



# Contextualising the Determinants of Job Embeddedness in the Higher Learning Institution with the Lenses of African Culture

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The researcher investigated how African culture and additional factors contribute to job embeddedness in the higher learning institution. 12 participants, including academics and non-academics, formed part of the study at a higher learning institution. In-depth interviews were carried out, and the data collected were analysed utilising thematic content analysis. The main results of the participants' perception are that they are embedded in their current job influenced by the African culture (Ubuntu). Additional influences of job embeddedness discovered in the current study are spiritual wellbeing, African culture and spiritual wellbeing, embedded to the community through Ubuntu, emotional and psychological attachments. The conceptual framework with the lenses of industrial and organisational psychology is then formulated as part of the practical implications. Future research recommendations are also provided in the current paper.

**Keywords:** *Job embeddedness, African culture, Ubuntu, spiritual wellbeing, emotional and psychological attachments, community, industrial psychology, higher learning institution.*



## 1. INTRODUCTION

Job embeddedness is a valuable concept through which one can use to understand and evaluate why employees decide not to leave their job, specifically in higher learning institutions. Higher education institutions (HEI) have an essential role in achieving social equity and promoting higher economic and social development levels. The latter result because the HEI equip students with knowledge that can be applied in work (Pienaar & Bester, 2008). Higher education institutions play a vital role in a country as it equips people with the needed knowledge and skills to uplift the economy. In addition, there are specific trials that are faced by academic staff at the Higher learning institution in South Africa; namely, the student number to is disproportionately allocated (Tettey, 2010), while recruiting and retaining academic staff is a challenge in South Africa and across the globe (Pienaar & Bester 2008). More students are being admitted at these institutions, but there is not enough academic staff to cater to students' needs. Many students are admitted to higher learning institutions with different academic levels, resulting in lecturers teaching diverse students in the same classroom (Badenhorst & Radile, 2018). In most cases, the turnover is high within higher learning institutions. Therefore, higher education institutions and their employees or relevant stakeholders should be studied, especially in finding and devising strategies and underlying factors contributing to employees remaining with an organisation.

This study aims to provide empirical evidence how African culture can be understood within the lens of job embeddedness supported by additional factors which may contribute to job embeddedness. The concept of job embeddedness in higher education, especially in South Africa, has received minimal attention with two published studies conducted in higher learning institutions in South Africa primarily focusing on quantitative methodology. The two publications looked at job embeddedness, commitment and turnover (Mensele & Coetzee, 2014; Takawira et al., 2014) and two published within public schools in South Africa (Shibiti et al., 2018; Shibiti, 2019), with further efforts of the phenomenon of job embeddedness within industry or corporate environment (Coetzee et al., 2017; Ferreira & Coetzee, 2013; Ferreira et al., 2013; Potgieter et al., 2018).

African culture concerning job embeddedness in higher education serves as a missing link. To date, no efforts have been made to focus on an in-depth understanding of the phenomenon with the integration of the African culture in the higher education. Furthermore, previous research has not focused on formulating a conceptualised framework of job embeddedness onto the field of industrial and organisational psychology.



## 2. LITERATURE REVIEW

The main goal of organisations is to grow and survive regardless of the ever-changing and unpredictable world of work that comes with various organisational challenges. For organisations to survive, they need to retain highly qualified and innovative staff members that have adaptability, resilience and are always ahead of time, rooted with their values, norms and cultural beliefs. As a result, Industrial & Organisational (I/O) Psychologists need to master the science of retaining valued employees as they immensely contribute to the organisation's success. However, looking at previous studies, more research is on why employees choose to leave educational industry (Adriano & Callaghan, 2020; Barkenhuizen et al., 2020; Chacha et al., 2019; Mashile et al., 2021; Sender et al., 2018), rather than why employees stay within the organisation

In the present study, the author argues that the latter is problematic because when I/O psychologists and HR professionals only focus on why employees leave, it will be difficult to know the determinants that keep employees in the organisation. Consequently, it becomes a challenge to develop strategic ways for organisations to retain their highly qualified staff members. Thus, organisations lose highly valued employees, which leads to the loss of rare talent and increased replacement costs. Therefore, HR professionals, managers, and I/O psychologists need to control employee turnover while also ensuring that they come up with effective measures that make employees stay in the organisation with the lens of African perspectives. Fortunately, Holtom et al (2001) introduced a new construct that looks at why employees choose to stay within an organisation which is known as job embeddedness.

