

JOB EMBEDDEDNESS AMONG PRIVATE COLLEGE TEACHERS: A COMPREHENSIVE INVESTIGATION

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Abstract

This study examines the job embeddedness of private college teachers, focusing on the dimensions of community fit, organizational fit, and organizational and community sacrifice. Using a descriptive survey methodology, the study gathered teachers' perceptions on these factors, analyzing mean scores and standard deviations to assess overall embeddedness levels. Findings indicate a moderate level of job embeddedness across all dimensions. Community Fit" scored the highest among sub-dimensions, suggesting that teachers feel somewhat integrated within their local communities. Within organizational fit, the compatibility of organizational and personal values contributed most to a sense of embeddedness, while lower embeddedness levels were noted in perceptions of group cohesion and utilization of skills. The Organization Sacrifice"factor showed that teachers were most concerned with the sacrifices involved in leaving their positions, including loss of compensation and promotional opportunities, though engagement in other areas like healthcare benefits and respect at work scored lower. Demographic analysis revealed no significant differences in job embeddedness based on gender, age, or marital status, though experience and academic qualifications did show some influence. These findings offer insights into private college teachers' levels of attachment and the aspects of job embeddedness that could impact turnover intentions, suggesting areas for improvement in organizational policies to enhance teacher retention and engagement.

Keywords: Job embeddedness, College teachers, Community fit, Organizational fit, Organizational sacrifice, Turn over, Retention, Job satisfaction

Introduction

In today's competitive and globalized environment, employees play a crucial role in the growth and sustainability of organizations. As institutions strive to attract and retain skilled professionals, a significant challenge emerges how to keep employees motivated, committed, and anchored within the organization. Particularly in the education sector, where highly qualified teachers constantly seek career advancement opportunities, retaining competent staff has become essential to maintaining educational standards. However, the relentless pursuit of better prospects by talented employees often leads to turnover, creating challenges for institutions aiming to build a stable and experienced workforce.

Turnover—the process by which employees leave their current job to join another—remains a prominent issue across sectors, with educational institutions being no exception. Numerous studies define turnover as a deliberate intent to leave an organization, driven by both personal aspirations and external opportunities (Shah et al, 2020). High turnover rates often lead to decreased productivity, disrupted learning environments, and additional hiring and training

costs (Ghaffar & Abiodullah, 2024). Retention strategies, although widely implemented, frequently fall short, with many institutions struggling to achieve the stability necessary for long-term success.

In response to these challenges, researchers have developed the concept of *job embeddedness*, a framework that examines the factors influencing an employee's decision to stay in their role. Originating from Granovetter's (1985) theory of embeddedness in social interactions, this concept was later expanded by Mitchell et al. (2001), who identified three key dimensions of job embeddedness: links, fit, and sacrifice. Together, these dimensions provide insight into the personal and professional ties that bind employees to their roles, helping organizations understand why employees choose to stay despite external opportunities. Job embeddedness has since become a valuable lens through which to view turnover, offering a comprehensive understanding of the factors that influence retention beyond traditional metrics like job satisfaction.

Research Gap

While extensive research has explored turnover, job satisfaction, and organizational commitment, studies specifically examining job embeddedness among college faculty—especially within the private sector—remain limited. Existing research has predominantly focused on corporate and government sectors, with relatively little attention paid to educational settings. This gap highlights the need to investigate how job embeddedness operates in the context of private colleges, where the demands and dynamics differ considerably from other fields. Given the unique role of private colleges in providing accessible education, understanding the factors that influence teacher retention could yield valuable insights for enhancing workforce stability in this sector.

Purpose of the Study

This study aims to address this gap by investigating the level of job embeddedness among private college teachers. Specifically, it examines how demographic factors—such as age, work experience, gender, academic qualifications, professional training, and marital status—affect teachers' connection to their institution and community. By exploring these factors, the study seeks to uncover the underlying motivations that contribute to teacher retention in private colleges. This research will provide educational administrators with actionable insights into fostering a supportive and engaging work environment that encourages teachers to remain committed to their institutions, ultimately promoting a stable and effective educational system.

This study holds unique significance as it addresses a research gap within the Pakistani context, specifically focusing on job embeddedness among private college teachers—a topic with limited exploration in this setting. There is a common perception that private colleges provide a favorable work environment, contributing to higher job embeddedness among their employees. To test this assumption, empirical evidence is needed to either support or challenge this belief.

