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Factors Shaping Academic Careers: A Study of Job Embeddedness in Academia

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Abstract

This research examines the job embeddedness for academicians and factors influences retention, satisfaction, and ultimately career longevity in institutions of higher education. Fit, links, and sacrifice are factors of job embeddedness that have a central role in predictions about why faculty will stay on the job. Through an analysis of these factors, the research pinpoints major factors that affect faculty engagement and retention factors such as institutional support, avenues for career progression and positive working relationships. The fit to organization and link to organization play a vital role in academicians' job embeddedness, the fit to community and link to community show much less impact on it, but all of them contribute positively in overall job satisfaction. Finally, fit to organization and link to organization were the strongest predictors explaining job embeddedness within academicians, whereas fit to community and link to community are also important but less powerful determinants of general satisfaction with one's work.

***Keywords**: Job Embeddedness, Faculty Retention, Academic Careers, Institutional Support and career satisfaction.*

Introduction:

Academic institutions play a critical role in shaping the intellectual and professional lives of individuals. In this environment, job embeddedness among faculty members has become a key factor in determining their career longevity, productivity, and satisfaction. Job embeddedness, a concept developed by Mitchell et al. (2001), refers to the psychological and structural connections that employees form with their organization, which ultimately influence their decision to stay or leave. In the context of academia, understanding the factors that shape job embeddedness is essential for fostering an environment that supports academic careers, enhances faculty retention, and promotes organizational stability.

Defining Job Embeddedness

Job embeddedness, as introduced by Mitchell et al. (2001), encompasses three dimensions: fit, links, and sacrifice. Fit refers to the alignment between an employee's personal values, career goals, and the organization's culture and objectives. Links represent the interpersonal relationships and professional networks that an employee has within the organization and the broader community. Finally, sacrifice describes the perceived loss or cost an employee would face if they were to leave the organization, including the loss of relationships, career opportunities, and resources.

Job Embeddedness in Academia: A Critical Factor for Retention

The concept of job embeddedness has profound implications for faculty retention in academic institutions. Research has shown that faculty turnover can be costly for universities, both in terms of financial resources and loss of institutional knowledge, Similarly, a strong sense of belonging and positive links with colleagues and students have been shown to reduce turnover intentions (Gillespie et al., 2009). Academics who are well-embedded in their institutions are more likely to remain committed to their roles and the academic community. They are also more likely to be engaged in their work, resulting in higher levels of job satisfaction, productivity, and overall well-being (Trower, 2010). Conversely, when job embeddedness is low, faculty members may experience burnout, dissatisfaction, and a desire to leave the institution, which can negatively impact institutional culture and student outcomes. Research on job embeddedness in academia has underscored the importance of fit between an academic's values and the institution's mission. For instance, O'Meara and Jaeger (2006) highlight that faculty members who feel their teaching and research align with institutional goals are more likely to experience job satisfaction and stay at their institutions. Furthermore, academic career satisfaction is often influenced by factors such as autonomy in teaching and research, opportunities for professional development, and the availability of institutional resources (Baker, 2010).

Job Embeddedness: Influences on Faculty Careers

Job embeddedness is critical for faculty career development and motivation to remain engaged and satisfied with the academic work. Embedded faculty are generally more satisfied with their position, produce more work, and have a greater level of career continuity in academia (Fishman et al., 2006). Additionally, factors influencing job embeddedness can guide academic institutions in developing an effective strategy for retaining and maintaining a positive working environment that can be sustained. Within this framework, the current study attempts to examine the determinants of job embeddedness for academicians. This study will seek to offer insights into the ways in which fit, connections, and sacrifice affect academic careers and provide useful lessons for institutions trying to increase faculty engagement, satisfaction and retention. Evidence from this research will add to the relatively fledging job embeddedness literature, and will offer prescriptive guidance for institutes of higher education that seek to create an environment fostering faculty retention.

Literature Review:

It is an increasingly salient resource for scholars working in academia, as universities and other academic institutions continue to be `challenged' by issues of faculty retention and the changing nature of an academic career. Despite the extensive research in corporate environment on job embeddedness, consideration of it in an academic context offers a unique view about factors determining how long and/or satisfied faculty stay at their institutions. This review will focus on the most fundamental antecedents to academic career embeddedness and offer a complete conceptualization of what factors work together to help facilitate faculty member retentions, namely in higher education.

