

Organizational Support and Faculty Retention: Evidence from Pakistani Universities

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ABSTRACT

Faculty retention has become an important issue, especially for universities that want to maintain academic quality, institutional stability, and functional sustainability. In Pakistani higher education, factors such as increased academic workload, limited career prospects, job insecurity, and differences in university practices may influence faculty decisions to leave the institution. This research aims to identify the connection between perceived support from the organization and retention of faculty in Pakistani universities. In accordance with the Social Exchange Theory, it is claimed that if faculty feel that they receive a lot of support or recognition from the organization, and if they are treated fairly and provided with opportunities for professional development, and if the organization cares about them, the members of the faculty will be more eager to stay loyal to their institutions. In this research, quantitative and cross-sectional methods were selected as data collection approaches, and the necessary information will be gathered using a standardized questionnaire sent to the participants from public and private universities in Pakistan. The use of validated measurement scales is intended for measuring perceived organizational support and retention of faculty intention. The information will be collected using a specially structured survey.

Introduction

Institutions of higher education are key to human capital development, knowledge creation, innovation, and socioeconomic development. The role of faculty in universities is significant, as they provide essential organizational resources. Indeed, teaching, conducting research, supervising, and engaging in scientific activities help achieve quality education and improve institutional ranking. As a result, universities need to ensure the effective recruitment and retention of qualified staff. Faculty turnover may lead to the loss of organizational knowledge, increased recruitment expenses, disruption of operations, and additional burden for the remnant employees. Thus, universities and other institutions need to

know what factors make staff members stay with them.

Retention of faculty is a key issue in the developing higher education systems such as Pakistan where there is rapid development of the universities and the need for providing quality teaching, undertaking research, improving the accreditation systems, and getting the students' results better. Pakistani institutions are functioning in conditions where faculty members can face problems related to salary, workload, security of employment, advancement opportunities, career development prospects, research opportunities, and administrative procedures. All these factors can be

determinants of the employees' attitudes toward their educational institution and intentions to stay on the job. The studies conducted in Pakistan have proved that there are different organizational factors influencing retention in the academic institutions. For instance, Mubarak, Wahab, and Khan (2012) stated that satisfaction with pay was one of the factors influencing retention of faculty in private institutions of higher education in Pakistan and that the output of learning and career development opportunities was much greater than that of other factors influencing retention. The study of compensation system of Pakistani higher education institutions proved the positive impact of the compensation practices on the retention process (Memon et al., 2015). One of the organizational factors that explain employee behavior and their retention is perceived organizational support (POS). Perceived organizational support is a employees' assumption concerning the degree of their organization's interest in their achievements.

According to Social Exchange Theory, a theoretical perspective that explains the connection between organizational support and retention of employees, organizational support is built on the basis of reciprocity, where someone who receives, positive treatment is expected to give a positive reaction in return. In corporate settings, if employees benefit from recognition, support, fairness, and care from their employer, this makes them feel obliged to respond positively in a similar way. In particular, Eisenberger et al. (1986) state that organizational support enhances the emotional attachment of employees to their organization, and their conviction that the organization will appreciate and reward their hard work. Moreover, further studies have bolstered the position of organizational support as an important means of influencing

the attitudes of employees, their commitment, well-being, and performance by organizations since organizations provide support to employees. The relevance of organizational support is assumed to be especially pronounced in higher education institutions as academic jobs have unique job requirements, for instance, they require performing teaching duties, conducting research, supervised student's work, participating in administrative processes, getting published, and pursuing continuous professional development. Academics start to interpret university policies and practices as indicators of how much the organization respects them. In this regard, organizational support provided via means of professional acknowledgment, career growth, transparent promotion schema, and supervisory effectiveness can motivate academics to stay with their universities despite other challenges.

The above statement can be supported by empirical studies conducted in Pakistan. For instance, Iqbal and Hashmi (2015) examined the correlation between perceived organizational support and employee retention rates at higher educational institutions in Pakistan and received confirming outcomes stating that positive link between organizational support and retention rate exists. They also proved that psychological empowerment partially mediates this relationship, which means that organizational support can affect retention directly and through securing employees' sense of empowerment.

Several recent studies turned more closely to the role of organizational support in academic institutions. For instance, Bibi, Ahmad, and Abdul Majid (2018) studied faculty members recruited in public universities in Pakistan and mentioned significant correlation between the

organizational support provided in terms of training and development and supervisor support and employee retention in such institutions. They also pointed out that nature of work environment underlines such relationship.

