

Employee retention serves as the backbone of universities. Research literature has tried to assess about it in different aspects but still the research gap exists which is tried to fill through the current research. This study is aimed to explore about the determinants of employee retention in universities. Mix method research design was used in this research. In the first quantitative study 410 faculty members were taken as participants through purposive sampling technique. Data was collected from private sector universities located in different cities of Pakistan. Demographic information sheet along with standardized research instruments including, scale for innovative work behavior, organizational trust inventory, perceived organization support scale, work family conflict scale, role ambiguity questionnaire and employee retention scale were used in this study. SPSS 25 and AMOS were used for data analysis. Statistical analyses including, descriptive, reliability analysis, confirmatory factor analysis, Pearson product moment correlation, moderation, and mediation analysis (through AMOS) were used in this study. It is concluded that significant relationship exists among the variables. Perceived organizational support ($\beta = .16, p < .001$), innovative work behavior ($\beta = .14, F(3, 406) = 114.2, p < .01$) and organizational trust ($\beta = .10, p < .05$), are predictors of employee retention. Organizational trust moderated the relationship between perceived organizational support and employee retention ($\beta = -.10, p < .05$). whereas, Innovative work behavior mediated the relationship between perceived organizational support and employee Retention ($\beta = .21, p < .01$). There was also significant difference in employee retention, innovative work behavior, role ambiguity, and perceived organizational support in terms of designation. Organizational trust and work family conflict did not significantly differ in terms of designation. In study two, which was qualitative, 15 faculty members were taken as participants through purposive sampling technique. Semi structured interviews were conducted consisting of 18 open ended questions based on previous literature. The duration of the interview was 45 - 60 minutes. Data were analyzed through interpretative phenomenological analysis. Experiences of the faculty members were depicted through various themes emerged from interviews. It is concluded that the faculty members of private sector universities have diverse experiences regarding retention. There are different aspects of faculty retention, and their experiences are based on these aspects. All the faculty members had different kinds of assistance for the completion of tasks. Very few of them trust their organization and they are very cautious about their working in organizations. The faculty members are interested in innovative work. Faculty members get tired of the same routine tasks and supposed to deal with familial expectations, family has different demands and sometimes, and don't understand the situation of faculty members. The faculty members also prefer to have crystal clear professional roles and they experience task gratification only if assigned with likeminded task. This research has wide implications for educationists, industrial organizational psychologists, policy makers, and the participants who participated in this research. This research would help professionals in determining factors behind employee retention. Employees and their heads can work to overcome these factors. The faculty members can have awareness through this research and get prepared for future challenges through factors discussed in future. Further, educational policies can be made to make systems stronger. Diverse training sessions could also be arranged for the faculty members so that they may know how to get adjusted in an organization.