

## **IMPACT OF CAREER GROWTH, COMPENSATION, AND RECOGNITION ON TEACHERS' RETENTION: MEDIATED BY KNOWLEDGE SHARING WORK ENVIRONMENT IN THE CASE OF PRIVATE SECTOR UNIVERSITIES OF PAKISTAN**

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### **ABSTRACT**

*This study investigates the impact of career growth, compensation, and recognition of efforts on teachers' retention in the private sector universities of Pakistan. The study also examined the mediating role of knowledge-sharing work environment in the relationship between the variables of the study. Using random sampling, the data was collected from 210 faculty members of the different private sector, HEC recognized universities of Pakistan through a self-explanatory online questionnaire. The findings of this study suggest that career growth, compensation, and recognition effort positively impact teachers' retention in the private sector universities of Pakistan. The knowledge sharing work environment mediates the positive impact. The study provides empirical evidence to support the hypothesis that the knowledge sharing work environment is an important factor in reducing the impact of the turnover of talented teachers at educational institutions. This study has several implications for policy and practice. The findings suggest that universities should provide teachers with opportunities well-focused on enhanced career growth and development. Universities need to compensate teachers fairly for their contributions to the institution. In contrast, the recognition efforts should be geared towards enhancing teacher morale and motivation. Additionally, university managers and administrators should ensure that knowledge sharing is a key part of the work environment in order to retain talent. It is essential for universities to build a strong institutional culture that supports teacher retention.*

**Keywords:** *Career Growth; Compensation; Recognition of Efforts; Teachers' Retention; Knowledge Sharing Work Environment.*

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## INTRODUCTION

Retaining talented employees has always been challenging for any organisation (Fessehatsion & Peng, 2021; Alshamsi et al., 2021). In order to retain employees, organizations try to create a positive work environment that encourages employees to stay with the organization. Teachers' retention is an important challenge for higher educational institutions. In order to retain teachers, it is crucial for educational institutions to provide them with a positive work environment that encourages career growth and compensation (Justice, 2018; Geiger & Pivovarova, 2018). Many factors can contribute to the retention of teachers. Career growth can be achieved through recognition efforts and a knowledge sharing working environment. Recognition efforts can be made by providing teachers with professional development and advancement opportunities. Knowledge sharing working environment can be achieved by providing teachers with opportunities to share their knowledge with other educators. Educational institutions should also provide a positive work environment that encourages employees to stay with the organization in order to create a difference and positive results (Young, 2018; Suárez & Wright, 2019; Hurst & Brantlinger, 2022).

Career growth is the opportunity for employees to advance within their organization. It can include options for professional development, such as attending workshops or taking classes, as well as opportunities for advancement, such as moving up in salary or responsibilities (Xie et al., 2020). When employees experience career growth, it can influence their decision to remain with their current employer or seek other opportunities (Shibankova et al., 2019). When teachers experience career growth can encourage them to stay in their current institution. In fact, a study by the National Education Association found that nearly two-thirds of teachers who experienced career growth felt very positive about their job with their current organization. Teachers who experience career growth feel more engaged in their work and more committed to their profession (Derrington & Brandon, 2019).

The compensation system refers to how employees are paid for their services to an institution or organization (Zhao et al., 2019; Verma & Sharma, 2019). Institutions use two diverse ways to tackle their compensation system. Either it is Pay-for-performance systems or Pay-for-service systems. Both differ on the basis of the priorities of the employer over the employee compensation system (Larkin, 2019). Pay-for-performance refers to the methods in which teachers are paid based on the results of their students in standardized tests. The higher the scores, the more money teachers earn. Whereas Pay-for-service systems: In these systems, teachers are paid based on the number of hours they work. They usually do not receive bonuses

or other forms of compensation for excellent performance. There is no denying that a good compensation system can have a positive impact on teacher retention. Teachers are more likely to stay in their positions when they are paid fairly for their services. This is because they can afford to live on a lower salary and have a higher quality of life. Moreover, when teachers feel appreciated for their work, they are more likely to continue putting in long hours. This is because they know that their efforts are appreciated and rewarded (Okeke & Ikechukwu, 2019; Larkin, 2019).