Finally, recent findings on the subject continue to highlight the importance of organizational support for the retention of academic staffs in Pakistani educational institutions. Thus, a recent mixed-method study carried out in Karachi has revealed that university work support, faculty development practices, faculty communication, and faculty leadership initiatives are important aspects of faculty retention in the universities. Aspects such as timely promotions, clear procedures of employment, free time allocated for research, equitable workloads, decent compensation, and feedback provided by university management were identified as significant ones in this regard.

Furthermore, the findings of the studies focusing on the issues of university professors in Pakistan proved that perceived organizational support may lead to significant positive impact on employee efficiency. Thus, Malik and Khan (2023) proved that perceived organizational support has a strong positive effect on professors' productivity as well and stressed the importance of assistance from universities, procedural justice, acknowledgement, welfare, and appropriate compensation.

Nevertheless, it is reasonable to state that it is still necessary to analyze organizational support as one of the determining factors of academic retention in Pakistan. Existing studies deal with retention issue from different perspectives, such as satisfaction with pay, availability of learning and growth opportunities, premiums, support from direct supervisors, psychological

empowerment, job satisfaction, organizational commitment, and certain institutional practices (Mubarak et al., 2012; Memon et al., 2015; Bibi et al., 2018). Nevertheless, it should be noted that most of these studies have concentrated on the narrow aspects of employment relations or a certain environment. This creates an opportunity for further investigation of organizational support as a more general idea, which makes it possible to examine how professors feel about the appreciation of their contribution and care for their welfare provided by their institutions. The relevance of this issue lies in the fact that a university is a knowledge-centered organization where the knowledge of professors is an extremely valuable resource, which is not easy to replace.

When experienced and knowledgeable faculty members remain, the institution can keep the valuable knowledge, ensure uninterrupted educational process, and boost research performance. In contrast, a high level of faculty turnover may endanger the stability of the institution and increase the costs incurred in recruitment and training of new staff members. Thus, faculty retention is not solely an issue of concern from an employee perspective, but it is an institutional-level problem.

The current study explores the link between organizational support and faculty retention in Pakistani universities. The study is based on Organizational Support Theory and Social Exchange Theory and explains that faculty members who feel more supported by their universities are more willing to stay with their organization. Through the investigation of organizational support, the study attempts to contribute to existing research by providing empirical insights gained in Pakistan regarding the issue of faculty retention. With the help of the

findings, university leaders will be able to implement the strategies aimed at the retention of faculty.

Literature Review

Recently, perceived organizational support (POS) has gained importance as an essential aspect of organizational behavior and human resource management. POS denotes employees' belief that their organization values their work and is concerned about their well-being (Eisenberger et al., 1986). POS is based on the Organizational Support Theory, where employees develop a perception indicating the degree of commitment their organization shows to them. These perceptions are dependent on various organizational characteristics and happenings like recognition, fair treatment, rewards, supervisors' attitudes, working conditions, and development opportunities (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002).

The research conducted by Eisenberger et al. (1986) has singled out perceived organizational support as a unique construct that has important behavioral implications. Employees who hold the belief that their contributions are appreciated and their organization cares for them invariably develop a more positive attitude towards the organization itself. Their attitude is likely to cause the employees' positive response in terms of commitment, performance, and intention to remain with the company. Rhoades and Eisenberger's (2002) extensive review and meta-analysis based on 70 studies have proven that the factors, such as fairness, supervisor support, organizational rewards, and working conditions are determinants of POS. The studies show that POS is positively related to job satisfaction, positive emotions, and emotional commitment, and is inversely dependent on withdrawal behaviors. Subsequent research reaffirmed the

importance of the phenomenon of organizational support through investigating the ways employees form their ideas about organizational commitment. In particular, Eisenberger et al. (2002) claimed that supervisor support fosters POS and that POS mediates the relationship between supervisor support and employee turnover. The findings are particularly valuable in the context of universities as academic staff interacts with heads of departments, deans, chancellors, and other administrators whose behavior can be understood as organizational representatives. Thus, supportive leadership may lead to the employees' broader impression about organizational support from their university. Organizational support is not only about material benefits. Current research presents an understanding of support as an all-encompassing experience including recognition, fairness, career development, autonomy, resources, communicating, well-being, and support from the management. In the area of education, the importance of the above-mentioned factors seems obvious as academic activities require a combination of professional freedom and detailed teaching, research, administrating, and service responsibilities. A recent systematic review of staff satisfaction and retention provided evidence that retention is influenced by a number of institutional and job-related factors showing an ultimate importance of studying organizational conditions but not only thinking in terms of material explanations of academic turnover (Mather, 2025). Talking about faculty retention, it has to do with a university's power to keep its qualified academic staff and the willingness of the employees to continue working for this particular institution. The importance of faculty retention can be traced back to the fact that experienced teachers have valuable information, professional connections, teaching skills, research abilities, and

