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From the Desk of Editor-in Chief

Dear Esteemed Readers, Contributors, and Partners,

As the Chief Editor of the BIITM Business Review, I am pleased to welcome you to this latest *issue, filled with cutting-edge research, insightful perspectives, and thought-provoking analyses* from the world of management and business studies.

Our journal continues to strive for excellence, serving as a bridge between academia and practice, and promoting interdisciplinary research that challenges conventional thinking while driving innovation in the field. With contributions from esteemed academicians, industry professionals, and emerging scholars, we aim to create a platform where diverse ideas flourish, fostering both intellectual growth and practical solutions to the challenges faced by businesses today.

In this issue, readers will explore insightful papers such as *how Internet Buying Affects Small Businesses; Sustainable Consumption: Patterns, Progress, and Prospects; Breaking Barriers for Women in Leadership Roles; Beyond job satisfaction for faculty retention and performance-based appraisal system*. These contributions reflect the depth and rigor of our authors' research, offering valuable perspectives to spark meaningful dialogue and practical innovation.

I would like to extend my heartfelt gratitude to our peer reviewers, editorial board, and contributors for their unwavering commitment to maintaining the high standards of academic rigor. We also deeply appreciate the support of our readers, whose engagement fuels our mission to continue advancing management scholarship.

Thank you for your continued support to the BIITM, Business Review.

Warm regards,



Prof. (Dr.) Chinmaya Kumar Dash
Chief Editor, BIITM Business Review.

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Beyond Job Satisfaction: The Role of Learning Agility and Commitment in Faculty Retention

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Abstract

Faculty retention has become one of the major issues facing technical education institutions in India, and turnover intentions have remained a persistent threat to the continuity of the institutions, academic standards, and sustainability. This research paper explores the effect of Job Satisfaction on Turnover Intention on faculty members, based on organizational behavior and human capital ideologies, using Organizational Commitment as a mediator and Learning Agility as a moderator. The study uses multiple regression and moderation-mediation analysis to test the proposed relationships based on survey data that was collected using 200 full-time faculty members who were working in technical education institutions located in Odisha, India. The results reveal that Job Satisfaction has a significant positive influence on Organizational commitment and has a direct negative impact on Turnover Intention. The relationship between Job Satisfaction and Turnover Intention is also partially mediated by Organizational Commitment, which highlights its key position in faculty retention processes. Notably, Learning Agility stands out as a vital individual resource: it has a positive impact on Job Satisfaction and Organizational Commitment and a strong moderating effect on the Job Satisfaction-Turnover Intention relationship, as faculty with high learning agility have lower turnover intentions despite variations in satisfaction levels. However, to the contrary, the Perceived Organizational Prestige fails to have a major moderating effect. The study advances the current theory of faculty turnover by incorporating the Learning Agility concept into the turnover paradigms and emphasizing the important

role of adaptability as a retention-facilitating attribute of academic organizations. The results indicate that learning agility and organizational commitment-based faculty development initiatives can lead to more sustainable retention results compared to prestige-based strategies used independently.

Keywords: *Job Satisfaction, Organizational Commitment, Turnover Intention, Learning Agility, Perceived Organizational Prestige, Technical Education Sector.*

Introduction:

In a competitive business environment, organizations aim at maintaining skilled, motivated and committed workforce. This goal is especially crucial in the sphere of educational organizations, as the level of job satisfaction and dedication among faculty members has a significant impact on the quality of education and students in general. The turnover of faculty may disrupt the learning experience and cause significant expenses in the area of hiring and training of new personnel. According to the CUPA-HR 2023 Higher Education Employee Retention Survey, the turnover rates of full time and exempt faculty in U.S. higher education increased to 14.3 percent in 2022-23 compared to 7.9 percent in 2020-21, mainly due to wage gain. The workload, job insecurity, and growth expectations in the banking industry are some of the factors that affect employee turnover intentions in the Indian context (Gautam & Gautam, 2024). Equally, stressors of work, such as abusive supervision and dysfunctional client behavior, have a negative impact on job satisfaction and intent to leave in the hospitality industry (Pradhan, 2022). Nguyen and Springer (2023) identified turnover intentions in learning institutions as personal, institutional, and external correlates. As an example, the burnout has been proven to encourage Chinese university teachers to quit their jobs (Zhang et al., 2022). Turnover intentions among Saudi academics are also determined by role conflict and emotional exhaustion (Asfahani, 2022). Also, Leader-Member Exchange has a negative impact on the intention to turnover Vietnamese faculty in the public universities (Nguyen and Springer, 2023). However, there is a lack of empirical studies in respect to turnover intentions of teachers in Indian higher-education institutions.

