The Relationship between Job Embeddedness and Career Success: A Case Study of the Gen-Y Teachers in Thailand
ความสัมพันธ์ระหว่างการฝังตรึงในงานกับความสำเร็จในอาชีพ: กรณีศึกษาครูเจนเนอเรชันวายในประเทศไทย

Chatchai Suwannarat[1]
Siriwut Buranapin[2]
Orapin Santidhirakul[3]
Saranya Kantabutra[4]

Abstract

This research aims to examine the relationship between organizational and community embeddedness and career success. The study uses the theory of Conservation of Resource to describe the aforementioned relationships. The questionnaire method is employed to collected data from a sample of 323 Generation Y teachers in public and private schools across Thailand. The results indicate a statistically significant positive impact of organizational embeddedness on subjective career (0.674, p < 0.001). The findings also reveal that job embeddedness as a resource can help employees achieve subjective success in their careers. The structure model fit with the data, with χ^2 = 717.201, df = 417, cmin/df = 1.720, p < .001, CFI = .940, RMSEA = .047, SRMR = .0649, and PNFI = .731. The implications of the findings in understanding the relationship between job embeddedness and subjective career success are also discussed.

Keywords: *Job Embeddedness, Career Success, Generation Y*

[1] Ph.D.'s Degree Program in Business Administration, Faculty of Business Administration, Chiang Mai University, E-mail: chatsu9@gmail.com

[2] Faculty of Business Administration, Chiang Mai University, E-mail: siriwut.b@cmu.ac.th

[3] Faculty of Business Administration, Chiang Mai University, E-mail: orapin.s@cmu.ac.th

[4] Faculty of Business Administration, Chiang Mai University, E-mail: saranya.ka@cmu.ac.th

บทคัดย่อ

งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อตรวจสอบความสัมพันธ์ระหว่างการฝังตรึงในงานทั้งมิติด้านองค์กรและชุมชนกับความสำเร็จในอาชีพ การศึกษานี้ใช้ทฤษฎีการอนุรักษ์ทรัพยากรเพื่ออธิบายความสัมพันธ์ที่เกิดขึ้น ผู้วิจัยได้เก็บข้อมูลครูเจนเนอเรชันวายในโรงเรียนมัธยมของรัฐและเอกชนจากทุกภาคของประเทศไทย จำนวน 323 ตัวอย่าง ผลการวิจัยพบว่า มีเพียงความสัมพันธ์ระหว่างการฝังตัวในงานด้านองค์กร และความสำเร็จในอาชีพเชิงอัตนัยเท่านั้นที่พบผลกระทบเชิงบวกอย่างมีนัยสำคัญทางสถิติ (0.674, p < 0.001) ผลการวิจัยได้แสดงให้เห็นอีกว่าการฝังตรึงในงานสามารถช่วยให้พนักงานรู้สึกประสบความสำเร็จในอาชีพมากขึ้น ข้อมูลมีความสอดคล้องกับแบบจำลอง พิจารณาจากดัชนีความสอดคล้องกลมกลืนประกอบด้วย χ^2 = 717.201, df = 417, cmin/df = 1.720, p < .001; CFI = .940, RMSEA = .047, SRMR = .0649, PNFI = .731. โดยได้มีการอธิบายเพิ่มเติมถึงข้อค้นพบในเชิงปฏิบัติเพื่อที่จะทำความเข้าใจความสัมพันธ์ระหว่างการฝังตรึงในงานและความสำเร็จในอาชีพเชิงอัตนัยให้มากยิ่งขึ้น

คำสำคัญ: *การฝังตรึงในงาน ความสำเร็จในอาชีพ เจนเนอเรชั่นวาย*

Introduction

Mitchell, Holtom, Lee, Sablynski, and Erez (2001) define job embeddedness (JE) as a justification for why employees stay with the company. Numerous studies prove that job embeddedness can better explain the variance in voluntary turnover and turnover intention than other variables and demonstrates the need for high embeddedness levels for employees to remain with the company and hold their employer to high standards that employees have of their employers (Mitchell et al., 2001; Peltokorpi, Allen, & Froese, 2015). Simultaneously, retaining unhappy and distrustful employees and those with low job satisfaction can prove problematic for the organization (Darrat, Amyx, & Bennett, 2017; Marasi, Cox, & Bennett, 2016). If an employee feels they have benefited from being with the organization, they create fewer problems for the organization.

One goal that employees aim for when working within organization is career success (CS), which can be defined as "the accomplishment of desirable work-related outcomes at any point in a person's work experiences over time;":

this is something that employees demand from their jobs (Arthur, Khapova, & Wilderom, 2005). According to Pan and Zhou (2015), achieving career success can be a key life goal. It can also be a source of pride (Eby, Butts, & Lockwood, 2003) and a potent motivator that benefits both the organization and the workforce (Abele, Spurk, & Volmer, 2011). If employees perceive how the current organization can contribute to their career success, they may be motivated to work towards their professional goals in an organization that can help them reach those goals (Abele et al., 2011; Hall & Chandler, 2005; Pan & Zhou, 2015) and cause less issues for the organization.