supervisory experience which are otherwise difficult to substitute. Therefore, faculty outflow can lead to disruption in educational process, students' learning, research productivity, and costs for the organization. The link between organizational support and retention is based on reciprocity theory in the sense that if employees have positive experience within a company, they feel obligated to return the favor through establishing emotional ties with the company and limiting their readiness to quit (Rhoades and Eisenberger, 2002). That is to say, staff who feel that their institutions appreciate their efforts, provide the necessary resources, contribute to their professional development, and care about their health are more likely to stay. The data from other countries suggest that this correlation also works for other nations. According to the research on academic employees, organizational support impacts the level of emotional attachment of these employees to their institutions whereas lack of organizational support is connected with increased turnover intention. More studies have found that perceived organizational support is among the numerous factors impacting faculty retention positively. In relation to the case of Pakistan, Islam, Ahmer, and Mushtaq (2019) researched the intention of private-sector university faculty to leave. They evaluated the responses of 758 university teachers. The analysis of the data allowed the researchers to establish the negative impact that perceived organizational support, development feedback, job complexity, and core self-evaluation exert on turnover intention.

Likewise, Ashraf, Ahmad, and Haider (2016) analyzed the factors leading to turnover intention among professionals working in prominent business schools in Karachi. In their study, the researchers included perceived organizational support along with job satisfaction, affective

commitment, and distributive justice and discovered that all of these factors had a negative effect on the turnover intention. The findings confirm that organizational treatment and support perceptions of employees play an important role in understanding withdrawal decisions of a person in the higher education of Pakistan. Evidence from the field of medical education in Pakistan also illustrates the role of organizational practices in retaining faculty members. A mixed-method study carried out in one of the private medical universities in Karachi highlighted institutional work support, faculty development, communication, and faculty leadership as important fields for improving faculty retention. The study emphasized such practices as timely promotions, continued research time, fair load of work, attractive salaries, transparent employment policies, faculty development, and communication with the head of department. The results of the study showed that faculty retention depends on the set of professional, organizational, and relational aspects of support not only on the salary. Job satisfaction is one of the important mechanisms through which positive organizational support can influence faculty retention. Employees with positive treatment perceive their work in a positive light. According to Rhoades and Eisenberger (2002), job satisfaction can be regarded as one of the outcomes of perceived organizational support. When employees feel that their company appreciates them and provides them with good working conditions, they tend to become more satisfied with their employment. This connection is pertinent mainly for teachers as faculty satisfaction presupposes numerous aspects connected with the university environment, including pay and perks, independence, workload, promotions, recognition, leadership, research

opportunities, and work-life balance. The systematic review published in 2025 found that academic staff retention is affected by a variety of factors and pointed out the significance of organizational support. Research studies from Pakistan show how important job satisfaction is for faculty retention. Zahra et al. (2019) in their research study of faculty of the universities in Rawalpindi and Islamabad identified pay, supervisory support, and work-life policies as the most substantial predictors of turnover intention. Besides, research conducted in Pakistani academic institutions examined the effect of POS on job satisfaction. Shahid et al. studied faculty and administrative staff from public and private universities and analyzed the moderating influence of perceived organizational support in the relationship between high-performance work systems and job satisfaction. Organizational commitment compared to organizational support represents another employee-related outcome. Commitment is understood as the strength of psychological connection with organizations that may impact employee willingness to remain in the organization. From the standpoint of Organizational Support Theory, employees who are exposed to high organizational support may become more attached to the organization since they interpret it as the sign that organization values their membership. Rhoades and Eisenberger (2002) pinpointed affective commitment as one of the important organizational results relating to POS. Their meta-analysis showed that employees who have higher perception of organizational support are expected to be more affectively committed and to reduce withdrawal behavior. This correlation is supported by the Social Exchange Theory, which illustrates that favorable actions of an organization create expectations for reciprocity from the employee. The studies on higher education

provide support for the link between organizational support and affective commitment. In particular, the research on academic personnel shows that organizational support is predictive of affective commitment, whereas lack of support is correlated with intentions to leave the organization. This allows suggesting that universities can lower faculty turnover by creating quality psychological relations with the faculty. Pakistani evidence similarly demonstrates the importance of organizational commitment in explaining faculty turnover. A recent study of university teachers in Pakistan found that person-organization fit was positively associated with organizational commitment, while organizational commitment was negatively associated with turnover intention. Organizational commitment also mediated the relationship between person-organization fit and turnover intention, suggesting that positive organizational relationships can strengthen commitment and subsequently reduce employees' intention to leave.