Recognition effort is the act of recognizing and acknowledging the accomplishments of others at the workplace. It can take many forms, such as verbal praise, public acknowledgment, or personal congratulations (Danish & Usman, 2010). Researchers have identified a few reasons why recognition efforts may influence teachers' retention: positive reinforcement can help motivate individuals to continue performing at their best (Robbins, 2019). In addition, feedback that is specific, timely, and meaningful can help individuals improve their performance. Moreover, providing recognition to outstanding performers can positively affect overall team morale and productivity in the workplace (Robbins, 2019; Chênevert et al., 2022).

Researchers have defined knowledge sharing as the process of transferring knowledge from one individual to another. It has been found that a knowledge sharing work environment can help improve teachers' retention rates (Staples & Webster, 2008; Sulistiyani & Rahardja, 2018). A study by Cugueró-Escofet et al. (2019) found that teachers' retention rates were positively correlated with their perceptions of their knowledge sharing work environment. The study found that teachers who felt they had a good knowledge sharing work environment were more likely to stay in their teaching positions than those who did not think that they had a good knowledge sharing work environment (Markovic & Bagherzadeh, 2018; Cugueró-Escofet et al., 2019).

Retention refers to the percentage of employees who remain with an organization for a specified period of time. The longer an employee stays with an organization, the more productive that employee is likely to be. Retention of a talented workforce is important for an institution (Miller et al., 2020). An institution that cannot keep its talented employees will eventually lose them to another employer or retire. If institutions can keep their best and brightest employees, they will be able to produce better products or services. This is because these employees are likely to have the latest information and skills, which can make them more efficient and effective in their work. Teachers are a particularly important group of employees

for an institution (Moin & Hassan, 2021). Teachers' skill sets constantly evolve as they learn new material and techniques. Teachers also have an enormous impact on the students they teach, as their classes shape the future of entire generations. If teachers leave an institution, it can severely affect student achievement (Miller et al., 2020; Moin & Hassan, 2021).

This study aims to understand the impact of career growth, compensation, and recognition effort on teachers' retention in private sector universities of Pakistan. The study findings will be used to develop policy recommendations that will support teachers' retention in private sector universities. This study has a scope that even extends beyond private sector universities in Pakistan (Moin & Hassan, 2021). The findings of the study can be used to develop interventions that support teachers' retention in all types of educational institutions. This study significantly impacts policymaking as it provides insights into the drivers of teacher retention in private sector universities. Additionally, the findings of this study can be used to develop interventions that support teachers' career growth and compensation.

### **RESEARCH OBJECTIVES**

The research objectives of this study include:

- To explore the relationship between career growth and knowledge sharing work environment and teachers' retention.
- To explore the relationship between compensation and knowledge sharing work environment and teachers' retention.
- To explore the relationship between recognition effort and knowledge sharing work environment and teachers' retention.
- To identify any potential mediation effect of a knowledge sharing work environment on the relationship between career growth, compensation, recognition effort, and teachers' retention.

### **LITERATURE REVIEW**

Teachers are a vital part of any educational system, and their retention is essential to maintaining a high quality of education. However, many teachers leave the profession or switch to other organizations after only a few years for multiple reasons, including a lack of career growth, compensation, and recognition effort. This retention of teachers in result has some severe consequences on the quality of education (Moin & Hassan, 2021; Young, 2018; Miller et al., 2020). According to a study by Derrington & Brandon (2019), "A teacher is one of the most important assets in any educational system. This profession is critical in maintaining the quality of education. If it is not well managed, it can have serious consequences for the

educational system as a whole." Hurst & Brantlinger (2022) also found that "improving teacher retention rates is a critical challenge for any institution, as it can lead to improved student outcomes, increased school efficiency, and lower costs."

In order to improve teacher retention rates, it is vital to understand the factors that impact it (Moin & Hassan, 2021; Hurst & Brantlinger, 2022). In this literature review, we will explore the impact of career growth, compensation, and recognition effort on teachers' retention in a mediated impact by a knowledge sharing work environment.