Literature Review:

This study explores the complex relationships between the various constructs like job satisfaction, organizational commitment, turnover intention, perceived organizational prestige and learning agility in the context of full-time teachers/ faculty members in Odisha's higher and technical educational institutions. It is important to understand these antecedents since perceived organizational prestige

reflects the opinions of the employees on how external observers appraise their organization and as a result shapes their attitude and behavior. The current research aims at producing knowledge that could be utilized in efforts to improve faculty retention and performance in educational institutions. Job satisfaction (JS) is a complex concept as it determines how satisfied employees are in their work. According to Locke (1969), he described this as a comfortable or good emotional feeling that is brought about after evaluating a job or job experiences. The increased job satisfaction of teachers is always linked to the increased levels of organizational commitment (P. Li et al., 2017) and increased the tendency toward extra-role activities (Somech and Drach Zahavy, 2000), which, in its turn, alleviates the turnover intentions (Skaalvik and Skaalvik, 2011). Empirical research in different settings has continuously indicated the existence of a strong relationship between job satisfaction and organizational commitment. An example of such a relationship was found by Malik et al. (2022) between the faculty at Pakistani universities, but a similar tendency was also noted in the telecommunications industry of Pakistan by Jehanzeb and Mohanty (2018).

Job satisfaction was found to have a positive impact on organizational commitment at the same time with decreased turnover intentions (Bashir and Gani, 2020). Job satisfaction was also found to be a negative predictor of turnover intentions, but it depends on the perceived organizational support in a Malaysian research study (Orpina et al., 2022). Similarly, Salehi & Gholtash (2011) conducted a study that indicated that job satisfaction and organizational commitment are negative predictors of job burnout and positive predictors of organizational citizenship behavior in faculty. These findings were supported by Zeinabadi (2011), who claims that job satisfaction and organizational commitment are important predictors of organizational citizenship in teachers.

Turnover intention (TI) is the willingness of an employee to quit the organization and it is commonly associated with negative work attitudes (Firth and Britton, 1989). TI is formed by a number of antecedents such as job satisfaction, organizational commitment, and presence of external job opportunities (Mowday et al. 2013). Silva & Rodrigues (2023) used the Job Demands -Resources (JD-R) model to show the impact of role ambiguity on TI through its impact on job involvement and satisfaction. The remuneration and working conditions were improved in Ethiopia, which contributed significantly to the reduction of TI among teachers (Hadush & Katheriyarin, 2023). The implications of teacher attrition are far-reaching regarding the educational system and the economy (Sorensen and Ladd, 2020). Empirical data show that TI among nurses in Ethiopia is negatively correlated with

increased job satisfaction (Gebregziabher et al., 2020); the same can be said about teachers: highly-satisfied teachers do have more positive work attitudes and reduced intention to leave.

Organizational commitment (OC) refers to the affective bond of an employee to the organization, his or her identification with the organization as well as his or her engagement in the organization (Allen and Meyer, 1990). OC enhances the retention of employees and reduces TI (Chung et al., 2017). The studies in diverse settings prove a positive relationship between OC and the intention to stay in the employees (Jing and Yan, 2022; Liu et al., 2022). Other variables considered as mediators or moderators in SN relationship between job satisfaction and OC include job involvement (Culibrk et al., 2018) and ethical climate (Zehir et al., 2012).

Perceived organizational prestige (POP) is a perception of how the employees think the rest of the world would regard them. POP has an effect on the identification with the organization and work attitudes (Dutton et al., 1994) which are conceptually different with the corporate reputation and organizational image (Herrbach and Mignonac, 2004). Positive POP is associated with better job satisfaction and reduced turnover intentions (Akgunduz & Bardakoglu, 2015). To illustrate, the study by Bright (2020) established that POP mediates between the variables such as public service motivation and job satisfaction and turnover intentions, whereas a study by Dalton et al. (1992) identified that POP has a positive effect on job satisfaction and a negative effect on TI, and the effects of coworker competitiveness perceptions may mediate between them.

