

ORGANIZATIONAL COMMITMENT AND LECTURER RETENTION IN HIGHER EDUCATION: BIBLIOGRAPHY ANALYSIS IN THE CONTEXT OF DIGITAL TRANSFORMATION

COMPROMISSO ORGANIZACIONAL E RETENÇÃO DE DOCENTES NO ENSINO SUPERIOR: ANÁLISE BIBLIOGRÁFICA NO CONTEXTO DA TRANSFORMAÇÃO DIGITAL

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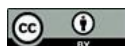
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Abstract

Retaining faculty members is now a strategic priority for higher education institutions. Findings confirm that organizational commitment continues to serve as a central theoretical construct, yet its explanatory strength is increasingly challenged by new themes such as well-being, work–life balance, and sustainable human resource practices. At the same time, the rapid expansion of scholarly output calls for a systematic review to capture both the evolution and the fragmentation of this research domain. This study applies a bibliometric approach to 740 publications indexed in Scopus between 2015 and 2025, processed through Bibliometrix (R) and VOSviewer. Our analysis suggests that research production has grown at a CAGR of 7.12%, which reflects not only numerical expansion but also notable thematic diversification. The results notably reveal a shift from traditional frameworks such as job satisfaction and turnover intention toward multidimensional perspectives that integrate leadership, digital transformation, and faculty well-being. By contrast, ESG, Green HRM, and sustainability remain underrepresented, leaving a significant gap for further inquiry. The study argues that addressing this gap requires linking organizational commitment with digital and

Resumo

A retenção de docentes é hoje uma prioridade estratégica para instituições de ensino superior. Os resultados confirmam que o comprometimento organizacional continua a servir como um construto teórico central, embora sua força explicativa seja cada vez mais desafiada por novos temas, como bem-estar, equilíbrio entre vida profissional e pessoal e práticas sustentáveis de recursos humanos. Ao mesmo tempo, a rápida expansão da produção acadêmica exige uma revisão sistemática para capturar tanto a evolução quanto a fragmentação desse domínio de pesquisa. Este estudo aplica uma abordagem bibliométrica a 740 publicações indexadas na Scopus entre 2015 e 2025, processadas por meio do Bibliometrix (R) e do VOSviewer. Nossa análise sugere que a produção científica cresceu a uma CAGR de 7,12%, o que reflete não apenas a expansão numérica, mas também uma diversificação temática notável. Os resultados revelam, notavelmente, uma mudança de estruturas tradicionais, como satisfação no trabalho e intenção de rotatividade, para perspectivas multidimensionais que integram liderança, transformação digital e bem-estar docente. Em contraste, ESG, Gestão de Recursos Humanos Verde e sustentabilidade permanecem sub-



sustainable practices to strengthen faculty retention, particularly in emerging economies and private universities. Taken together, the findings enrich theoretical understanding while also offering practical insights for policy and management, underscoring the importance of collaborative and interdisciplinary approaches for the future of higher education research.

Keywords: Organizational Commitment; Faculty Retention; Higher Education; Digital Transformation; ESG; Bibliometric Analysis.

representados, deixando uma lacuna significativa para pesquisas mais aprofundadas. O estudo argumenta que, para abordar essa lacuna, é necessário vincular o comprometimento organizacional a práticas digitais e sustentáveis para fortalecer a retenção do corpo docente, particularmente em economias emergentes e universidades privadas. Em conjunto, os resultados enriquecem a compreensão teórica, ao mesmo tempo em que oferecem insights práticos para políticas e gestão, ressaltando a importância de abordagens colaborativas e interdisciplinares para o futuro da pesquisa em ensino superior.

Palavras-chave: Comprometimento Organizacional; Retenção Docente; Ensino Superior; Transformação Digital; ESG; Análise Bibliométrica.

