

Research Article

Factors Influencing Teachers' Staying Intention in the Profession: A Global Study With 513 Teachers from 53 Countries Using a Structural Equation Modeling Approach

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Abstract

The present study uses structural equation modeling (SEM) to explore and investigate empirically the relationships between job embeddedness fit (JEF), job embeddedness links (JEL), job embeddedness sacrifice (JES), intrinsic motivation (IM), extrinsic motivation (EM), and perceived organizational support (POS) with teachers' staying intention (SI) in the profession. The study was grounded in three theoretical frameworks including Job Embeddedness Theory, Self-Determination Theory (SDT), and Social Exchange Theory (SET). An online survey was used to collect data from 513 teachers representing 53 countries and six continents. IBM Statistical Package for the Social Sciences (SPSS) 31 and AMOS 31 were used to analyze the data. SEM analyses revealed several statistically nonsignificant findings except for one hypothesis. Results revealed that JES significantly predicts teachers' staying intention in the profession while the remaining five hypotheses were non-significant. However, descriptive statistics for the six constructs indicated that the five constructs are factors that influence teachers' staying intention in the profession which are consistent with past studies and the theoretical frameworks. Implications for policymakers, researchers, teachers, school leaders, and recruitment agencies are discussed.

Keywords: Structural Equation Modeling (SEM); Staying Intention (SI); Teacher Retention; Job Embeddedness Theory; Self-Determination Theory (SDT); Social Exchange Theory (SET)

Introduction

In this present era of hyper-competition and a battle for talents, companies have made retaining talented employees the highest priority (Malik & Malik, 2024). This research seeks to examine the factors that influence teachers' intention to remain in the profession. More specifically, the study aims to investigate empirically the relationships between job embeddedness fit (JEF), job embeddedness links (JEL), job embeddedness sacrifice (JES), intrinsic motivation (IM), extrinsic motivation (EM), and perceived organizational support (POS) with teachers' staying intention (SI) in the profession. It is important to note that teachers in this study were drawn from countries around the world including the United States of America, Finland, Singapore, Guyana, Botswana, Bahamas, Samoa, Malaysia, Panama, India, and Ukraine. This study is both timely and critically important as ministries of education, school districts, and state governments are grappling with the difficulty of recruiting and retaining highly effective teachers (Darling-Hammond et al., 2019; See et al., 2020). Teacher recruitment is defined as a process that involves identifying, attracting, and choosing qualified teachers for employment in schools and educational institutions (Idika, 2025). A considerable number of countries have created a gamut of initiatives and reforms to attract and retain educators but their effectiveness have not yet been clearly determined (See et al., 2020). Numerous studies have revealed that several factors influence teachers' staying intention but their influence is either weak or not effective including competitive salaries, continuous professional development (CPD), and early career support which is attributable to a shortage of robust studies (Darling-Hammond et al., 2019; See et al., 2020). One of the greatest challenges confronting policymakers and leaders across school systems is recruiting and retaining highly qualified and effective teachers to meet the complex needs of students and the growing demand for a knowledge economy (Darling-Hammond et al., 2019). Consequently, this study is significant because its findings can inform recruitment and retention policies and practices, continuous professional development programs, school leadership and management of schools, and future research. In addition, unlike past studies, this is a global study that uses structural equation modeling (SEM) and therefore fills an important gap in the literature. SEM is a powerful tool that is used to analyze the relationship among latent variables such as attitudes, IQ, personality traits, political liberalism, and socio-economic status considering measurement errors which regression, analysis of variance (ANOVA), and multivariate analysis of variance (MANOVA) cannot directly analyze (Yuan

& Bentler, 2006). Furthermore, SEM is a multivariate statistical framework that develops models for complex relationships between directly and indirectly observed (latent) variables (Stein et al., 2011). SEM is a theory-based analysis technique used for the evaluation of a priori specified hypotheses about causal relations among measures and/or latent variables (Mueller & Hancock, 2018). In summary, the results of this study can potentially strengthen the existing literature through filling current gaps, produce evidence-informed recruitment and retention policies and practices, training, and innovation. More specifically, the findings could potentially inform research, policy, or practice beyond the context in which the original work is undertaken.

Literature Review and Theoretical Background

Factors That Influence Employees' Decision to Remain on the Job or Quit

A plethora of research has been done on factors that influence employees' (including teachers) decision to remain and leave their organization (Blanco-Mesa et al., 2026; Hom & Kiazad, 2025; Radford, 2014; Shahid, 2018). Regardless of the industry, it is vitally important that organizations understand what employees think and sense about their organizations and working cultures (Shahid, 2018). In the United States, voluntary job resignations have reached unusually high levels (Hom & Kiazad, 2025). Interestingly, researchers have found common factors that influence employees' decision to leave or remain in their jobs including: (a) age/generation; (b) health; (c) location of workplace in relation to employees' home; (d) family responsibilities; (e) perceived organizational support; (f) perceived supervisor support; (g) job satisfaction; (h) on-the job embeddedness; (i) career opportunities provided; (j) financial considerations; (k) work environment (Radford, 2014). Tenure in position and burnout influence employees' intention to leave their jobs, whereas commitments and job security influence employees' intention to stay on the job (Radford, 2014). Other empirical studies have found similar factors that influence employees' likelihood of leaving their jobs including burnout, work motivation, job satisfaction, self-efficacy, commitment to the workplace and the profession, and withdrawal cognitions (Maslinsky & Ivaniushina, 2016). The likelihood of an employee staying or leaving his/her organization should be positively associated with his/her intentions of leaving or intentions of staying with the organization (Udechukwu & Mujtaba, 2007). Furthermore, when employees develop trust for their organization, they perform better, are more satisfied and loyal which minimize resistance to changes (Dirks & Ferrin, 2002, as cited in Shahid, 2018, p. 59). Organizational trust and employee motivation play a vital role in increasing employees' intention to stay within the organization (Shahid, 2018). Research has shown that organizational commitment is a robust predictor of intention to stay within the organization and job search has the smallest influence (Blanco-Mesa et al., 2026). As it relates to generations, generations Y and Z value emotional satisfaction, generation X values economic benefits, generations Y and Z value a healthy work-life balance and generation Z values well-being and personal balance (Blanco-Mesa et al., 2026).

The significant number of teachers leaving the profession has resulted in employers making recruitment and retention initiatives a top priority (Solomonson et al., 2021). As it relates to factors that influence teachers' decisions to remain or leave the profession, Agaj (2023) found that both internal factors (including motivation, love for students, job satisfaction, working with children) and external factors (such as sustainability in salary, financial stability) influence teachers' decision to stay in the profession. In addition to the factors revealed by Agaj (2023), Fontaine et al. (2011) found other factors including: (a) obtaining support from administrators; (b) opportunities for promotion and personal development; (c) associated feeling of safety and security; (d) school size and job schedule; (e) availability of teaching resources; (f) number of years before retirement; (g) age when entering the profession; (h) family status; (i) work experience inside and outside the education system; (j) perceived self-efficacy and motivation to teach. On the other hand, researchers (Fontaine et al., 2011; Steinke & Putnam, 2007) have highlighted that the following factors influence teachers' decision to leave the profession: (a) family reasons (such as raising a family); (b) personal (health, returning to school); (c) professional (promotion, career move, opportunities for professional development); (d) job dissatisfaction (low salary, lack of administrative support, school facilities, experience with students and colleagues). Medina-Carls (2020) found through a descriptive study other factors that motivate teachers to remain faithful to the teaching profession including prestige, satisfactory teaching performance, remuneration, and retirement benefits. Solomonson et al. (2021) indicated other predictors of teachers leaving the profession such as psychological reasons, discipline problems, excessive paperwork, and motivating students. Burnt out teachers consider leaving the profession because they feel incapable of meeting the professional expectations that are imposed on them by superiors and demoralized teachers leave the profession because they feel incapable of meeting the professional expectations that they impose on themselves (Maxwell, 2020). Studies have shown that person-organization fit is positively correlated with organizational commitment, and work-life balance is positively correlated with both organizational commitment and intention to stay (Silva et al., 2024).