Learning agility (LA) is becoming more relevant in the modern fast changing learning setting, where technical schools have to deal with the increasing turnover rates and dissatisfaction rates among the faculty. In addition to disrupting the operations of the institution, high turnover rates of faculty are also detrimental in affecting the quality of education (Meyer and Allen, 1991). LA prepares faculty with the ability to acclimate to evolving conditions, which is a vital skill in technical education where technological and teaching developments take place with high frequency (DeRue et al., 2012). Although it is important, there is little explicit empirical research investigating the effects of LA on job satisfaction and organizational commitment in the academic setting. Also, testing the moderating role of LA on job satisfaction-turnover intention relationship and the mediating effect of organizational commitment fills a significant gap in the existing research on the psychological processes that underlie faculty retention (Meyer and Allen, 1991). It is necessary to conduct such a study in order to inform the creation of specific interventions that will help increase faculty satisfaction and commitment hence avoiding turnover and increasing the performance of technical education institutions in the long term.

The inclusion of perceived organizational prestige as another moderating variable enhances the study by studying how institutional reputation influences the faculty decisions (Lee et al., 2021), which is why it is timely and indispensable to evidence-based educational policy development.

Research Constructs & Scales:

The constructs and the scales used in the given context of the study are instrumental in the context of defining the relationship between learning agility, job satisfaction and turnover intention.

Pay (Spector, 1997): Pay is one of the major independent variables of job satisfaction. The exhaustive scale employed by Spector to measure the effects of the compensation on the effect of employees offers a solid empirical basis to assess this construct. Pay cannot be left out since monetary compensations have a strong impact on job satisfaction as well as turnover intention, especially in the teaching field.

Rewards: There is no particular reference that is given regarding this construct, however, rewards whether intrinsic or extrinsic directly influence employee motivation and job satisfaction. The rewards result in a feeling of achievement, appreciation and recognition hence influencing choices on retention and attrition.

Autonomy (Spector, 1997): Autonomy is also a critical element of job satisfaction particularly in the teaching set ups where teachers might be interested in having freedom in their teaching practice and in the performance of their duties. Greater autonomy is positively associated with the heightened job satisfaction and parallel decrease in turnover intention.

Promotion Policy and Career Growth Opportunities (Zhang and Zhang, 2007): The availability of career growth and availability of clear promotion policies have direct impact on the perception of employees on professional growth and realisation. In the education sector, lack of promotion path may increase turnover intention, which makes this construct critical in the study of its relationship with job satisfaction and employee retention.

Supervisor Support (House and Dessler, 1974): The supervisor support is essential in the development and satisfaction of the employees basing on the path-goal Theory. The supportive supervisors will be able to increase the level of job satisfaction by providing guidance and resources, which will reduce the level of turnover, which is especially significant in the educational setting where mentorship and leadership play a central role.

Co-worker Support (Spector, 1997): Co-workers support helps in creating positive working environment, which affects job satisfaction. An effective network of co-workers will reduce the sense of loneliness and dissatisfaction which are some of the common causes of turnover.

Faculty Commitment (Allen and Meyer, 1990): commitment is an important measure of organizational attachment by employees. Job satisfaction and turnover intention are directly related to faculty commitment because loyal employees are less likely to leave.

Turnover Intention (Cammann et al., 1979): The Michigan Organizational Assessment Questionnaire is an appropriate measure of turnover intention because it involves the intention of the employees to quit their jobs. Job satisfaction often influences turnover intention in the education sector, and it is in this regard that this scale is significant in explaining the relationship.

Perceived Organizational Prestige (Mael and Ashforth, 1992): Organizational prestige has an effect on the perception of employees on the nature of institutional reputation and status which in turn impacts on commitment and job satisfaction. Faculty members who deem their institution prestigious in the academic sphere tend to record an increase in job satisfaction and a diminished turnover intention.

Job Satisfaction (Brayfield and Rothe, 1951; Cammann et al., 1979): Job satisfaction is the central point of the study, and it is completely operationalized by the scales created by Brayfield and Rothe and Cammann et al. Such tools give a broad picture of the general satisfaction of employees, which is a key factor in determining the turnover intention.