1 INTRODUCTION

In the context of the globalization of higher education, retaining faculty members has become a strategic challenge, especially as universities confront growing competition for highly qualified academic staff. Our findings confirm that faculty commitment not only determines the quality of teaching and research but also directly influences the reputation and long-term sustainability of educational institutions (Tett & Meyer, 1993). At the same time, the COVID-19 pandemic and the accelerating wave of digital transformation have fundamentally reshaped academic workplaces, imposing new demands for adaptability, psychological well-being, and digital experience among faculty (Donthu & Gustafsson, 2020).

From a scholarly perspective, organizational commitment has long been treated as a foundational construct in human resource research, most notably through the three-component model developed by Meyer and Allen (1991). By contrast, many recent studies still emphasize the association between commitment and turnover intention while leaving underexplored its interaction with contemporary drivers such as digital transformation, Green HRM, or ESG practices (Aguinis & Glavas, 2019). Our analysis suggests that this gap needs to be addressed, since the absence of an integrative framework limits the explanatory power of current theories when applied to the rapidly evolving higher education labor market.

From an applied standpoint, this study aims to systematically analyze the trends, structures, and thematic evolution of research on organizational commitment and faculty retention between 2015 and 2025, using data extracted from Scopus and processed through bibliometric tools. Put differently, instead of stopping at qualitative description, our findings indicate that bibliometric analysis can generate a comprehensive scientific map, which helps identify critical gaps and guide future inquiries (Aria & Cuccurullo, 2017; Donthu et al., 2021).

The article is structured in five main sections: the opening part introduces the background and objectives, followed by a detailed explanation of the methodology. Subsequent sections present the results and provide an in-depth discussion, and the final section delivers the conclusion. This arrangement ensures a coherent flow and maintains the level of transparency expected in international academic publications.

2 RESEARCH METHODOLOGY

2.1 Research design

This study employs a bibliometric analysis to systematize and visualize scholarly trends on organizational commitment and faculty retention in higher education. Our analysis suggests that this approach is particularly suitable in a field experiencing rapid growth and fragmented structures (Donthu et al., 2021). Taken together, the design provides not only a broad overview but also highlights research gaps that can guide future inquiries.

2.2 Data source

The dataset was extracted from Scopus, which is among the most reputable multidisciplinary academic databases. The search was conducted on September 20, 2025, using a combination of keywords such as organizational commitment, faculty retention, and higher education, along with related variables including job satisfaction, digital transformation, ESG, and Green HRM. After removing duplicates and excluding irrelevant records, the final dataset consisted of 740 publications from 2015 to 2025. Findings confirm that this timeframe captures the latest developments in the field while

also covering the COVID-19 period, a disruption that significantly affected labor markets and higher education worldwide.

2.3 Tools and analytical techniques

Data were processed using Bibliometrix in R (Aria & Cuccurullo, 2017) and VOSviewer. Bibliometrix was applied to generate descriptive analyses such as annual scientific production, leading journals, and influential authors. At the same time, VOSviewer was employed to build science maps, including keyword co-occurrence networks, international collaboration patterns, thematic maps, and thematic evolution. The study argues that combining these two tools enables a holistic perspective, one that captures quantitative trends while also visualizing the intellectual structure of the field.

2.4 Data processing procedure

The research process followed four steps. Step 1 involved extracting data from Scopus using advanced queries. Step 2 required cleaning the dataset by removing duplicates and standardizing author and journal names. Step 3 focused on descriptive analysis, where growth rates such as CAGR were calculated and segmented into three sub-periods: 2015–2018, 2019–2022, and 2023–2025. Step 4 conducted network and visualization analyses, notably through science maps that detect clusters, highlight gaps, and trace thematic evolution. Taken together, this procedure ensures transparency and replicability for future studies.