Job Embeddedness Theory

This study is guided by three theoretical frameworks: (a) Job Embeddedness Theory; (b) Self-Determination Theory (SDT); (c) Social Exchange Theory. Job embeddedness (JE) is a construct that is widely used to account for other factors other than staying intention in an organization including job performance (Jiang et al., 2012, as cited in Kiazad et al., 2015, p. 648). Job embeddedness is the degree to which an employee is connected to a larger social system which is created by external (or contextual) forces viewed as links, fit, and sacrifice within a company and community that operate on a focal employee (William Lee et al., 2014). JE evaluates a wide range of influences on employee retention including: (a) the degree to which an employ's job and community are alike or aligns with other aspects in his or her life space; (b) the degree to which employees possess links to other people or activities; (c) the ease in which connections can be broken which is what employees would lose if they left (Holtom & O'Neill, 2004). The three aforementioned domains are called fit, links, and sacrifice (Holtom & O'Neill, 2004). Fit speaks to an employee's perceived compatibility (PC) or comfort with an organization as well as with his or her environment and when this fit is enhanced, early turnover is reduced (Holtom & O'Neill, 2004). Links are viewed as formal and informal connections between employees and institutions or other people which are defined as strands that link an employee and his or her family in a social, psychological, and financial web that includes work and nonwork friends, groups, the community, and the physical environment in which he or she resides (Holtom & O'Neill, 2004). The larger the number of links between an employee and the web, the more that person is bound to both the job and the organization (Holtom & O'Neill, 2004). Sacrifice is the perceived cost of material or psychological benefits that would be lost by leaving the job (Holtom & O'Neill, 2004). It is important to note that researchers of job embeddedness have long confirmed the negative relationship between the two types of job embeddedness (on-and off-the-job embeddedness) and turnover outcomes (Jiang et al., 2012).

Self-Determination Theory (SDT)

SDT is a macro theory of human motivation that was developed from research on intrinsic and extrinsic motivations and extended to encompass research on work organizations and other aspects of life (Deci et al., 2017). The fundamental premise of SDT when applied to physical activities is that they can be both intrinsically and extrinsically motivated (Ryan et al., 2009). Intrinsic motivation is motivation that resides in the behavior itself and in the context of an organization, employees can be intrinsically motivated in various ways including parts of their jobs or all aspects of their job which lead to high-quality performance and wellness (Deci et al., 2017). Intrinsic motivation is widely viewed as having a passion for work and workers are of the belief that they are already rewarded by the work activities they perform (Kotera et al., 2022). On the contrary, extrinsically motivated behaviors speak to performing an activity to gain a separable consequence including both tangible and intangible (Deci et al., 2017). In addition, extrinsically motivated employees work because it leads to some external rewards such as money or fame (Kotera et al., 2022). The SDT posits that people possess a principal inclination to establish interconnections among aspects of their own psyches coupled with other individuals and groups in their social world (Ryan & Deci, 2002). SDT not only fosters opportunities for employers to better understand human processes in a variety of ways (education, work, leisure activities, parenting and so on) but steer applications and interventions to improve the human condition (Vallerand et al., 2008). The objective of the SDT is to expound motivation and behavior based on individual differences in several contexts including motivational orientations, contextual influences, and interpersonal perceptions (Hagger & Chatzisarantis, 2008).

Social Exchange Theory (SET)

SET is considered one of the most influential conceptual paradigms for gaining an understanding of workforce behavior (Ahmad et al., 2023; Cropanzano & Mitchell, 2005). One of the primary qualities of SET is that relationships are built on trust, loyalty, and mutual commitment (Chernyak-Hai & Rabenu, 2018; Cropanzano & Mitchell, 2005). Enhancing the degree of trust within an organization can foster positive results in an employee's viewpoint of organizational and job commitment (Shahid, 2018). The basic premise of SET is that workers can build unique social exchange relationships (these relationships have implications for behavior), however operationalized, with their immediate supervisor, coworkers, employing organizations, customers, and suppliers (Cropanzano & Mitchell, 2005). Scholars have conceptualized perceived organizational support (POS) in SET terms (Cropanzano & Mitchell, 2005). POS is often viewed in reciprocal terms where an employee is likely to reciprocate the behavior when his or her employee is seen as supportive and high levels of POS result in employees engaging in organizational citizenship behavior (Cropanzano & Mitchell, 2005). Organizational support

encompasses training, incentives, and creating a conducive work environment which are key in motivating employees to excel (Dewi et al., 2025).

Other models associated with SET include: (a) support to commitment; (b) adding team support to organizational support; (c) adding supervisory support; (d) trust (Cropanzano & Mitchell, 2005). SET has three main components: (1) an initiation by an actor toward the target; (2) an attitudinal or behavioral response from the target in reciprocity; (3) the resulting relationship (Cropanzano et al., 2017, as cited in Ahmad et al., 2023, p. 1). In the Causal Model, job satisfaction and organizational commitment influence intent to stay which in turn influences turnover (Currivan, 1999, as cited in Llobet & Fito, 2013).

SET is considered an essential paradigm in evaluating workplace relations and it posits that human relations are established from subjective cost-benefit analysis whereby employees have the propensity to repeat actions that are awarded in the past (Chernyak-Hai & Rabenu, 2018). In addition, frequently rewarded behaviors lead to higher levels of recurrence of those behaviors (Chernyak-Hai & Rabenu, 2018). SET argues that employees will reciprocate in terms of their perception and performance regarding treatment and information they receive from their organization which means that when employees are of the belief that their organization is involved in their wellbeing and socially responsible activities, then they reciprocate with positive attitudes and extra role behaviors (Liaquat & Mehmood, 2017). In summary, based on the Generic Model of Social Exchange, a positive hedonic value is derived when actors (employers, supervisors, coworkers) provide benefits to targets (subordinate or coworker), high quality social exchange relationships are formed which lead to targets providing benefits to actors. On the contrary, negative hedonic value is derived when actors do harm to targets, low quality economic exchange relationships are formed which lead to the targets reciprocating the harm (Cropanzano et al., 2017). Social exchange involves a form of reciprocity between the parties (Xie et al., 2025).

The Purpose of the Study

The purpose of this study is to explore and investigate empirically the relationships between job embeddedness fit (JEF), job embeddedness links (JEL), job embeddedness sacrifice (JES), intrinsic motivation (IM), extrinsic motivation (EM), and perceived organizational support (POS) with teachers' staying intention (SI) in the profession.