Job Embeddedness in Academia

Job embeddedness is how much an employee identifies with both their organization and community outside of work. This multidimensional construct refers to fit, links and sacrifice. These dimensions are especially important in an academic environment, where academics frequently are situated deep inside their organisations and wider disciplinary units. It has been proposed that faculty members who are well-integrated in their role will see a correlation between retention and job satisfaction, academic productivity and retention (Packard, 2003). Fit dimension of job embeddedness represents how the academic's personal values are concordant with those of the organisation. Faculty who sense that their institutions' values and missions have a strong fit with their own are more likely to experience belonging within the institution—core members of the university's "body".

Finally, by links we mean the connections and relationships faculty develop within their university and the academic world at large. These social and professional networks contribute to a sense of belonging that is instrumental in shaping job satisfaction, faculty retention. Finally, sacrifice is the perceived costs or losses of departing from the organization in terms of losing relationship, research opportunities and professional development possibilities (Mitchell et al., 2001). The element of sacrifice is amplified in academe, and faculty members may find themselves pondering notable personal and professional sacrifices if they leave their posts.

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Predictors of Career Loyalty in Academic Workplaces

Job embeddedness of faculty in academia is impelled by internal and external factors. The academics are driven, first and foremost, by their curiosity, love of teaching, and service to knowledge and community. These innate reasons are closely related to the fit dimension of job embeddedness, because faculty who believe their career goals are compatible with those of the organization will be more inclined to remain connected and dedicated. High need for intellectual fulfillment and academic autonomy as an affective-based intrinsic variable lead to faculty's satisfaction and job embeddedness in academia. Job embeddedness in academia is also significantly influenced by extrinsic factors. Such influences regard to institutional support, career advancement possibilities, remuneration and overall working condition.

Mentoring, professional growth activities and appreciation from the organization provide high level of job embeddedness by creating feelings of fit and satisfaction relating to career (Baker, 2010). If faculty feel that their institutions are supportive, they will be more likely to have an organizational commitment and not turn over. Career development and professional freedom are other important extrinsic factors affecting job embeddedness of academics. Faculty who have paths for growth in their careers, as through promotion, research funding or leadership roles are more likely to stay that committed to an institution. In addition, faculty who have autonomy in their instruction and research are more likely to become embedded because of the association between autonomy and satisfaction with employment in academia. The work environment and organizational culture also play an important role in the job embeddedness. A collegial, transparent and inclusive work environment builds a tighter relationship between faculty members and their institution (Pritchard et al., 2011). Conversely, the presence of a toxic or unsupportive work environment can wear away at an individual's faculty engagement and job satisfaction, resulting in lower job embeddedness and higher turnover intentions. Colleges and universities that engage in a culture of collaboration, respect, and support for all employees are more likely to generate a sense of faculty staying power as well as to increase the ability of their institutions to anchor the faculty (Baker 2010).

Job Embeddedness and Faculty Retention

The construct of job embeddedness is especially salient to faculty retention because turnover in academic settings can be expensive for sponsors when considering the investment of financial resources, loss of intellectual capital and student learning disruption that results. Studies demonstrate that faculty who are more integrated into their institutions, are less likely to leave, which adds stability and continuity within academic departments (Gillespie et al., 2009). Job embeddedness does not only impact faculty retention but also impacts institutionally more broadly. Members of faculty with higher embeddedness in their roles are more engaged in teaching, research and service leading to better academic outcomes and greater institutional success. The retention of faculty is essential for knowledge transfer within the institution and continuity in research progress, and for maintaining stability in terms of learning opportunities for students. Therefore, knowledge of antecedents of job embeddedness in academia is essential if effective interventions are to be implemented for enhancing faculty retention and engagement. Institutions that make investments in building strong relationships between faculty and the institution, providing avenues for growth of one's career, and ensuring support from the institution are more likely to retain their faculty members and establish an environment that is conducive to the academic success of both students and faculty.

Research Methodology:

The study will provide insight into why we need to concentrate on fit, links, and sacrifice to help us in faculty turnover and job satisfaction not just but career longevity generally within an academic institution. The approach combines qualitative and quantitative methods to develop detailed information about the important determinants of academic careers.

Measurement Scale:

The instrument of the current study measures determinants of job embeddedness in academicians.

The scale was designed to capture the three core dimensions of job embeddedness fit, links and sacrifice as described by Mitchell et al. (2001). The instrument, drawing upon previous research and modified to fit the academic field, sought to better comprehend how each of these pros influence faculty members' career experience, job satisfaction, and retention. The questionnaire measures were rated using a 5-point Likert scale on which respondents had to indicate the degree of their agreement with each item (i.e., from 1 Strongly Disagree to 5 Strongly Agree). This enabled a more nuanced approach to the measurement of faculty members' job embeddedness, which can inform their attitudes and intentions towards an academic career.