2.5 Methodological limitations

Although bibliometric analysis provides a comprehensive overview, it has certain limitations. First, the data were drawn exclusively from Scopus, which may omit relevant publications indexed in Web of Science or local repositories. Second, the method relies mainly on citations and keywords, which restricts the ability to assess the in-depth content of individual studies. Our analysis suggests that these limitations could be addressed through mixed-methods approaches in future research. For instance, bibliometric

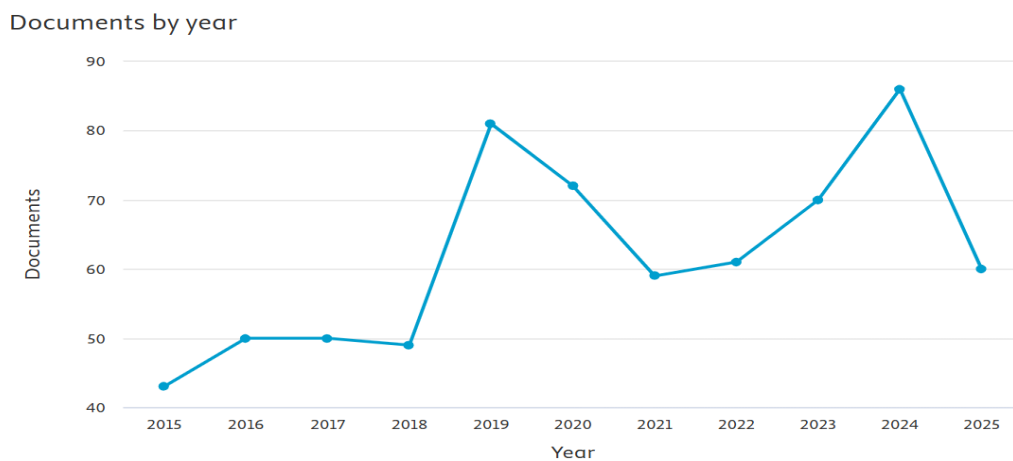
mapping may be combined with qualitative interviews or large-scale surveys to enrich and triangulate the quantitative findings.

3 RESEARCH RESULTS

3.1 Trends in scientific publications (2015–2025)

Figure 1

Annual scientific production on organizational commitment and faculty retention in higher education, 2015–2025



(Source: Extracted directly from the Scopus database (2025).)

The analysis of annual scientific output shows a steady rise in publications on organizational commitment and faculty retention in higher education between 2015 and 2025. During the period 2015 to 2018, output stabilized at around 45 to 50 articles per year, a pattern that reflects continued reliance on classical constructs such as job satisfaction, turnover intention, and foundational models of organizational commitment. Notably, 2019 marked a turning point, as output exceeded 80 publications, and our analysis suggests that this expansion was in response to growing interest in themes like work–life balance, professional engagement, and the early implications of digital transformation for academic labor.

By contrast, 2020 and 2021 witnessed a temporary slowdown, with output dropping to about 59 articles. This decline is likely explained by the disruptive impact of the COVID-19 pandemic, which redirected much scholarly attention toward crisis

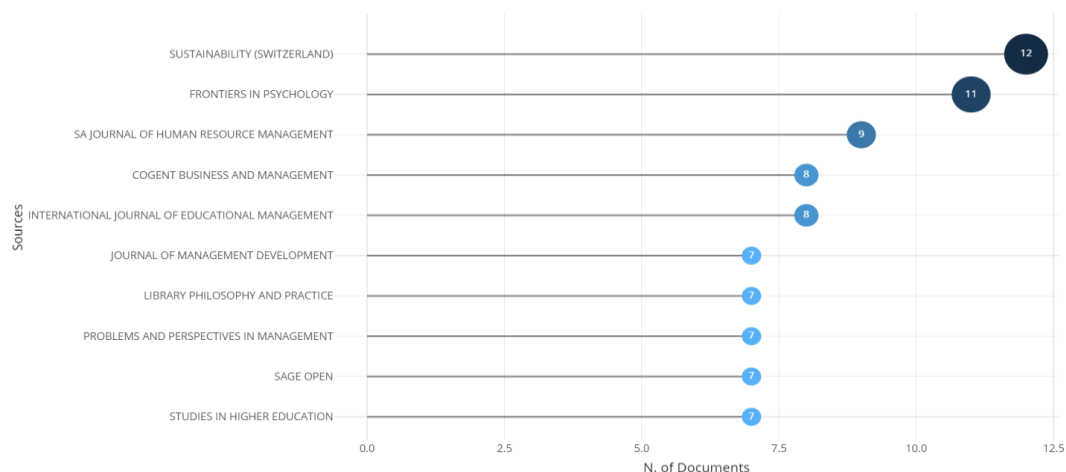
management and public health. At the same time, the field regained momentum after 2022, reaching nearly 90 publications in 2024, and findings confirm that the surge reflects a broader research agenda that incorporates digital experience, faculty well-being, and institutional adaptability in the post-pandemic landscape. Data for 2025 remain incomplete at the time of extraction, and the apparent decline should therefore be treated with caution.