Methodology

Research Design

This quantitative study employed a survey design and structural equation modeling (SEM) for data analysis. Covariance-based structural equation modeling (CB-SEM) is a reliable and valid analytical technique for validating complex measurements and theoretical models (Gaskin et al., 2025). This study was grounded in three theoretical frameworks: (1) Job Embeddedness Theory; (2) Self-Determination Theory (SDT); (3) Social Exchange Theory (SET). SEM uses mathematical frameworks, statistical techniques, and computational tools developed to estimate latent variables in measurement and structural models (Gaskin et al., 2025). SEM consists of three essential validation criteria: (1) data preparation (missing data, influential outliers); (2) measurement validation (sample size adequacy, discriminant validity, convergent validity, measurement model fit); (3) structural modeling (multivariate outliers, multicollinearity, structural model fit, variance explained (R^2), contribution to R^2) (Gaskin et al., 2025). SEM uses confirmatory factor analysis (CFA) and multiple regression analysis simultaneously as a comprehensive framework (Dragan & Topolšek, 2014). CFA creates the measurement model in which the relations between the observed (measured) variables (also referred to as indicators or manifest variables) and the latent factors (unmeasured constructs) can be studied (Dragan & Topolšek, 2014). In addition, in CFA, the factor structures are hypothesized in advance and verified empirically (Dragan & Topolšek, 2014). CFA is a form of causal modeling that assesses the relationships between and among one or more dependent variables and two or more predictor variables (Grapentine, 2000). The proposed research model is shown in Figure 1.

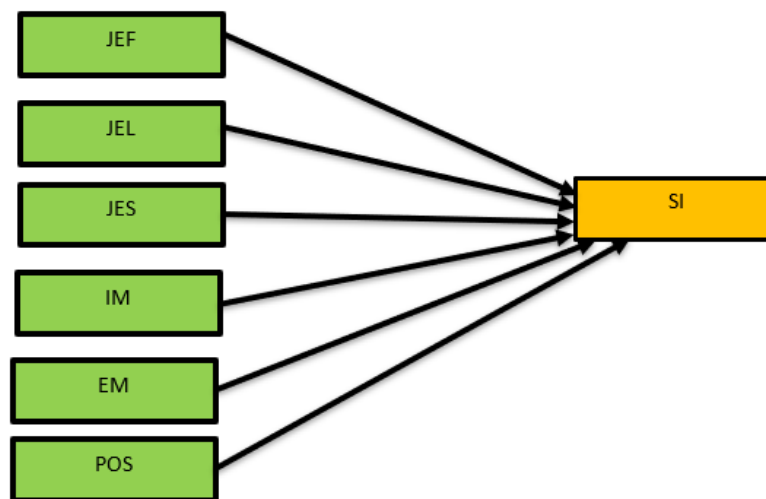


Figure 1: Research Proposed Model

Research Model and Hypotheses

Based on the three theoretical frameworks (Job Embeddedness Theory, Self-Determination Theory, and Social Exchange Theory) and literature review findings, this study aims to test six hypotheses about factors influencing educators' intention to remain in the profession.

1. H1: Employees' job embeddedness (fit in community and organization) is positively correlated with their staying intention. Or Employees' job embeddedness (fit in community and organization) significantly influences their staying intention.
2. H2: Employees' job embeddedness (links in community and organization) is positively correlated with their staying intention. Or Employees' job embeddedness (links in community and organization) significantly influences their staying intention.
3. H3: Employees' job embeddedness (sacrifice in community and organization) is positively correlated with their staying intention. Or Employees' job embeddedness (sacrifice in community and organization) significantly influences their staying intention.
4. H4: Employees' intrinsic motivation is positively correlated with their staying intention. Or Employees' intrinsic motivation significantly influences their staying intention.
5. H5: Employees' extrinsic motivation is positively correlated with their staying intention. Or Employees' extrinsic motivation significantly influences their staying intention.
6. H6: Employees' perceived organizational support (POS) is positively correlated with their staying intention. Or Employees' perceived organizational support (POS) significantly influences their staying intention.

Research Participants, Instrument and Data Collection Method

Sampling and Procedures: Research Participants

The sample comprised of 513 teachers drawn from nursery, primary, secondary, and post-secondary institutions. The data were collected from teachers in 53 countries using an online questionnaire. The researcher invited educators to participate in the study through various educator groups and social media networks. The teachers completed an online informed consent form. A link to the Google form questionnaire was shared with the teachers who consented to participate in the study. The researcher preserved the confidentiality of the teachers by assigning a pseudonym to each participant and ensuring that no names, country identifiers, or other personally identifying information were collected and reported in the data analysis and results.

Instrument and Data Collection Method

Survey questionnaire is considered as the one of the classical data collection methods for primary data (Dalati & Marx Gómez, 2018). Two advantages of using online questionnaires include: (1) online questionnaires are run independently of the researcher, maintaining count of the number of participants and allow automatic download of the data into a spreadsheet after sufficient data have been collected; (2) they provide anonymity by eliminating face-to-face interaction between researcher and participants which increases the level of honesty in responses (Dewaele, 2018). The questionnaire consisted of 33 items, and the teachers were asked to state their opinions on a 5-point Likert scale with *Strongly Disagree* = 1, *Disagree* = 2, *Neither Agree nor Disagree* = 3, *Agree* = 4, and *Strongly Agree* = 5. The first section of the questionnaire asked participants for their

demographic information (such as gender, school type, years of teaching experience, highest academic qualification). The questionnaire consisted of seven constructs including job embeddedness fit (JEF), job embeddedness links (JEL), job embeddedness sacrifice (JES), intrinsic motivation (IM), extrinsic motivation (EM), perceived organizational support (POS) and teachers' staying intention (SI) in the profession. The teachers were instructed to indicate their perception and level of agreement with a number of measures that have been acknowledged by numerous studies as having an influence on the staying intention of employees (Ahmad et al., 2023; Chernyak-Hai & Rabenu, 2018; Cropanzano et al., 2017; Deci et al., 2017; Hagger & Chatzisarantis, 2008; Holtom & O'Neill, 2004; Jiang et al., 2012; Kiazad et al., 2015; William Lee et al., 2014). Items for JEF, JEL, and JES were adapted from past studies (Holtom & O'Neill, 2004) because of their high reliability and validity. The Work Extrinsic and Intrinsic Motivation Scale (WEIMS) is considered one of the robustly developed motivation scales integrating measurement of Self-Determination Theory motivation constructs (Kotera et al., 2022). Items for IM and EM were adapted from Ridwan et al. (2025) and Short Work Extrinsic and Intrinsic Motivation Scale (SWEIMS) from Kotera et al. (2022). Items for POS were adapted from Xie et al. (2025) and Artis (2007). SI items created by the researcher were reviewed by experts in the field.

Sample size

Determining the appropriate sample size for SEM is an onerous process that researchers, peer reviewers, and grant writers grapple with (Wolf et al., 2013). Consequently, researchers should carefully plan sample size that would engender reliable and replicable results if small or medium-sized effects are expected (Jobst et al., 2023). There are several rules of thumb and benchmarks regarding the adequate sample size for SEM including $N \geq 50 + 8m$ (where m represents the number of predictors) for testing multiple correlations (Green, 1991, as cited in Ali, 2026, p. 4). In addition, three sample sizes benchmarks include 100 (small sample), 200 (adequate sample size), and greater than 200 (recommended for stable estimation) (Kline 2016, as cited in Ali, 2026, p. 4). Given confirmatory factor analysis (CFA) uses iterative methods (such as maximum likelihood estimation), small sample sizes may not effectively minimize the errors or they may not converge (Gaskin et al., 2025). Based on the discussion on adequate sample sizes for SEM, the researcher decided to use a sample size of 513.

