



ORIGINAL

Research on the influence of university teachers' job embeddedness on organizational commitment level

Investigación sobre la influencia de la inserción laboral de los profesores universitarios en el nivel de compromiso organizacional

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ABSTRACT

The job embeddedness (JE) theory has gained popularity for explaining how individuals' links to their administrations impact organizational commitment (OM). In academia, university teachers have an important role in molding educational outcomes, but their service to the institution is neglected. The purpose of this research is to examine how JE affects university teachers' OM and intention to leave their jobs. Data were gathered from 300 university teachers via survey questionnaires. Structural equation modeling (SEM) was utilized in this research to assess five hypotheses involving JE, organizational fit (OF), social and professional links (SPL), and perceived sacrifice (PS) as independent variables, with organizational commitment level (OCL) and turnover intention (TI) as dependent variables and combined effect (CE) as moderate. The data was analyzed with SPSS software version 29, and the connections between variables were assessed using both measurement and structural models. The findings indicate that increasing JE considerably increases OML among university professors, with OF and SPL having major positive effects. Furthermore, PS is shown to lower TI, and the combined effect of the OF considerably reduces TI more than each factor. This research emphasizes the significance of developing good OF and social relationships in increasing university teachers' assurance of the university.

Keywords: Organizational Fit (OF); Job Embeddedness (JE); University Teachers; Organizational Commitment (OM).

RESUMEN

La teoría de la inserción laboral ha ganado popularidad por explicar cómo los vínculos de los individuos con sus administraciones afectan el compromiso organizacional (OM). En el ámbito académico, los docentes universitarios tienen un papel importante en la elaboración de los resultados educativos, pero se descuida su servicio a la institución. El propósito de esta investigación es examinar cómo la ej afecta a la intención de los profesores universitarios de abandonar sus empleos. Los datos se obtuvieron de 300 profesores universitarios a través de cuestionarios. En esta investigación se utilizó un modelo de ecuaciones estructurales (SEM) para evaluar cinco hipótesis que involucran JE, ajuste organizacional (OF), vínculos sociales y profesionales (SPL) y sacrificio percibido (PS) como variables independientes, con el nivel de compromiso organizacional (OCL) y la intención de rotación (TI) como variables dependientes y el efecto combinado (EC) como moderado. Los datos se analizaron con el programa SPSS versión 29 y las conexiones entre variables se evaluaron con modelos

de medida y estructurales. Los resultados indican que el aumento de la ej aumenta considerablemente la LME entre los profesores universitarios, y que la OF y el SPL tienen importantes efectos positivos. Además, se muestra que el PS disminuye el TI, y el efecto combinado del of reduce considerablemente el TI más que cada factor. Esta investigación enfatiza la importancia de desarrollar buenas relaciones y relaciones sociales en el aumento de la seguridad de los profesores universitarios en la universidad.

Palabras clave: Ajuste Organizativo (OF); Inserción Laboral (JE); Profesores Universitarios; Compromiso Organizativo (OM).

INTRODUCTION

The effect of job embeddedness (JE) on university instructors' dedication to organization is that it aims to comprehend how instructor's commitment and sustained participation with the organization, are influenced by elements, such as their personal and professional ties to the establishment. It is typical to discover that most members of an organization have been many years or even generations. However, there are some companies where many workers leave each year due to numerous contributing elements. For instance, some individual works are appreciated, far more inclined to remain with an organization for a long period, or receive outstanding benefits.⁽¹⁾ The association between work-life balance (WLB) and the decision to combine is mediated by job embeddedness. It indicates that a great work-life balance for employing the incentives, making it harder to leave. The community care professionals are more content with their current employment, supervision, co-workers, and work in general, among other factors of fulfillment in their jobs.⁽²⁾ Their desire to remain employed by the company had been strengthened by this circumstance. In addition to a new culture of turnover voluntary turnover for professional progression and forced turnover through reorganization in these shifts brought about unstable job types, including temporary, entrusted to unpredictable and temporary employment. Employees who are considered to be younger at the center of this change. When compared to the elder generation, members of the younger generations displayed little variations in their priorities. In addition to having a wide variety of interests, the younger generation was impacted by more accessible economic conditions, advancement, and the rise of popular spending culture.⁽³⁾ To investigate the association between inspirational management and expectations of professional success in an attempt to identify the elements influencing their career success. Because it enhances professional, like improving job efficiency and the standard of work, job achievement is vital for professionals.⁽⁴⁾