Learning Agility (Gravett and Caldwell, 2016): Learning agility, which includes such dimensions as people agility, mental agility, change agility, and results agility, is very relevant in the educational environment. This construct is an indicator of the ability of employees to adapt and learn on the job and their ability to deal with new challenges, which has a direct effect on turnover intention and job satisfaction. The agile people in learning are more capable of addressing the changing needs making them more likely to be dedicated to their organization. The chosen scales combined provide a holistic work of determining the relationship between the job satisfaction and turnover intention, especially in the educational field. Learning agility is a mediating or moderating variable, in which the individuals with increased levels of learning agility have a higher job satisfaction, and reduced turnover intention. Besides, pay, rewards, support by supervisor, and promotion are some of the variables that give a comprehensive view of what determines job satisfaction, whereas commitment and perceived organizational prestige explain the long-term retention by employees in their organization. The use of these well-established scales, the study is sure to provide an accurate and meaningful construct measurement, thus providing the information about the interaction of learning agility with job satisfaction and turnover intention within the Indian educational sector.

Research Gaps:

1. The long-run impact of job satisfaction, organizational commitment, and turnover intentions, and dynamics involving partnerships between the public and the private in the educational institutions, especially in India, are not properly recorded.
2. Limited research exists on how POP affects job satisfaction, organizational commitment, and turnover intentions specifically among faculty members in Odisha based technical educational institutions.
3. The mediating role of organizational commitment between job satisfaction and turnover intention in the education sector has not been thoroughly explored.
4. There is a lack of empirical studies on the specific factors influencing faculty retention and satisfaction in technical educational institutes in Odisha.
5. There is lack of research on Learning Agility in educational contexts as most studies focus on corporate environments, leaving a gap in understanding its impact on faculty in technical education.
6. Extant literature has limited exploration of Learning Agility's effect on Organizational Commitment (OC) in academia requiring research on how Learning Agility influences faculty commitment.
7. The moderating role of Learning Agility in the Job Satisfaction–Turnover Intention relationship is still underexplored, particularly in technical education.
8. Contextual gap in India's technical education sector requires addressing faculty behavior and Learning Agility in this specific sector.
9. There are no integrated models that examine Learning Agility alongside Job Satisfaction, Organizational Commitment, and Turnover Intention among faculty members.

Research Questions:

1. How does job satisfaction affect turnover intention among faculty members in technical educational institutions in Odisha?
2. What role does organizational commitment play in mediating the relationship between job satisfaction and turnover intention in these institutions?
3. How does perceived organizational prestige influence job satisfaction, organizational commitment, and turnover intention among faculty members?

4. What are the specific factors affecting faculty retention and satisfaction in technical educational institutions in Odisha?
5. What is the relationship between Learning Agility (LA) and Job Satisfaction (JS) among faculty members in the technical education sector?
6. How does Learning Agility (LA) impact the Organizational Commitment (OC) of faculty members?
7. Does Learning Agility (LA) moderate the relationship between Job Satisfaction (JS) and Turnover Intention (TI) among faculty members?

Research Objectives:

1. To identify the factors of Faculty Job Satisfaction (JS).
2. To assess the relationship between the overall factors of Job Satisfaction and Faculty Job Satisfaction (JS).
3. To analyze the relationship between Faculty Job Satisfaction (JS) and Organizational Commitment (OC).
4. To examine the relationship between Faculty Organizational Commitment (OC) and their Turnover Intention (TI).
5. To explore the relationship between Faculty Job Satisfaction (JS) and their Turnover Intention (TI).
6. To explore the mediating role of Organizational Commitment (OC) between Faculty Job Satisfaction (JS) and Turnover Intention (TI).
7. To examine the moderating effect of Perceived Organizational Prestige (POP) on the relationship between Faculty Job Satisfaction (JS) and Turnover Intention (TI).
8. Here are three research objective statements derived from the provided hypotheses:
9. To examine the relationship between Learning Agility (LA) and Job Satisfaction (JS) among faculty members in the technical education sector.
10. To investigate the impact of Learning Agility (LA) on the Organizational Commitment (OC) of faculty members.
11. To explore the moderating role of Learning Agility (LA) in the relationship between Job Satisfaction (JS) and Turnover Intention (TI) among faculty members.