Data Analysis

Demographic Characteristics of Participants

The researcher administered the questionnaires to 513 teachers from 53 countries including Guyana, United States, Finland, Bahamas, Botswana, Netherlands, India, Pakistan, Panama, Canada, Trinidad and Tobago, Suriname, Mongolia, Maylasia, South Korea, Indonesia, Singapore, Philippines, Barbados, and Grenada. As shown in Table 1 and Figure 2 (created by ChatGPT), the bulk of the participants came from Guyana (261 or 50.9%), United States (102 or 19.9%), Bahamas (36 or 7.0%), Kenya (24 or 4.8%), and Maylasia (13 or 2.5%). As it relates to continents, participants came from the six continents including Asia, Africa, Europe, North America, Oceania, and South America. There were 147 males (28.7%) and 366 females (71.3%) in the study. All (100%) school levels were represented in the sample with sizeable percents of the teachers coming from Secondary/Senior High School (207 or 40.4%), Post-Secondary (93 or 18.1%), and Primary institutions (94 or 18.3%). The sample consisted of mainly experienced educators with 11 or more years of teaching experience (329 or 64.1%). Regarding academic qualifications, most educators possess bachelor's and master's degrees totaling 353 (68.8%).

Table 1: Demographic Information of the Participants

		Frequency	Percent
Gender	Male	147	28.7
	Female	366	71.3
	Total	513	100
School Type	Nursery	58	11.3
	Elementary	24	4.7
	Primary	94	18.3
	Middle School	15	2.9
	Junior High School	22	4.3
	Secondary/Senior High School	207	40.4
	Post-Secondary	93	18.1
	Total	513	100
Teaching Experience	6 to 10 years	184	35.9
	11 to 20 years	158	30.8
	More than 20 years	171	33.3
	Total	513	100

Highest Academic Qualification	Associate's degree	109	21.2
	Bachelor's Degree	163	31.8
	Master's Degree	190	37.0
	Doctorate Degree	51	9.9
	Total	513	100



Figure 2: Countries of the Participants

Validity and Reliability Checks

Instrument Validity and Reliability

The techniques recommended by Taherdoost (2016) were used to evaluate validity and reliability of the questionnaire including: (a) face validity (expert assessment of items); (b) content validity (Literature review and expert panels or judges); (c) construct discriminant validity (CFA); (d) criterion concurrent validity (correlation analysis); (e) reliability internal consistency (Cronbach's alpha). Cronbach's alpha measures the reliability of the responses of a questionnaire evaluated by subjects which indicate the stability of the instrument (Bujang et al., 2018). As shown in Table 2, all Cronbach's alpha levels met or exceeded the 0.70 minimum (Christmann & Van Aelst, 2006). The researcher employed Pearson's Correlations to assess the criterion validity of the questionnaire for the seven constructs. Absolute value Pearson's Correlation coefficients ranging from 0.60 to 1.00 indicate moderate to strong correlation (Schober et al., 2018). The criterion validity analysis indicated statistically significant scores ($p < .001$) for all data sets, which meant that the items were valid. The values from the correlations table were crosschecked with the critical value in the table of critical values for Pearson's r and all computed values were greater than the critical value of 0.073.

Table 2: Reliability Statistics for Instrument and Constructs

Item	Cronbach's Alpha	No. of Items
Instrument	0.85	28
Job embeddedness fit (JEF)	0.74	4
Job embeddedness links (JEL)	0.70	4

Job embeddedness sacrifice (JES)	0.71	4
Intrinsic motivation (IM)	0.70	4
Extrinsic motivation (EM)	0.73	4
Perceived organizational support (POS)	0.70	4
Staying intention (SI)	0.76	4

Data Screening for Multivariate Normality, Outliers, Missing Data, and Multicollinearity

The researcher first screened the data for outliers and parametric test assumptions which included multivariate normality, outliers, missing data, and multicollinearity. There were no missing data because all items in the questionnaire were marked as required and so participants answered all questions. For a comprehensive discussion on the data screening process, see Ferreira (2026). Multivariate normality was addressed using the variance inflation factor (VIF) and tolerance. VIF and tolerance are widely used to measure the degree of multicollinearity in regression model (O'Brien, 2007). Mahalanobis distance was used to assess the multivariate normality and outliers. From the SPSS analysis and based on the Chi-Square table with 5 degrees of freedom and 99% confidence, the Mahalanobis maximum distance was less than the table value which indicated that multivariate normality existed and there were no outliers. Regarding multicollinearity, a composite score was calculated for each item within the constructs to obtain the VIF and tolerance as shown in Table 3 indicated by CJEF, CJEL, CJES, CIM, CEM, and CPOS. A VIF value of 1 indicates no multicollinearity but values greater than 2 and less than 3.3 are acceptable (Diamantopoulos & Siguaw, 2006, as cited in Gaskin et al., 2025, p. 1639). Table 3 shows that the VIF and tolerance were all within the acceptable thresholds of less than 2 for VIF and at least 0.1 for tolerance which confirmed that there were no multicollinearity problems (Jeng, 2023; O'Brien, 2007).

Table 3: Collinearity Statistics

	Collinearity Statistics	
	Tolerance	VIF
Constant		
CJEF	0.644	1.552
CJEL	0.754	1.326
CJES	0.619	1.614
CIM	0.692	1.446
CEM	0.845	1.184
CPOS	0.802	1.247

Note: Dependent Variable: CSI.

The Measurement Model: Confirmatory Factor Analysis (CFA) and Structural Model Analysis

For a detailed discussion on the measurement models and structural equation model, see Ferreira (2026). The researcher used IBM Statistical Package for the Social Sciences (SPSS) Statistics Version 31 and IBM AMOS 31 to perform all data analyses for both descriptive and inferential statistics. The model's fitness was assessed using AMOS 31. In SEM, software packages including AMOS, EQS, lavaan, LISREL, Mx, and Mplus are used to complete the computational part (Mueller & Hancock, 2018). Maximum likelihood estimation (MLE) is the recommended method in application with continuous outcomes (Maydeu-Olivares, 2017). Given that ordinal data were collected, using MLE which assumes variables are continuous and normally distributed, may pose material risks (Gaskin et al., 2025). Researchers should use alternative estimation methods, such as Generalized Least Squares (GLS) and Weighted Least Squares Mean and Variance adjusted (WLSMV) (Gaskin et al., 2025). Consequently, the researcher used GLS to perform the CFA. Several scholars (Gaskin et al., 2025; Holtzman & Vezzu, 2011; Schreiber et al., 2006) have recommended acceptable thresholds for CFA indices that must be reported in structural equation modeling including: (1) the Chi-square normed must be less than 2 for a good fit or between 2 and 3 for an acceptable fit (Sathyanarayana & Mohanasundaram, 2024); (2) goodness-of-fit index (GFI) > 0.90 (Hooper et al., 2008, as cited in Ainur et al., 2017, p. 579); (3) adjusted goodness of fit index (AGFI) > 0.85 (Schermelehenkel et al., 2003, as cited in Ainur et al., 2017, p. 579); (4) root mean squared error of approximation (RMSEA) < 0.06 (Hu & Bentler, 1999, as cited in Ainur et al., 2017, p. 579); (d) normed fit index (NFI) > 0.90 (Arbuckle, 1995, as cited in Ainur et al., 2017, p. 579); (e) Tucker-Lewis Index (TLI) > 0.90 (Bentler, 1990, as cited in Sathyanarayana & Mohanasundaram, 2024, p. 573); (f) comparative normed fit index (CFI) > 0.90 (Bentler, 1990, as cited in Sathyanarayana & Mohanasundaram, 2024, p. 573).