Job embeddedness looks at the attachment that employees have with their organisation (Holtom & Darabi, 2018). It is significant because it feeds into the field of HR Management and I/O Psychology as it helps in developing measures that maintain a healthy and long-term employee-organisation membership. Therefore, in understanding job embeddedness, both HR professionals and I/O psychologists will understand why employees choose to stay in their organisation. As a result, it will be easier to advise organisations on strategic measures that they can implement to retain their valued employees and integrate African culture on the mix.

Job embeddedness is defined as the combined forces, influencing factors that keep a person from leaving their job (Birsal et al., 2012; Fuchs, 2021; Holtom & Darabi, 2018; Yao et al., 2004). In other words, it describes the circumstances that attract individuals to remain with an organisation. The construct of job embeddedness comprises the connections individuals share with his or her organisation of employment and community (Holtom & Sekiguchi, 2018; Holtom et al., 2021; Reitz & Anderson, 2011). Furthermore, the connections with the people, organisation and environment surrounding them act as a force that binds them to their existing jobs. This force is called job embeddedness (Kiazad et al., 2015). The greater the number of links individuals have between



themselves and the social, financial and psychological web of job embeddedness forces, the more likely they are bound to the job and organisation (Ferreira & Coetzee, 2013; Ferreira et al., 2013). Due to the work of Mitchell et al. (2001), more interest has been drawn to the construct of job embeddedness focused on the forces that keep people in their current employment (Feldman, 2007).

Additionally, William et al. (2014) highlight that an employee's "stuckness" is due to some critical aspects of job embeddedness known as the three dimensions: fit, links, and sacrifice. Firstly, the extent to which an employee fits in the organisation or environment and links to other individuals or communities or activities. Moreover, the links-organisation components are centred around the relationships between individuals that have formed over a period, contributing to an employee's reasons to stay in the organisation (Young, 2012). Therefore, the greater the fit, the number of links, and the degree of sacrifice will measure how embedded an individual is in an organisation and the community (Reitz & Anderson, 2011). The sacrifice is explained as foregoing opportunities elsewhere and decide to remain in a certain organisation. While the fit is usually connoted to whether the organisation fits in with the organisational culture Holtom et al (2006), or inverse whether there are measure in place to divide the environment to fit the employee's value system or preference.

Literature on the term job embeddedness was initially used as a construct to anticipate and counteract employee turnover (Reitz & Anderson, 2011; Sender et al., 2018). Furthermore, the more involved employees become, the more vital it becomes to understand and consider the connections, attitudes, values, decisions and beliefs (Holtom et al., 2006; Kwon & Kang, 2019; Shibiti, 2019; Tanova et al., 2008). The relevance of link, fit and sacrifice suggests that job embeddedness represents a broad set of influences on an individual's decisions to stay on the job. In addition, these influences consist of on-the-job factors and off-the-job factors. Bonds formed with co-workers, the job demands and how it resonant with one's skills and organisation-sponsored community services activities are examples of on-the-job factors (Holtom et .al, 2006; Young, 2012). Higher learning institutions provide advanced education in preparation for the labour market as they enhance the knowledge and skills of students (Erasmus, et al., 2015). HEI serves a significant role because they equip individuals with marketable human capital which leads to better chances of employment. Notably, South Africa is a developing country that is faced with inadequate education and high unemployment (*Stats SA*, 2020). Therefore, it is crucial to have highly qualified staff members who are committed to providing the best education and learning experience to students. However, research shows that many employees, especially qualified academics in higher learning institutions, tend to voluntarily leave their jobs for various reasons such as burnout, low pay, early retirement and switch preference to the private sector (Erasmus et al., 2015).

Therefore, educational institutions need to ensure that they retain all their valued staff members who contribute to the institution's effectiveness. These staff members in higher learning institutions are divided into two categories which are academic and non-academic staff members. Academic staff



members are those employees who are directly responsible for research purposes and teaching students (Erasmus et al., 2015) and community engagement. The academics have a rank of lecturer, senior lecturer, Associate professor, full Professor, and distinguished professor in South African context. The non-academic staff members are responsible for the day-to-day operation of the institutions (Lau, 2010), such as administrators, directors and secretaries.