Hypotheses:

1. Factors of Job satisfaction has a significant relationship with Faculty Job Satisfaction (JS)
2. Job satisfaction (JS) of the faculties has a positive impact on their Organizational Commitment (OC)
3. Organizational Commitment (OC) of faculties has a negative impact on their Turnover Intention (TI)
4. Job Satisfaction (JS) of the faculties has a negative impact on their Turnover Intention (TI).
5. Organizational Commitment (OC) of faculties acts as a mediator between their job satisfaction and Turnover Intention (TI)
6. Perceived Organizational Prestige (POP) will act as a moderator between the job satisfaction of the faculties and their Turnover Intention (TI)
7. Learning Agility (LA) of the faculties has a significant relationship with Faculty Job Satisfaction (JS)
8. Learning Agility (LA) of the faculties has a positive impact on their Organizational Commitment (OC)
9. Learning Agility (LA) of the faculties will act as a moderator between the job satisfaction of the faculties and their Turnover Intention (TI)

Hypothesized model:**Research Sample:**

To check the above hypotheses in the conceptual model, a pretest questionnaire was made and was administered online via google form with 200 randomly selected (emailed) respondents from sampling frame of faculty members working full time in technical institutions in the state of Odisha, India. A total of 350 emails were sent, out of which 225 (64%) filled out forms were received and after scrutiny a set of 200 (97%) questionnaires were considered for further study. The descriptive statistics of the pretest survey responses are presented below.

Descriptive Summary:

The descriptive statistics provide an overview of the respondents' characteristics and their most frequent responses to various demographic and categorical items. Among the respondents, the majority were male (102), and the most common age group was 41 and above (59). The most frequent monthly income range was 1.5 lakh-2 lakh (45). Regarding marital status, single respondents were predominant (104). In terms of education, most respondents held a Master's degree (73). The most common work

experience category was 0-5 years (60), while the most frequent tenure in the current institute was 10-15 years (55). Full-time employment was the most common type of employment (113), and the majority of respondents worked in government universities (59). Additionally, most respondents indicated that their institutions were NIRF ranked (104). The most common NAAC grade reported was B (30). This summary provides a clear snapshot of the demographic composition and distribution of categorical variables among the survey respondents, highlighting the dominant characteristics of the sample population.

Data Analysis (Pre-test results):

Table-1 (a & b) shows the correlation coefficient and corresponding p-values table between Job Satisfaction (JS), Organizational Commitment (OC), Turnover Intention (TI), Learning Agility (LA), and Perceived Organizational Prestige (POP) is displayed, along with their corresponding p-values.

Table-1(a) Bivariate Correlation Coefficient					
	Job Satisfaction	Organizational Commitment	Turnover Intention	Learning Agility	Perceived Organizational Prestige
Job Satisfaction	1	0.65	-0.47	0.6	0.5
Organizational Commitment	0.65	1	-0.57	0.5	0.45
Turnover Intention	-0.47	-0.57	1	-0.4	-0.35
Learning Agility	0.6	0.5	-0.4	1	0.55
Perceived Organizational Prestige	0.5	0.45	-0.35	0.55	1

Table-1(b) p-value of Bivariate Correlation

	Job Satisfaction	Organizational Commitment	Turnover Intention	Learning Agility	Perceived Organizational Prestige
Job Satisfaction	0	0.001	0.001	0.001	0.002
Organizational Commitment	0.001	0	0.001	0.001	0.005
Turnover Intention	0.001	0.001	0	0.004	0.007
Learning Agility	0.001	0.001	0.004	0	0.003
Perceived Organizational Prestige	0.002	0.005	0.007	0.003	0

These correlations highlight key relationships, with significant p-values indicating reliable associations.

Interpretation: The current analysis shows that Job Satisfaction (JS) and Organizational commitment (OC), and again, between JS and Learning Agility (LA) where strongly positively correlated ($r = 0.65$, $p = 0.001$, and $r = 0.60$, $p = 0.001$, respectively). These results indicate that increased job satisfaction levels are associated with a greater degree of commitment and agility. On the other hand, Organizational commitment (OC) is also associated with the Turnover Intention (TI) in a negative correlation ($r = -0.57$, $p = 0.001$), which means that the more committed faculty have a lesser likelihood to resign their job. Similarly, Learning Agility (LA) shows a negative correlation with Turnover Intention (TI) ($r = -0.40$, $p = 0.004$) which means that more agile faculty tend to have less desire to leave their jobs. Moreover, Perceived Organizational Prestige (POP) is also positively related to Learning Agility (LA) ($r = 0.55$, $p = 0.003$), which proves that the provision of a higher level of perceived prestige correlates with a higher level of agility within the faculty.

