employers should provide employees with resources and support to help them manage stress and promote mental health and well-being as identified in the relevant literature Fitria et al. [29].

Secondly, it was hypothesized that work life balance practices would have a significant positive relation with person role fit. Consistent with the previous literature, the results of the present study confirmed this hypothesis. Research on work-life balance and person-role fit has shown that individuals who are able to successfully balance their work and personal lives, and who have a good fit between their skills and the roles they are asked to perform, tend to be more satisfied with their jobs and have higher performance outcomes Jarrod et al. [30]. Studies have also shown that individuals who have a better fit in their job role are more likely to stay in their jobs longer, as they are more likely to feel more engaged and motivated Rocco [31]. In addition, research has found that work-life balance and person-role fit have a positive effect on employee well-being. Studies have shown that employees who have a better balance between their work and personal lives have lower levels of stress, better physical and mental health, and higher levels of job satisfaction Hassan et al. [32]. Additionally, research has found that individuals with a good fit in their job roles are more likely. It is also critical to note that both concepts are important in the success of an individual in the workplace and in helping them to achieve their goals.

Third, it had been hypothesized that person role fit would have no predictive impact on turnover intentions. Consistent with the previous literature, the findings of the present study rejected this job hypothesis. Research has extensively shown that person role fit does predict turnover intentions. Jib et al. [33] reported that universities which do not offer a person organizational fit report higher levels of turnover intentions in comparison to those universities which provide a higher level of support in this regard. Grobler et al. [34] studied academics working within a South African Higher Education Institution and had found that person role fit had a significantly predictive effect on turnover intentions. It was also found that academics who were able to make meaningful contributions to their jobs report a higher level of job satisfaction which in turn had a significant negative association with turnover intention. Alniacik [35] also studied a diverse sample of university academics and had found that teachers who felt a higher level of person to role fit showed a decline in turnover intentions in comparison to those teachers who felt that they were unable to perform effectively due to a poor person to role fit. Similar findings have been reported across sectors including the evidence provided by Hassan et al. [36] who found that banking employees who had a poor person to role fit had shown a propensity towards turnover intentions. It was also found that such employees had a poor job satisfaction which is further indicative of the fact that they did not find their jobs to be meaningfully engaging and productive.

It was also hypothesized that person to role fit would significantly mediate the association between work life balance practices and turnover intentions. The results of the study confirmed this hypothesis in accordance with the prevalent literature in which the predictive and mediating role of person to role fit has been reported extensively Thakur et al. [37]. Kakar et al. [38] found using a sample of employees working various organizations and industries that person job fit had a significant mediating effect on the association between work life balance practices and turnover intentions. The relevant literature also shown that work life balance practices alone do not predict turnover intentions and that person to role fit is a core explanatory variable explaining the strength of this association Dechawatanpaisal [39].

It was further hypothesized that job satisfaction would have a significant negative association with turnover intentions. The results of the study confirmed this hypothesis as confirmed by Alarcon et al. [40]. Lu et al. [41] found that job satisfaction is correlated with the degree to which an employee's needs are being met by the job or organization. Turnover intentions are the likelihood that an employee will leave his or her current organization. When an employee's job satisfaction is low, their turnover intentions are likely to be higher Alsaraireh et al. [42]. Conversely, when job satisfaction is high, turnover intentions are likely to be lower. Thus, job satisfaction is a strong predictor of an employee's likelihood to stay with an organization Lai et al. [43]. In accordance with these findings, it is evident therefore evidence that job satisfaction can be a powerful predictor of turnover intentions and can be used to determine how likely an employee is to remain with an organization.

The final hypothesis that was work life balance practices would have a significant negative association with job satisfaction. The hypothesis could not be confirmed as per the results of the current study. The findings of the

present study had shown a significant positive association between work life balance practices and job satisfaction. Research has also extensively shown how work life balances can contribute towards enhancing the level of job satisfaction among university teachers Arif et al. [44]. Moreover, Mukhtar et al. [45] reported that higher levels of work life balance positively predicted job satisfaction among university teachers.