The two types of career success are objective career success (OCS) and subjective career success (SCS). Salary, organizational position, and a positive career progression experience in the current organization are the key metrics for objective career success (Volmer & Spurk, 2011). Meanwhile, subjective career success is a person's view, evaluation, and judgement of their career accomplishments (Pan & Zhou, 2015) which involves the

consideration of numerous factors (Mayrhofer et al., 2016). According to Shockley, Ureksoy, Rodopman, Poteat, & Dullaghan (2016), subjective career success is less observable and more intrinsic than objective career success. Arthur et al. (2005) suggest that people demand and attempt to balance both kinds of success.

In the educational environment, the teacher is an important individual who helps provide good quality education and nurture children who are the future of the nation (Saksri, Chunin, & Nokchan, 2018). However, the teacher's role in Thailand has transformed from what it was previously: the added quality assurance responsibility implies the teacher has more duties to fulfil. Consequently, several Generation Y teachers in secondary schools are struggling with their jobs, resulting in a lower level of performance and work quality (Saksri et al., 2018). This may ultimately negative impact their career success (Noom-ura, 2013). If schools can help Generation Y teachers achieve what they expect from their job and make them attain career success, all related parties will be greatly benefited (Darrat et al, 2017; Saksri et al., 2018).

This study seeks to explain these relationships using the Conservation of Resource Theory (COR) (Hobfoll, 1989). A study by Wheeler, Harris, and Sablynski (2012) based on the COR theory, suggests that highs level of JE when working with an organization can better provide employees with the resources they currently need. Improved resources and work together correspond to increased objective and subjective career success for employees.

Two research works have studied the above relationships (Kiazad, Kraimer, Seibert, & Sargent, 2020; Stumpf, 2014). However, these works only investigate organizational context

and unidimensional career success, which may not cover the complete definition of job embeddedness and career success. This study that focuses on the effects of both organizational and community contexts on various kinds of career success can significantly contribute to understanding both the predictive and explanatory relationships between JE and CS.

This research expands the understanding of the association between job embeddedness and outcomes other than work and leave, besides expanding one's knowledge of broader and profounder indicators of career success that Generation Y teachers expect to receive. It is also considered essential for the organization. Suppose the school can develop new organizational practices and related environments that makes their teachers feel they have achieved career success, it will help retain them within the organization and consequently yield improved benefits for the students, the schools, and the society in the future.

Objective of the study

The study aims to explore the effect of job embeddedness on career success by, assessing the direct effects of job embeddedness, both organizational and community dimensions, on objective and subjective career success.

Literature Review

1. Career success

Earlier, when large industries companies with a hierarchical structure dominated the employment market, career success was defined in term of salary, salary increase, and upward mobility in the organization (Eby et al., 2003; Hall & Chandler, 2005). However, external

environmental changes after the 1980s made the business environment more volatile and unstable and pressured many companies to downsize and delayer to remain competitive and survive in the market (Hall & Chandler, 2005; Heslin, 2005). The negative impacts of these transformations included lower salaries, reduce chances of promotion to higher positions, loss of jobs, and switching to a new form of work (Eby et al., 2003; Lyons, Schweitzer, & Ng 2015). Individuals had to adapt to their new career accordingly. Now, as they strive towards traditional career success, individuals tend to focus more on self and family and want to manage their own destinies and success while maintaining their values (Heslin, 2005; Hall, Yip, & Doiron, 2018). Employees today seek subjective success from work besides conventional career success, including satisfaction, work values, achievement, recognition, independence, and autonomy (Dyke & Murphy, 2006; Sturges, 1999). Therefore, this study measures both objective and subjective career success to reflect all form of success that people expect.

2. Job embeddedness

Mitchell et al. (2001) define job embeddedness as a "broad constellation of influences on employee retention" (p. 1104). They propose that an employee stays with the current organization for the following reason: 1. Relationships or social ties with colleagues in the organization, neighbors, and institutions in the living community 2. A feeling of compatibility or comfort with the present organization and its community; and 3. The material and emotional costs that will be lost if jobs are changed. This study considered the three components of force, namely, links, fit, and sacrifice - in both the organization and the community context -

that make people work with the same organization. A study by Lee et al. (2004) split job embeddedness into organizational and community and found each has a different effect on work outcomes. So, each kind of embeddedness can yield different results on career success. Several studies have determined that job embeddedness makes employees want to stay in the organization, because job embeddedness can provide the resources employees need to achieve the goals they desire through their work, both objectively and psychologically (Halbesleben & Wheeler, 2008; Wheeler et al., 2012).

3. Conservation of Resource (COR) theory

This research uses the theory of Conservation of Resource (COR) (Hobfoll, 1989, 2001) to further explain the positive relationship between job embeddedness and career success. This theory proposed a reduced likelihood of stress when individuals have the resources they need to achieve their career goals; consequently, they will keep those resources well. Furthermore, they will try to re-invest the available resources to obtain further resources necessary to achieve their goals and try not to lose their valuable resources, because those losses are more stressful than not getting the extra help out of their investment.