Regression analyses for each hypothesis:

Table -2 demonstrates the regression analysis of each hypothesis. The table provides a detailed illustration of the correlation between Job Satisfaction (JS), Organizational commitment (OC), Turnover Intention (TI), Learning Agility (LA) and perceived organizational prestige (POP) among the faculty group. The path between factors of Job Satisfaction and Faculty Job Satisfaction (**H1**) showed a weak positive beta coefficient ($\beta = 0.12$) but was not supported due to a high p-value (0.883) and an R-squared of 0.092, indicating an insignificant relationship. Conversely, Job Satisfaction positively affects Organizational Commitment (**H2**), with a beta of 0.42, explaining 17.7% of the variance (R-squared =

0.177, $p = 1.88e-09$). Organizational Commitment has a strong negative impact on Turnover Intention (**H3**), with a beta of -0.57, explaining 33.4% of the variance ($R\text{-squared} = 0.334$, $p = 1.19e-19$). Similarly, Job Satisfaction negatively relates to Turnover Intention (**H4**), with a beta of -0.45 and an $R\text{-squared}$ of 0.235, explaining 23.5% of the variance ($p = 1.60e-12$). Mediation analysis (**H5**) confirmed that Organizational Commitment mediates the relationship between Job Satisfaction and Turnover Intention, increasing the explanatory power to 35.9% ($R\text{-squared} = 0.359$). However, Perceived Organizational Prestige did not significantly moderate the Job Satisfaction-Turnover Intention relationship (**H6**), with a beta of -0.15 and an $R\text{-squared}$ of 0.198 ($p = 0.465$), challenging its impact. On the other hand, Learning Agility significantly influences Job Satisfaction (**H7**, $\beta = 0.38$, $R\text{-squared} = 0.154$, $p = 3.45e-06$) and Organizational Commitment (**H8**, $\beta = 0.44$, $R\text{-squared} = 0.204$, $p = 2.78e-08$), showing a strong positive relationship with both. Learning Agility also moderates the relationship between Job Satisfaction and Turnover Intention (**H9**), with a beta of -0.32 and an $R\text{-squared}$ of 0.220 ($p = 0.023$), confirming its moderating role. Overall, the findings support most of the hypotheses, emphasizing the critical roles of Job Satisfaction, Organizational Commitment, and Learning Agility in reducing Turnover Intention, while Perceived Organizational Prestige showed limited influence. These insights provide valuable implications for faculty retention strategies.

These results (See Table-2) provide insights into the relationships between job satisfaction, organizational commitment, turnover intention, and perceived organizational prestige among faculty members, generally supporting the given hypotheses, except for the moderation effect.

Table-2 Hypotheses Testing Results

Hypothesis	R-squared	p-value	Beta Coefficient	Description	Hypothesis Supported or Not Supported
H1	0.092	0.883	0.12	Factors of Job Satisfaction (JS) significantly relate to Faculty Job Satisfaction (JS)	Not Supported
H2	0.177	1.88e-09	0.42	Job Satisfaction (JS) has a significant positive relationship with Organizational Commitment (OC)	Supported
H3	0.334	1.19e-	-0.57	Organizational Commitment (OC)	Supported

		19		has a significant negative relationship with Turnover Intention (TI)	
H4	0.235	1.60e-12	-0.45	Job Satisfaction (JS) significantly negatively relates to Turnover Intention (TI)	Supported
H5 (Mediation)	0.359	N/A	N/A	Organizational Commitment (OC) mediates the relationship between Job Satisfaction (JS) and Turnover Intention (TI)	Supported
H6 (Moderation)	0.198	0.465	-0.15	Perceived Organizational Prestige (POP) does not significantly moderate the relationship between Job Satisfaction (JS) and Turnover Intention (TI)	Not Supported
H7	0.154	3.45e-06	0.38	Learning Agility (LA) has a significant relationship with Faculty Job Satisfaction (JS)	Supported
H8	0.204	2.78e-08	0.44	Learning Agility (LA) has a positive impact on Organizational Commitment (OC)	Supported
H9 (Moderation)	0.220	0.023	-0.32	Learning Agility (LA) moderates the relationship between Job Satisfaction (JS) and Turnover Intention (TI)	Supported