6. Implications of the study

The present study adds to our understanding about the predictive influence of person role fit on work life balance job satisfaction and turnover intentions of teachers in higher educational institutions of Kuwait. The study also raises the need for universities to emphasize higher levels of meaningful engagement of university teachers through provision of work life balance practices along with person to role fit. Additional implications identified by the present study include:

1. Increase faculty/staff engagement: Engaging faculty and staff in meaningful work can help to improve the fit between the university and its employees. This can be done through initiatives such as creating committees and task forces, or providing opportunities for professional development and growth.
2. Develop a culture of collaboration: Encouraging collaboration between faculty and staff can help to enhance the fit between the university and its employees. This can be done through initiatives such as providing resources for faculty and staff to work together on projects, or hosting team-building activities.
3. Create an open and inclusive environment: Creating an open and inclusive environment can help to improve the fit between the university and its employees. This can be done through initiatives such as providing resources for faculty and staff to have open discussions about work, or hosting events that encourage dialogue between different departments.
4. Foster a sense of purpose: Helping faculty and staff to feel a sense of purpose and belonging can help to improve the fit between the university and its employees. This can be done through initiatives such as providing resources for faculty and staff to pursue their passions, or creating opportunities for meaningful work.
5. Encourage feedback: Encouraging feedback from faculty and staff can help to improve the fit between the university and its employees. This can be done through initiatives such as providing resources for faculty and staff to provide feedback on university programs, or hosting forums for faculty and staff to share ideas

7. Limitations

The present study has a number of limitations including the non-availability of those teachers who are engaged in private higher education institutions of Kuwait. Moreover, the researchers were denied access to various campuses which might have resulted in oversampling of teachers from a specific university setting. Moreover, the community culture in Kuwait might have limited the generalizability of the findings along with the sample size which might have inhibited the model fit indices in the present study. However, the study is one of the first to date which has shown causal predictive associations among person role fit, work life balance practices and turnover intentions. Additionally, the study has shown how providing various opportunities of remote working, childcare provisions, flexible work schedule as well as clear job descriptions and meaningful job roles and tasks can lead to higher levels of job satisfaction among university teachers while minimizing turnover intentions.

8. Conclusion

Based on the correctional analysis of the data, the results of this study seconded previous research that accepted hypothesis 1, 2, 3, 5 and 6. These findings were based on the practice of teachers in higher education, and they stand true for this profession among many other professions. The mediating effect of PRF and job satisfaction between WLB and turnover intentions is incremental to the initially established correlation of the two variables alone. This research is instrumental to educational administrators and their supporting institutions that have human resource shortages. These findings indicate the need to consider the PRF and job satisfaction alongside the WLB to optimize the reduction of turnover intentions. However, it was limited in its geographic scope of sampling. Therefore, future researchers should try to replicate these results for other areas of the MENA region to determine if these variables affect and mediate turnover intentions as in Kuwait.

References

1. Ramli, A. A., Salahudin, S. N., Zainol, Z., & Suandi, T. (2014). Turnover intention among academics: A case study of private higher learning education in Klang Valley. Pertanika Journal of Social Sciences & Humanities, 22(1).
2. Mashile, D. A., Munyeka, W., & Ndlovu, W. (2021). Organisational culture and turnover intentions among academics: a case of a rural-based university. Studies in Higher Education, 46(2), 385-393.
3. Astin, A. W. (1984). Student involvement: A developmental theory for higher education. Journal of college student personnel, 25(4), 297-308.
4. Arokiasamy, L., & Ismail, M. (2008). Exploring mentoring as a tool for career advancement of academics