When exploring the concept of job embeddedness, motivation arises and explained as a force influenced by an incentive or reason for doing something or a task (Ghosh & Gurunathan, 2015; Kiazad et al., 2015). In other words, it describes the circumstances that attract individuals to remain with an organisation. An individual is driven by the need or willingness to attain goals. Commitment serves as another factor influencing job embeddedness through behaviours and actions that influence any accomplishment of particular goals. The level of commitment contributes to the fit dimension of job embeddedness as it selects the individuals who demonstrate the overall fit with the organisation (Khana et al., 2014; William et al., 2014). Therefore, when individuals fit with an organisation that aligns with their values, career goals or organisational culture, they form a strong bond with the organisation making leaving more difficult because of the level of satisfaction and alignment with organisational goals (Ghosh & Gurunathan, 2015; Porter et al., 2019). Job satisfaction contributes to job embeddedness through a positive emotional state resulting from the appraisal of one's job and influences the organisational outcomes, remaining in the organisation (Laurentiu, 2016; Mensele & Coetzee, 2014; Takawira et al., 2014). The level of fulfilment and work engagement further adds to job embeddedness. It contributes to engaging beyond employee daily duties, linked to contentment, job impact on personal life, colleagues, managers (Fasbender et al., 2019; Takariwa et al., 2014).

In exploring the person environment fit within job embeddedness, individuals perform better and choose to remain in organisations that match their characteristics; Therefore, P-E fit predicts intention to stay in an organisation that positively allows an individual to flourish at work (Coetzer et al., 2019; Janse-van Rensburg, 2017; Kiazad et al., 2015; Kwon & Kang, 2019; Mayers, 2021; Tahir et al., 2021). Job embeddedness presumes a person-environment correspondence and how well an individual relates or perceives themselves to be a good fit in their current job with the organisation (Ahmad et al.; 2019; Coetzer, 2018; Reitz & Anderson, 2011; Sender et al., 2018). Hence, they share the ties (links) with the working space and what benefits they would sacrifice should they decide to leave the organisation (Park et al., 2021; Potgieter et al., 2018). Through a theoretical lens regarding person-environment correspondence, job embeddedness represents an employee's psychological attachment to a personally valued job characteristic and working conditions that determine their level of satisfaction. The level of satisfaction contributing to job embeddedness is the "friendship" in the organisation (Potgieter et al., 2018). Accordingly, the more connections an individual has in the workplace, they are most likely bound to the job or the organisation they currently work in. Thus, the better the fit between an employee's career

development needs and expectations about the workplace, the less likely they will leave the organisation. Additionally, it is expected that employees positively related to their satisfaction with an organisation practice that provides various benefits that make it more difficult to leave the organisation (Potgieter et al., 2018; Reitz & Anderson, 2011).

The influences of job embeddedness are either on-the-job (i.e. personal alignment with the job and organisation) or off-the-job (i.e. connections with the community through family, history, and social groups) factors that impact on employee's behaviours and attitudes related to staying (Robinson et al., 2014). Correspondingly, Fasbender et al. (2019) argue that job embeddedness comprises different forces that give employees the idea that they cannot leave their current job; even more so captures three dimensions, namely links, fit and sacrifice. The latter means that job embeddedness is strongly connected to how individuals are linked with others or to activities in which their jobs and communities fit with other or various facets of their lives (Holtom & Sekiguchi, 2018; Holtom et al. 2021).

### **2.1. Emotional and psychological attachments.**

The role of emotional and psychological attachments and how positive mindsets influence employee's working environment needs to be considered, mainly when focusing on the job embeddedness itself. The state of mind that influences job embeddedness has proven to influence intention to stay or job embeddedness (Fasbender et al., 2019; Janse- van Rensburg et al., 2017; Takawira et al., 2014). Emotional or psychological wellbeing is concerned with the power of employees' imaginations, attitudes towards the job, and overall work-life balance expectations (Alhargose et al., 2021). Another factor ascribed to the emotional attachment is the sense of belonging and positive work environments (Feldman 2007; Kiazad et al., 2015; Young, 2012). The psychological and emotional wellbeing is further reinforced from the institutional support through the support programmes, the way employee perceives the organisation and organisational support received (Faborode, 2016; Falola et al. 2020; Rhoades & Eisenberg, 2002). The support offered by organisations may ultimately contribute to emotional wellbeing (Al-enanzi 2016).

There are, however, adverse psychological outcomes that could emerge from job-embeddedness such as negative experiences connotated to the sacrifice and links. The negative experiences of job embeddedness affect performance levels, cohesion, social and interpersonal relations (Greene et al., 2017; Kiazad et al., 2015). Further literature raises adverse outcomes of employees' job embeddedness feeling stuck and have negative implications on wellbeing (Allen et al., 2016; Robinsons et al., 2014).