Taken together, these findings reveal not only quantitative growth but also a thematic shift. Earlier research concentrated on traditional organizational behavior variables, while recent studies highlight digital transformation and faculty well-being. The study argues that this transition underscores the importance of building integrative theoretical frameworks capable of capturing the complexity of commitment in contemporary higher education.

3.2 Top publishing journals (2015–2025)

Figure 2

Top 10 most productive journals on organizational commitment and lecturer retention (2015–2025)



(Source: Author's analysis of Scopus data using Biblioshiny, 2025).

The chart illustrates the ten journals that published most frequently on organizational commitment and faculty retention between 2015 and 2025. Sustainability (Switzerland) leads with 12 articles, and our analysis suggests that this reflects a growing interest in aligning human resource practices with sustainability agendas in higher

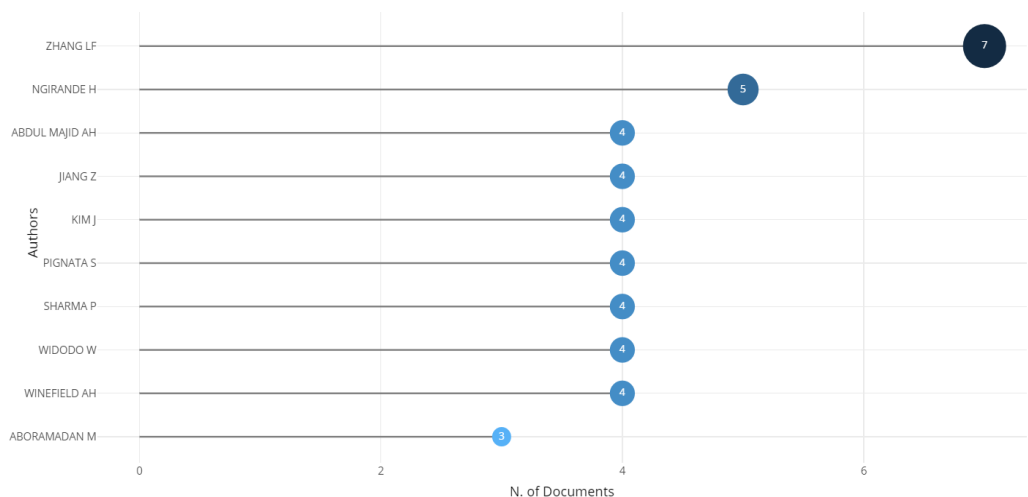
education. *Frontiers in Psychology* follows closely with 11 contributions, underscoring the importance of psychological perspectives, particularly those addressing mental health and organizational psychology, in shaping commitment and retention outcomes.

Human resource and management-oriented outlets also feature prominently. The *SA Journal of Human Resource Management* accounts for nine publications, while both *Cogent Business and Management* and the *International Journal of Educational Management* report eight each. At the same time, these journals signal the convergence of HRM theories with the specific challenges of faculty management in universities. By contrast, other sources such as the *Journal of Management Development*, *Library Philosophy and Practice*, *Problems and Perspectives in Management*, *Sage Open*, and *Studies in Higher Education*, each contributing seven papers, highlight the thematic diversity of this research stream, ranging from management development to higher education policy.