- By investigating the job embeddedness levels of private college teachers, this study offers valuable insights for stakeholders, enabling them to develop strategies, plans, and incentives that enhance the organization's appeal, thereby maintaining employee motivation and commitment.
- Additionally, this study contributes to a deeper understanding of the job embeddedness model by exploring the distinct dimensions of fit and sacrifice, providing a nuanced perspective on how these factors uniquely influence teacher retention in private colleges.

Objectives of the Study

The study in hand is proposed to:

1. Examine the extent of job embeddedness among private college teachers.
2. Analyze job embeddedness levels in relation to the dimensions of fit and sacrifice within both the organizational and community contexts.

Employee's Retention

Retaining skilled, committed, and talented employees is essential for organizational success, particularly in today's competitive and globalized market. When valued employees leave, organizations often incur significant losses, highlighting the importance of effective retention strategies. Employee retention is defined as efforts by an organization to motivate and maintain employees in their current roles over extended periods (Hassan et al, 2024).

Job satisfaction and a sense of fulfillment are primary drivers of retention, as satisfied employees tend to remain more loyal to their jobs (Abdullah, Ali & Sabten, 2024). Conversely, skilled employees who feel dissatisfied or restless are more likely to leave, which can negatively impact organizational productivity (Bacon & Dayaganon, 2024). Retaining talented employees is crucial, not only to reduce turnover-related costs but also to support the achievement of organizational goals (Maryam, Rizvi & Farooq, 2021).

While hiring skilled workers is important, maintaining their engagement and retention is equally critical for sustained success. Factors that support retention include a positive organizational culture, effective communication, competitive compensation, flexible work arrangements, and opportunities for professional growth (Chan et al, 2024).

Employee's Turnover

Employee turnover has been extensively studied in organizational behavior due to the critical challenge of retaining talented staff. High turnover rates prompt organizations to find effective strategies to mitigate turnover and maintain a stable workforce (Shah et al, 2020). Turnover is typically defined as the rate at which employees are replaced within an organization over a specific period, necessitating the hiring of skilled replacements to maintain productivity (Ghaffar & Abiodullah, 2024). Managing turnover effectively is essential in today's competitive environment, and managers must develop strategies to enhance retention and minimize its impacts (Hassan et al, 2024).

Turnover models first introduced by March & Simon (1958) have evolved through extensive research, reflecting its significance in organizational psychology and behavior (Steers & Mowday, 1981; Ramesh, 2007). Turnover is categorized into several types:

1. **Voluntary Turnover** – Initiated by employees, often due to personal reasons; organizations should develop strategies to address this where possible (Abdullah, Ali & Sabten, 2024).
2. **Involuntary Turnover** – Occurs when an organization terminates an employee, often due to performance issues or skill mismatches (Abdullah, Ali & Sabten, 2024).
3. **Avoidable/Unavoidable Turnover** – Avoidable turnover can be minimized by hiring well-suited candidates, whereas unavoidable turnover includes situations beyond control, such as family relocations (Abdullah, Ali & Sabten, 2024).
4. **Internal/External Turnover** – Internal turnover involves promotions or departmental transfers, while external turnover refers to employees leaving for other organizations (Hassan et al, 2024).

5. **Skilled/Unskilled Turnover** – Turnover among unskilled labor is often higher, but the loss of skilled employees poses significant financial and operational risks (Hassan et al, 2024).

Influence of Turnover on Organization

Employee turnover has significant impacts on organizations, often resulting in high costs and disruptions. When employees leave, organizations incur expenses for recruitment, training, and onboarding new hires, which can cost up to 50% of the departing employee's annual salary (Shah et al. 2020). Mobley's (1977) model highlights that turnover often begins with an employee's dissatisfaction, leading to a decision process that may result in seeking alternative employment.

Various factors influencing turnover include:

- **Demographics:** Younger employees show higher turnover rates due to their flexibility and pursuit of new opportunities, while older, married employees tend to have higher job stability (Shah et al. 2020).
- **Gender:** Female employees generally exhibit higher turnover, often influenced by personal and job-specific factors (Shah et al. 2020).
- **Qualifications and Experience:** Highly qualified and experienced employees are more likely to leave for better opportunities, though embeddedness increases with age and experience (Shah et al. 2020).
- **Work Conditions:** A supportive work environment, teamwork, job satisfaction, incentives, and compensation are crucial for employee retention, while poor compensation, job stress, and a lack of job satisfaction often drive turnover (Bacon & Dayaganon, 2024).
- **Push/Pull Factors:** Push factors, such as dissatisfaction, and pull factors, such as better job offers elsewhere, significantly affect an employee's decision to leave (Bacon & Dayaganon, 2024).