### ***Career Growth, Knowledge Sharing Work Environment & Teacher's Retention***

There is a strong relationship between Career Growth (CG) and Knowledge Sharing Work Environment (KSWE) (Suryani & Sofa, 2017). Employees who feel that their career growth is hindered are less likely to share knowledge. In a study by the Society for Human Resource Management, employees who felt that their career growth was hindered were more likely to withhold knowledge (Tran & Smith, 2020). Furthermore, a study by Fessehatsion & Peng (2021) found that when teachers feel appreciated and rewarded for their work and find their employer has plans and practical implications for employees' career growth, they are more likely to stay with their organization. In a study by Geiger & Pivovarova (2018), when teachers feel that their work is important and that their organization is committed to helping them grow as professionals, they are more likely to stay with their organization. In a study by Justice (2018), when employees feel valued and appreciated for their knowledge and skills, they are more likely to share that knowledge with others.

Knowledge sharing work environment develops over time. Employees feel appreciated and are more likely to share knowledge with others (Suryani & Sofa, 2017). In a study by Fessehatsion & Peng (2021), when teachers felt that their work was important and that their organization was committed to helping them grow as professionals, they were likelier to stay with their organization. As teachers' retention of talented professionals provides a competitive advantage to educational institutions about producing quality teaching standards, it is reasonable to assume that organizations should strive to create a knowledge-sharing culture (Suryani & Sofa, 2017).

Organizations can cultivate a knowledge-sharing culture by implementing practices such as:

- Creating an environment where employees feel valued and appreciated for their knowledge and skills
- Encouraging employees to share ideas and feedback

- Providing opportunities for employees to learn from others
- Providing opportunities for employees to develop their skills
- Providing feedback and recognition to employees for their contributions (Suryani & Sofa, 2017; Tran & Smith, 2020)

The literature strongly supports the positive relationship between career growth and knowledge sharing work environment as well as teachers' retention at the workplace. Therefore, we assume that:

*H1: Career growth has a positive impact on the knowledge sharing work environment.*

*H4: Career growth has a positive impact on teachers' retention.*

*H8: Knowledge sharing work environment mediates the relationship between career growth and teachers' retention.*

### ***Compensation, Knowledge Sharing Work Environment & Teacher's Retention***

A body of research suggests that compensation is a key factor in determining employees' willingness to share knowledge (Anvari et al., 2014). In a study by Fey & Furu (2008), for example, employees who were paid more for their knowledge sharing activities were more likely to continue sharing knowledge after being given a financial reward. Similarly, in a study by Mukamazimpaka & Gaikwad (2019), employees who received higher levels of compensation for their knowledge sharing activities were more likely to share more knowledge with their co-workers (Fey & Furu, 2008; Colson & Satterfield, 2018).

These studies suggest that higher levels of compensation are associated with an increased willingness to share knowledge. In addition, these studies indicate that there is a link between compensation and employee's retention rates. Employees who are paid more for their knowledge sharing activities are more likely to retain their jobs than employees who are not paid for their knowledge sharing activities (Mukamazimpaka & Gaikwad, 2019).

This literature suggests that knowledge sharing also enhances employees' cost-effective productivity and skill development. In addition, it indicates that employees are more likely to be retained and productive if they are rewarded for their knowledge sharing activities (Fey & Furu, 2008).

Therefore, it is clear that there is a relationship between compensation and a knowledge sharing work environment. Higher levels of compensation are associated with an increased willingness to share knowledge and with the retention of employees. In addition, higher compensation

levels may also lead to enhanced productivity and skill development of employees (Fey & Furu, 2008; Anvari et al., 2014).

Organizations offering their employees higher compensation levels for their knowledge sharing activities will likely result in an increased willingness to share knowledge and in the retention of these employees. This will ultimately lead to a more cost-effective workplace and a greater productive work environment (Mukamazimpaka & Gaikwad, 2019).