Research Design

This study is quantitative in research design, as the intention is to determine relationships and patterns among various variables of job embeddedness. The type of research used in this study is descriptive-correlational, which provides the opportunity to explore the correlation between job embeddedness and variables such as career goals, professional relationship institutional support, work environment etc.. The study also examines the combined effect of these factors on job satisfaction and intention to remain in academia.

Population and Sample

In this study, we are considering the academicians of Indian higher education institutes. The sample is collected from faculty of universities, engineering colleges and technical institutes in urban as well as rural areas. To obtain a balanced representation, the sample consists of different fields of studies (i.e. business administration, engineering, humanities and social sciences).

The respondent group is based on a stratified random sample in order to make the sample reflective of the population at large. These strata include institutional type (i.e., public and private), academic discipline, and faculty rank (assistant professor, associate professor, full professor). The number of faculty members in the final compilations is 646, and it was considered adequate to obtain reliable data that were generalizable.

Data Collection

The designed survey questionnaire is the main instrument for collecting data in this study to measure determents of job embeddedness in academia. The survey consist of closed-ended and Likert-scale questions reflecting all three dimensions of job embeddedness: fit, links, and sacrifice. The items are modeled from existing scales in the job embeddedness literature and predominantly those employed by Mitchell et al. (2001) and that followed were made in educational settings. The survey is conducted using the web, facilitating the access and widespread dissemination to a large sample of participants. A pilot study will be carried out with a sample of 50 faculty members to ensure clarity, reliability and consistency of the questionnaire before the actual data collection begins. Feedback from the pilot survey shape any needed revisions to the measurement instrument.

Data Analysis

Both descriptive and inferential statistics have been used to identify the relationship between the variables. The following steps are involved: By using SPSS software, EFA was carried out for determine the subscale of job embeddedness. This work assists in aggregating variables into more manageable dimensions, through which representations of fit, links and sacrifice in academic careers can be considered. Following the identification of factors, AMOS 21.0 is adopted to carry out first-order Confirmatory Factor Analysis (CFA) in order to test the factor structure and measurement model. CFA serves to improve the survey items' representation of the latent constructs job embeddedness and validate a measurement scale.

Data Analysis

The factors used in the study were selected through exploratory factor analysis to identify the components. Criterion validity and reliability of the factors of the multiple scales are established with first order confirmatory factor analysis, construct reliability and validity by means of AMOS 21.0 software is applied to confirmatory factor analysis on data collected.

Factor extraction: Following appropriate CFA procedures, where the CFA has been used for reducing g the variance e within the variables, we have then performed a f irst -order confirmatory factor analysis (CFA) to establish that there is a relationship between our variables, and to verify that all measures adequately represent the key construct. Standardized regression weight, CMIN (Chi-square equivalent in confirmatory factor analysis), degree of freedom (DF), CMIN/DF, goodness of fit indices (GFI), comparative fit indices (CFI), incremental fit indices (IFI), Trucker Lewis indices (TLI) and root mean square error of approximation are model fit index which used to test model good-of-fit. By the help of Model fit indices and convergent validity, divergent validity, composite reliability & dicrimnante validity.

Assumption of Normality

Moreover for the multivariate analysis, dependent variable is assumed to have a normal distribution in population. The normality of dataset is tested by using skewness and kurtosis measure. Skewness and Kurtosis must be in the range of -2 + 2 for normality distribution of data (Ghasemi & Zahediasl, 2012). Results In the Table 1 the results confirmed that data were normally distributed. The reliability and validity of the questionnaire is measured through Cronbach alpha.

Factor Analysis of Job Embeddedness

Challenging to handle a lot of variables always. Therefore, in the exploratory factor analysis, researchers use to obtain groups of variables in a concise form to differentiate sub-constructs of job embeddedness. The data reduction method was employed on the 38 items from the survey instrument (measurement scale) measuring job embeddedness among academicians of Indian Institutions. Prior to performing an exploratory factor analysis, we conducted a factorability of data analysis. Additionally need to verify whether the correlation matrix is identity or not. Correlation matrix cannot be an identity matrix because this would mean that there is not much correlation between the variables and factor analysis will thus not make any sense. To ascertain these requirements, KMO test and Bartlett Sphericity test were used by the researchers. A value between 0.5 and 1.0 indicates the adequacy of the data for factor analysis, whereas a value less than this is unacceptable that reveals inadequacy of data for factor analysis.