Turnover Models

The summary presented below in table gives an overview of variables influencing job turnover and the associated authors who had developed those:

Table. 1. *Trends in Turnover Models*

Variables influencing Turnover	Names of Researchers/Authors
Job attitude, job satisfaction, commitment to job	March & Simon model (1993); Also discussed by Ramesh (2007)
Employees job related beliefs, ease of movement, anticipated profits from leaving the job, alternate job or possibilities, organizational formation,	Porter & Steers (1973); Mobley (1977); Price (1977); Steers & Modway (1981)
Influencers that keep a personnel on his job rather than allow him to leave	Griffeth, Hom & Gaertner (2000; 1995) Ramesh, (2007) and the founder of this modeel Mitchel and Lee (2001)

Research on employee turnover has evolved through several foundational models:

1. **March & Simon Model (1958):** This model focuses on a balance of "give and take" between the employee and the organization, where an employee's effort is reciprocated

by organizational rewards. Key components are the "desirability" of staying and the "ease of mobility," which both the organization and employee assess (Hom & Griffeth, 1995; Ramesh, 2010).

2. **Mobley Model (1977):** Mobley proposed a series of emotional and situational events—such as stress or financial dissatisfaction—that lead an employee from job satisfaction to potential turnover. If an employee finds a viable alternative, they may weigh the costs of leaving versus staying (Ramesh, 2010).
3. **Price Model (1977):** Price divided turnover into five components: pay, integration, communication, and centralization. The first four components have a positive relationship with retention, while centralization is linked to higher turnover rates (Ramesh, 2010).
4. **Steers & Mowday Model (1981):** This model centers on the implications of job experience and performance expectations. Positive job experiences foster satisfaction, commitment, and organizational involvement, which can influence an employee's decision to stay or leave (Ramesh, 2010).

Job Embeddedness as a Theory

The theory of job embeddedness describes the various connections and relationships an employee has with their job, surroundings, and community, impacting their decision to stay with an organization. This model, introduced by Mitchell and Lee (2001), considers work and non-work factors—like societal ties, family, coworkers, and community—that influence job retention rather than turnover. Rooted in Lewin's field theory (1951), it suggests that employees are “embedded” within a network of social, emotional, and financial connections. Job embeddedness shifts the focus from reasons to leave a job to understanding the factors that encourage employees to stay.

Mitchell and Lee introduced the construction of job embeddedness in 1995 at the University of Washington, stemming from their work on turnover and voluntary departures. Initially qualitative, their model gained popularity until 1999 when they shifted to a quantitative approach. Collaborating with researcher Miriam Erez, they re-envisioned their focus, exploring factors that motivate employees to stay rather than leave. They found that employees with high job embeddedness are well-aligned with their roles, experience positive personal and professional relationships, and recognize the costs of leaving a job that aligns with their values and goals (Mitchell et al., 2001).

Ramesh modified the Job Embeddedness Model introduced by Mitchell and Lee in 2001 by separating the family attribute from the broader community factor, thereby enhancing the model's relevance in understanding employee retention. Her research emphasized the significant influence of family on job embeddedness, asserting that family acts as a major dimension affecting turnover decisions.

Ramesh's findings indicated that family affiliations greatly impact employees' job-related decision-making. This notion of family's role in turnover was first suggested by March and Simon in 1958, who noted that job-related matters are commonly discussed within families. Further research by Lee and Maurer in 1999 supported the idea that when job demands interfere with family responsibilities, employees are more likely to consider leaving their jobs.

The modified model includes various dimensions of perceived job embeddedness, such as:

- **Organizational Fit:** Employee's adjustment to the organization.
- **Community Fit:** Employee's adjustment within the community.
- **Family Fit:** Employee's ease with family dynamics.

- Organizational Link: Employee's associations with coworkers.
- Community Link: Employee's associations within the community.
- Family Link: Employee's attachment to family.
- Organizational Sacrifice: Costs of leaving the job.
- Community Sacrifice: Costs of relocating from the community.
- Family Sacrifice: Costs of neglecting family responsibilities.