Higher perceived professional success has been linked to improve retention and motivation to stay in their positions. It developing one's leadership abilities can aid in achieving professional success. Through its focus on educational stimulation, motivational speakers, and customized consideration, it is believed that the most effective type of management, when it comes to improving employees' advancement. A deeper feeling of purpose, fulfillment, and authenticity, encouraging others, greater at challenging the status, and articulating a vision that connects individual and corporate goals are all traits of transformational executives.⁽⁵⁾ Therefore, the crucial to comprehend influences employees proactively at work. Personal standards are the societal expectations that can encourage staff members to execute the given behavior; behavioral control is perceived convenience in executing the given behavior; and behavioral attitude, interest or excitement to take part in the given behavior.⁽⁶⁾

Aim of the research: It examining how university instructors' work embeddedness affects their degree of dedication to the organization is the goal. It looks for the elements that influence instructors' loyalty to their universes and motivation to stay. Recommendations for enhancing commitment and retention tactics for institutions of higher learning are another goal.

Contribution of the research:

- Insight into Job Embeddedness: it explores how job embeddedness factors (fit, links, and sacrifice) influence university teachers' commitment levels.
- Practical Implications: it provides actionable recommendations for university management to improve faculty retention and engagement.
- Theoretical Contribution: the research enriches organizational behavior theory by applying job embeddedness to the higher education sector.

Analyzing the fundamental mechanisms that connect high-performance work systems (HPWS) referred to as the black box to workers' job satisfaction and overall health in the hospitality industry.⁽⁷⁾ Furthermore, job happiness is positively impacted by employees' motivation and dedication to the organization, which in turn improves employees. To investigate the impact of internal aspects of fit, connections, and sacrifice that make up integration on emotional commitment, as well as the mediating impacts of fulfillment in employment and

work engagement on interpersonal connections, makes use of social exchange theory. The findings showed that emotional dedication and organizational integration are positively correlated in all of its aspects.⁽⁸⁾ The impacts effects of organizational fit, institutional connections, attachment, and commitment on psychological dedication were partially mediated by satisfaction with job and work engagement. The findings' philosophical as well as practical ramifications are examined.

The contribution of job embeddedness (JE) principles and practices to reducing employee attrition before suggesting directions for further research. To comprehend the wide-ranging significance of JE in the workplace, a thorough content analysis is carried out, which includes a systematic assessment of studies submitted between 2008-2018. For additional examination, 108 research articles from a variety of prestigious journals are chosen.⁽⁹⁾ According to several aspects of employee and organizational theories, including character development, job design, and job exhaustion, a greater comprehension of JE is proposed. It aims to shed light on how servant leadership affects employees' intentions to leave. It examined, how the mediator of the relationship between servant leadership and willingness to depart is perceived organizational support (POS), work entanglement, and happiness at work.⁽¹⁰⁾ The information was gathered via a survey questionnaire that was distributed on paper and pencil to workers from various companies. It demonstrates that the connection between the goals of servant leadership and staff turnover is mediated by POS and embedding. It discovered that job integration and point-of-sale (POS) were important mediating factors that aid in explaining the structure of the connection between servant leadership and mobility.

With job happiness and work integration acting as mediators, the purpose is to ascertain how job security affects doctors' retention.⁽¹¹⁾ By employing the notion of social exchange, by providing further empirical information on the relationships underpinning work security, job satisfaction, and work integration, intend to contribute to the corpus of literature and retaining staff members. Participants were chosen using the basic random sampling strategy, and fractional least squares-structural equations programming was used to analyze the information. The direct and mediated links were validated by the results. As a result, every hypothesis is validated and the findings suggest that employment stability can increase physicians' retention. Furthermore, the direct association is mediated in significant ways by job incorporation and job satisfaction. Recurrent employee turnover started in the previous century and got worse with the arrival of millennials who are prone to employee turnover and probably going to get worse.⁽¹²⁾ Herzberg's dual-factor theory and expectation verification theory served as the foundational theories for the investigation. As expected, discovered a strong positive correlation between each of these variables. All parties involved in the private sector benefit from many contributions research.