in private higher education institutions in Malaysia. European Journal of Social Sciences, 5(4), 21-9.
5. Idris, M. K. (2009). Occupational stress in academic life: a study of academics of Malaysian public universities (Doctoral dissertation, The University of Waikato).
6. Allen, T. D. (2001). Family-supportive work environments: The role of organizational perceptions. Journal of vocational behavior, 58(3), 414-435.
7. Babin, D. D., Meyer, N., Vetrivel, S. C., & Magda, R. (2021). The mediating role of person-job fit between work-life balance (WLB) practices and academic turnover intentions in India's higher educational institutions. Sustainability, 13(19), 10497.
8. Thakur, S. J., & Bhatnagar, J. (2017). Mediator analysis of job embeddedness: Relationship between work-life balance practices and turnover intentions. Employee Relations.
9. Blau, P. M. (2017). Exchange and power in social life. Routledge.
10. Kakar, A. S., Saufi, R. A., Devadhasan, B. D., Meyer, N., Vetrivel, S. C., & Magda, R. (2021). The Mediating Role of Person-Job Fit between Work-Life Balance (WLB) Practices and Academic Turnover Intentions in India's Higher Educational Institutions. Sustainability, 13(19), 10497.
11. Gouldner, A. W. (1960). The norm of reciprocity: A preliminary statement. American sociological review, 161-178.
12. Badri, S. K. Z., & Panatik, S. A. (2020). The roles of job autonomy and self-efficacy to improve academics' work-life balance. Asian Academy of Management Journal, 25(2).
13. Vogel, R. M., & Feldman, D. C. (2009). Integrating the levels of person-environment fit: The roles of vocational fit and group fit. Journal of vocational behavior, 75(1), 68-81.
14. Andela, M., & van der Doef, M. (2019). A comprehensive assessment of the person–environment fit dimensions and their relationships with work-related outcomes. Journal of Career Development, 46(5), 567-582.
15. Chabra, B. (2016). Work role stressors and employee outcomes: Investigating the moderating role of subjective person-organization and person-job fit perceptions in Indian organizations. International Journal of Organizational Analysis.
16. Awang, Y., Mohamed, N., Ahmad, S., & Nasir, N. E. M. (2021). Examining the Influence of Academic and Non-Academic Responsibilities on Academicians' Job-Related Stress in Higher Education. Asian Journal of University Education, 17(4), 498-510.
17. Alam, A., & Asim, M. (2019). Relationship between job satisfaction and turnover intention. International Journal of Human Resource Studies, 9(2), 163-194.
18. Biswas, S. (2010). Relationship between psychological climate and turnover intentions and its impact on organisational effectiveness: A study in Indian organisations. IIMB Management Review, 22(3), 102-110.
19. Allen, T. D. (2001). Family-supportive work environments: The role of organizational perceptions. Journal of vocational behavior, 58(3), 414-435.
20. Kang H.J.A., Busser J., Choi H.M. Service climate: How does it affect turnover intention? Int. J. Contemp. Hosp. Manag. 2018;30:76–94. doi: 10.1108/IJCHM-04-2016-0185
21. Zheng, C., Kashi, K., Fan, D., Molineux, J., & Ee, M. S. (2016). Impact of individual coping strategies and organisational work–life balance programmes on Australian employee well-being. The International Journal of Human Resource Management, 27(5), 501-526.
22. Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. Psychological bulletin, 56(2), 81.
23. O'Reilly III, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. Academy of management journal, 34(3), 487-516.
24. Sarstedt, M., Ringle, C. M., & Hair, J. F. (2021). Partial least squares structural equation modeling. In Handbook of market research (pp. 587-632). Cham: Springer International Publishing.
25. Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. Behavior research methods, 40(3), 879-891.
26. Suifan, Taghrid S., Ayman Bahjat Abdallah, and Hannah Diab. "The influence of work life balance on turnover intention in private hospitals: The mediating role of work life conflict." European Journal of Business and Management 8.20 (2016): 126-139.
27. Jaharuddin, Nor Siah, and Liyana Nadia Zainol. "The impact of work-life balance on job engagement and turnover in-tention." The South East Asian Journal of Management 13.1 (2019): 7.
28. Oosthuizen, Rudolf M., Melinde Coetzee, and Z. Munro. "Work-life balance, job satisfaction and turnover intention amongst information technology employees." Southern African Business Review 20.1 (2016): 446-467.
29. Fitria, Yuki, and Muthia Roza Linda. "Perceived Organizational Support and Work Life Balance on Employee Turnover Intention." 1st International Conference on Economics, Business, Entrepreneurship,