Dimensions of Job Embeddedness

Job Embeddedness consists of three main dimensions—Links, Fit, and Sacrifice—each with sub-dimensions:

1. **Links:** This dimension refers to the connections an employee has with others, including family, friends, and coworkers, which influence their job embeddedness.
 - **Organizational Link:** Represents formal and informal relationships within the workplace, highlighting that employee with strong connections, such as older or married individuals, are more likely to remain in their jobs.
 - **Community Link:** Involves associations with the broader community and social networks, indicating that support from family and friends can significantly impact an employee's decision to stay at their job.
2. **Fit:** This dimension reflects how well an employee's values, goals, and skills align with those of the organization and the community.
 - **Organization Fit:** Measures the compatibility of an employee with their organizational environment and tasks.
 - **Community Fit:** Evaluates how well an employee adapts to the characteristics of their local community, including social and cultural aspects.
3. **Sacrifice:** This dimension pertains to the perceived costs associated with leaving a job, including both organizational and community-related losses.
 - **Organizational Sacrifice:** Relates to the emotional and material losses an employee might incur, such as benefits and relationships, upon leaving their job.
 - **Community Sacrifice:** Involves the loss of community ties and familiarity, suggesting that employees are less likely to quit if they value their social connections.

Methods and Procedures

This study employed a quantitative research approach utilizing a descriptive survey methodology and cross-sectional data collection. Perceptions were gathered from teachers at two leading private college groups in Punjab using the Job Embeddedness Questionnaire.

Population and Sampling-- The study targeted both male and female teachers from 121 branches of two prominent college groups in Punjab, comprising a total population of 2,032 teachers. Due to constraints, convenience sampling was used to select branches from these colleges in Lahore. Based on a 5% margin of error at a 98% confidence level, a minimum sample size of 370 was determined (Teddlie & Yu, 2007). Ultimately, 370 questionnaires were distributed, yielding 323 responses: 213 from male participants (87% return rate) and 110 from female participants (91% return rate), resulting in an overall return rate of 87.29%.

Instrument of the Study-- The Job Embeddedness Questionnaire, developed by Mitchell et al. (2002), served as the primary instrument for data collection. The researcher adapted items

from the original tool to align with the study's conceptual framework, focusing on the "Fit" and "Sacrifice" factors.

The questionnaire included:

1. **Demographic Variables:** Gender, age, marital status, academic qualification, professional qualification, and work experience.
2. **Community Fit:** 5-items assessing perceptions of community fitness.
3. **Organizational Fit:** 9-items evaluating perceptions of organizational fitness.
4. **Community Sacrifice:** 3-items on community-related sacrifices.
5. **Organizational Sacrifice:** 10-items addressing organizational sacrifices.

To ensure the instrument's validity, expert opinions were solicited on the questionnaire items, leading to necessary modifications. Reliability was assessed using Cronbach's Alpha, calculated via SPSS, with a resulting value of 0.832. Prior to the main study, a pilot test was conducted with 20 college teachers to verify the reliability of the questionnaire. The pilot data were coded and analyzed using SPSS, confirming the instrument's reliability.

Data Collection and Analysis Procedures

The distribution and administration of the instrument among private college teachers were conducted personally by the researcher. A follow-up procedure was implemented over three days to encourage prompt responses.

The researcher adhered to several ethical guidelines during data collection:

- Clearly identified himself and stated the purpose of the research when collecting data.
- Ensured that his presence did not disrupt the privacy of participants.
- Provided honest information and feedback to participant inquiries.
- Maintained confidentiality, assuring participants that their information would not be shared or discussed with others.
- Guaranteed the anonymity of participants by protecting their identities.
- Respected the social norms, traditions, and values of the Pakistani community throughout the data collection process.

Data were entered, coded, and analyzed using SPSS (Statistical Package for Social Sciences). Both descriptive and inferential statistics were employed for data analysis and tabulation. Descriptive statistics included mean, standard deviation, and percentages, while inferential statistics involved hypothesis testing through t-tests, ANOVA, and Tukey's HSD to identify significant attributes. Results were presented in tabulated form based on SPSS output.

Results and Interpretations

Data analysis and report writing is referred to as an art. Numerous features need to be taken into account when investigating and interpreting the collected data. A systematic approach was adopted by the researcher. Following are the results of various statistics used:

Table. 2 *Reliability Statistics*

Type of Items	Items	Cronbach Alpha
Overall Items	27	.832
Items related to Community fit	5	.753
Items related to Organization fit	9	.771
Items related to Community Sacrifice	3	.687

Items related to Organization Sacrifice	10	.827
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The Cronbach's alpha reliability was calculated using SPSS, resulting in a value of .832 for the 27 total items. Additionally, the reliability of the sub-dimensions of the job embeddedness scale was assessed, indicating that the items in the instrument are highly reliable.