Schreiber et al. (2006) presented other cutoffs for acceptable fit indices including: (a) incremental fit index (IFI) ≥ 0.95 ; (b) relative noncentrality fit index (RNI) ≥ 0.95 ; (C) root mean square (RMR) with 0 indicating perfect fit; (d) standardized RMR (SRMR) ≤ 0.08 ; (e) weighted root mean residual (WRMR) < 0.90; (f) root mean square error of approximation (RMSEA) < 0.06 to 0.08 with confidence interval. The Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index

(CFI), Normed Fit Index (NFI), and Non-normed fit index (NNFI) are highly recommended indices used to verify that a model fits the data well (Holtzman & Vezzu, 2011). Gaskin et al. (2025) recommended RMSEA, CFI, and SRMR for large sample sizes because Chi-square test is extremely sensitive, resulting in model rejection even when fit is acceptable and CFI, TLI, and Adjusted RMSEA for small sample sizes which reduce power to detect poor fit and standard errors may be inflated. It is important to note that for SEM, reliability is not assessed by Cronbach's alpha but using construct reliability (CR) or composite reliability (CR) with the same thresholds as Cronbach's alpha which means values exceeding 0.70 indicate good reliability (Cheung et al., 2024).

Cheung et al. (2024) suggested several statistics for assessing convergent validity for the structural model including: (a) confirmatory factor analysis (CFA) which is the initial step in establishing the fundamental requirement for convergent validity; (b) standardized factor loadings exceeding 0.4, 0.5 or 0.7 are acceptable thresholds; (c) average variance extracted (AVE) value larger than 0.5. The researcher can assess discriminant validity employing various indicators such as: (a) an initial step is establishing convergent validity; (b) no cross-loaded indicators; (c) correlations between two constructs are significantly less than unity; (d) correlation between two constructs are smaller than 0.9, 0.85, 0.8, or 0.75; (e) average variance extracted is greater than the shared variance (AVE-SV approach) (Cheung et al., 2024). In addition, the Fornell-Larcker criterion is a method that researchers use to evaluate discriminant validity in SEM modeling (Sathyanarayana & Mohanasundaram, 2024). If the square root of the AVE for a construct is larger than the correlations between that construct and any other construct in the model, then discriminant validity is present (Sathyanarayana & Mohanasundaram, 2024). The researcher evaluated the SEM by analyzing the path coefficients, R^2 values, and t-statistics for the relationships between the constructs (or latent variables). Based on Figure 3, Figure 4, Table 4, Table 5, and Table 6, the measurement models provided a good fit for the data (Ainur et al., 2017; Cheung et al., 2024; Sathyanarayana & Mohanasundaram, 2024; Schreiber et al., 2006). As shown in Table 5, while convergent validity was achieved with factors loadings being at least 0.4, AVE values were all less than the threshold of 0.5 (Cheung et al., 2024). In addition, some of the composite reliability values were less than the minimum threshold of 0.70. In Table 6, at most one correlation is higher than the square root of the average variance extracted. Furthermore, it is worth mentioning that various absolute measures of fit indices (GFI, AGFI, RMSEA) are affected by sample size while incremental fit indices (such as TLI and CFI) are less influenced by sample size and non-normality (Ainur et al., 2017). Consequently, given that a sample size of 513 educators was used in this study, it is not surprising that the p-value is significant.

Table 4: Confirmatory Factor Analysis Results Part 1

Fit Indices	Values Obtained
Chi-square	$\chi^2 = 395.6, df = 149, pvalue = 0.000$
Normed $\chi^2 = \frac{\chi^2}{df}$	$2.655 < 3$, Good
CFI	$0.893 < 0.90$, close to threshold
RMSEA	$0.057 < 0.06$ Good fit
IFI	$0.895 < 0.90$, close to threshold
TLI	$0.864 < 0.90$, close to threshold
AGFI	$0.899 > 0.85$, Good fit
RMR	0.044 , close to zero. Good fit
GFI	$0.929 > 0.90$, Good fit
NFI	$0.842 < 0.90$, close to threshold
RFI	$0.798 < 0.90$, close to threshold

Table 5: Confirmatory Factor Analysis Results Part 2

Constructs	Items	Factor Loadings	Composite Reliability	Convergent Validity Average Variance Extracted
Job Embeddedness Fit (JEF)	FC1	0.582	0.739	0.417
	FC2	0.580		
	FC3	0.672		
	FC4	0.736		
Job Embeddedness Links (JEL)	LO1	0.612	0.621	0.452
	LO2	0.728		

Job Embeddedness Sacrifice (JES)	SO1	0.563	0.504	0.337
	SO2	0.598		
Intrinsic Motivation (IM)	IM1	0.582	0.568	0.306
	IM2	0.564		
	IM3	0.510		
Extrinsic Motivation (EM)	EM2	0.443	0.408	0.259
	EM3	0.568		
Perceived Organizational Support (POS)	POS1	0.496	0.717	0.396
	POS2	0.501		
	POS3	0.760		
	POS4	0.714		
Staying Intention (SI)	SI1	0.683	0.688	0.425
	SI2	0.690		
	SI3	0.576		

Table 6: Discriminant Validity Measures

Constructs	JEF	JEL	JES	IM	EM	POS	SI
JEF	0.646						
JEL	0.539	0.672					
JES	0.743	0.358	0.581				
IM	0.542	0.531	0.549	0.553			
EM	0.399	0.380	0.575	0.296	0.509		
POS	0.394	0.394	0.310	0.650	0.251	0.629	
SI	0.604	0.304	0.976	0.380	0.504	0.257	0.652

Note: Diagonal values represent the square root of the average variance extracted while the off-diagonal values represent the correlations among the latent constructs

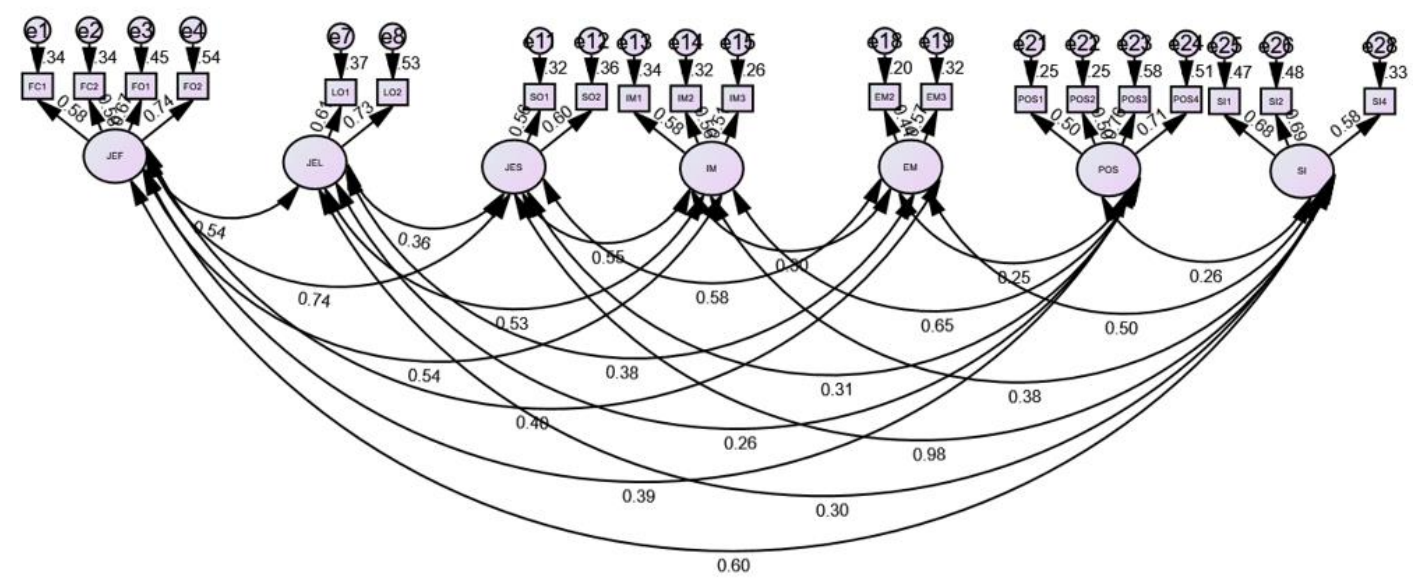


Figure 3: The Measurement Models

Note: Normed $\chi^2 = 2.655$, RMR = 0.044, AGFI = 0.899, GFI = 0.929, IFI = 0.895, CFI = 0.893, RMSEA = 0.057.