Sampling adequacy

Sampling adequacy was evaluated by KMO test and Bartlett test of sphericity. The KMO test value (0.954) indicated that sample size was commensurate for performing a factor analysis. Moreover, Bartlett's test of sphericity was significant with 703 degrees of freedom and an approximate chi-square value (24355.954). These numbers showed sample size is enough.

Table 1 Exploratory Factor Analysis

Factors	Variables	Communalities	Factor loading	Eigen value	Variance explained	Cronbach Alpha
Factor 1: Sacrifice to Organization (SO)	I get paid good too for how well I perform.	.821	.895	14.317	24.729	.971
	The policies of university/institute are structured in a manner that provides an environment to carryout research work.	.816	.889			
	If I go away, I will miss the library resources of this university/institute for research purposes.	.797	.874			
	There's good room for advancement here.	.770	.871			
	You know, I would give up a lot if I were to walk away from this job.	.759	.864			
	The perks are pretty good on this gig.	.766	.862			

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	For me, if I need to leave this job those chances that I am having about the research work will be gone completely.	.761	.854			
	I do believe I have a lot of respect at work.	.751	.848			
	Facilities of university/Institute The pension facilities of this university/ Institute is very good.	.713	.831			
	The health service offered by this university/Institute are commendable.	.698	.825			
	The benefits for this job are extraordinary.	.663	.798			
	I have a lot of freedom on this job to decide how I'm going to achieve something.	.649	.790			
	The applicant has very good employment opportunities with this university/institute.	.455	.641			
Factor 2: Fit to organization (FO)	I achieve my professional objectives, I can do at this university/institute.	.784	.848	7.464	20.287	.956
	This job gives me independence and responsibility.	.805	.844			
	I am a good fit in the culture of university/institutes.	.777	.840			
	The work has challenged me and used my skills/teaching/research/creative talents really well.	.753	.837			
	My work effectively puts my skills and talent to use amongst other industries for consultancy.	.743	.834			
	I am happy for my career's growth and development.	.755	.828			
	The value of the organization is my value.	.730	.805			
	I enjoy the members of my work team.	.728	.784			
	I am like my co-workers.	.629	.745			
	I do believe that I am suited to this job.	.497	.677			
Factor 3: Fit to Community	I love where I live.	.857	.860	3.071	11.345	.941
	I like the weather I have where I live	.831	.843			
	This town's a fit for me.	.851	.841			
	The place where I reside is my home.	.825	.822			
	I like the recreational activities that are available in my neighborhood.	.685	.746			

Factor 4: Link to organization	My colleagues and I work very closely with each other.	.824	.794	1.571	8.296	.930
	At work, I see my team members often.	.837	.789			
	I am an effective work group member.	.827	.779			
	I have an excellent relationship with my students.	.820	.764			
Factor 5: Link to community (LC)	I participate in one or more community organization (Clubs, sports teams, community meetings etc.	.950	.813	1.373	5.924	.872
	I'm involved in cultural and memorial activities in my neighbourhood.	.938	.781			
	I work for the betterment of society in my locality (eg. Educating poor children, NGO etc.)	.957	.763			
Factor 6:Sacrifice to Community	It would be very hard to leave this community.	.838	.799	1.248	5.850	.916
	My neighborhood is safe.	.877	.788			
	They really respect me in my community.	.846	.768			
	Overall total scale				76.429	.954

Source: Primary Data

Principal component analysis with varimax rotation was further applied to extract the job embeddedness factors itself. To get better structure of variables, factor loadings more than 0.50 were further considered for the analysis itself. The exploratory factor analysis surely identified six major factors of job embeddedness among Indian academicians. Moreover, these factors provide important insights into what keeps academic professionals connected to their institutions. These factors were extracted using the eigen value approach itself, and this method was further applied to identify the key components. As per the analysis, only factors with eigen value more than one were taken for further study regarding individual factor consideration. The six factors actually explained 76.429 percent of the total variance which is definitely a very good value in social sciences (Table). The factor loadings of items ranged from 0.641 to 0.895, which shows that all variables are only representing their hidden factors well with good internal structure. The Cronbach alpha value for the complete scale is actually 0.954, which definitely shows good internal consistency (Table). Basically, the exploratory factor analysis showed no problematic cross loadings, which was the same as getting good validity and reliability for the job embeddedness factors. The main factors explained in detail only as follows:

Factor 1: Sacrifice to Organization (SO)

Basically, this factor shows how much employees feel they have put into their company and are ready to make sacrifices for the same organization. It includes only fair pay for good work, proper rules that help with research, and different job benefits like pension and health services. Basically, employees value the same university resources like library for research and also career growth opportunities. Employees actually feel very connected to their jobs and definitely believe that leaving would mean losing important research chances and the work they respect. We are seeing very high scores from 0.821 to 0.766, and with an excellent reliability score of 0.971, this factor shows only a strong and dependable way to measure how much employees are dedicated and make sacrifices for their organization.