Taken together, the dominance of Sustainability (Switzerland) is noteworthy. Findings confirm that it points toward an emerging yet underdeveloped research trajectory: integrating Green HRM, ESG, and sustainability practices into frameworks of organizational commitment within academia. The study argues that this represents a promising avenue for future theoretical refinement and empirical testing, particularly in contexts where higher education institutions are under pressure to balance performance with sustainable development goals.

3.3 Most productive authors (2015–2025)

Figure 3
Most relevant authors in organizational commitment and faculty retention research (2015–2025)



(Source: Author’s analysis of Scopus data using Biblioshiny, 2025).

The figure presents the most productive authors contributing to research on organizational commitment and faculty retention between 2015 and 2025. Zhang LF leads with seven publications, followed by Ngirande H with five, while the next tier includes Abdul Majid AH, Jiang Z, Kim J, Pignata S, Sharma P, Widodo W, and Winefield AH, each with four outputs. Aboramadan M contributed three, illustrating that even among the most active scholars, publication volumes remain modest.

Our analysis suggests that this distribution is highly dispersed. Findings confirm that no dominant author cluster has yet emerged, since even the leading contributor accounts for only seven studies over a decade. At the same time, such fragmentation reflects the interdisciplinary nature of the field, which draws from management, education, and psychology. This diversity enriches conceptual perspectives, yet by contrast, it also dilutes the potential for concentrated theoretical development.

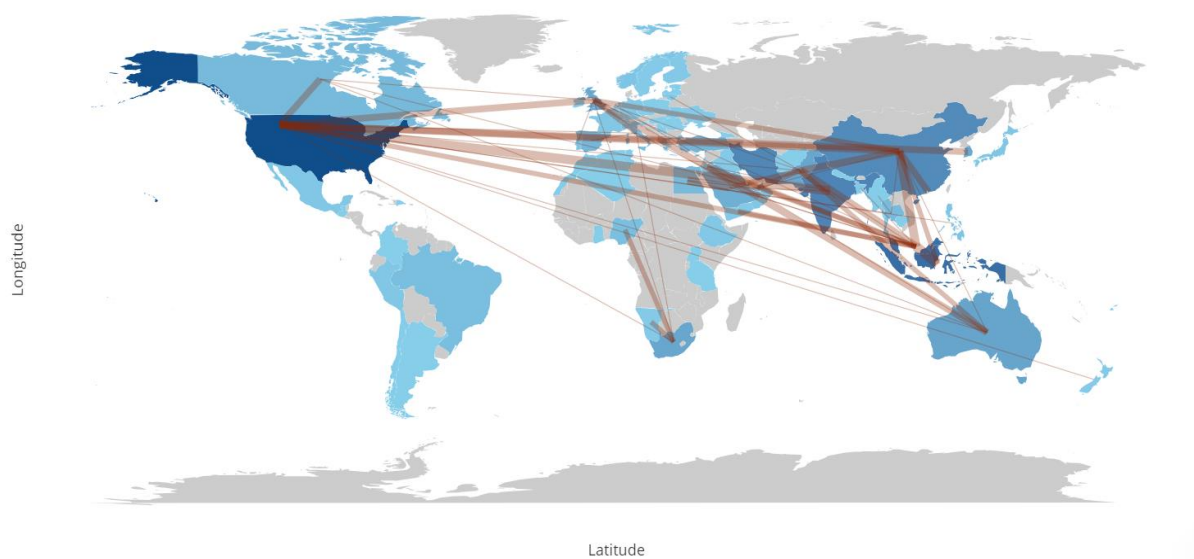
Taken together, the absence of a cohesive author network points to a collaboration gap. The study argues that more international and cross-disciplinary partnerships are needed to consolidate the knowledge base and enhance cumulative progress. From a practical standpoint, the lack of Vietnamese scholars among the top contributors also highlights an untapped opportunity. In response to this gap, researchers in Vietnam could

position themselves more prominently, particularly through empirical studies linking digital transformation and ESG to faculty retention in higher education.