METHOD

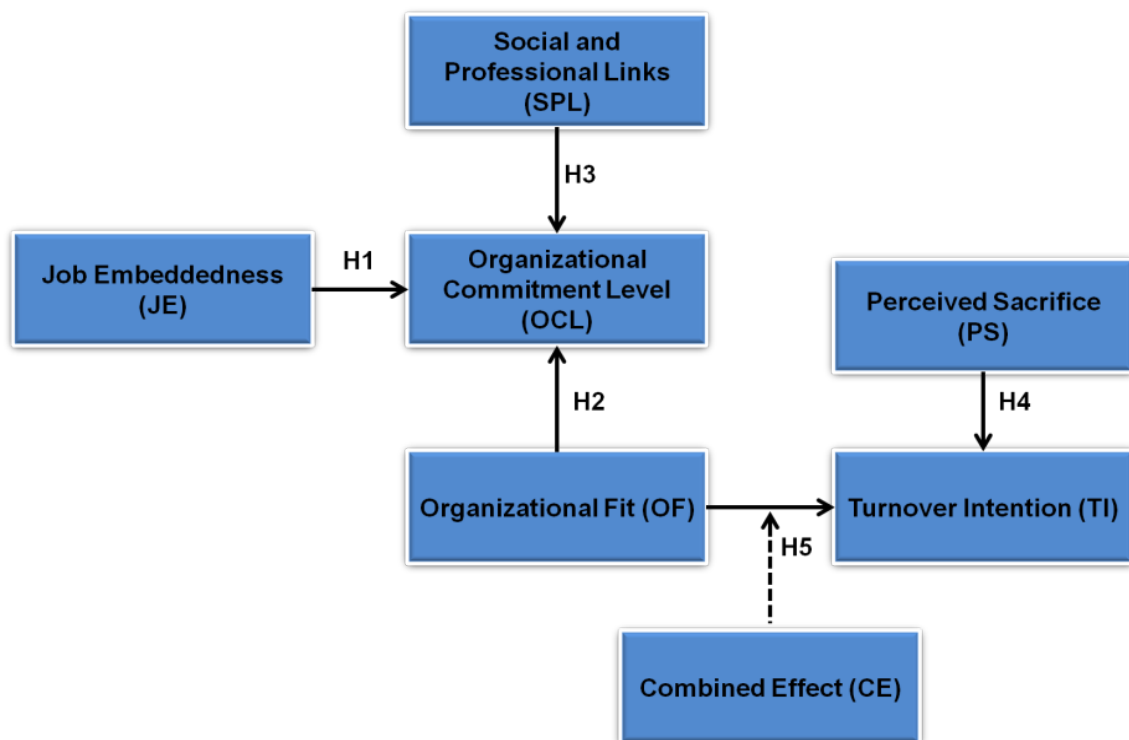


Figure 1. Conceptual Framework

Although university instructors have a significant influence on how students learn, their dedication and employee dedication is significantly influenced by job embeddedness (JE), which encompasses components such as recognized sacrifice, social and career connections, and organizational fit. Fostering long-term involvement and retention requires recognition of how JE affects university instructors' dedication to the company and willingness to leave. By adding elements unique to the organizational commitment level, such as JE, SPL, OC, PS, TI, CE, and OF. To offer insights into improving teachers' commitment to their establishments, examines the connections between the above factors. To offer the examination of how JE affects teachers' desire to leave and their level of engagement as shown in figure 1.

Hypothesis 1 (H1): higher job embeddedness (JE) positively impacts the organizational commitment level (OCL) of university teachers.

The degree of emotional and structural ties that university instructors have their organization which is reflected in JE. Stronger interactions with the organization are fostered by a higher degree of JE, which increases sentiments of commitment. The university instructors are more likely to exhibit higher levels of commitment as JE rises, which improve their dedication and retention over the years.

Hypothesis 2 (H2): organizational fit (OF) has a significant positive effect on university teachers' organizational commitment level (OCL).

The congruence of university instructors' values, objectives, and the environment of the institution is known as organizational fit (OF). Teachers are more likely to have a sense of dedication and connection when they believe that their personal and professional values align with their work environment. A strong fit with the organization, according to this hypothesis, has a positive impact on the dedication of educators and satisfaction with work at their place of employment.