The COR theory describes the relationship between job embeddedness and career success as follows: People with high job embeddedness will be motivated to stay with the organization because they do not want to waste their resources. They can also use the available resources to support and encourage themself to be successful in the present organization, both objectively and psychologically. With less opportunity and intention to resign from

the organization, they are likely to invest in providing themselves with more organizational resources. This will help provide them with the necessary tools to achieve tremendous career success.

Some more detailed theoretical claims for each of the hypotheses tested in this work are outlined below.

Effect of Organizational Embeddedness (OE) on OCS and SCS

Studies by Kiazad et al. (2020) and Stumpf (2014) exhibited that OE has a positive effect on both kinds of career success. Additionally, several studies show the effect of a three component of OE on career success. Seibert, Kraimer, & Liden's (2001) work proves that working with the same organization can provide individuals with useful social resources and networks that positively affect their salary, promotion, and career satisfaction. These benefits will motivate employees to make more investments in these areas in the hopes of tremendous success in their careers.

Knowing the people in the organization and having more access to other resources in the organization can help people display their full potential and perform better, thus leading to even greater OCS and SCS (Forret & Dougherty, 2004; Seibert et al., 2001). This is because they will have better talent and work, increased OCS, a more excellent reputation, and improved chances to advance in their career (Eby et al., 2003; Forret & Dougherty, 2004; Seibert et al., 2001; Direnzo, Greenhaus, & Weer, 2015).

Mitchell et al. (2001) describe organizational fit in term of the employee having beliefs and goals consistent with the corporate culture and thus being able to effectively work at their present job. Several studies have reported that those with appropriate competencies for work can adapt to changes (employability) and try to learn regularly. It is in demand among organizations as well as positively impacts career success (salary & promotion) and satisfaction (De Vos, De Hauw, & Van der Heijden, 2011; Eby et al., 2003; Van der Heijden, de Lange, Demerouti, & Van der Heijde, 2009)

According to the COR theory, a person with many resources and career success will feel regretful and not want to waste those resources. Furthermore, they will regret the resources that could be gained from future investments and prevent future losses (Hobfoll, 1989, 2001; Wheeler et al., 2012). They will feel that they have to sacrifice resources and success, both objective and psychological, when leaving the organization. This situation motivates them to stay and find the success they want in the same organization.

From the above arguments on the effects of the organizational embeddedness, links, fit, and sacrifice dimensions of job embeddedness on objective and subjective career success, it may be proposed that organizational embeddedness is positive related to (a) OCS and (b) SCS (Hypothesis 1).

Effect of Community Embeddedness (CE) on OCS and SCS

Literature reveals that it is hard to determine the direct relationship between community embeddedness and career success. However, there are studies that present the positive effect of CE on other work outcome variables (Ng & Feldman, 2014; Portoghese, Galletta, & Battistelli, 2011; Wheeler et al., 2012) which positively correlate with career success. The

works of Wheeler et al. (2012) and Halbesleben, Neveu, Paustian-Underdahl, & Westman (2014) speculate that people fear losing their lifestyle outside of work if they lose their jobs, which makes them work hard to better in protect their lifestyles.

There are several studies exhibiting the effects of non-work factors on career success. Wayne, Lemmon, Hoobler, Cheung, & Wilson (2017) indicate that cognitive work-family conflict is negatively related to all three indicators of job success (i.e., promotability, performance rating, and increase in salary) through emotional exhaustion and supervisor assessments. According to Amin, Ghani, and Arshad' s (2017) research, a positive correlation exists between spousal support and subjective career success.

From the above arguments on the effects of community embeddedness and non-work factors on objective and subjective career success, it can be proposed that Community embeddedness is positively related to (a) OCS and (b) SCS (Hypothesis2). The conceptual model is shown in Figure 1:
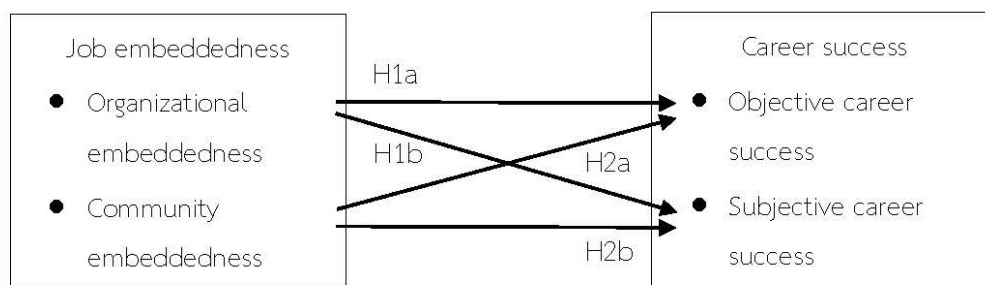

Figure1 Conceptual model

Research Methodology

Participants and procedures

This study collected data from Generation Y teachers, aged between 24 and 37 years, who have been working in both private and government schools across Thailand for at least one year. Questionnaires were sent by mail to schools to be distribute to teachers (660 in total) who met the study criteria. The questionnaires included data on demographics, control variables, job embeddedness, and career success. Of the total questionnaires distributed, 323 (49%) of the questionnaires were usable after incomplete responses were removed. The number of usable questionnaires met the requirement for the accurate parameter estimation of the model (range of 100 to 400) (Hair, Black, Babin, & Anderson, 2010).