Factor 2: Fit to Organization

"Fit to Organization" shows how much employees feel they match with their company's values, goals, and culture itself. This further helps understand if workers believe they belong in their workplace. Basically, this factor includes the same things like reaching work goals, having freedom and responsibility in your job, and feeling you fit well in the company culture. Workers actually feel their jobs challenge them and use their skills well, and they definitely see good chances for career growth. They actually value the connection with their coworkers and definitely agree that the company's values match with their own values. Basically, the test scores show that when employees feel connected to their organization, they have the same high level of job satisfaction, with reliability scores proving this connection is strong.

Factor 3: Fit to Community

Moreover, "Fit to Community" shows how well employees feel connected to the community where they live, and this connection further helps them feel part of the community itself. This actually includes things like loving where you live, being happy with the weather, and definitely feeling like you fit well in your town or neighborhood. As per employee feedback, workers are happy with fun activities available in their area, which makes them more attached to their living place regarding their overall satisfaction. As per the factor loadings from 0.685 to 0.857 and Cronbach's alpha of 0.941, this factor shows strong internal consistency. This indicates that regarding employee satisfaction and well-being, community satisfaction is an important element.

Factor 4: Link to Organization

Further, this factor basically measures how strong employees' connections are within their organization, particularly the same quality of their interactions with colleagues and students. Basically, you need to communicate regularly with your team, work well with colleagues, and maintain the same good relationships with students. The study results actually show strong connections between workplace relationships and job satisfaction, with scores from 0.764 to 0.837. These findings definitely prove that good relationships with coworkers make people happier and more engaged at work.

Factor 5: Link to Community (LC)

The "Link to Community" shows how workers are taking part in their local area activities only. We are seeing that important things include joining community groups like clubs or sports teams, taking part in cultural activities and memorial events, and working to make society better by only teaching poor children or joining NGOs. The study results actually show that community involvement definitely makes employees more satisfied and engaged at work. When workers connect with their community, they actually feel more fulfilled and definitely take their social responsibilities more seriously.

Factor 6: Sacrifice to Community (SC)

The "Sacrifice to Community" factor surely shows how much employees care about their community and their readiness to give up personal things for it. Moreover, this reflects their deep commitment to the welfare of their community. As per the study, main points include how hard it is to leave the community, regarding neighborhood safety, and the respect they get from local people. The high scores from 0.768 to 0.838, and the reliability score is 0.916, which shows that workers' feelings and social connections to their communities are only very important. When the connections are stronger, we are seeing that workers are more ready to give and work hard for their group, and this only shows in how happy they feel and how much they belong.

As per the analysis, these factors give a complete picture regarding how different parts of office and community life affect worker satisfaction and involvement. As per the analysis, the high factor loadings and Cronbach's alpha values show that all items have strong internal consistency and reliability. Regarding the results, this makes the findings robust and meaningful for the study.

First Order Confirmatory Factor Analysis of Job Embeddedness

As per statistical analysis, CFA is used to check how well the selected variables fit together regarding the measurement of different constructs. We are seeing that CFA and EFA are similar methods, but in EFA only we are finding out facts and showing how many factors we need to show the data. Basically, in exploratory factor analysis, all the observed variables connect with each latent variable the same way. Confirmatory factor analysis (CFA) surely helps researchers specify the exact number of factors needed in their data. Moreover, it clearly shows which measured variables connect to which hidden factors. Confirmatory factor analysis surely confirms the pattern of measurement variables that was found earlier through exploratory factor analysis. Moreover, it validates the factor structure that researchers had already established in their previous analysis. We are seeing that confirmatory factor analysis shows how well the measured items represent the hidden factor we want to study. As per research methods, CFA is a technique used to check or remove the measurement theory. This method helps regarding verification of theoretical models.