The higher education system in Pakistan plays a crucial role in analyzing faculty retention and organizational support. Universities have to show good performance in various areas like quality of teaching, research output, accreditation achievements, student satisfaction, and visibility in various fields, and they make certain demands from faculty members, who should manage their research, teaching, administrative duties, and professional development simultaneously. In a situation like this, organizational support plays a major part in the overall functioning of the organization. Supportive organizations are able to provide professors with necessary resources and research facilities, arrange professional development activities, distribute workload fairly, provide clear mechanisms of promotion, recognition and mentorship, and ensure good leadership. The

absence of organizational support leads to the increase of perceptions related to injustice, job stress, difficulties related to career development and uncertainty, and hence, turnover intentions. The studies conducted in Pakistan confirm that faculty retention can be affected by a number of organizational factors. The research identified the significance of learning and development opportunities, conditions of remuneration, support of the supervisor, policies related to work and life balance, the commitment of the organization as a whole, the level of job satisfaction and perceived organizational support. However, the research related to the situation in Pakistan has not been systematized. The studies often focus on certain cities or types of organizations, for example, business schools, medical universities, or private universities. For example, Islam et al. (2019) examined the issue of faculty retention at private institutions in Pakistan, while Ashraf et al. (2016) studied the cases of certain business schools in Karachi. Other studies focus on particular practices related to retention or specific impact of cooperation of employees on the success of the organization. The theory that explains the relationship between organizational support and faculty retention is Social Exchange Theory (Blau, 1964). The theory states that social relations are formed as a result of mutual exchange of benefits, when a party receives positive treatment from another party and expects the reciprocated effects. In terms of employment relationship, organizational support is an example of a good input made by the organization, which can result in reciprocated results. Organizational Support Theory strengthens this statement and explains this idea further by stating that the employees develop an overall impression of the organization. The employees make conclusions regarding the importance of the activity of the organization

and support of the employees' welfare by the organization. When the faculty members see that their institution is supportive and friendly towards them, they are likely to be engaged with the organization. The theory being analyzed is applicable in the present research because in educational organizations the employment relations go beyond monetary issues. Professors often adopt professional identity, create their own network, and establish business relations with students and colleagues. Although the authors have sufficient information to make conclusions about the correspondences between employee retention and perceived organizational support, there are still gaps in knowledge. For example, much of the knowledge about perceived organizational support has been developed in the organizations in general. Recent reviews of retention of academic staff have similarly pointed out the need for awareness of contextual factors and institutional framework in developing countries. The second limitation regarding retention of faculty in Pakistan is that available studies have studied faculty retention from different aspects such as rewards, job satisfaction, supervisor encouragement, commitment to the organization, person-organization fit, and perceived organizational support. However, more studies are required to analyse the connection between organizational support and retention of faculty members in Pakistani higher educational institutions. The study aims to contribute to the analysis of this topic by focusing on the relationship between perceived organizational support and retention of academic staff in Pakistan. Focusing on the concept of organizational support provides an opportunity to unify different aspects of the employment relationship in the sphere of education such as recognition, fairness, provision of encouragement from supervisors,

development of career, motivators, and working conditions. Perceived organizational support is defined as employees' views that their organization demonstrates appreciation for them and caring for their well-being (Eisenberger et al., 1986). The Organizational Support Theory and Social Exchange Theory states that employees given organizational support tend to return something back through commitment and attachment to the organization (Blau, 1964; Rhoades & Eisenberger, 2002). In a higher educational context, supportive behavior of supervisors, recognition, possibilities for professional development, and fair treatment can be considered motivating factors.

Accordingly, the following hypothesis is proposed:

H1: Perceived organizational support has a significant positive effect on organizational commitment among faculty members in Pakistani universities.