Measurement

The short version of Felp et al. (2009) questionnaire was used for measuring organizational and community embeddedness. Questionnaires with dichotomous items were not used in this study. From Robinson, Kralj, Solnet, Goh, and Callan's (2014) study, three questions were found that were not categorized into sub-dimensions. Therefore, a total of 18 items were used in the questionnaire. Three questionnaires, each containing nine questions about organizational and community embedding, constituted each sub-dimension. A seven-point Likert scale (1 = strongly disagree to 7 = strongly agree) was used to assess job embeddedness. The reliability of this measure was 0.901. The example items of organizational embeddedness

are "I feel like I am a good match for my organization", "I have a lot of freedom to pursue my goals" and "I am a member of an effective work group." Sample items of community embeddedness are "I really love the place where I live", "Leaving the community where I live would be very hard" and "My family roots are in this community."

This study collected objective career success data on three dimensions to reflect the multidimensionality of other references of success. Payroll data was collected to gauge the current salary levels (Volmer & Spurk, 2011). A questionnaire also asked the respondents about their present position. However, promotions can occur in different forms at work. Thus, one questionnaire used a series of yes or no questions to collect facts about various kinds of advancement from the respondents such as "Have you ever received an office remodel or office furniture" and "Have you ever had significant changes in job scope or responsibilities." (Forret & Dougherty, 2004). The scores of the three kinds of success reflects the OCS received by their current organization.

The Subjective Career Success Questionnaire, based on the idea of Multidimensional Subjective Career Success of 5 C Projects (Mayrhofer et al., 2016), is divided into seven areas, with 23 items overall. It is a novel application of the measure from the works of Pan & Zhou (2015) and Shockley et al. (2016). It uses a Likert scale with a maximum of five points (1 = strongly disagree to 5 = strongly agree). All questions for this sample had a high degree of reliability (α = .918). Sample items include, "I have achieved power over an organization and has the right to make decisions", "I have expanded my skill sets to perform better", "I have been able to have a satisfying life outside of work"

and, "I think my work has been meaningful."

Using the data collected, the researcher performed an EFA (with varimax rotation) of 23 questions. Kaiser-Meyer-Olkin (KMO) and Bartlett's test values (.900, .000) supported this sample suit for EFA (Heir et al., 2010). The result showed five dimensions with eigenvalue above 1.0, and all 5 components could explain 66.778% of the variance. CFA was conducted for the self-reported multi-item measurement to examine the fit of the measurement model. This study uses the following cut-off values to evaluate fit: cmin/df < 3.0, CFI > .92, RMSEA and SRMR < .08, and PNFI > .50 (Hair et al., 2010; Kline, 2005). Since this research has a large number of variables (>12) and samples (>250), Hair et al. (2010) recommend using less rigid evaluation criteria. The CFA results provide moderate fit to data (χ^2 = 521.784, df = 210, cmin/df = 2.485; p < .001, CFI 0.922, RMSEA 0.068, SRMR.0747, PNFI.728). The standardize loadings of all items range from 0.439 to 0.936 (p < 0.001). The AVE and CR value were 0.70 and 0.96. These results provide support for the discriminant validity of the study measurement.

Control variables

For theoretical and empirical reasons, four potential variables that could influence the results of the study were considered. These can more clearly explain the relationships between the studied variables. The analysis combined personal factors such as gender, age, tenure, and education to control their effect.

Research Findings

Of the participants, 72% were female. The average age of participants was 30.98 years (SD = 3.89), the average tenure at the current school was 4.66 years (SD = 3.21), and 72% had

Table 1 Means, standard deviations, and correlations

Variables	Mean	S.D.	OE	CE	OCS	SCS
OE	5.44	0.82	1			
CE	4.90	1.04	0.661**	1		
OCS	6.97	3.34	0.114*	0.136*	1	
SCS	3.61	0.51	0.674**	0.520**	0.271**	1

** p-value < 0.01, * p-value < 0.05, OE = Organizational Embeddedness, CE = Community Embeddedness, OCS = Objective Career Success, SCS = Subjective Career Success

Means, standard deviations and intercorrelations from SPSS are reported in Table 1. Organizational embeddedness is significantly correlated with both objective (r = .114, p < 0.05) and subjective career success (r = .674, p < 0.01). Furthermore, community embeddedness is correlated with both kinds of career success (r = .136, p < 0.05; r = .520, p < 0.01). Lastly, objective and subjective career success are correlated with each other (r = .271, p < 0.01).

Model Testing

The researcher tested the model using Structural Equation Modeling (SEM) in AMOS.