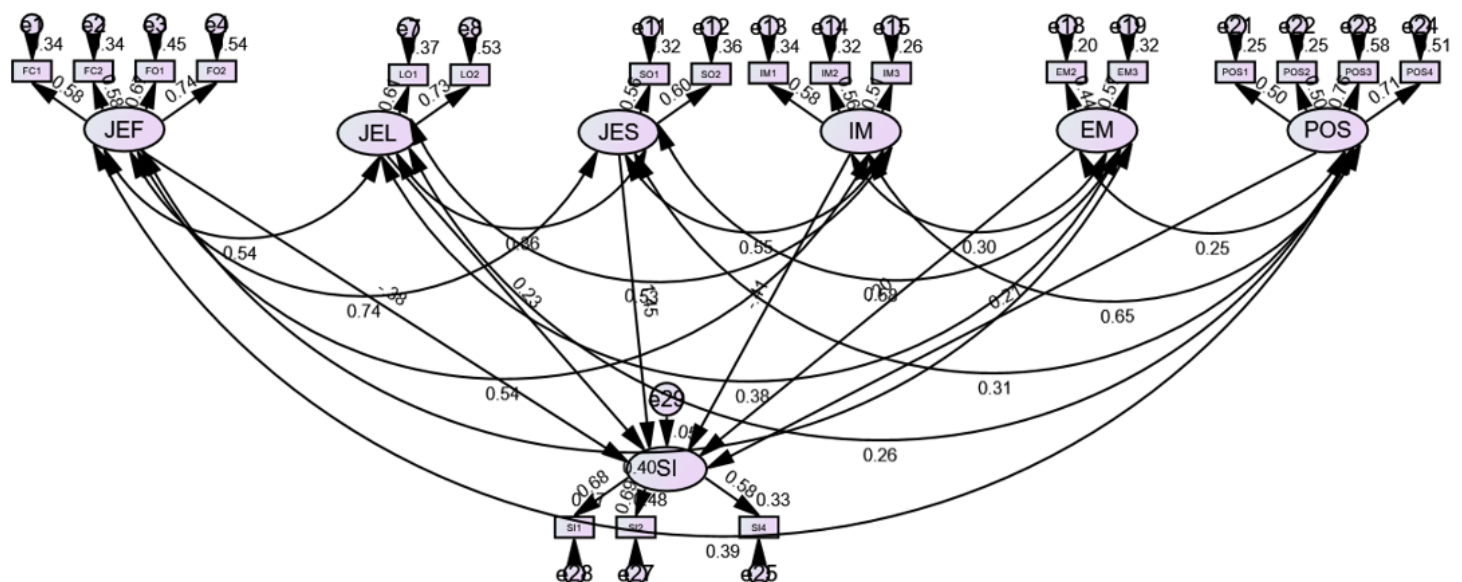


Figure 4: The Structural Research Model

Note: Normed $\chi^2 = 2.655$, RMR = 0.044, AGFI = 0.899, IFI = 0.895, TLI = 0.864, CFI = 0.893, RMSEA = 0.057

Findings and Discussion

Descriptive statistics revealed findings consistent with past qualitative and quantitative studies and aligned with the theoretical frameworks (See Table 9). On the contrary, inferential statistics (structural equation modeling) indicated results that differ from past studies (which might be attributed to the small number of indicators resulting after several adjustments to the measurement models) except for one statistically significant finding (See Table 8). Table 8 summarizes the path coefficients and six hypothesis testing results for the 513 educators. A significant relationship was observed between job embeddedness sacrifice (JES) and teachers' staying intention (SI) in the profession. Non-significant findings were found for job embeddedness links (JEF) and SI, job embeddedness sacrifice (JEL) and SI, intrinsic motivation (IM) and SI, extrinsic motivation (EM) and SI, and perceived organizational support (POS) and SI. For discussion purposes, the six hypotheses are restated in this section. (1) H1: Employees' job embeddedness (fit in community and organization) is positively correlated with their staying intention. Or Employees' job embeddedness (fit in community and organization) significantly influences their staying intention; (2) H2: Employees' job embeddedness (links in community and organization) is positively correlated with their staying intention. Or Employees' job embeddedness (links in community and organization) significantly influences their staying intention; (3) H3: Employees' job embeddedness (sacrifice in community and organization) is positively correlated with their staying intention. Or Employees' job embeddedness (sacrifice in community and organization) significantly influences their staying intention; (4) H4: Employees' intrinsic motivation is positively correlated with their staying intention. Or Employees' intrinsic motivation significantly influences their staying intention; (5) H5: Employees' extrinsic motivation is positively correlated with their staying intention. Or Employees' extrinsic motivation significantly influences their staying intention; (6) H6: Employees' perceived organizational support (POS) is positively correlated with their staying intention. Or Employees' perceived organizational support (POS) significantly influences their staying intention. As it relates to H1, H2, and H3, JEF, JEL do not significantly influence educators' staying intention in the profession. However, JES does significantly influence teachers' staying intention in the profession. Based on the standard regression weights in Table 8, and H3, the regression weight ($\beta = 1.446, p = .009$) for JES in the prediction of SI is significantly different from zero at the 0.01 level (two-tailed). This can be interpreted as when JES goes up by 1 standard deviation, SI goes up by 1.446 standard deviations. This finding is supported with descriptive analysis of the items for the JES construct where two out of four items received combined agreements (Strongly Agree and Agree) percentages exceeding 50% of the 513 respondents from 53 countries (SC2 = 86.8% and SO1 = 56.7%). Several past studies had opposite findings including Silva et al. (2024) who found that person-organization fit is associated with organizational commitment, and work-life balance is positively correlated with both organizational commitment and intention to stay. In addition, fit is referred to as an employee's perceived comfort with his/her organization and when fit is strengthened, early turnover decreases (Holtom & O'Neill, 2004). Furthermore, studies have shown that a negative correlation exists between job embeddedness and turnover (Jiang et al., 2012). Links are formal and informal connections between employees and institutions, employees and their families in a social, psychological, and financial web and the larger the number of links between an employee and the web, the more that person is bound to both the job and the organization (Holtom & O'Neill, 2004). Sacrifice is the cost of material or psychological benefits that is given up by leaving the job (Holtom & O'Neill, 2004). Furthermore, these findings did not