## 2.2. African culture and job embeddedness.

African culture and values are described as connectedness, shared-ness, accountability, reciprocal, willingness to share information or resources, often driven by collectivism connoted to the concept of Ubuntu (Kwamwangamalu, 1999; Nussbaum, 2003). Ubuntu is a communalism concept in that an individual is part of the community or a whole. African values are centred around collectivism. Ubuntu as a social term is understood as a person's capacity to show compassion, humanity, and reciprocity to build and maintain community (Nussbaum, 2003). Ubuntu can be something people learn from home and those learnings being transferred to the organisation whereby employees come together for a common ground. The closer an individual's personal views, values, and goals are to the organisation and community cultures, the higher the likelihood of feeling professionally and personally embedded (Mitchell et al., 2001). The researcher borrowed some literature to support the study with non-existent literature on African culture and job embeddedness. When looking at the definition and characteristics of job embeddedness, the researcher deduces that personal tie, **relationship communalism fit, and links all** contributes to African culture upon reflecting on the discussion on African values and culture above. It is essential to look at Afrocentric theories of motivation, especially because the current study is conducted in an African country. The Afrocentric theory of motivation developed by Nyowe (2018) is essential in this regard because it explains the factors that motivate Africans. In his study conducted in South Africa, Nwoye (2017) states that African motivation is derived from the philosophy of “umuntu ngumntu ngabantu”, which (Tutu, 2004, p.5) translates as “we need other human beings in order to be human.” Therefore, this philosophy suggests that Africans are motivated by the desire for membership in the human community which is also known as social motivation.

Secondly, Nwoye (2017) states that Africans are motivated by the urge to grow and develop in all aspects of life such as recognition in society and being employed in an organisation that allows for growth opportunities (Freeman, 2014). Indeed, many individuals have a goal to develop their career and reach their highest potential within the organisation (Shahzadi et al., 2014). Afrocentric theories suggest similar motivational factors such as those proposed in Maslow's hierarchy of needs. However, it remains important to look at motivational theories from the African perspective because they cater for African history, values, and norms (Freeman, 2014). As a result, these African theories make it easier to understand the factors that motivate African employees. Essentially, the more employees are motivated with their work, the more desire they will have to successfully perform their duties (Shahzadi et al., 2014). Therefore, employees with high motivation tend to love what they do and they choose to stay within their jobs. This thereof leads to job embeddedness.

### **3. RESEARCH QUESTIONS:**

- How is African culture understood within the lens of job embeddedness in a higher learning institution?
- How does emotional and psychological attachment influence job embeddedness in a higher learning institution?
- How can job embeddedness be conceptualised with the lens of industrial psychology in a higher learning institution?

### **4. RESEARCH METHODOLOGY AND DESIGN**

#### **4.1. Research approach**

The study used a qualitative approach (Creswell & Creswell, 2017), with empirical data to support the study, to strengthen the main focus of the study on the perceptions of 12 participants fulfilling a role in academic and non-academic. The results are illustrated using participant's own words and direct quotes. Exclusion and inclusion criteria utilised set is as follows: participants had to be in a role for 3 years or more as 3 years is a minimum years for probation at a set academic institution. The researcher employed a qualitative interpretivism research paradigm (Sim et al., 2018). Interpretivism can be understood as an effort to understand problems, ideas and situations from the perspective and experience of people (Hammarberg et al., 2016; Kivunja & Kuyini, 2017). In addition, the interpretive paradigm is aimed at giving individuals a voice regarding specific issues and providing a detailed description of experiences and perceptions of those individuals (Creswell & Creswell, 2017). The above-mentioned approach was appropriate for an in-depth understanding of academic and non-academic experiences, perceptions, and understanding of job embeddedness in a higher learning institution.

#### **4.2. Data collection procedures**

Ethical clearance was gained from the author's institution with tracking number PSY2018/19. The current study took place on a voluntary participation basis with approximately 2 months and interview session lasted for 30 minutes to an hour.

##### **4.2.1. Recruitment process.**

The researcher recruited participants through Head of departments [HODs]. HODs were asked to forward the advert to the rest of the staff members to avoid coercion of targeting participants individually. The latter process was effected after obtaining ethical clearance and gatekeeper HR Director's approval in a well-known higher learning institution in South Africa. As soon as participants agreed to take part in the study, they were contacted via email to arrange a suitable time to attend the interview, and the interview was scheduled accordingly. Before each interview commenced, the interviewer provided the participant with a pack containing an information sheet,



consent form to read in order to understand all information of the study. Then during the interview, the consent as well as details about the study was explained and the researcher addressed all uncertainties.