Four control variables were included in the test, together with organizational and community embeddedness, and all paths were estimated to check the relationship with the two dependent variables. The results from the SEM show an acceptable fit of the data with the hypothesized model (χ^2 = 717.201, df = 417, cmin/df = 1.720; p < .001; CFI = .940; RMSEA = .047; SRMR = .0649; PNFI = .731). Standard regression coefficient (β), standard error of estimation (S.E.), critical ratio (C.R.), and p-value (p) of testing relationships are displayed in Table 2.

Table 2 Results of hypotheses testing

Relationship	Estimate	S.E.	C.R.	p-Value
H1a Organizational embeddedness ➜ Objective career success	0.054	0.062	0.765	.444
H1b Organizational embeddedness ➜ Subjective career success	0.674	0.055	7.482	***
H2a Community embeddedness ➜ Objective career success	-0.014	0.048	-0.194	.846
H2b Community embeddedness ➜ Subjective career success	0.057	0.027	0.990	.322

*** p-value < 0.001

Hypothesis 1a-b proposed that organizational embeddedness positively affects (a) objective career success and (b) subjective career success. This hypothesis was proven only for H1b: organizational embeddedness has a positive impact on subjective career success (0.674, p < 0.001), and not on objective career success (0.054, p = .444).

Hypothesis 2a-b proposed that community embeddedness positively affects (a) objective career success and (b) subjective career success. This hypothesis was not proven in either case. Community embeddedness has no positive impact either on objective career success (-0.014, p = .846) or subjective career success (0.057, p = .322). The test results of SEM are presented in the model shown in Figure 2.
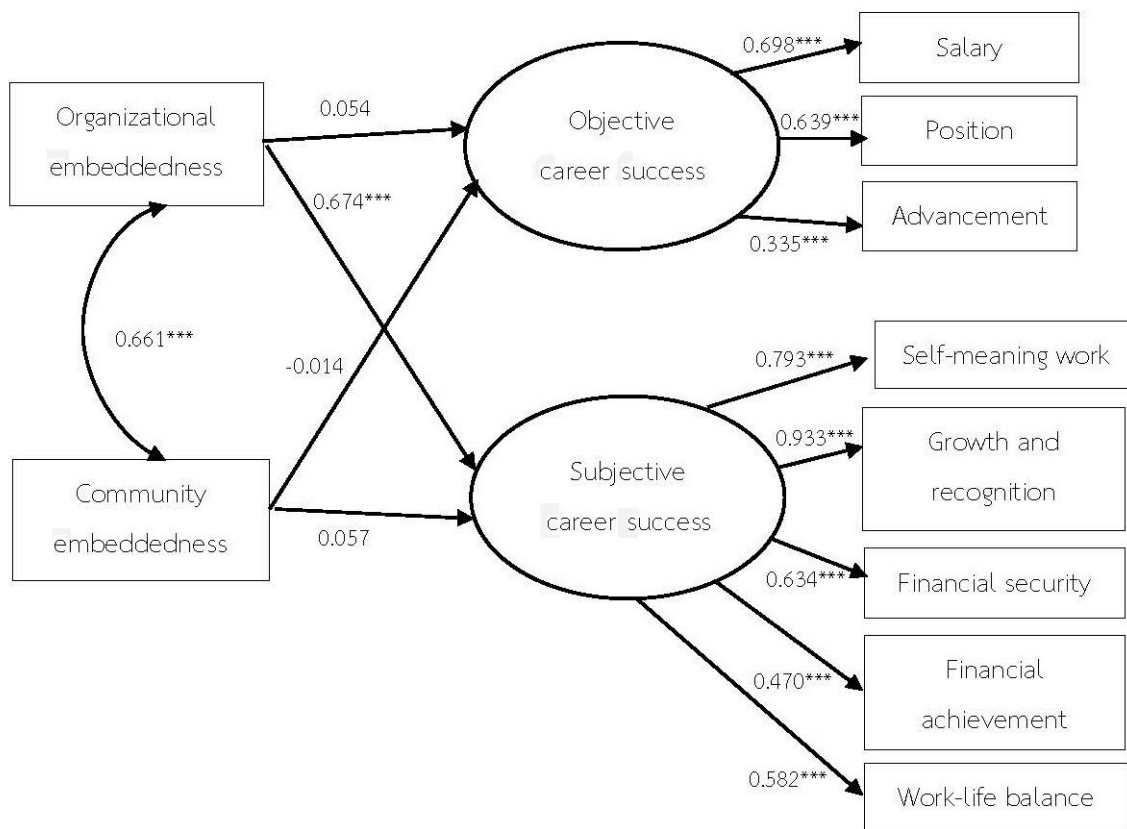

Figure 2 Structural equation model

Summary and Discussion

This study developed and tested a model that linked OE and CE with two career success variables (OCS and SCS). The results from the model test indicate that OE only had a significant positive effect on SCS. From a theoretical standpoint, the COR theory explains that OE can give individuals a sense of accomplishment in their careers by providing them with the resources to achieve their psychological goals. Their stay with the organization also provides them the resources to further invest in achieving even higher goals (Hobfoll, 1989, 2001; Wheeler et al., 2012). Meanwhile, OE's lack of effect on OCS may be because of salary and fringe benefits not being sufficient for the duties

they are currently expected to perform, inadequate salary increase, and limited career advancement, which make teachers perceived lower levels of achievement of their objective goals (Sribayak, 2017). Moreover, the research results suggested that significant effects on OCS mostly come from control variables such as age, tenure, and education level. Another study that supports this finding is that by Roongrerngsuke & Liefooghe (2013), which suggests that the Generation Y in Thailand is more focused on SCS than OCS.