3.4 Country collaboration map

Figure 4

Country collaboration map on organizational commitment and faculty retention in higher education



(Source: Author's analysis of Scopus data using Biblioshiny, 2025).

The map depicts the global collaboration network on organizational commitment and faculty retention in higher education. Darker blue shading indicates countries with higher publication volumes, while connecting lines reflect cross-country research partnerships. Findings confirm that the United States occupies the central position, producing the largest share of publications and maintaining extensive collaborations with Europe, Asia, and Oceania. Notably, the United Kingdom, China, India, and Australia also act as bridging hubs, linking distinct regional research communities and amplifying knowledge flows across continents.

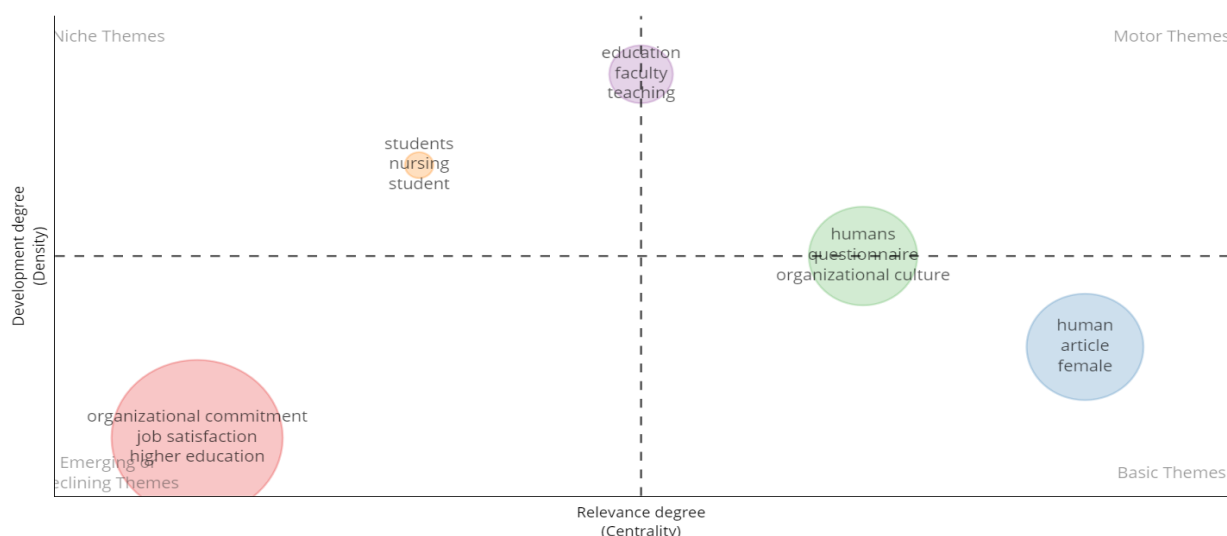
By contrast, developing countries, including Vietnam, remain peripheral in this network. Our analysis suggests that their participation is often restricted to bilateral projects, with limited involvement in broader multilateral collaborations. Taken together, this pattern highlights a structural hierarchy in global academia: research-intensive

systems set the agenda, while emerging contexts struggle for visibility and influence. The study argues that stronger integration of these countries into global knowledge networks is essential, particularly through collaborations centered on digital transformation and sustainability in higher education. From a policy perspective, such engagement could enhance both organizational commitment and faculty retention strategies in an increasingly interconnected academic landscape.

3.5 Thematic map

Figure 5

Thematic map of organizational commitment and faculty retention in higher education



(Source: Author's analysis of Scopus data using Biblioshiny, 2025).