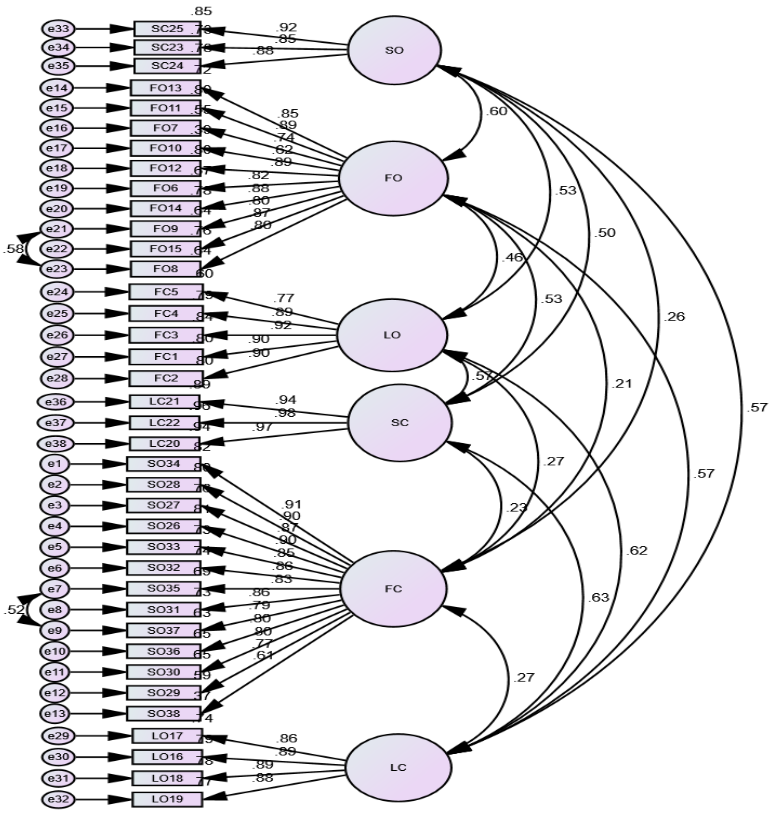

Figure 1: - First Order Confirmatory Factor analysis of Job Embeddedness

Note: - FC= Fit to community, FO= Fit to organization, LO= Link to Organization, LC=Link to community, SO=Sacrifice to Organization, SC=Sacrifice to Community.

Table 2 Model fit indices

Fit Indices	Default	Threshold Value	Interpretation	Recommended by
CMIN	2124.766	--	--	Hair et al. (2010).
DF	648	--	--	Forza & Filippini (1998).
P	.000	--	--	Greenspoon & Saklofske (1998).
CMIN/DF	3.279	Less than 5	Acceptable	Latif (2012).
GFI	0.841	More than .80	Acceptable	Hu & Bentler (1999).
NFI	0.921	More than .80	Acceptable	Moolla and Bisschoff (2013**)**
IFI	0.943	More than .80	Acceptable	
TLI	0.938	More than .80	Acceptable	
CFI	0.943	More than .80	Acceptable	
RFI	0.921	More than .80	Acceptable	
RMSEA	0.059	Less than .10	Excellent	

Source: Primary Data

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Basically, Table 2 shows the same model fit measures like CMIN/DF, CFI, TLI, GFI, IFI, and RMSEA that Amos calculated to check if the proposed model fits properly. Table 4.1 shows that the proposed model itself has excellent fit indices. Further, this indicates good model performance. As per the analysis, all fit indices are meeting the criteria regarding better model fit. Moreover, basically, CMIN/DF should be less than 5, the same as what Hair et al. (2010) and Ho (2006) said. Basically, the final model shows 3.279 which is the same as being much lower than what we can accept as maximum range. We are seeing that baseline comparisons and incremental indices like GFI, CFI, IFI, TLI should only be higher than 0.80 for good results. RMSEA should actually be less than 0.10 (Latif, 2012). This value definitely shows good model fit. As per the final analysis, the Chi-square value is 2124.766 with 648 degrees of freedom and probability level of.000. Basically, when the Chi-square value is smaller, it means the fit is better - the same way lower numbers show better results. The final model surely shows good fitness with values like GFI=0.841, CFI=0.943, IFI=0.943, TLI=0.938, NFI=0.924 and RFI=0.921. Moreover, these indices confirm that the model fits well with the data. The final model shows RMSEA value of 0.059 which is below the threshold, further indicating that the model itself fits well with the data. Further, basically, the final model shows better fit and all variables represent the same latent factor significantly. We are seeing that 38 variables with six factors and the measurement model are fitting perfectly with the existing data only.