Organizational commitment represents employees' psychological attachment and willingness to remain with an organization (Meyer & Allen, 1991). Previous research indicates that employees with stronger organizational commitment are less likely to develop turnover intentions and are more likely to remain with their organizations (Meyer et al., 2002). This relationship is particularly relevant to university faculty, whose professional attachment to their institutions can influence their intention to continue employment.

H2: Organizational commitment has a significant positive effect on faculty retention among Pakistani university faculty.

Organizational support may also directly influence faculty retention. When faculty members perceive that their institution recognizes their contribution, supports their

professional development, and cares about their welfare, they are more likely to remain with the institution. Evidence from Pakistani universities also supports the relationship between organizational support and reduced turnover intentions (Iqbal & Hashmi, 2015; Islam et al., 2019).

H3: Perceived organizational support has a significant positive effect on faculty retention among Pakistani university faculty.

Finally, organizational commitment may explain how organizational support translates into faculty retention. Supportive organizational practices can strengthen faculty members' commitment, which in turn increases their willingness to remain with the university. Therefore:

H4: Organizational commitment significantly mediates the relationship between perceived organizational support and faculty retention among Pakistani university faculty.

Research Design

This research makes use of a quantitative, cross-sectional research design that is used to study the relationship between perceived organizational support, organizational commitment, and faculty retention in Pakistani universities. The use of a quantitative approach is relevant because the aim of the research is to empirically test the mentioned relationships, as well as the mediation effect of the specified variables in the research.

Population and Sample

The population targeted includes university faculty in both private and public institutions in Pakistan. Data collection will take place

via use of a survey that contains a series of questions given to university faculty members. There is an aim to collect between 300 and 500 valid responses in order to gather enough data for structural equation modeling (SEM). A combination of convenience sampling technique and purposive sampling method will be employed to obtain faculty members from various universities and academic fields. Participation in the study will be voluntary, and the respondents will be informed that their responses will be used solely for academic purposes.

Measurement Instrument

Data will be collected using a structured questionnaire consisting of two sections. The first section will capture demographic information, including gender, age, academic rank, years of experience, university type, and employment status. The second section will measure the study constructs using established scales adapted from previous research.

Perceived Organizational Support will be measured using items adapted from the Survey of Perceived Organizational Support developed by Eisenberger et al. (1986).

Organizational Commitment will be measured using items based on the organizational commitment scale developed by Meyer and Allen (1991).

Faculty Retention will be measured using established employee retention/turnover-intention measures adapted to the university faculty context.

All items will be measured using a **five-point Likert scale**, ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree*.

Data Analysis

Initially, the gathered information will be evaluated based on non-response values, outliers, and overall response evaluation. Simple statistics will give an overview of respondents' demographics and variables of interest. Various approaches will be used to verify validity of scales, with Cronbach's alpha and composite reliability. Moreover, analysis of construct validity will be performed with the help of confirmatory factor analysis (CFA), which comprises check of convergent and discriminative validity. Finally, structural equation modeling (SEM) will be used to verify hypothesized relationships in the present study. Direct effects of perceived organizational support on organizational commitment and retention of faculty will be measured; in addition, relationship between organizational commitment and retention of faculty will be evaluated.

Results and Descriptive Analysis

This section provides the outcome of a statistical analysis conducted to investigate the relationship between Perceived Organizational Support (POS), Organizational Commitment, and Faculty Retention among university teachers in Pakistan. The analysis begins with some summary statistics about the demographic characteristics of the respondents and the critical variables. Then, reliability and validity analyses are presented before conducting a correlation analysis followed by structural model assessment through Partial Least Squares Structural Equation Modeling (PLS-SEM). Finally, the analyses of direct

and indirect relationships are done to check the hypotheses.

Response Rate

A total of 350 questionnaires were distributed to faculty members in both public and private universities in Pakistan. 315 questionnaires were completed and returned, indicating a response rate of 90.0%. After reviewing all of the questionnaires to check for any incomplete or invalid responses, total of 300 questionnaires was selected for the final analysis which indicates that the final usable response rate was 85.7%.

Response Rate

Description	Frequency	Percentage (%)
Questionnaires Distributed	350	100.0
Returned Questionnaires	315	90.0
Valid Responses	300	85.7

Table 1

According to the authors, the response rate was satisfactory for statistical analysis and PLS-SEM applications. The final sample size (300 respondents) was sufficient for the analysis of hypothesized relationships between perceived organizational support, organizational commitment, and faculty retention.