The study found that CE has no significant effects on either OCS or SCS. The work by Ng and Feldman (2014) suggests that community embeddedness may have an indirect impact on dependent variables through mediating variables such as OE. Since teachers have more schoolwork, family responsibility, and greater interaction with colleagues, they may have less time to associate with their community, this makes it hard for them to experience the importance and effects of community on both kinds of career success (Noom-ura, 2013; Robinson, Kralj, Solnet, Goh, & Callan, 2014; Sribayak, 2017). Ramesh and Gelfand (2010) suggest that the researcher must cautiously use measurements across cultural contexts. Therefore, the study's results showing no impact of CE on career success may arise from the questionnaire not being consistent with the different studied contexts.

Recommendation for Future Research and Practical Implication

This study attempted to better understand the effects of organizational and community embeddedness on both objective and subjective career success. However, there are some recommendations for future research. This research focused on the relationships between JE and career success and used cross-sectional survey data, which may cause the obtained data to exclude other relevant data affecting the studied variable. Future studies can include more related variables such as personal value and culture to better understand their effects on career success. Additionally, female comprised the majority of respondents in this research, which was limited to Generation Y teachers in major cities in Thailand. This limits the generalization of these research findings. Therefore, future studies should study a sample with different characteristics to better understand see the relationship between the studied variables and reach a more accurate and comprehensive conclusion (Ferreira, Coetzee, and Masenge, 2013). Lastly, the data collection tool is a blend of two studies and was used for the first time in this study. Although the instruments' validity and reliability checks are satisfactory, a variety of functional tests may be needed so that they can be used in different contexts. Thus, in future studies, it may be possible to reuse this subjective career success questionnaire to obtain a more suitable measurement.

When applying the findings from this study, some points should be considered by the management of schools and other industries. The results of this research focus on people currently working for the organization. Attempting to build an organization with high fit, links, and sacrifice level is essential to help a person psychologically experience career success in the current organization. An individual's achievement of their personal goals ensures they make more efforts to actively excel at their job. Saksri et al. (2018) suggest that school executives should

provide more social support to their teachers in Thailand, such as providing sufficient modern teaching equipment, encouraging teachers to foster good relationships and engage in knowledge exchange with their colleagues and supervisors, and empowering them to help them work more efficiently, which consequently increases their morale, work performance and career success.

Mentor and reverse mentor matching enables leaders and employees of different ages to exchange ideas. It helps them develop better relationships with each other and help employees receive more resources and leadership support (Murphy, 2012; Seibert et al., 2001). Providing the necessary training and development programs enables employees to achieve higher work competency so that they can achieve personal success, and also aid organizational success (Cennamo & Gardner, 2008; De Vos et al., 2011; Hall & Chandler, 2005;). It helps them feel that they fit well with the company and possess the resources they need to better reach their goals (Halbesleben & Wheeler, 2008; Wheeler et al., 2012). Providing more flexible working conditions (e.g., flex time and leave) that allow new-generation employees to balance success in their defined careers with working towards organizational success (Johnson, Lowe, & Reckers, 2008) is another way to work for the organization and feel accepted by the organization.

Conclusion

Job embeddedness studies often focus on the impacts of resignation, retention, and other positive behaviors in an organization. However, many new studies found the negative effects of working within the organization. One possibility is that people feel that being with the organization does not benefit them in achieving career success. Therefore, if being with the organization allows them to achieve their desired career goals, the negative effects may be reduced. Study results display that organizational embeddedness positively affects only subjective success, while there is no positive effect of organizational embeddedness on objective career success. This study's results provide new insights that not all young people in the modern world value success in their material careers solely through a job change. Attempts for growth within the organization are still viable and can still make many individuals feel successful psychologically. This helps them enjoy greater happiness with the organization in terms of being compatible with their colleagues and the organization and having the resources they need to make them feel successful in the future.

Suggestion

According to the research results, organizational embeddedness can help increase the perception of subjective career success of Generation Y teachers. The study provides knowledge about how staying with the organization can benefit personal career success if they have enough resources from the organization. Young teachers who stay with the current school can also sense achieving their individual career goals. Executives should focus more on building necessary competencies and good relationships among their teachers to give them more resources to accomplish their career goals. Study results also support that Generation Y has more diversity in their career success and not all frequently change their jobs and expect higher economic returns. They show variations in expected work values and career goals and desired other

things more than just pay and promotion. School administrators should try to satisfy their career success in diverse ways based on their expectations, it may help them work longer and be more dedicated to their current school and yield more benefits for students and the school.