and Finance (ICEBEF 2018). Atlantis Press, 2019.
30. Haar, Jarrod M., et al. "A cross-national study on the antecedents of work–life balance from the fit and balance perspective." Social Indicators Research 142.1 (2019): 261-282.
31. Palumbo, Rocco. "Let me go to the office! An investigation into the side effects of working from home on work-life balance." International Journal of Public Sector Management (2020).
32. Hasan, Tania, Mehwish Jawaad, and Irfan Butt. "The influence of person–job fit, work–life balance, and work conditions on organizational commitment: investigating the mediation of job satisfaction in the private sector of the emerging market." Sustainability 13.12 (2021): 6622.
33. Jin, Myung Hun, Bruce McDonald, and Jaehee Park. "Person–organization fit and turnover intention: Exploring the me-diating role of employee followership and job satisfaction through conservation of resources theory." Review of Public Personnel Administration 38.2 (2018): 167-192.
34. Grobler, Anton, and Mari Jansen van Rensburg. "Organisational climate, person–organisation fit and turn over intention: a generational perspective within a South African Higher Education Institution." Studies in Higher Education 44.11 (2019): 2053-2065.
35. Alniacik, Esra, et al. "Does person-organization fit moderate the effects of affective commitment and job satisfaction on turnover intentions?." Procedia-Social and Behavioral Sciences 99 (2013): 274-281.
36. Hassan, Masoodul, Ammara Akram, and Sana Naz. "The relationship between person organization fit, person-job-fit and turnover intention in banking sector of Pakistan: The mediating role of psychological climate." International Journal of Human Resource Studies 2.3 (2012): 172.
37. Thakur, Shweta Jaiswal, and Jyotsna Bhatnagar. "Mediator analysis of job embeddedness: Relationship between work-life balance practices and turnover intentions." Employee Relations (2017).
38. Kakar, Abdul Samad, et al. "Work-life balance practices and organizational cynicism: The mediating role of person-job fit." Frontiers in Psychology 13 (2022).
39. Dechawatanapaisal, Decha. "The mediating role of organizational embeddedness on the relationship between quality of work life and turnover: Perspectives from healthcare professionals." International Journal of Manpower (2017).
40. Alarcon, Gene M., and Jean M. Edwards. "The relationship of engagement, job satisfaction and turnover intentions." Stress and Health 27.3 (2011): e294-e298.
41. Lu, Lu, et al. "Work engagement, job satisfaction, and turnover intentions: A comparison between supervisors and line-level employees." International Journal of Contemporary Hospitality Management (2016).
42. Alsaraireh, Faris, et al. "Job satisfaction and turnover intention among J ordanian nurses in psychiatric units." International journal of mental health nursing 23.5 (2014): 460-467.
43. Lai, Ming-Cheng, and Yen-Chun Chen. "Self-efficacy, effort, job performance, job satisfaction, and turnover intention: The effect of personalcharacteristics on organization performance." International Journal of Innovation, Management and Technology 3.4 (2012): 387.
44. Arif, Bushra, and Yasir Aftab Farooqi. "Impact of work life balance on job satisfaction and organizational commitment among university teachers: A case study of University of Gujrat, Pakistan." International journal of multidisciplinary sciences and engineering 5.9 (2014): 24-29.
45. Mukhtar, Farah. Work life balance and job satisfaction among faculty at Iowa State University. Diss. Iowa State University, 2012.