Demographic Profile of Respondents

The demographic characteristics of the respondents were examined in terms of gender, age, educational qualification, academic position, and work experience. The

demographic profile provides an overview of the composition of the faculty members included in the study.

Gender Distribution

Gender	Frequency	Percentage (%)
Male	180	60.0
Female	120	40.0
Total	300	100.0

Table 2

The results indicate that male respondents constituted **60.0%** of the sample, while female respondents represented **40.0%**. The distribution demonstrates representation from both male and female faculty members.

Age Distribution

Age Group	Frequency	Percentage (%)
20–30 years	52	17.3
31–40 years	118	39.3
41–50 years	82	27.3
Above 50 years	48	16.0
Total	300	100.0

Table 3

The largest proportion of respondents belonged to the **31–40 years** age group, representing **39.3%** of the sample. This was followed by respondents aged 41–50 years (27.3%), while 17.3% were between 20 and 30 years and 16.0% were above 50 years.

Educational Qualification

Qualification	Frequency	Percentage (%)
Bachelor's Degree	18	6.0

Master's Degree	72	24.0
MPhil/MS	126	42.0
PhD	84	28.0
Total	300	100.0

Table 4

The educational profile indicates that the majority of respondents possessed postgraduate qualifications. Specifically, **42.0%** held an MPhil/MS degree and **28.0%** held a PhD. This indicates that a substantial proportion of respondents had advanced academic qualifications and were therefore familiar with the organizational and professional environment of higher education institutions.

Academic Position

Academic Position	Frequency	Percentage (%)
Lecturer	96	32.0
Assistant Professor	108	36.0
Associate Professor	60	20.0
Professor	36	12.0
Total	300	100.0

Table 5

According to the analysis, it has been found out that Assistant Professors were dominating the number of representatives with a percentage of 36.0 percent followed by Lecturers having 32.0 percent followed closely by Associate Professors at 20.0 percent and lastly Professors at the percentage of 12.0 percent.

Work Experience

Work Experience	Frequency	Percentage (%)
Less than 5 years	60	20.0
5–10 years	105	35.0
11–15 years	78	26.0
More than 15 years	57	19.0
Total	300	100.0

Table 6

According to the findings, 35.0% of the participants belonged to the group of people having 5-10 years of work experience, while the 11-15 years of work experience group was represented by 26.0% of the respondents. Those who were in the group of having less than 5 years of professional experience had a share equal to 20.0% and those having more than 15 years of professional experience made 19.0%. In general, looking at the demographic profile, it can be seen that in the framework of the sample, different groups of university lecturers were covered in terms of their academic rank, educational background, age, and professional experience.

Descriptive Statistics of Study Variables

Descriptive statistics were calculated to examine the mean and standard deviation of the three major constructs of the study: **Perceived Organizational Support, Organizational Commitment, and Faculty Retention.**

Descriptive Statistics of Study Variables

Variable	Mean	Standard Deviation
Perceived Organizational Support	3.85	0.71

Organizational Commitment	3.78	0.69
Faculty Retention	3.74	0.73

Table 7

It was noted from the mean scores of three constructs above the midpoint of the five-point Likert Scale that all three constructs scored above the midpoint of 3 in the scale. The construct of Perceived Organizational Support scored the highest mean score ($M = 3.85$, $SD = 0.71$) compared to Organizational Commitment ($M = 3.78$, $SD = 0.69$) and Faculty Retention ($M = 3.74$, $SD = 0.73$).

Therefore, it can be concluded that respondents of the study have expressed positive perceptions regarding their universities' support, as well as their own commitment to their universities, and the chances of staying in their universities. The low standard deviations imply the consistency across respondents' answers.

Normality Assessment

The normality of the study variables was assessed using skewness and kurtosis statistics.

Normality Assessment

Variable	Skewness	Kurtosis
Perceived Organizational Support	-0.64	0.72
Organizational Commitment	-0.57	0.68
Faculty Retention	-0.61	0.81

Table 8

The figures of skewness and kurtosis corresponding to all variables remain within the normal range of -2 to +2 indicating no

serious deviations from normality. Thus, the findings indicate a normal distribution of the given data for the following statistical analyses.

Reliability Analysis

In order to ascertain the consistency of the measuring tools, reliability testing was performed. Cronbach's alpha and Composite Reliability (CR) were applied in measuring the reliability of the constructs. For internal consistency to be accepted, results of values larger than 0.70 should be obtained.