Figure 5 presents the thematic map derived from keyword analysis, which illustrates both the structural configuration and the maturity of research themes. The map is divided into four quadrants that together provide a snapshot of the intellectual landscape.

Motor themes appear in the upper-right quadrant. Keywords such as education, faculty, and teaching dominate this cluster, and findings confirm that their high centrality and density indicate strong academic relevance as well as practical significance. At the same time, these themes suggest that higher education and faculty-related issues remain the drivers of the field.

Basic themes are positioned in the lower-right quadrant. Clusters including human, article, and female represent fundamental concepts that are well connected to the research network but exhibit limited internal development. Our analysis suggests that these topics often serve as contextual anchors rather than functioning as theoretical cores.

Niche themes emerge in the upper-left quadrant. Terms such as students, nursing, and student psychology appear specialized and internally developed yet remain peripheral to mainstream debates. By contrast, their relevance is restricted to particular segments such as nursing education or student well-being, and they lack broader integration into the dominant research agenda.

Emerging or declining themes are located in the lower-left quadrant. The cluster comprising organizational commitment, job satisfaction, and higher education appears here, and findings confirm that this is not necessarily a signal of decline. Instead, it reflects fragmentation, as traditional constructs are being reoriented toward newer frameworks such as well-being, burnout, and digital transformation. The study argues that enriching existing models of organizational commitment with contemporary drivers, including green HRM and digitalization, is therefore a pressing need.

Taken together, the thematic map exposes a critical gap. Sustainability-related constructs such as ESG, green HRM, sustainability, and digital transformation remain absent from the central clusters. This absence underscores the importance of advancing research on organizational commitment in the era of digital transformation, offering opportunities for both theoretical contributions and practical implications for higher education management.

3.6 Thematic evolution

Figure 6

Thematic evolution of research on organizational commitment and faculty retention, 2015–2025



(Source: Author's analysis of Scopus data using Biblioshiny, 2025).

Figure 6 presents the thematic evolution of research across three distinct periods. In the first phase (2015–2018), research concentrated on foundational constructs such as organizational commitment, faculty, and teaching, along with demographic descriptors like male and human experiment. Findings confirm that this stage reflected the dominance of classical theoretical frameworks, most notably Meyer and Allen's three-component model, which shaped much of the discourse on commitment during this time.

The second phase (2019–2022) marks the appearance of new bridging keywords such as organizational culture and humans. Our analysis suggests that this shift points to a growing concern with contextual and organizational factors. At the same time, organizational commitment remained the theoretical core, but it was increasingly examined in connection with culture, institutional dynamics, and human interactions in academic settings, particularly under the disruptive influence of the COVID-19 pandemic.

The third phase (2023–2025) shows further expansion of themes toward leadership, students, university, and education. Notably, the prominence of leadership and student-related terms underscores rising attention to leadership practices and student experiences as they intersect with faculty commitment. By contrast, the absence of terms

such as green HRM, ESG, or sustainability is striking, especially given their growing importance in higher education governance and policy debates.

Taken together, the thematic evolution highlights both continuity and gaps. Findings confirm that organizational commitment persists as the central axis of the field. The study argues, however, that its integration with emerging agendas such as digital transformation, ESG, and sustainability remains underdeveloped. This gap defines a promising frontier for future research, particularly in the contexts of private universities and developing countries seeking to strengthen faculty retention strategies.

4 DISCUSSION

4.1 Trends in publications and shifts in scholarly focus

Figure 1 shows that scientific output increased steadily, with a CAGR of about 7.12% from 2015 to 2024, a growth rate that is significant in human resource management research. Our analysis suggests that this trajectory is not only a reflection of academic curiosity but also a response to real-world pressures on faculty retention in globally competitive systems. Findings confirm that the field has moved away from classical constructs such as job satisfaction or turnover intention (Meyer & Allen, 1991; Herzberg, 1966) and toward multidimensional approaches incorporating well-being, work–life balance, and digital transformation in higher education.