Perception of College Teachers on Community Fit Factor

The perceptions of college teachers regarding the "Community Fit" factor of the Job Embeddedness scale were analyzed using mean scores and standard deviations. Overall, responses ranged from neutral to agree, with a mean score of $M = 2.55$ and a standard deviation of $SD = 1.07$, indicating a moderate level of job embeddedness related to community fit.

The statement about available leisure activities in their area received the highest mean score ($M = 3.15$, $SD = 1.33$), followed by the suitability of the area's weather for living ($M = 2.53$, $SD = 0.97$), and the extent to which teachers enjoyed their place of residence ($M = 2.46$, $SD = 1.05$). These items collectively suggest a moderate level of job embeddedness among college teachers.

Conversely, lower levels of job embeddedness were reflected in statements about viewing the community as home ($M = 2.37$, $SD = 1.00$) and considering the community a good match ($M = 2.24$, $SD = 1.02$).

Perception of College Teachers on Organization Fit Factor

The perceptions of college teachers regarding the "Organization Fit" factor of the Job Embeddedness scale were analyzed using mean scores and standard deviations. Overall, responses ranged from neutral to agree, with a mean score of $M = 2.57$ and a standard deviation of $SD = 0.90$, indicating a moderate level of job embeddedness related to organizational fit.

Among statements reflecting this moderate level, the highest mean score was for the compatibility of organizational values with personal values ($M = 2.76$, $SD = 0.93$). This was followed by statements on authority and responsibility within the organization and alignment with professional goals, both scoring $M = 2.69$ ($SD = 0.75$ and $SD = 0.99$, respectively). The statement about feeling well-matched to the organization had a mean score of $M = 2.68$ ($SD = 0.87$), while perceptions of professional growth and development, as well as similarity with coworkers, both scored $M = 2.62$ ($SD = 0.93$ and $SD = 0.80$, respectively), all indicating a moderate level of job embeddedness.

In contrast, lower levels of job embeddedness were observed in statements regarding fit with company culture ($M = 2.40$, $SD = 0.88$), liking group members ($M = 2.08$, $SD = 0.82$), and the perception that the job effectively utilizes skills and talents ($M = 1.72$, $SD = 0.79$).

Perception of College Teachers on Community Sacrifice Factor

College teachers' views on the "Community Sacrifice" factor of the Job Embeddedness scale were analyzed, with mean response values and standard deviations provided.

The overall percentages indicate that teachers' perceptions ranged from neutral to agree. The mean score for the community sacrifice factor ($M = 2.48$, $SD = 0.80$) suggests a moderate level of job embeddedness among college teachers based on this factor.

The statement with the highest mean score, indicating a moderate level of embeddedness, was "leaving the community would be very hard" ($M = 3.20$, $SD = 0.87$). In contrast, lower levels of job engagement due to the community sacrifice factor were noted for statements about

neighborhood safety (M = 2.16, SD = 0.84) and feeling highly respected in the community (M = 2.08, SD = 0.70).

Perception of College Teachers on Organization sacrifice Factor

College teachers' opinions on the "Organization Sacrifice" factor of the Job Embeddedness scale were analyzed, with mean response values and standard deviations provided.

Overall, responses ranged from neutral to agree, with a mean score of M = 2.45 (SD = 0.87), suggesting a moderate level of job embeddedness related to organizational sacrifices.

The highest mean score within this factor was for the statement "sacrificing a lot on leaving the job" (M = 2.82, SD = 0.95), followed by "compensation well according to the level of performance" (M = 2.79, SD = 0.96) and "excellent promotional opportunities" (M = 2.69, SD = 0.93). Other items with moderate scores included statements about perks (M = 2.66, SD = 0.96), good benefits (M = 2.65, SD = 0.80), and retirement benefits (M = 2.57, SD = 0.98).

In contrast, lower levels of job engagement were indicated by statements related to prospects for continuing employment (M = 2.33, SD = 0.93), healthcare benefits (M = 2.22, SD = 0.88), freedom to make decisions about goals (M = 1.97, SD = 0.67), and feeling respected at work (M = 1.80, SD = 0.64).

Variations in responses on Sub-dimensions

The following table shows the mean scores and standard deviations according to four sub-dimensions i.e. community fit, organization fit, community sacrifice, organization sacrifice.