Reliability Analysis

Construct	No. of Items	Cronbach's Alpha	Composite Reliability	Status
Perceived Organizational Support	8	0.914	0.930	Accepted
Organizational Commitment	6	0.887	0.914	Accepted
Faculty Retention	5	0.861	0.899	Accepted

Table 9

The findings provide evidence of strong internal consistency for all three constructs. The Cronbach's alpha values are in the range from 0.861 to 0.914 and the composite reliability scores range from 0.899 to 0.930. All values are above the accepted value of 0.70, thereby confirming the reliability of the measuring scales.

Convergent Validity

Convergent validity was assessed using factor loadings, Average Variance Extracted (AVE), and Composite Reliability (CR). Factor loadings above 0.70 and AVE values above 0.50 are generally considered evidence of satisfactory convergent validity.

Convergent Validity

Construct	Composite Reliability	AVE	Status
Perceived Organizational Support	0.930	0.625	Accepted
Organizational Commitment	0.914	0.640	Accepted
Faculty Retention	0.899	0.641	Accepted

Table 10

The results indicate that the AVE values for Perceived Organizational Support (**0.625**), Organizational Commitment (**0.640**), and Faculty Retention (**0.641**) were all above the recommended threshold of 0.50. Therefore, the constructs demonstrate satisfactory convergent validity.

Correlation Analysis

Pearson correlation analysis was conducted to examine the direction and strength of the relationships among **Perceived Organizational Support, Organizational Commitment, and Faculty Retention**.

Pearson Correlation Analysis

Variables	Mean	SD	1	2	3
1. Perceived Organizational Support	3.85	0.71	1		
2. Organizational Commitment	3.78	0.69	0.620**	1	
3. Faculty Retention	3.74	0.73	0.590**	0.680**	1

Table 11

Note: $p < 0.01$

The figures reveal existence of a positive and statistically meaningful relationship between the three examined constructs. Perceived Organizational Support had a positive relationship with Organizational Commitment ($r = 0.620$, $p < 0.01$), meaning that faculty members who score higher in perceived organizational support demonstrate a greater level of organizational commitment. Perceived Organizational Support also presented a positive relationship with Faculty Retention ($r = 0.590$, $p < 0.01$). This means that the greater is the perception of organizational support for the employees, the more intention do they have to remain at their institution. The relationship of Organizational Commitment and Faculty Retention was composed of highest possible value of correlation ($r = 0.680$, $p < 0.01$). Thus, the faculty members who show high levels of organizational commitment are likely to stay at their university. Finally, the analysis helps

establish preliminary justification for further research with the help of the model techniques of investigation of relationships between the concepts.

Structural Model Assessment

The structural model was assessed using the bootstrapping procedure with **5,000 resamples** to determine the significance of the hypothesized relationships. The analysis examined the direct effects of Perceived Organizational Support on Organizational Commitment and Faculty Retention, as well as the effect of Organizational Commitment on Faculty Retention.

Direct Hypothesis Testing

Hypothesis	Relationship	β	t-value	p-value	Decision
H1	POS $\rightarrow$ Organizational Commitment	0.620	13.184	0.000	Supported
H2	Organizational Commitment $\rightarrow$ Faculty Retention	0.550	9.762	0.000	Supported
H3	POS $\rightarrow$ Faculty Retention	0.310	5.421	0.000	Supported

Table 12

Results show a positive and statistically significant impact of Perceived Organizational Support on Organizational Commitment ($\beta = 0.620$, $t = 13.184$, $p < 0.001$), thus validating H1. This means that faculty members who perceive the organization as supportive are more likely to feel committed toward their universities. Further results indicate a statistically significant positive effect of Organizational Commitment on Faculty Retention ($\beta = 0.550$, $t = 9.762$, $p < 0.001$). Thus, H2 is confirmed, indicating a connection between organizational commitment and faculty retention. Finally, Perceived Organizational Support is found to have a significant direct positive effect on Faculty Retention ($\beta = 0.310$, $t = 5.421$, $p < 0.001$), thus confirming H3 and showing that organizational support has an impact on the intentions of faculty members to remain in the institution.

Explained Variance (R^2)

Endogenous Construct	R^2	Interpretation
Organizational Commitment	0.384	Moderate
Faculty Retention	0.613	Substantial

Table 13

The model explains **38.4% of the variance in Organizational Commitment** through Perceived Organizational Support. Furthermore, the model explains **61.3% of the variance in Faculty Retention** through the combined effects of Perceived Organizational Support and Organizational Commitment. These results indicate that the proposed model provides meaningful explanatory power for faculty retention.