Each interview lasted for about 30 minutes to an hour. The researcher asked the participant permission to audio record the session. The interview commenced with a set of demographics (i.e. work experience, years of service) and opening questions that will allow the participant to begin talking and feel relaxed at the same. One can argue that collecting demographic details may compromise the aspect of confidentiality. However, the interview schedule was carefully formulated and the participants cannot be identified in person. The collection of demographic data assisted in the study as the study focuses on retention factors, reasons why employees remain a higher learning institution, in quest to build job embeddedness framework.

Once the key interview schedule questions are posed, the researcher probed for additional information that the researcher felt will be of great value to the study. Examples and simple day to day concepts were used during the interview session. The researcher emphasised that confidentiality and anonymity will be maintained throughout the study.

The individuals or participants involved were not forced against their will to participate in the study. The participants consented to participate in the research study. The confidentiality of the participants was maintained, and data collection was in the form of in-depth interviews using interview schedule. Unstructured interviews were used in this study because they allow for flexibility and freedom to both the researcher and the participant during the interview protocol. In order to understand these perceptions and the themes they produce, one would not be able to use a quantitative design that is indicative of statistical representations and numerical data. Instead, a more in-depth, thick description is needed, evident in qualitative research (Bell et al., 2018). The nature of inquiry is, therefore, exploratory, investigating how academics perceive and interpret the perceptions of contributors to job embeddedness in an academic environment. In terms of sampling, purposive sampling, a nonprobability sampling type, was used to select the participants in the study. This type of sampling was used as the researcher requires a particular population group that is not randomly chosen for inclusion criteria.

#### **4.3. Units of analysis**

The results were analysed using content thematic analysis. The researcher thematically analysed the data following the guidelines by (Braun & Clarke, 2019) as follows: reading the interviews to get a general sense of the information, prepare the content analysis using the study objectives, develop themes and sub themes and descriptions, then subsequently writing a report.

## 5. RESULTS

Themes that have emerged from the study are: embedded by African culture and spiritual wellbeing, embedded to the community through Ubuntu, emotional and psychological attachments.

### 5.1. Embedded by African culture

Participant 1 explains

*“I feel comfortable here it has been a very collegial environment to work in, and the working conditions are perfect” In the organisation, the way we are so “hung” in the institutions is that we say we fall part of the culture (African culture), you know the idioms of “you are because of we are”*

Participant 2 adds:

*As I glance through other research positions, I do not know if I want to work in that environment because I do not think they have the communalism and African norms instilled in their organisational clan. I enjoy the contact with the students because I feel I am doing something valuable by educating them and mentoring them and so on, and as HOD, I guess there is also a role we play in transformation in how the university-run... -*

### 5.2. Embedded to the community through Ubuntu

All participants alluded to the town being communal and warm. Participant AN explains:

*“The town is centred around ubuntu... this town is ideal because you interact with the community on 100%. Community members are always willing to assist and often are interested in how they form alliances with the university to come up with solutions in remedying challenges and ensure that one experiences wellbeing and stays longer in the institution”*

### 5.3. Wellbeing

All participants expressed that positive emotional attachments and positive working environments influence their reasons to stay.

Participant D explains:

*“The support from the organisation has contributed to my wellbeing and me staying in the in the organisation. There are counselling centres, and places to worship, which I believe that the wellbeing especially from African and spiritual perspectives can contribute to African academics staying in the organisation”.*

## 6. DISCUSSIONS

From the above results, the participants experienced embeddedness influenced by African culture as a determinant of embeddedness, forming a new contribution to job embeddedness' theoretical framework. The African culture perceived by participants was through Ubuntu, giving emergence to embeddedness through culture, clan and customs underpinned by the African context in the current study. The manner in which the participants referred to Ubuntu in relation to Job embeddedness, is similar to the definition echoed by previous authors in a different context advocated by (Kwamwangamalu, 1999; Nussbaum, 2003)