*H2: Compensation has a positive impact on the knowledge sharing work environment.*

*H5: Compensation has a positive impact on teachers' retention.*

*H9: Knowledge sharing work environment mediates the relationship between compensation and teachers' retention.*

### ***Recognition effort, Knowledge Sharing Work Environment & Teacher's Retention***

Researchers have identified several factors that can affect teachers' retention, including the recognition effort made by educational institutions and employers. A study by Chênevert et al. (2022) found that recognition efforts made by employers had a significant impact on teacher retention.

The study by Holmes et al. (2019) found that teachers and their perceptions of the recognition effort made by their institutions are linked to their intention to stay and work for the organization for longer. The researchers found that teachers who felt their schools were highly supportive and invested in recognition efforts were more likely to remain in the profession and continue providing quality services (Holmes et al., 2019; Chênevert et al., 2022).

In another study by Bartol & Srivastava (2002), researchers looked at a number of factors that can influence teacher retention, including the knowledge sharing environment within schools and the recognition effort made by teachers. They found that a high recognition effort was associated with increased teacher satisfaction and persistence. These studies suggest that recognition efforts made by educational institutions have a significant and positive impact on teachers' retention. It is important to ensure that schools provide a supportive environment in which teachers can share knowledge and receive feedback so that they can continue to work and provide quality services (Bartol & Srivastava, 2002; Holmes et al., 2019).

Knowledge sharing environment enhances the current skills and abilities and has the capability to uplift the current standards of employees. People learn from one another; therefore, researchers claim that the more people share their knowledge with other employees, their

ability to perform tasks will be identified. This will help employees identify their strengths and weaknesses, and then they can work on improving their weaknesses to be more effective in the workplace (Holmes et al., 2019).

*H3: Recognition of effort has a positive impact on the knowledge sharing work environment.*

*H6: Recognition of effort has a positive impact on teachers' retention.*

*H7: Knowledge sharing work environment positively impacts teachers' retention.*

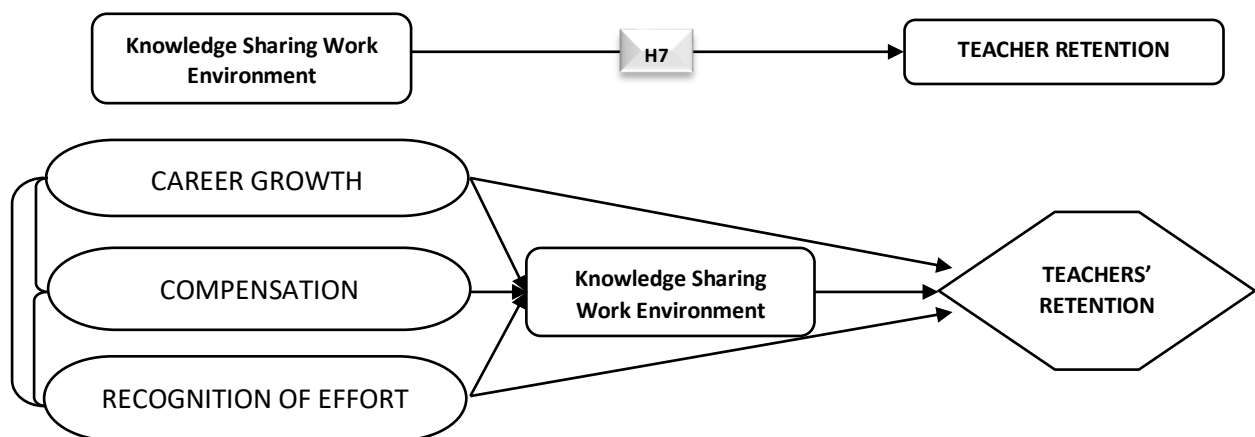
*H10: Knowledge sharing work environment mediates the relationship between recognition of effort and teachers' retention.*

### **LMX Theory**

Leader-Member Exchange (LMX) theory is a model that helps explain how career growth, compensation, and recognition effort affect teacher retention. LMX theory is based on the premise that people perform better when they have positive leadership behavior. This means that teachers who feel appreciated and rewarded for their hard work are more likely to stay in the institution (Tse & Lam, 2008). In this context, LMX theory suggests that the impact of career growth, compensation, and recognition effort on teacher retention is mediated by a knowledge-sharing work environment. This means that if the university provides a supportive and engaging environment for teachers to share knowledge and ideas, it will positively affect teacher retention (Fikarlo et al., 2019; Mukhtar et al., 2022).