Hypothesis 3 (H3): social and professional links (SPL) (e.g., relationships with colleagues, involvement in committees) significantly enhance organizational commitment level (OCL) among university teachers.

Relationships University instructors form with coworkers and supervisors, and their participation in institutional events is included in SPL. These relationships build a network of support that helps the organization's members feel like they belong and have a common goal. The strong SPL increases teachers' dedication to the company by offering them professional and personal encouragement, which boosts engagement and commitment.

Hypothesis 4 (H4): perceived sacrifice (PS) is negatively related to turnover intention (TI) in university teachers.

The expenses or trade-offs educators associate with departing their institution, such as the loss of interpersonal connections, benefits, or career opportunities are referred to as perceived sacrifices. Teachers are less susceptible to think about mobility that leaving would require greater sacrifices. A high sense of imagined sacrifice lowers the intention to switch by making the repercussions of leaving appear less desirable.

Hypothesis 5 (H5): the combined effect (CE) is a moderate between organizational fit (OF) and turnover intention (TI).

By bringing instructors' ideals and objectives into line with the institution, OF strengthens their sense of loyalty and fulfillment. OF has a greater effect on lowering intentions to leave when paired with other elements like perceived sacrifice or occupational and social. The OF has a stronger impact on reducing planned turnover when taken into account in conjunction with other embeddedness criteria.

The effect of job embedding on universities teachers' organizational loyalty and intention to leave is investigated in the research using a quantitative research approach. To evaluate the correlations between important factors, data were gathered using a structured survey and analyzed using SEM with SPSS Statistics.

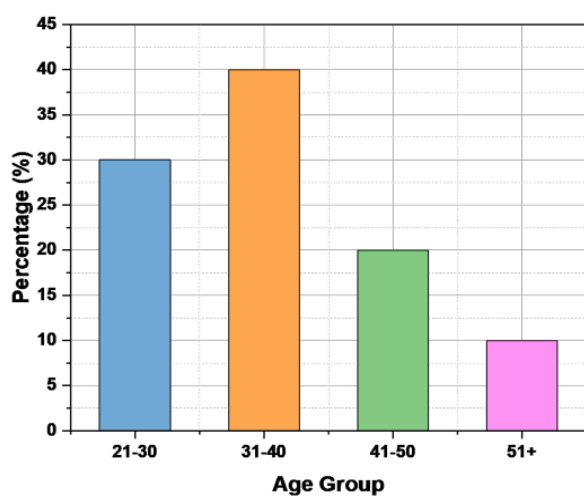
Research Design

The research is quantitative in nature as it measures company dedication and work integration, both of which can be statistically examined to identify correlations or effects. It also examines the impact of job embedding on university instructors' organizational commitment and turnover intention, using a design based on quantitative data, including OCL, TL, JE, SPL, OF, PS, and CE. The interactions between the variables of dependence and the various elements of job embedding perceived sacrifice, interactions with others, professional networks, and structural fit will be examined using modeling using SEM. The purpose is to shed light on how these elements affect teachers' recollection and managerial actions.

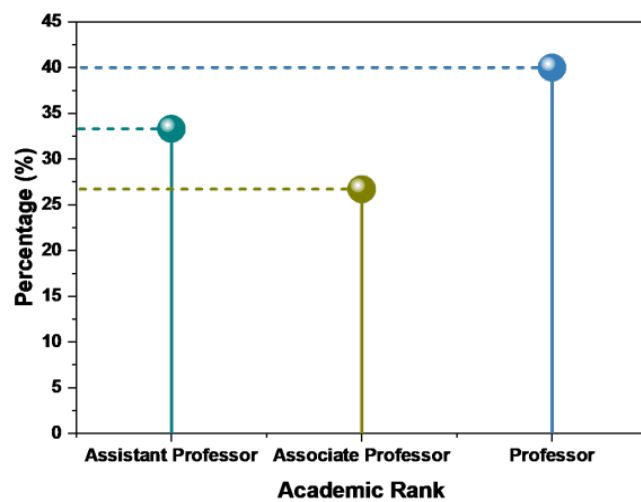
Data Collection

An organized survey was used to gather data from 300 university instructors, aimed at evaluating the effect of work integration on employer commitment and motivation to leave. In addition to measures of organizational dedication and turnover intention, the questionnaire includes items measuring key aspects of job integration, such as observed sacrifice, fit with the company, and community and professional networks. To ensure broad engagement across several academic departments, the survey was disseminated through technology, and all volunteers gave their express permission in accordance, as shown in figure 2 and table 1.