References

Abele, A. E., Spurk, D., & Volmer, J. (2011). The construct of career Success: Measurement issues and an empirical example. *Journal for Labour Market Research, 43*(3), 195-206. doi:10.1007/s12651-010-0034-6

Amin, S., Ghani, R. A., & Arshad, R. (2017). The role of work family balance as mediator on the relationship between spousal support and subjective career success. *Advanced Science Letters, 23*(8), 7246-7249.

Arthur, M. B., Khapova, S. N., & Wilderom, C. P. M. (2005). Career success in a boundaryless career world. *Journal of Organizational Behavior, 26*(2), 177-202. doi:10.1002/job.290

Cennamo, L., & Gardner, D. (2008). Generational differences in work values, outcomes and person-organisation values fit. *Journal of Managerial Psychology, 23*(8), 891-906.

Darrat, M. A., Amyx, D. A., & Bennett, R. J. (2017). Examining the impact of job embeddedness on salesperson deviance: The moderating role of job satisfaction. *Industrial Marketing Management, 63*, 158-166. doi:10.1016/j.indmarman.2016.10.012

De Vos, A., De Hauw, S., & Van der Heijden, B. I. J. M. (2011). Competency development and career success: The mediating role of employability. *Journal of Vocational Behavior, 79*(2), 438-447. doi:10.1016/j.jvb.2011.05.010

Direnzo, M. S., Greenhaus, J. H., & Weer, C. H. (2015). Relationship between protean career orientation and work-life balance: A resource perspective. *Journal of Organizational Behavior, 36*(4), 538-560. doi:10.1002/job.1996

Dyke, L. S., & Murphy, S. A. (2006). How we define success: A qualitative study of what matters most to women and men. *Sex Roles, 55*(5-6), 357-371.

Eby, L. T., Butts, M., & Lockwood, A. (2003). Predictors of success in the era of the boundaryless career. *Journal of Organizational Behavior, 24*(6), 689-708. doi:10.1002/job.214

Felps, W., Mitchell, T., Hekman, D., Lee, T., Holtom, B., & Harman, W. (2009). Turnover contagion: How coworkers' job embeddedness and job search behaviors influence quitting. *Academy of Management Journal, 52*(3), 545-561.

Ferreira, N., Coetzee, M., & Masenge, A. (2013). Psychological career resources, career adaptability and hardiness in relation to job embeddedness and organizational commitment. *Journal of Psychology in Africa, 23*(1), 31-40.

Forret, M. L., & Dougherty, T. W. (2004). Networking behaviors and career outcomes: differences for men and women? *Journal of Organizational Behavior, 25*(3), 419-437. doi:10.1002/job.253

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). Uppersaddle River: Pearson Prentice Hall.

Halbesleben, J. R. B., Neveu, J. P., Paustian-Underdahl, S. C., & Westman, M. (2014). Getting to the "COR": Understanding the role of resources in conservation of resources theory. *Journal of Management, 40*(5), 1334-1364. doi:10.1177/0149206314527130

Halbesleben, J. R. B., & Wheeler, A. R. (2008). The relative roles of engagement and embeddedness in predicting job performance and intention to leave. *Work and Stress, 22*(3), 242-256. doi:10.1080/02678370802383962

Hall, D. T., & Chandler, D. E. (2005). Psychological success: When the career is a calling. *Journal of Organizational Behavior, 26*(2), 155-176. doi:10.1002/job.301

Hall, D. T., Yip, J., & Doiron, K. (2018). Protean careers at work: Self-direction and values orientation in psychological success. *Annual Review of Organizational Psychology and Organizational Behavior, 5*, 129-156.

Heslin, P. A. (2005). Conceptualizing and evaluating career success. *Journal of Organizational Behavior, 26*(2), 113-136. doi:10.1002/job.270

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist, 44*(3), 513-524. doi:10.1037/0003-066X.44.3.513

Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing conservation of resources theory. *Applied Psychology, 50*(3), 337-421.

Johnson, E. N., Lowe, D. J., & Reckers, P. M. (2008). Alternative work arrangements and perceived career success: Current evidence from the big four firms in the US. *Accounting, Organizations and Society, 33*(1), 48-72.

Kiazad, K., Kraimer, M. L., Seibert, S. E., & Sargent, L. (2020). Understanding organizational embeddedness and career success: Who and what you know. *Journal of Organizational Behavior. 41*(7), 678-693

Kline, R. B. (2005). *Principles and practice of structural equation modeling* (2nd ed.). New York, NY: The Guilford Press.

Lee, T. W., Mitchell, T. R., Sablynski, C. J., Burton, J. P., & Holtom, B. C. (2004). The effects of job embeddedness on organizational citizenship, job performance, volitional absences, and voluntary turnover. *Academy of Management Journal, 47*(5), 711-722.