Overall, Leader-Member Exchange (LMX) theory offers valuable insight into how career growth, compensation, and recognition effort affect teachers' retention (Tse & Lam, 2008). Additionally, the theory builds strong arguments to support the research model of this current study (Tse & Lam, 2008).

### **RESEARCH MODEL**



*Figure 1. Research Model*



## **RESEARCH METHODOLOGY**

The purpose of this study is to explore the impact of career growth, compensation, and recognition effort on teachers' retention: Mediated by knowledge sharing work environment in the case of private sector universities of Pakistan.

The positivism approach has been used in this study. The researcher believes that positivism offers several advantages; it has been used because it allows for a more objective analysis of data (Zikmund et al., 2003; Niglas, 2010).

A cross-sectional research design was used for this study. It is a research design used in which data is collected from a sample of people at one point in time. This research design is often used to study the differences between different groups or to see how certain factors (such as beliefs or behaviors) change over time. Cross-sectional studies can also be used to examine the effect of a particular intervention on a population (Sekaran & Bougie, 2010).

One limitation of cross-sectional research is that it cannot tell us whether the differences between groups are caused by factors inside or outside of the groups themselves. Furthermore, because cross-sectional studies do not allow for causal relationships to be established, they can only provide limited insights into why certain behaviors or beliefs might be associated (Sekaran & Bougie, 2010).

The study is a descriptive research design. Data was collected through self-explanatory questionnaires distributed to professional teachers and professors at private sector universities in Pakistan. The target population for this study is teachers and professors at private sector universities in Pakistan who are responsible for teaching undergraduate and graduate courses in their respective fields. The population was selected using a random sampling technique (Niglas, 2010; Saunders et al., 2015).

The questionnaires were distributed among 250 respondents, and 210 were returned fully answered and have been considered for the data analysis. The response rate was 84%.

The questionnaire was based on three sections. The first section was about the general questions; the second included adapted scales to measure defined variables on a Likert 5-point rating scale. At the same time, the third section contained questions regarding the participants' demographics.

Career growth, compensation, recognition effort, teachers' retention, and knowledge sharing work environment scales were adapted from the previous studies. Career growth has four items,

and it was adopted from Suryani & Sofa (2017). The scale for measuring the compensation variable has also been adapted and comprises four items (Hill & Stevens, 2011). Four items have also been adapted for measuring the recognition effort scale by Robbins (2019). Moreover, the knowledge sharing work environment is composed of four items adopted from Bartol & Srivastava (2002). And finally, the dependent variable, teachers' retention, is composed of five items, and it has been adopted from an earlier research study by Colson and Satterfield (2018).

## RESULTS & DISCUSSION

This section presents the results and discussion of the study findings. It includes reliability measurement of the scale, demographic frequency analysis, correlation matrix, and regression analysis to test the model leading to important findings of the mediation model analysis. The Cronbach's Alpha test has been applied for the reliability of the scale analysis. Findings are presented in Table 1.

**Table 1.** Reliability Analysis

Scale	No. of items	Cronbach's Alpha	Scale Citation
Career Growth	4	.843	(Suryani & Sofa, 2017)
Compensation	4	.827	(Hill & Stevens, 2011)
Recognition Effort	4	.885	(Robbins, 2019)
Knowledge Sharing Work Environment	4	.878	(Bartol & Srivastava, 2002)
Teachers' Retention	5	.868	(Colson & Satterfield, 2018)
<b>Total</b>	<b>21</b>	<b>.865</b>	

Reliability is a measure of how consistent a scale is. It is calculated by looking at the correlation between items on a scale. The higher the correlation, the more reliable the scale. Cronbach's alpha is a measure of internal consistency and is calculated by looking at the correlation between items on a scale. The higher the correlation, the more reliable the scale (Hassan et al., 2021). The Cronbach's Alpha values are greater than .70, which shows the scale is reliable to consider for considering the study's further findings.