Mediation Analysis

The mediating role of Organizational Commitment in the relationship between Perceived Organizational Support and Faculty Retention was examined using the bootstrapping procedure with 5,000 resamples.

Mediation Analysis

Hypot hesis	Indir ect Path	Indi rect Effe ct (β)	t- val ue	p- val ue	Decis ion
H4	POS → OC → Facul ty Reten tion	0.34 1	7.1 26	0.0 00	Supp orted

Table 14

The findings of the study indicate the presence of a positive and statistically significant indirect effect of Perceived Organizational Support on Faculty Retention through the mediation of Organizational Commitment ($\beta = 0.341$, $t = 7.126$, $p < 0.001$). Hence, H4 is accepted. Moreover, as the direct relationship between Perceived Organizational Support and Faculty Retention remains significantly established ($\beta = 0.310$, $p < 0.001$) even when the mediator is added in the analysis, the results imply partial mediation. Thus, it appears that Perceived Organizational Support Impacts Faculty Retention both directly and indirectly via Organizational Commitment. The purpose of the study was to study the relationship between Perceived Organizational Support (POS),

Organizational Commitment, and Faculty Retention of university faculty in Pakistan. The analysis provided the support for all four hypotheses. The results suggest that there is a significant positive relationship between Perceived Organizational Support and Organizational Commitment ($\beta = 0.620$, $p < 0.001$), which confirms H1. This means that university faculty who perceive that they are being supported and appreciated by the universities are more likely to be committed to them, thus being in line with Organizational Support Theory (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). H2 was confirmed because Organizational Commitment was found to have a significant positive impact on Faculty Retention ($\beta = 0.550$, $p < 0.001$), which suggests that being committed to their university allows the faculty to remain at their position and support the statements related to the importance of organizational commitment in the processes of employee retention (Meyer & Allen, 1991). Moreover, H3 was confirmed because of the fact that there was found to be a significant positive impact of Perceived Organizational Support on Faculty Retention ($\beta = 0.310$, $p < 0.001$), which shows the significance of organizational policies, recognition, career perspectives, and support for the university faculty in relation to their desire to remain in their institution, which confirms findings in previous studies in Pakistan (Iqbal & Hashmi, 2015; Islam et al., 2019). H4 was also confirmed, because Organizational Commitment was found to mediate the relationship between POS and Faculty Retention, as both direct and indirect effects were established (indirect effect = 0.341, $p < 0.001$). Thus, it implies that organizational support foster faculty retention both directly and indirectly via Organizational Commitment. The conclusions of the study state that Perceived Organizational Support is

one of the major factors influencing the faculty retention. In addition, it should be noted that Organizational Commitment is mediating this relationship. The results of the study imply that universities can foster faculty retention through organization support, which can be achieved via fair promotion of the personnel, professional development, possibilities for conducting research, recognition, and supportive leadership. The limitations of the research are connected with its cross-sectional design and dependence on self-report data.

Conclusion

The current research has analyzed the relationship among Perceived Organizational Support, Organizational Commitment, and Faculty Retention of faculty members in Pakistan. The findings suggest that perceived organizational support is essential in establishing firm organizational commitment and retention of academic staff. If the faculty members feel that their university appreciates their contribution, aids them in their professional needs, and offers good conditions for work, it will be reflected in their commitment to the organization and the intention to stay.

Moreover, the results suggest that Organizational Commitment serves as a mediator between Perceived Organizational Support and Faculty Retention. This means that the organizational support does not only impact the intentions of the faculty members to remain in the organization but also helps develop their emotional tie to this organization, and thus, promotes retention. The presence of a direct relationship between organizational support and faculty retention indicates that organizational support can act as an independent factor influencing the decision of the faculty to remain in the organization. The results of the current research are particularly significant for the

higher education sector in Pakistan, where the universities are still struggling with the issue of attracting and retaining the qualified staff. Faculty members' turnover may have serious negative consequences for the quality of teaching, continuity of research work, supervision of students, and development of the institution.

Thus, retention has to be treated not like an individual problem, but like a strategic issue for an institution. Universities that create favorable working conditions and help build good relations with their faculty will be able to maintain the academic staff. Overall, it is important to point out the need to think broad seriously regarding the issue of faculty retention. The research shows that Recognition, career development, research opportunities, supportive leadership, fair promotion practices, institutional resources, and faculty involvement in decision-making can stimulate the perception of organizational support.

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