support the Job Embeddedness Theory which postulates that employees are linked to a larger social system which is built by external forces seen as links, fit, and sacrifice within an organization and the community that operate on a focal employee (William Lee et al., 2014). However, Table 9 corroborates these findings and theoretical frameworks. The four items (survey questions), FC1 (I really love the place where I live because it offers access to green space, amenities, and shared activities.), FC2 (I feel a sense of community, belonging, and safety where I live.), FO1 (My organization utilizes my skills and talents well.), and FO2 (I can achieve my professional goals working for this organization.) support the results of past studies mentioned. LC1 (My family roots are in the community where I live.), LC2 (I have close friends that live in my community.), LO2 (I work in many teams and committees in my organization.), and SC2 (People respect me a lot in my community.) also reported combined Strongly Agree and Agree percentages greater than 50%. In addition, Of the 513 teachers from 53 countries and six continents, all items reported combined agreements (Strongly Agree and Agree) exceeding 50% with FC1 = 77.5%, FC2 = 82.7%, FO1 = 71.2%, FO2 = 70.8%, LC1 = 54.8%, LC2 = 61%, LO2 = 68.4%, SC2 = 86.8%, and SO1 = 56.7%. Educational systems in developing and developed countries have their distinct contexts but these systems can be compared in terms of general trends and factors that influence them including access to education, quality of education, curriculum and teaching methods, technology integration, and government policies and investment (Angwaomaodoko, 2024). It is important to note that regardless of the educational systems, country cultures, developed or developing countries, teaching experience, school levels, and academic qualifications, a significant number of teachers from around the world have strongly indicated that job embeddedness fit (JEF), job embeddedness links (JEL), and job embeddedness sacrifice (JES) are important to them. These high percentages underscore the vital role fit, links, and sacrifice play in retaining teachers in the classrooms. It is important to note that SO2 (The benefits (salaries, healthcare, retirement) provided by this job are excellent.) received a combined disagreement of 46.4% which is alarmingly low and supports the clarion call for livable salaries, comprehensive and affordable healthcare packages, and increased retirement income. Consequently, it is vitally important that governments and private institutions create competitive salaries and benefits to attract and retain high performing teachers. A growing body of literature indicates that the growing gap between teacher salary levels and other professions is contributing to local teacher shortages (Katz et al., 2018). Radford (2014) found several factors that influence employees' decision to leave or remain in their jobs such as job satisfaction, on-the job embeddedness, career opportunities provided, and financial considerations.

Regarding H4 and H5, the statistically non-significant findings are inconsistent with past studies and are not fully aligned with the Self-Determination Theory (SDT). The fundamental assumption of the SDT when applied to physical activities is that they can be both intrinsically and extrinsically motivated (Ryan et al., 2009). Shahid (2018) found that organizational trust and employee motivation play a vital role in increasing employees' intention to stay within the organization. As discussed before, intrinsic motivation (IM) is referred to as the passion employees possess for their work and they believe that their rewards come from the work they perform (Kotera et al., 2022). On the contrary, extrinsically motivated employees perform an activity to gain a separable consequence including both tangible and intangible (Deci et al., 2017). Studies have shown that prestige, satisfactory teaching performance, remuneration, and retirement benefits motivate employers to remain faithful to the teaching profession (Medina-Carls, 2020). However, Table 9 supports the findings from past studies. Items IM1 (I like to solve complex problems that confront teachers in the profession because of the satisfaction they provide.), IM2 (I believe the work that teachers do is making an important contribution to nation building.), IM3 (I am passionate about teaching and feel a sense of pride when my students experience academic growth.), and EM4 (I care deeply about the tangible and intangible benefits teaching provides such as salaries, rewards, and recognition.) sizably exceed 50% combined agreements (Strongly Agree and Agree) with IM1 = 71.3%, IM2 = 97.4%, IM3 = 97.2%, and EM1 = 75.9%. These extremely high percentages from the 513 teachers from the world confirmed statistical findings that both intrinsic and extrinsic motivations influence teachers' staying intention in the profession. Maslinsky and Ivaniushina (2016) found that among numerous other factors, work motivation and self-efficacy influence employees' likelihood of leaving their jobs. As was discussed in the findings of job embeddedness, salaries, working conditions, healthcare benefits, and retirement are key factors influencing teachers' staying intention in the profession. Interestingly, there was a negligible difference between combined agreements (34.7%, 31.6%) and disagreement (37.4%, 38.2%) for item IM4 (I would prefer more vacation time to spend with loved ones than more salary.) and item EM4 (I think it is meaningless if no one knows how well I have done in this profession.) respectively.

SEM analysis revealed a statistically non-significant result for H6 which is inconsistent with past studies and the Social Exchange Theory (SET). Fostering a high degree of trust within an organization can engender positive results in an employee's viewpoint of organizational and job commitment (Shahid, 2018). Perceived organizational support (POS) is measured in reciprocal terms where an employee is likely to reciprocate the behavior when his or her employee is seen as supportive and high levels of POS result in employees engaging in organizational citizenship behavior (Cropanzano & Mitchell, 2005). However, Table 9 corroborates these findings with items POS1 (I believe in sharing instructional strategies and resources with colleagues because they will do the same in return.), POS2 (Trust among coworkers and administrators are important to me.), POS3 (Receiving feedback during training motivates teachers to apply what they are learning to their

work.), and POS4 (Providing training shows that my employer and school leaders care about my performance at work.) far exceeding 50% in combined agreements (Strongly Agree and Agree) with POS1 = 87.5%, POS2 = 92.7%, POS3 = 93.7%, and POS4 = 89.1%. A growing number of teachers leaving the profession has resulted in employers making recruitment and retention initiatives a top priority (Solomonson et al., 2021). These findings highlight the critical role the six constructs (job embeddedness fit, job embeddedness link, job embeddedness sacrifice, intrinsic motivation, extrinsic motivation, and perceived organizational support) play in influencing educators' staying intention in the profession as all levels of schools including nursery, primary, secondary, and post-secondary. These findings undoubtedly can inform recruitment and retention policies and practices, continuous professional development programs, school leadership, and teacher training programs. SI1(I am likely to remain in teaching until I retire.) and SI3 (The love I have for students and making a positive impact on their lives keep me in this profession.) are two statements that are worth mentioning to conclude this discussion of the findings section. These two items both received combined agreements (Strongly Agree and Agree) larger than 50% with SI1 = 55.8% and SI3 = 91.2%. These percentages reaffirm that teachers at every level and country generally desire to remain in the classrooms once the necessary support systems, teaching resources, and remuneration are competitive and commensurate with their academic qualifications and teaching experience as compared to other professions.

It is necessary to conclude this discussion outlining specific characteristics of the past studies discussed. The nine studies selected provide some comparative analysis (research design, sample size, theoretical frameworks, and data collection methods) and might explain why perhaps the findings in this study are inconsistent with the following studies: (1) Agaj (2023) used a qualitative design and semi-structured interviews with 68 teachers at different levels in Albania; (2) Blanco-Mesa et al. (2026) used structural equation modeling with 204 healthcare workers in Tunja, Colombia and several theoretical frameworks (social exchange theory, task significance, working conditions, social recognition, economic benefits, organizational commitment, and job search); (3) Fontaine et al. (2011) used a mixed methods including questionnaires and interviews; (4) Hom and Kiazad (2025) critically reviewed classic and contemporary theory and research on employee turnover and retention; (5) Maslinsky and Ivaniushina (2016) used a survey design and regression analysis on data collected from 730 public secondary school teachers in Saint Petersburg, Russia; (6) Medina-Carls (2020) employed a mixed methods design (descriptive research using narrative inquiry and face interviews) with 18 teacher-participants from the public and private basic education and secondary school of the City Schools of Dasmarias; (7) Solomonson et al. (2021) used a census study design and Qualtrics to send questionnaires to all 432 full-time Illinois School-based Agricultural Education Teachers; (8) Radford (2014) employed a cross-sectional survey research with seven participants from the aged care sector; (9) Steinke and Putnam (2007) utilized the survey technique to gather perceptions from 489 technology education teachers and administrators who were elected officials in state technology education associations. The studies highlighted differ from this current study in research design except for Blanco-Mesa et al. (2026) in terms of population, sample size, research design, theoretical frameworks, constructs, and data analysis.