**Table 2.** Demographic Frequency Analysis

Item	Options	Frequency	Percentage
Gender	Male	152	72.4
	Female	58	27.6
	Total	210	100.0
Education	Graduation	48	22.9
	Post-Graduation	115	54.8
	Ph.D.	47	22.4
	Total	210	100.0
Age	25 - 32 Years	35	16.7

	33 - 40 Years	80	38.1
	41 – 47 years	76	36.2
	48 & above Years	19	9.0
	Total	210	100.0
Designation	Teaching Assistant	18	8.6
	Research Associate	34	16.2
	Visiting Faculty Member	51	24.3
	Lecturer	72	34.3
	Assistant Professor	12	5.7
	Associate Professor	17	8.1
	Professor	6	2.9
	Total	210	100.0

Demographic frequency analysis is a way of extracting important information from large data sets using specific parameters. It helps researchers identify patterns and trends across various populations (Khan et al., 2021). This information can be used to understand better the people they are studying and their behavior. It can also help researchers develop targeted interventions or campaigns to improve those groups' lives (Saunders et al., 2015). In this case, Table 2 shows that the majority of the participants are male (72.4%), and the age group that participated in the majority is the age group of 33 to 40 (38.1%) and 41 to 47 (36.2%). 54.8% of the sample have the minimum post-graduation qualification, whereas 34.3% of the sample have the designation of lecturers in the private sector universities of Pakistan.

**Table 3.** Correlation Matrix

Variable	1	2	3	4	5
Career growth	1				
Compensation	.482**	1			
Recognition effort	.312**	.326**	1		
Knowledge sharing work environment	.446**	.413**	.542**	1	
Teachers' retention	.538**	.516**	.582**	.432**	1

\*\* = Correlation is significant at 0.01 level (2-tailed)

Correlation analysis is a tool used in business research to measure the correlation between two variables. The correlation matrix is a table that shows how well each variable correlates with the others. It can help determine which variables are associated with each other and how strong the association is. Correlation analysis can also be used to identify relationships between variables that may not have been obvious before. For example, if two variables are correlated but not necessarily causally related, the correlation matrix can help identify which variable is causing the other to change (Saunders et al., 2015). Table 3 shows that teachers' retention and recognition effort are strongly associated and significant at 0.01 level. Meanwhile, the least

association in the matrix can be seen between career growth and recognition effort (.312) but yet significant enough to consider as an essential factor in the decision-making process.

**Table 4.** Regression Analysis

H	Path	R <sup>2</sup>	Beta	T Test	Sig	Result
H1	CG → KSWE	.312	.356	5.157	.000	Accepted
H2	C → KSWE	.312	.473	7.843	.000	Accepted
H3	RE → KSWE	.312	.440	7.516	.000	Accepted
H4	CG → TR	.354	.420	7.106	.000	Accepted
H5	C → TR	.354	.517	9.120	.000	Accepted
H6	RE → TR	.354	.362	6.248	.000	Accepted
H7	KSWE → TR	.126	.315	4.868	.002	Accepted

*CG = Career Growth, C = Compensation, RE = Recognition Effort, KSWE = Knowledge Sharing Work Environment, TR = Teachers' Retention*

Regression analysis is a statistical technique used in business research to identify how changes in one variable (independent variable) relate to changes in another variable (dependent variable). Linear regression analysis is a specific type of regression analysis in which the relationship between the independent and dependent variables is linear (Sekaran & Bougie, 2010). In a business research study, Adjusted R Square is used to measure the percentage of variance in a model that can be explained by the variables included in the model. It indicates the strength of the relationship between the variables in the model and the prediction of business outcomes. Higher Adjusted R Square values indicate a stronger relationship between the variables and predicting business outcomes (Sekaran & Bougie, 2010; Saunders et al., 2015). Table 4 shows the model's highest score of the adjusted R square (.354), keeping career growth, compensation, and recognition effort as independent variables and teachers' retention as a dependent variable.