The standardized regression weights actually show the factor loadings. These values definitely measure how much each variable connects to the factor. As per Byrne (2016) and Hair et al. (2010), each factor's standardized loading should be more than 0.5 to confirm the factor structure. Moreover, we are seeing that all 38 variables for the six hidden factors only fall between 0.612 to 0.980, which shows good fit and is acceptable. Basically, when factor loadings are higher, it means the observed variables are measuring the same underlying factor. The factor loadings for all observed variables are statistically significant and further exceed 0.5, which indicates strong relationships. This finding itself confirms the validity of the measurement model. Higher standardized regression weights actually showed that the construct was definitely explaining more variation in the observed variable. The results show that 38 observed variables significantly represent their six latent factors, which further confirms the validity of the measurement model itself.

The hidden variables actually connect with each other. These connections definitely show clear patterns. Also, the study further examines correlations between community fit, organizational fit, organizational links, community links, organizational sacrifice, and community sacrifice itself. Surely, all four factors were used in second-order confirmatory factor analysis for better model measurement. Moreover, this approach helped to get more accurate results. Moreover, the correlation coefficient for all four factors surely ranged from 0.214 to 0.630, moreover showing moderate to strong relationships between the variables. Further, the highest correlation coefficient was surely found between LO and LC at 0.630. Moreover, this shows a strong relationship between these two variables. As per the analysis, the lowest correlation coefficient was found between SO and FO which is 0.214. As per the study, all factors showed positive connections with each other. Regarding the results, these connections were found to be significant and interrelated.

Model validity measures

The composite reliability values for all six factors show good internal consistency only, with Fit to community (0.943), Fit to organization (0.953), Link to Organization (0.931), Link to Community (0.975), Sacrifice to Organization (0.966) and Sacrifice to Community (0.917). The composite reliability value should actually be more than 0.70 for good internal consistency and construct reliability (Fornell and Larcker, 1981). This definitely ensures that the measurement is reliable and consistent. Basically, Alpha coefficients should be more than 0.70 for good internal consistency, the same as what Cronbach (1951) and Nunnally (1978) suggested. The Alpha coefficient values for all factors show acceptable results: Fit to community (0.941), Fit to organization (0.956), Link to Organization (0.930), Link to Community (0.941), Sacrifice to Organization (0.971) and Sacrifice to Community (0.916). Further analysis reveals that the reliability itself is quite satisfactory for all measured dimensions. We are seeing that the overall Cronbach Alpha value is 0.954 only, which shows good internal consistency of the scale.

Basically, construct validity checks if the variables we observe are representing the same underlying factor we want to measure. The factor loadings and standardized regression weights for all measured items should actually be more than 0.5. This is definitely required for proper analysis. As per the analysis, all observed variables show standardized regression weights more than 0.5. This means the observed variables are properly representing the latent factor regarding significance.

The convergent validity becomes better only when each variable shows factor loadings more than 0.5. Also, basically, AVE values should be more than 0.5 and CR must be higher than AVE - the same rule applies for all constructs. As per the analysis, all variables show factor loadings above 0.5 regarding the six factors. All constructs actually show AVE values above 0.5, which definitely indicates good validity. The values are Fit to community (0.967), Fit to organization (0.673), Link to Organization (0.770), Link to Community (0.929), Sacrifice to Organization (0.690) and Sacrifice to Community (0.787). The composite reliability (CR) values for all factors - Fit to community (0.943), Fit to organization (0.953), Link to Organization (0.931), Link to Community (0.975), Sacrifice to Organization (0.966) and Sacrifice to Community (0.917) - are surely higher than the AVE values shown in Table 4.4. Moreover, this clearly shows good convergent validity of the measurement model.

Basically, for divergent validity, the maximum shared variance should be less than the average variance extracted, which is the same requirement mentioned by Kline (2005) and Hair et al. (2006). We are seeing another requirement for divergent validity where the square root of AVE should only be greater than the correlation between constructs. The MSV values for all latent factors are surely lower than their respective AVE values, as Fit to community (MSV: 0.389, AVE: 0.967), Fit to organization (MSV: 0.365, AVE: 0.673), Link to Organization (MSV: 0.397, AVE: 0.770), Link to Community (MSV: 0.397, AVE: 0.929), Sacrifice to Organization (MSV: 0.074, AVE: 0 The square root values for all constructs like Fit to community (0.876), Fit to organization (0.821), and others are actually higher than the correlations between different constructs. This definitely shows good discriminant validity in the measurement model. We are seeing that all measures are showing good evidence that the scales are only measuring different things properly.