The participants in the current study experienced embeddedness in the organisation through working relations and embeddedness due to the surrounding environment and friendly town, similarly to the discovery made by (Fletcher 2005; Potgieter et al., 2018; Robinson et al., 2014). The participants expressed several factors that state the role of positive emotional and psychological attachments and how positive mindsets influence their working environment. The states of mind influence to job embeddedness is consistent with previous research finding by Fasbender et al. (2019); Janse- van Rensburg et. al (2017); Takawira et al. (2014) as well as similar to emotional or psychological wellbeing concerned with the power of employee's imaginations, attitudes towards the job, and their overall expectations towards the work-life research by (Alhargose et al., 2021; Feldman 2007; Kiazad et al., 2015; Young, 2012). Wellbeing facilitates the link and fit with the set higher learning institution influencing job embeddedness and organisational wellbeing in the current study. The positive psychological and emotional attachment is however inconsistent to previous research stating that job embeddedness may deteriorate job embeddedness because of negative emotional and psychological attachments (Greene et al., 2017; Kiazad et al., 2015) as well as contradictorily to literature on adverse outcomes of employees' job embeddedness feeling stuck with negative implications on wellbeing (Allen et al., 2016; Robinsons et al., 2014). The contribution that study makes is through spiritual wellbeing, where there has not been published materials in linkages of spiritual wellbeing to job embeddedness to date.

### **6.1. Job embeddedness through the lenses of industrial and organisational psychology [Practical implications]**

Concerning industrial and organisational psychology [IOP], the concept of job embeddedness can be looked at the lens of emotional, societal and psychological processes. Industrial-organisational psychology is characterised by the scientific study of human behaviours within organisational settings and the work environment. Moreover, it draws on the organisational, group and individual behaviour principles. IOP can serve as a preferred discipline to steer job embeddedness by applying the knowledge acquired to solve the issues and challenges in the higher learning institution. In evaluating what factors influence academic and non-academic not to leave their jobs, factors such



as their surroundings have strong connections to their decisions and needs to be taken into consideration when formulating policies. For example, the more a person becomes immersed in the local community by participating in social or professional organisations, attachments and connections are formed and serve as a deciding factor (Fletcher, 2005). Furthermore, the more involved they become, the more vital it becomes to understand and consider the connections, which provides an understanding for their attitudes, values, decisions and beliefs (Holtom & Inderrieden, 2006; Holtom et al., 2006; Kwon & Kang, 2019; Shibiti, 2019; Tanova et al., 2008). Here, the relevance of link, fit and sacrifice suggests that job embeddedness represents a broad set of influences on an individual's decisions to stay on the job (Holtom & Inderrieden, 2006; Mitchell et al., 2001).

Moreover, the links-organisation components are centred around the relationships between individuals that have formed over a period which is a contributing factor to an employee's reasons to stay in the organisation, and how well the job and the working environment suits academics and non-academic similarly to discovery made by (Holtman, 2006; Holtom & Inderrieden, 2006; Mitchell et al., 2001; William et al., 2014).

Essentially, this study does not only make a meaningful contribution to industrial and organisational psychology and HR Management in a set academic environment, but it will also benefit higher education institution in understanding the determinants that make academic and non-academic stay in higher learning institution reflecting upon the participants perceptions in the current study. The current paper can assist the Department of higher education in devising policies to include and strengthen the concept of job embeddedness to serve as a tactic in an academic environment. The field of job embeddedness cut across industrial and organisational psychology subfields through organisational development, human resource psychology, employee and organisational wellness which ultimately calls for interventions to incorporate African culture and Job embeddedness in the current study. This means that interventions, assessments, simulations, and in job baskets may need to be formulated with the lens of job embeddedness with the integration of African culture [Ubuntu] principles. Industrial and organisational psychologists' role within job embeddedness process with an integration of African culture may effectively become a toolkit to advise organisations on retaining highly qualified academics and non-academics.



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## 7. CONCLUSION

The current study investigated how African culture is understood within the job embeddedness contributing to the new theory on job embeddedness. The additional influences in the current study contributing to job embeddedness is positive emotional and psychological attachment and wellbeing, particularly relations to others, warm environment and spiritual wellbeing.

The conceptualisation and framework of how job embeddedness fits in industrial psychology is explained with the potential roles of industrial psychologists, especially from the job embeddedness point of view. The limitation of the study is the use of a small sample that cannot be generalised to the broader population. However, on the other hand, it provides the advantage to explore the phenomenon from in-depth lenses and contribute to theory. Further limitation is that participants may hold particular views, especially critical sensitive issues in the interview session. A further limitation is minimal published literature on job embeddedness in the South African context, with only 2 published studies in higher learning institutions and 2 public schools within the South African context, with non-existent literature on Job embeddedness and African culture [Ubuntu].



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