Table 7: Hypothesis Testing Results

Hypothesized Path	Estimate	S.E.	C.R. (t)	P	Results
SI $\leftarrow$ JEF	-0.479	0.460	-1.041	0.298	Not Supported
SI $\leftarrow$ JEL	0.244	0.249	0.978	0.328	Not Supported
SI $\leftarrow$ JES	1.410	0.540	2.613	0.009	Supported
SI $\leftarrow$ IM	-0.553	0.438	-1.263	0.207	Not Supported
SI $\leftarrow$ EM	-0.270	0.371	-0.727	0.467	Not Supported
SI $\leftarrow$ POS	0.360	0.346	1.040	0.299	Not Supported

Table 8: Standardized Regression Weights

Hypotheses	Estimate
SI $\leftarrow$ JEF	-0.377
SI $\leftarrow$ JEL	0.227
SI $\leftarrow$ JES	1.446
SI $\leftarrow$ IM	-0.411
SI $\leftarrow$ EM	-0.196
SI $\leftarrow$ POS	0.215

Table 9: Selected Descriptive Statistics (%) of Data Collected by Questionnaire (28 Construct Items)

Variable	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
FC1	1.0	7.0	14.4	48.7	28.8
FC2	1.2	4.3	11.9	51.9	30.8
FO1	1.8	10.9	16.2	50.5	20.7
FO2	1.2	10.1	17.9	49.7	21.1
LC1	10.7	24.2	10.3	30.4	24.4
LC2	4.5	21.8	12.7	40.7	20.3
LO1	3.5	15.8	29.6	38.6	12.5
LO2	2.5	13.1	16.0	50.5	17.9
SCI	5.8	23.0	23.4	27.5	20.3
SC2	0.4	1.0	11.9	55.2	31.6
SO1	3.7	16.8	22.8	39.4	17.3
SO2	13.1	33.3	24.0	23.2	6.4
IM1	1.0	7.4	20.3	54.0	17.3
IM2	0.4	0.8	1.4	29.2	68.2
IM3	0.2	0.2	2.3	21.8	75.4
IM4	9.9	27.5	27.9	19.3	15.4
EM1	1.0	7.2	16.0	43.3	32.6
EM2	7.0	27.1	29.2	28.1	8.6
EM3	5.3	26.1	25.1	33.1	10.3
EM4	8.6	29.6	30.2	22.6	9.0
POS1	0.4	4.3	7.8	47.0	40.5
POS2	0.2	1.2	5.8	40.5	52.2
POS3	0.2	1.4	4.7	44.2	49.5
POS4	0.8	2.1	8.0	46.8	42.3
SI1	7.4	12.9	24.0	28.5	27.3
SI2	8.8	28.1	27.9	20.9	14.4
SI3	0.2	3.3	5.3	33.9	57.3
SI4	21.6	33.1	25.3	13.8	6.0

Conclusion: Recommendations, Limitations, and Future Studies

This study addressed some gaps in research in that no studies were found that examined this topic on a global level using a structural equation modeling (SEM) approach. The purpose of this study was to explore and investigate empirically the relationships between job embeddedness fit (JEF), job embeddedness links (JEL), job embeddedness sacrifice (JES), intrinsic motivation (IM), extrinsic motivation (EM), and perceived organizational support (POS) with teachers' staying intention (SI) in the profession. From the six hypotheses examined in this study using data collected from 513 teachers from 53 countries and all continents, only one statistically significant finding was found. JES significantly influences or predicts teachers' staying intention in the profession. The remaining five hypotheses statistically non-significant results may be attributed to a small number of indicators stemming from several measurement models executions which indicated the removal of some indicators. This is not surprising because it is a mathematical reality that quite often a set of multiple studies reveals exclusively significant findings (Francis, 2014; Schimmack, 2012, as cited in Lakens & Etz, 2017, p. 875). However, the descriptive statistics of the six constructs revealed findings that are consistent with past survey studies and are aligned with the three theoretical frameworks (Job Embeddedness Theory, Self-Determination Theory, and Social Exchange Theory). In addition, the results from the structural equation modeling and extremely high percentages in combined agreements (Strongly Agree and Agree) provide convincing evidence that teachers' staying intention in the profession are influenced by job embeddedness, intrinsic motivation, extrinsic motivation, and perceived organizational support.

It is therefore incumbent on governments and private institutions to develop innovative, evidence-informed recruitment and retention policies and practices to keep practicing teachers in the classrooms and to recruit and retain new teachers. Recruiting and retaining teachers in the profession is of paramount importance for several reasons. To build schools and systems that foster excellence and equity for all learners, governments and district leaders must think about how much they invest in education and become innovative in redesigning how well the resources are used (Katz et al., 2018). Furthermore, it is also important for governments to modernize and restructure teacher compensation and career opportunities to make them comparable opportunities available to high-achieving college graduates (Katz, et al., 2018). It is necessary to restate the

findings discussed in the literature review to highlight the vital role these factors play in influencing teachers' staying intention in the profession. Radford (2014) found that common factors that influence employees' decision to leave or remain in their jobs include: (a) age/generation; (b) health; (c) location of workplace in relation to employees' home; (d) family responsibilities; (e) perceived organizational support; (f) perceived supervisor support; (g) job satisfaction; (h) on-the-job embeddedness; (i) career opportunities provided; (j) financial considerations; (k) work environment. Other empirical studies revealed similar factors that influence employees' likelihood of leaving their jobs including burnout, work motivation, job satisfaction, self-efficacy, commitment to the workplace and the profession, and withdrawal cognitions (Maslinsky & Ivaniushina, 2016). Organizational trust and employee motivation are predictors of employees' intention to stay within the organization (Shahid, 2018). Researchers found that organizational commitment is a robust predictor of intention to stay within the organization (Blanco-Mesa et al., 2026). Finally, teachers play a major role in preparing students for college and career. Research has shown that teachers and their classroom behaviors contribute to student achievement compared to other systemic factors in education (Creemers & Kyriakides, 2008, as cited in Đerić et al., 2021, p. 152).

Education remains the driving force behind human development and plays a pivotal role in shaping societies and promoting economic growth (Angwaomaodoko, 2024). It is fitting to end this section reiterating the importance of governments and school districts developing recruitment policies and practices that will not only attract teachers to the profession and initial teacher education but keep them in the classroom. Teacher attrition remains a challenge that spans all grade levels and disciplines within public education (Solomonson et al., 2021). More specifically, the large number of teachers exiting the profession each year has resulted in stakeholders in education making recruitment and retention a top priority (Solomonson et al., 2021). Furthermore, as stated before, one of the greatest challenges plaguing policymakers and leaders across school systems is recruiting and retaining highly qualified and effective teachers to meet the complex needs of students and the growing demand for a knowledge economy (Darling-Hammond et al., 2019). This is crucial because the global shortages of teachers undermine education systems irrespective of the countries' wealth (Klassen et al., 2025).

As it relates to limitations and future studies, researchers can replicate this study on a national or global scale but using much more indicators and a larger sample size because structural equation modeling requires large samples. Researchers can enhance this current study by addressing the following limitations: (1) Strengthen measurement using validated multi-item scales for all constructs, target AVE > 0.50, CR > 0.70, and assess HTMT/Fornell-Larcker rigorously; (2) Use WLSMV (or robust estimators) for ordinal data; report full CFA loadings, SEs, and modification indices transparently; (3) Address sampling bias; consider stratification or weighting; report country/cluster effects or multigroup/MLM analyses; (4) Include controls (such as experience, level, country income), and test alternative.

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