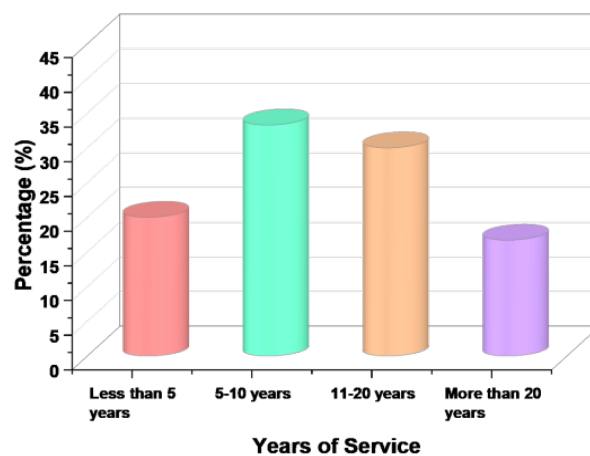
Table 1. Demographics data university teachers' job embeddedness			
Characteristics	Categories	Frequency (n=300)	Percentage (%)
Gender	Male	150	50
	Female	150	50
Age Group	21-30	90	30
	31-40	120	40
	41-50	60	20
	51+	30	10
Academic Rank	Assistant Professor	100	33,30
	Associate Professor	80	26,70
	Professor	120	40
Years of Service	Less than 5 years	60	20
	5-10 years	100	33,30
	11-20 years	90	30
	More than 20 years	50	16,70
Department/Faculty	Humanities	75	25
	Science	90	30
	Engineering	60	20
	Social Sciences	75	25



(a)



(b)



(c)

Figure 2. (a) Outcome of the age group, (b) Outcome of the academic rank and (c) Outcome of the years of service

Questionnaires

The term JE describes the structural and psychological connections that teachers have in their organization, which can impact their commitment and long-term retention. It looks at the connections in an effort to gain a better understanding of how university instructors' dedication to their corporation is influenced by their work attachment.

Table 2. Questionnaires	
Factors	Questionnaires
OCL	Would the person continue working at this university even if a better opportunity presented itself? How do the person social and professional relationships influence their passion for working at university?
OF	To what extent do the individual personal values align with the values of university? How well do their professional goals align with the mission and objectives of university?
SPL	How strong are the professional relationships you have with your colleagues, and how do these affect your commitment to university? How involved are you in committees or other professional activities at university, and how do these activities influence your commitment?
PS	What professional or personal sacrifices would you make if you left university? How significant do you perceive the loss of relationships, benefits, or career opportunities if you left university?
TI	How often does the person think about leaving university for a different opportunity? Would you consider leaving your current position if the challenges you face here become overwhelming?
JE	How connected do you feel to university, and how likely are you to stay here long-term? How strong are the relationships you have built with colleagues, and how difficult would it be for you to leave university?
CE	How do the combination of the alignment with the university's values and the professional sacrifices you would make affect decision to stay at this institution? How do factors such as personal values, professional relationships, and the perceived costs of leaving influence your overall commitment to staying at this university?

Statistical Analysis

SPSS Statistics Version of 29, the most recent edition, provides sophisticated capabilities for reporting, demonstrating, and data processing. The associations between JE, OCL, SPL, OF, PS, TL, and CE were tested statistically using pathway estimation of the SEM, and the hypotheses were supported by substantial route coefficients. Because each construct's square root of AVE was greater than its correlations with others, discriminant validity analysis verified that the constructs were unique. With acceptable factor loadings, composite reliability, and AVE values, the estimation of the measurement models guaranteed the constructs' validity and reliability. All of these analyses provided support for the hypotheses and suggested model.

RESULTS

The findings indicate that increasing JE considerably increases OML among university professors. It is anticipated that the findings would demonstrate how university instructors' dedication to organization which is benefited by their work embedded that includes both structural and interpersonal connections to the institution. These results can insightful information about how to improve faculty engagement as well as retention in academic settings. The test analysis was using estimation of the measurement model, discriminant validity analysis and pathway of estimation in structural model.