Discriminant validity actually checks if different variables are definitely separate from their hidden factors (Sekaran, 2000). We are seeing that discriminant validity only reports if cross loading exists or not within the constructs or between different constructs. When there is no cross loading, it shows discriminant validity itself (Hair et al., 2006). This further confirms that the constructs are different from each other. Moreover, the discriminant validity further follows Larcker and Fornell (1981) method where maximum shared variance (MSV) should be less than average variance extracted (AVE) and square root of AVE itself should be greater than interconstruct correlation. Basically, the discriminant validity is fine because all MSV values like Fit to community (0.389), Fit to organization (0.365), and the same for other constructs are less than their AVE values which are 0.967, 0.673, and so on respectively. Actually, each pair of latent factors should definitely have correlation less than 0.85 for discriminant validity (Moolla and Aftthanorhan, 2013). As per the discriminant validity measure, all values are within acceptable range regarding all latent factors like Fit to community, Fit to organization, Link to Organization, Link to Community, Sacrifice to Organization and Sacrifice to Community. These factors are justified and support the model for present study.

For better construct nomological validity, all factors should actually show significant and positive correlations with each other. This relationship between factors definitely needs to be strong and meaningful. As per the current measurement model, the correlation coefficient regarding all four factors was between 0.214 to 0.630. The results are actually significant and positive which definitely shows good validity in the study.

Practical Implications

As per this research on job embeddedness among teachers, the findings give important practical benefits regarding both colleges and faculty members. As per the study of fit, links, and sacrifice factors, this research gives useful insights regarding better faculty retention, job satisfaction, and making institutions work more effectively.

Job embeddedness actually affects how engaged and productive faculty members are. It definitely influences their work performance and involvement. Basically, when teachers feel connected to their college, they do the same work with more interest in teaching and research. When teachers' personal and work needs are surely met, they will contribute more positively to the college environment. Moreover, satisfied faculty members create a better academic atmosphere for everyone. We are seeing that institutions can make spaces where teachers get more freedom and chances to grow, and this only helps them work better together and do more good academic work.

Career growth chances are surely a key part of job embeddedness in universities, where professional development connects to teaching and research work. Moreover, these advancement opportunities directly influence how committed academics feel toward their institutions (Baker, 2010). Institutions can use these insights further to create clear career paths and provide promotion opportunities, research funding, and leadership roles itself. Teachers actually stay longer when they definitely see clear chances to grow in their college. This makes them feel happy and connected to their workplace.

Building a positive institutional culture itself is further crucial for organizational success. When people actually work together well and share information openly, it definitely creates stronger connections at work that make employees want to stay. Basically, academic leaders need to create the same environment where people connect well with each other and feel they belong to the institution. Supporting teamwork and recognizing teachers' efforts will surely improve relationships between colleagues. Moreover, this approach will help keep faculty members happy and reduce turnover in educational institutions.

The personal relationships and how well someone fits in their community are also very important for staying in a job, not only the work parts. We are seeing that teachers who feel connected to their community and have good balance between work and personal life are more likely to feel settled in their jobs only. Academic institutions should surely provide flexible work options like remote work and sabbaticals to help faculty balance their work and personal life. Moreover, such arrangements will support teachers in managing their professional duties more effectively.

The institution support is only important for making workers stay in their jobs. Institutions should actually invest in support systems like mentoring programs and professional development workshops. These services will definitely help researchers and students grow in their careers. Faculty who receive good support will surely stay committed to their work and keep helping the academic community. Moreover, this support makes them more likely to continue their important contributions to education and research. Further, universities should surely provide strong support systems to help teachers grow and stay involved in their work. Moreover, proper resources must be given to build these networks for faculty development.

Policymakers and administrators can surely use these findings to make better policy decisions for improving job embeddedness. Moreover, these insights will help them create more effective workplace policies. Basically, policies that involve teachers in decisions, give them career growth paths, and reward good work can improve satisfaction and help retain the same faculty members. When administrators understand what makes faculty happy, we are seeing they can make better decisions that will only strengthen the academic environment.

Conclusion

Basically, this research on job embeddedness in academia has the same vast and practical implications across multiple areas. Further, as per the key factors of fit, links, and sacrifice, institutions can use strategies regarding creating a supportive environment for their faculty members. As per this approach, faculty retention will improve and regarding their work performance, engagement and job satisfaction will also increase. Basically, these strategies will create the same stable academic environment that benefits both teachers and students in the long run. When institutions address factors that influence job embeddedness, they can surely position themselves as attractive employers for top academic talent. Moreover, this approach ensures continued success and growth in the increasingly competitive academic landscape.

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