4.2 Influence of journals and the author community

Figures 2 and 3 indicate that publications are distributed across multiple journals and authors, with no single dominant core. Sustainability (Switzerland) appears as an important platform, at the same time still showing a lack of integration between ESG, Green HRM, and organizational commitment (Donthu et al., 2021). By contrast, leading authors such as Zhang LF and Ngirande H produced only seven and five publications respectively, underscoring the absence of a cohesive scholarly cluster. The study argues that this dispersion reflects the interdisciplinary orientation of the field, but it also highlights the need for stronger international collaboration to consolidate the knowledge base.

4.3 International collaboration structures and academic stratification

Figure 4 confirms that the United States, the United Kingdom, China, India, and Australia hold central positions in the collaboration network, notably through multilateral ties with Europe and Asia. Taken together, these findings suggest that developed countries not only dominate in output but also shape research priorities. In response to this context, Vietnam and other emerging economies remain peripheral, often limited to bilateral rather than multilateral partnerships, which reflects broader patterns of academic stratification. From an applied perspective, this gap also represents a strategic opportunity for Vietnam to engage more deeply in global networks, particularly in areas such as digital transformation and sustainability in higher education.

4.4 Thematic evolution and research gaps

Figures 5 and 6 demonstrate a shift from classical models to new approaches. Organizational commitment continues to provide the theoretical backbone, yet findings confirm its fragmentation into strands focused on well-being and burnout, leadership and organizational culture, and digital teaching experiences. In other words, the field is both expanding and restructuring, but concepts such as ESG, Green HRM, and sustainability remain underrepresented. Our analysis suggests that integrating these constructs into organizational commitment frameworks would not only open new theoretical avenues but also create tangible value for human resource policies, especially in private higher education institutions facing intense competition for talent.

5 CONCLUSION AND IMPLICATIONS

The study reveals that publications on organizational commitment and faculty retention in higher education grew at a CAGR of 7.12% between 2015 and 2024, while also reflecting a transition from classical frameworks to multidimensional perspectives. Findings confirm that the field has moved beyond a sole focus on job satisfaction and turnover intention (Meyer & Allen, 1991; Herzberg, 1966), now encompassing well-

being, work–life balance, and digital experiences. This shift has produced a richer yet more fragmented research landscape.

At the same time, the analysis of publication sources and leading authors highlights significant dispersion, with no dominant scholarly nucleus. Journals such as *Sustainability* (Switzerland) have only begun to connect ESG with human resource management, and the study argues that this fragmentation encourages diversity but also points to the need for stronger international collaboration (Donthu et al., 2021). Taken together, these results describe the current status of the field while identifying opportunities for Vietnam and other emerging economies to play a more visible role in global research networks.

From a practical standpoint, our analysis suggests that organizational commitment remains a key construct for faculty retention but lacks integration with ESG, Green HRM, and digital transformation—factors increasingly important in higher education strategies (Aguinis & Glavas, 2019). Therefore, findings confirm that embedding these elements will expand theoretical frameworks and generate actionable insights for policy and institutional practice, particularly in private universities that face competitive labor markets.

Based on the evidence, the study proposes four directions. First, universities should adopt HR policies aligned with digital transformation to support flexible work environments and digital teaching experiences. Second, ESG and Green HRM should be embedded into workforce development strategies, notably to strengthen organizational trust and emotional attachment. Third, multilateral rather than bilateral collaborations should be prioritized, since current patterns of stratification limit the role of emerging countries in shaping knowledge. Fourth, future studies should employ mixed-methods approaches or advanced quantitative techniques such as SEM and PLS-SEM to test causal pathways linking organizational commitment, ESG, and digital transformation.

Overall, this study contributes at three levels: theoretically, by confirming the centrality of organizational commitment while emphasizing its restructuring in new contexts; practically, by recommending integration of ESG and digital transformation to enhance faculty retention; and strategically, by identifying opportunities for emerging economies to strengthen their positions in global research networks.

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