Estimation of the Measurement Model

To assess the framework for measuring the ideas' validity and credibility must be examined must be evaluated. This is accomplished by examining factor loadings, which should be higher than the allowed threshold to ensure that each item accurately reflects the construct to which it belongs. Cronbach's Alpha (α) and Composite dependability (CR) are also used to assess internal consistency; dependability is generally indicated by scores above 0,70. Finally, convergent reliability is assessed using Average Variance Extracted (AVE); values greater than 0,50 suggest that the theory accounts for over half of the variability in its indications.

Factor	Items	FL	CR	α	AVE
OCL	OCL1	0,8	0,85	0,78	0,6
	OCL2	0,78			
TL	TL1	0,82	0,88	0,81	0,65
	TL2	0,8			
JE	JE1	0,85	0,9	0,84	0,7
	JE2	0,83			
SPL	SPL1	0,88	0,87	0,79	0,68
	SPL2	0,85			
OF	OF1	0,83	0,84	0,75	0,62
	OF2	0,8			
CE	CE1	0,86	0,89	0,82	0,67
	CE2	0,84			
PS	PS1	0,82	0,86	0,8	0,64
	PS2	0,8			

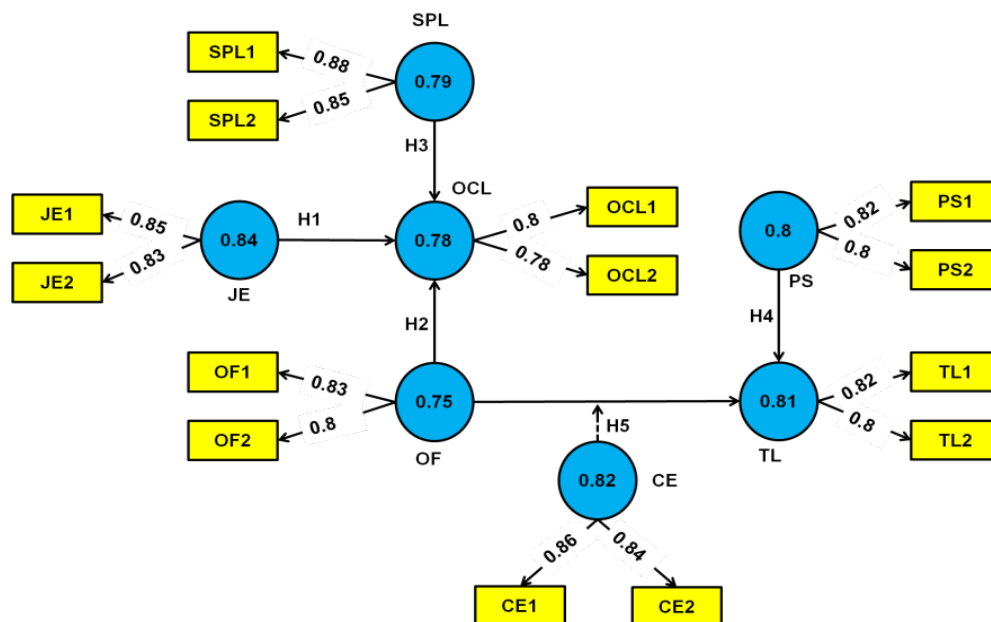


Figure 3. Measurement model for visual representation

The FL, CR, α , and AVE for every variable and the elements are shown in table 3 and figure 3. FL stands for the degree of connection between each item and its corresponding construct; better validity is indicated by values greater than 0,7. The inner consistency of the constructs is reflected in the CR and (α) values; values greater than 0,7 indicate strong reliability. Adequate convergent validity for every variable is shown by AVE values above 0,5, which quantify the proportion of variance absorbed by the concept compared to the variance caused by measurement mistakes. All things considered, these values show excellent validity and reliability for every construct that was employed in the investigation, guaranteeing solid estimation models for OCL, TL, JE, SPL, OF, CE, and PS.

Discriminant Validity Analysis

Analysis of discriminant validity ensures that a model's components are unique from the others. It is evaluated by contrasting each construct's correlations with other constructs using the square root of the AVE. The square root of AVE must be higher than the associations between each construct for discriminant validity to be considered legitimate. The durability of the model is ensured by this research, which helps to verify the factors assess distinct elements and do not combine.