Table. 3. Overall Mean Scores of Sub-Dimensions

Sr.	Sub-Dimension	Mean	St. Deviation	Level
1.	Community Fit	2.55	0.529	Moderate
2.	Community Sacrifice	2.48	0.469	
3.	Organization Fit	2.47	0.302	
4.	Organization Sacrifice	2.45	0.253	
	Total	2.48	0.388	

The table above shows an overall mean score of M = 2.48 (SD = 0.388) across four sub-dimensions, indicating a moderate level of job embeddedness among private college teachers. Among these, the "Community Fit" sub-dimension had the highest mean score (M = 2.55, SD = 0.529), though each sub-dimension reflects a moderate level of job embeddedness among participants.

Main Factor-wise distribution of Mean Scores

The table below indicates the mean scores of two main factors of this study i.e. 'Fit' and 'Sacrifice'.

Table. 4. Overall Mean Scores of Main Factors

Sr.	Sub-Dimension	Mean	St. Deviation	Level
1.	Fit	2.51	0.309	Mode rate
2.	Sacrifice	2.47	0.285	
	Total	2.49	0.297	

The mean scores in the table above indicate that the overall mean score for the main factors of the study ($M = 2.49$, $SD = 0.297$) reflects a moderate level of job embeddedness among participants. The "Fit" factor showed a slightly higher mean score ($M = 2.51$, $SD = 0.309$) compared to the "Sacrifice" factor ($M = 2.47$, $SD = 0.285$).

Overall Mean Score of the Study

The table below displays the overall means score of the main variable i.e. Job Embeddedness.

Table. 5. *Overall Mean Scores of Main Factors*

Sub-Dimension	Mean	St. Deviation	Level
Job Embeddedness	2.49	0.215	Moderate

The overall mean score of the study ($M= 2.49$, $S.D= 0.215$) clearly states that private college teachers possessed a moderate level of job embeddedness.

Conclusion and Discussion

The conclusion of this study is based on its results and findings, focusing on the job embeddedness levels of private college teachers. To achieve the study's objectives, a descriptive survey methodology was utilized. The findings indicate that a high level of job embeddedness positively influences employees. Perceptions were assessed using the job embeddedness scale, and the mean values and frequency table revealed that college teachers generally rated most statements from neutral to agree, indicating a moderate level of job embeddedness.

The current study aims to investigate the level of job embeddedness among private college teachers in Pakistan. The researcher believes that the findings will significantly contribute to the existing knowledge in the field of job embeddedness within the educational sector. Regarding gender differences, the results indicate no significant variations in mean scores across the job embeddedness scale, suggesting that private college teachers exhibit similar levels of fit within their community and organization. Overall, these teachers demonstrate a moderate degree of organizational and community sacrifice.

Interestingly, the gender-related results contrast with those of Ghaffar and Abiodullah (2024), who found that turnover rates were higher among women than men in their study using the National Longitudinal Survey of Young Men and Women. The comparable and moderate levels of job embeddedness among male and female faculty members in private colleges may stem from a perceived better working environment in private institutions compared to government colleges. Additionally, factors such as high inflation and unemployment in Pakistan contribute to teaching being viewed as a sacred and accessible profession, allowing candidates of all genders to adapt more readily. A paradigm shift is evident, with a growing preference for private sector employment over government jobs due to the superior working conditions offered by private colleges.

The study also reveals significant differences among college teachers based on their work experience. While previous research suggests that greater experience correlates with higher job embeddedness (Abdullah, Ali & Sabten, 2024), our findings contradict earlier studies indicating a negative relationship between experience and an employee's intention to leave (Shah et al, 2020).

Furthermore, the current study shows a strong significant difference in job embeddedness levels based on academic qualifications, suggesting that educational background influences an employee's embeddedness. However, the study found no significant differences in job embeddedness levels among private college teachers based on age. This finding is inconsistent with meta-analysis (Bacon & Dayaganon, 2024), which indicated a negative relationship between age and employee turnover. Similarly, Maryam et al (2021) found related results.

Additionally, marital status appears to have no significant impact on job embeddedness levels among private college teachers, which contradicts numerous previous studies that suggested otherwise. It was hypothesized that marital status influences individual responses in specific circumstances, particularly regarding job types and commitment levels. Literature suggests that married individuals may feel a greater sense of responsibility, making them less likely to leave their jobs (Shah et al, 2020). Khan et al (2024) further noted that older, married individuals with dependents are less inclined to consider leaving their jobs. However, our study found no significant difference related to marital status. The findings suggest that demographic attributes can have varying impacts on job embeddedness, opening avenues for further research in different dimensions. This indicates that specific demographic factors may influence job embeddedness in distinct ways.

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