Beta value shows the relationship between the independent variable (x) and the dependent variable (y), i.e.,  $X \rightarrow Y$ . It is expressed as a percentage. In regression tests, beta values are used to determine how much change in y occurs for every 1% change in x. A beta value of 0 indicates no change in y, while a beta value of 0.5 indicates that y increases by 50% for every 1% change in x (Sekaran & Bougie, 2010). Table 4 shows all paths of the current model have a strong coefficient (beta) value that indicates a strong impact of career growth (35.6%, 42%), compensation (47.3%, 51.7%), recognition effort (44%, 36.2%) on knowledge sharing work environment as well as teachers' retention respectively. It also indicates that the knowledge sharing work environment also has a strong impact (31.5%) on teachers' retention in private sector universities in Pakistan. The significance value is less than 0.01, which indicates the

impact is significant in all seven paths of the tested model, which directs to accept the study's seven hypotheses indicated in the literature review section.

**Table 5.** Mediation Model

H	Path	Unmediated (Direct)	Mediated (Direct)	Indirect impact	Conclusion
H8	CG → KSWE → TR	.442**	.3422**	.3705**	Strong Mediation Exist
H9	C → KSWE → TR	.528**	.4212**	.4430**	Strong Mediation Exist
H10	RE → KSWE → TR	.360**	.2557**	.2942**	Partial Mediation Exist

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

Table 5 shows the findings of the mediation model of the study. The model was tested on SPSS (25<sup>th</sup> version) using the Andrew Hayes plugin and model 4 to identify the unmediated and mediated direct impact and the indirect impact to identify the existence of the mediation in a particular path. The findings suggest that two paths, i.e., CG → KSWE → TR and C → KSWE → TR got strong mediation because the values of the mediated direct impact in both cases dilute at a greater pace, i.e. (.3422 and .4212). In contrast, the knowledge sharing work environment has partial mediation between recognition effort and teachers' retention. The findings suggest accepting the hypotheses, i.e., H8: Knowledge sharing work environment mediates the relationship between career growth and teachers' retention, H9: Knowledge sharing work environment mediates the relationship between compensation and teachers' retention, and H10: Knowledge sharing work environment mediates the relationship between recognition effort and teachers' retention at private sector universities in Pakistan.

### **CONCLUSION & RECOMMENDATIONS**

The study aimed to explore the impact of career growth, compensation, and recognition effort on teachers' retention in private sector universities of Pakistan. Along with testing the mediation of the knowledge sharing work environment in the model. The results indicated a positive relationship between career growth, compensation, recognition effort, and teachers' retention. It was found that the mediation of the knowledge sharing work environment had an indirect positive effect on teachers' retention (Miller et al., 2020; Moin & Hassan, 2021). Therefore, it can be concluded that a knowledge sharing work environment is beneficial for retaining teachers in private sector universities of Pakistan because it mediates some of the critical antecedents of teachers' retention significantly.

The data was collected from 210 faculty members of the different private sector, HEC-recognized universities of Pakistan through a self-explanatory online questionnaire using a random sampling technique.

The findings of this study could be used by universities to develop policies and practices that will improve teacher retention rates. Additionally, these results could be used by businesses to create more effective compensation and recognition programs for their employees. Overall, the findings of this study suggest that a knowledge sharing work environment is beneficial for retaining employees in private sector universities. Consequently, this could have a positive impact on businesses and organizations. More research is needed to confirm these findings and explore other possible mediating factors in the relationship between career growth, compensation, recognition effort, and teacher retention rates. Nonetheless, the results of this study provide valuable insights that universities and businesses can use to improve employee retention rates (Moin & Hassan, 2021).

The study found that career growth, compensation, and recognition effort were the main factors that influenced teachers' retention in private sector universities of Pakistan. Knowledge sharing work environment also played a role in mediating these relationships. Higher levels of these factors were associated with greater teacher retention rates (Colson & Satterfield, 2018). These findings suggest that universities should focus on promoting career growth, increasing compensation levels, and providing recognition opportunities to increase the knowledge sharing work environment, which then ultimately increases teachers' retention. This will help to improve the overall education system in Pakistan.

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