Factors	OCL	TL	JE	SPL	OF	CE	PS
OCL	0,78	0,45	0,5	0,4	0,42	0,5	0,46
TL	0,45	0,81	0,36	0,35	0,4	0,45	0,55
JE	0,5	0,36	0,84	0,5	0,47	0,56	0,48
SPL	0,4	0,35	0,5	0,82	0,48	0,52	0,45
OF	0,42	0,4	0,47	0,48	0,8	0,53	0,5
CE	0,5	0,45	0,56	0,52	0,53	0,83	0,52
PS	0,46	0,55	0,48	0,45	0,5	0,52	0,8

The matrix of correlations between the research's constructs OCL, TL, JE, SPL, OF, CE, and PS is displayed in table 4. The internal reliability of each construct is indicated by the diagonal values, which are the AVE for each factor values greater than that indicate good discriminant validity. Correlations between factor pairs are shown by off-diagonal values. OCL's correlation with JE, for instance, indicating a moderate association. Correlations between OCL and other parameters, such as TL, OF, and PS, are likewise moderate to high. The research's conceptual structure and discriminant validity are supported by the modest correlations and strong diagonal values, which imply that the components are connected but it separates. To considered, these findings suggest that the concepts are suitably connected without undue overlap.

Pathway Estimation of the Structural Model

Using SEM, the mathematical model's pathway identification entails examining the connections between the constructs. The intensity and direction of each association are indicated by the path coefficients (B), which are estimated in this process. To ascertain which variables, have a significant influence on others, t-statistics, and p-values are used to examine the importance of these paths. Depending on the statistical relevance of the calculated paths, the results either support or refute the hypotheses that were put forth.

Hypothesis	Pathway	B	SE	CI	t	p-value	Accepted / Not Accepted
H1	JE → OCL	0,45	0,08	(0,30, 0,60)	5,63	<0,001	Accepted
H2	OF → OCL	0,35	0,07	(0,21, 0,49)	5	<0,001	Accepted
H3	SPL → OCL	0,4	0,09	(0,23, 0,57)	4,44	<0,001	Accepted
H4	PS → TL	-0,38	0,1	(-0,58, -0,18)	-3,8	<0,001	Accepted
H5	CE → OF → TL	-0,3	0,08	(-0,46, -0,14)	-3,75	<0,001	Accepted