Lyons, S. T., Schweitzer, L., & Ng, E. S. W. (2015). How have careers changed? An investigation of changing career patterns across four generations. *Journal of Managerial Psychology, 30*(1), 8-21. doi:10.1108/JMP-07-2014-0210

Marasi, S., Cox, S. S., & Bennett, R. J. (2016). Job embeddedness: is it always a good thing? *Journal of Managerial Psychology, 31*(1), 141-153. doi:10.1108/JMP-05-2013-0150

Mayrhofer, W., Briscoe, J. P., Hall, D. T. T., Dickmann, M., Dries, N., Dysvik, A., Kase, R., Parry, E., & Unite, J. (2016). Career success across the globe: Insights from the 5C project. *Organizational Dynamics, 45*(3), 197-205. doi:10.1016/j.orgdyn.2016.07.005

Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablynski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of Management Journal, 44*(6), 1102-1121.

Murphy, M. W. (2012). Reverse mentoring at work: Fostering cross-generational learning and developing millennial leaders. *Human Resource Management, 51*(4), 549-573.

Ng, T. W. H., & Feldman, D. C. (2014). Community embeddedness and work outcomes: The mediating role of organizational embeddedness. *Human Relations, 67*(1), 71-103. doi:10.1177/0018726713486946

Noom-Ura, S. (2013). English-teaching problems in Thailand and Thai teachers' professional development needs. *English Language Teaching, 6*(11), 139-147.

Pan, J., & Zhou, W. (2015). How do employees construe their career success: An improved measure of subjective career success. *International Journal of Selection and Assessment, 23*(1), 45-58. doi:10.1111/ijsa.12094

Peltokorpi, V., Allen, D. G., & Froese, F. (2015). Organizational embeddedness, turnover intentions, and voluntary turnover: The moderating effects of employee demographic characteristics and value orientations. *Journal of Organizational Behavior, 36*(2), 292-312. doi: 10.1002/job.1981

Portoghese, I., Galletta, M., & Battistelli, A. (2011). The effects of work-family conflict and community embeddedness on employee satisfaction: The role of leader-member exchange. *International Journal of Business and Management, 6*(4), 39-48.

Ramesh, A., & Gelfand, M. J. (2010). Will they stay or will they go? The role of job embeddedness in predicting turnover in individualistic and collectivistic cultures. *Journal of Applied Psychology, 95*(5), 807-823. doi:10.1037/a0019464

Robinson, R. N. S., Kralj, A., Solnet, D. J., Goh, E., & Callan, V. (2014). Thinking job embeddedness not turnover: Towards a better understanding of frontline hotel worker retention. *International Journal of Hospitality Management, 36,* 101-109. doi:10.1016/j.ijhm.2013.08.008

Roongrerngsuke, S., & Liefooghe, A. (2013). Attracting gold-collar workers: Comparing organizational attractiveness and work-related values across generations in China, India and Thailand. *Asia Pacific Business Review, 19*(3), 337-355.

Saksri, S., Chunin, M., & Nokchan, C. (2018). Predicting teacher morale on work performance, social support, and career success. *International Journal of Education and Research, 6*(11), 229-240.

Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001). A social capital theory of career success. *Academy of Management Journal, 44*(2), 219-237. doi:10.2307/3069452

Shockley, K. M., Ureksoy, H., Rodopman, O. B., Poteat, L. F., & Dullaghan, T. R. (2016). Development of a new scale to measure subjective career success: A mixed-methods study. *Journal of Organizational Behavior, 37*(1), 128-153.

Sribayak, V. (2017). *Teacher attrition and retention: Revealing the voices of EFL teachers in a Thai context* (Doctoral dissertation, Thammasat University).

Stumpf, S. A. (2014). A longitudinal study of career success, embeddedness, and mobility of early career professionals. *Journal of Vocational Behavior, 85*(2), 180-190. doi:10.1016/j.jvb.2014.06.002

Sturges, J. (1999). What it means to succeed: Personal conceptions of career success held by male and female managers at different ages. *British Journal of Management, 10*(3 Spec), 239-252.

Van der Heijden, B. I. J. M., de Lange, A. H., Demerouti, E., & Van der Heijde, C. M. (2009). Age effects on the employability-career success relationship. *Journal of Vocational Behavior, 74*(2), 156-164. doi:10.1016/j.jvb.2008.12.009

Volmer, J., & Spurk, D. (2011). Protean and boundaryless career attitudes: relationships with subjective and objective career success. *Journal for Labour Market Research, 43*(3), 207-218. doi:10.1007/s12651-010-0037-3

Wayne, S. J., Lemmon, G., Hoobler, J. M., Cheung, G. W., & Wilson, M. S. (2017). The ripple effect: A spillover model of the detrimental impact of work–family conflict on job success. *Journal of Organizational Behavior, 38*(6), 876-894.

Wheeler, A. R., Harris, K. J., & Sablynski, C. J. (2012). How do employees invest abundant resources? The mediating role of work effort in the job-embeddedness/job-performance relationship. *Journal of Applied Social Psychology, 42*(S1), E244-E266. doi:10.1111/j.1559-1816.2012. 01023.x