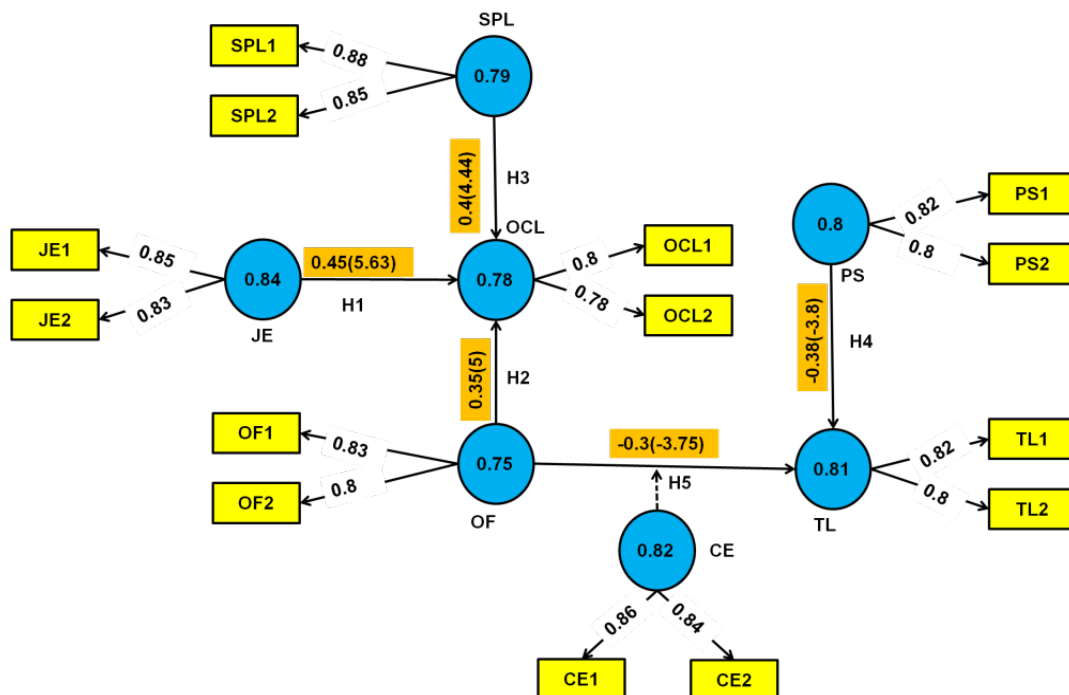


Figure 4. Result of the estimation of pathway hypothesis

The pathway estimates findings for the structural model are displayed in table 5 and figure 4 along with the p-values, B, SE, CI, and t for each assumption. The B values show the direction and intensity of the associations, and all hypotheses are evaluated using the associated routes between variables. For example, the hypothesis is supported by the significant p-value of <0,001 for H1 (JE → OCL), which shows a positive association between work embeddedness and organizational commitment level with a path coefficient. Similarly, significant results with p-values less than 0,001 are shown by H2 (OF → OCL), H3 (SPL → OCL), H4 (PS → TL), and H5 (OF → CE → TL), which support the hypotheses and validate the strength of the associations. The durability of the results is confirmed by the t-values above the statistically important threshold and the fact that the confidence intervals (CI) do not include zero, which further validates the relevance of these paths. According to the statistical results, all of the assumptions are accepted.

DISCUSSION

The JE has a major impact on university instructors' OCL and TL. The positive paths from JE, OF, and SPL to OCL imply that faculty members are more committed, which deeply integrated and connected to the university setting. These findings are consistent with previous research that emphasizes the relevance of social integration, organizational support, and the matching of professional and personal convictions in raising employee commitment and lowering expectations of turnover. The significant role of OE in predicting AC among hotel employees, with JS and WE serving as partial mediators. It underscores the importance of organizational fit, links, and sacrifice in fostering affective commitment, particularly in collectivist societies. The findings suggest that while organizational embeddedness influences affective commitment, the relationship is moderately weak, warranting further exploration of additional factors ⁽⁸⁾. The research highlights the complex relationship between JE and TOI, suggesting that while JE can reduce turnover, it can also have negative effects when perceived as a lack of freedom or control. It emphasizes the need to explore various organizational factors, such as workplace culture and human resource practices, in understanding how JE influences employee retention and performance.⁽⁹⁾ The findings on job embeddedness, the negative correlation between PS and TL further backs the idea that workers are less likely to seriously consider departing their organization, which perceive a large professional or private cost. Furthermore, the combined influence of OF and JE on reducing the intention to leave highlights the importance of a cooperative and encouraging work atmosphere, which has been highlighted in a number of research on teacher retention in colleges and universities. With p-values for each pathway below 0,001, the pathway analysis shows that all of the proposed linkages are of statistical significance. The validity of the suggested pathways in explaining organizational commitment and intentions to leave among higher education instructors is further supported by these low p-values (all < 0,001), which show that the observed connections are extremely unlikely to be the result of chance. To encourage long-term dedication and lower the risk of turnover, universities should place a high priority on developing a solid organizational culture, fostering professional connections, and coordinating faculty values with organizational goals and it initiatives to increase teacher retention and enhance education in general can be informed by an awareness of the multifaceted character of job embeddedness, which is mirrored in the pathways of JE, OF, and SPL.

CONCLUSIONS

The degree of dedication to organization exhibited by university instructors is significantly influenced by their work embeddedness. The results show that organizational compatibility, professional and social connections, and perceived sacrifice are all important factors in increasing teachers' loyalty to their school and decreasing their intention to leave. Strong and beneficial associations between job integration and corporate dedication were found through pathway estimation using the model of structural equations. This finding supports the notion that educator dedication to their jobs can be strengthened by creating favorable working conditions, enhancing interactions with others, and addressing perceived compromises. These findings highlight how crucial it is to establish a supportive institutional climate to keep valuable academic staff members and guarantee their continuous contribution to learning outcomes. Future studies should examine the ways in which employer attachment affects additional results, such as job achievement and satisfaction, in various academic contexts. It might also examine into how external elements like institutional encouragement and work-life balance affect the connection between managerial dedication and job-integrity.

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