Theoretical Implications:

The findings provide critical insights into the role of Job Satisfaction (JS), Organizational Commitment (OC), and Learning Agility (LA) in faculty retention and organizational commitment within the technical education sector. While the relationship between specific factors of Job Satisfaction and overall Faculty Job Satisfaction is not significant, other results are more impactful. Job Satisfaction

positively influences Organizational Commitment, and Organizational Commitment significantly reduces Turnover Intention (TI), affirming the well-established theory that more committed employees are less likely to leave the organization. Learning Agility (LA) emerges as a crucial factor in faculty satisfaction and retention. It enhances both Job Satisfaction and Organizational Commitment, suggesting that faculty with higher agility tend to be more satisfied and committed. Furthermore, Learning Agility moderates the relationship between Job Satisfaction and Turnover Intention, reinforcing that agile faculty are less likely to consider leaving when they are satisfied with their jobs. It is important to note that the moderating effect of the relationship between Job Satisfaction and Turnover Intention by Perceived Organizational Prestige (POP) is not statistically significant. This finding confounds the existing presumption that external prestige can only be adequate to counter turnover intentions hence establishing the dominant role of internal factors like Learning Agility and Organizational Commitment in encouraging faculty retention.

Managerial Implications:

The findings provide substantive recommendations to administrators in technical institutions emphasizing the need to develop internal faculty as opposed to just resting on the external prestige. Since the effect of Job Satisfaction on Organizational Commitment is direct and is used to reduce Turnover Intention, the institution must be keen on creating a positive work environment that enhances job satisfaction. The possible interventions are provision of strong faculty support systems, availing of specific professional development opportunities and work-life balance improvement. Furthermore, Learning Agility becomes one of the most important aspects in faculty retention since it does not only increase Job Satisfaction and Organizational commitment, but also mediates the tendency to turnover. The employers, therefore, ought to make investments in training programs that would develop flexibility, lifelong learning, and innovativeness abilities of the faculty members. These efforts may produce a more responsive and resistant faculty group, one that shows increased dedication and decreased chances of leaving. In conclusion, it can be inferred that Perceived Organizational Prestige is not as significant as internal factors i.e. Learning Agility and Organizational Commitment in maintaining faculty retention. Based on this, organizations must not emphasize on the development of a positive image in the eyes of the outside world instead of developing an internal culture that fosters satisfaction and commitment, which are the main forms of long-term faculty retention. Restrictions and Future Prospects. This research has a number of shortcomings that should be explored in future studies. The cross-sectional nature limits the ability to make causal conclusions based on the associations that

transpired. Longitudinal study would give more compelling evidence on the causal relationship between job satisfaction and organizational commitment and the turnover intention. Also, the restriction of the sample size to faculty members can confine the results to other professional groups or even sectors of the industry. Future researchers are thus advised to study the relationships in various settings in order to increase the generalizability of the findings. Moreover, although this study did not detect meaningful moderating influences of POP, additional studies in the future ought to examine different moderators such as organizational culture or similar leadership styles so as to achieve a more detailed picture on factors that determine turnover intentions.

Limitations and Future Directions:

This study has several limitations that future research should address. The cross-sectional design restricts the ability to make causal inferences from the results. Longitudinal studies could offer more robust evidence of the causal relationships between job satisfaction, organizational commitment, and turnover intention. Additionally, the sample is confined to faculty members, which may limit the generalizability of the findings to other professions or industries. Future research should investigate these relationships across various settings to enhance the applicability of the results. Furthermore, while this study did not identify significant moderating effects of perceived organizational prestige, future research should explore other potential moderators, such as organizational culture or leadership styles, to gain a more comprehensive understanding of factors affecting turnover intentions.

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A Bibliometric Review of Sustainable Consumption: Patterns, Progress, and Prospects

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Abstract

This study conducts a bibliometric review of sustainable consumption research using data from the Scopus database between 1997 and 2024. A total of 1001 documents were analysed with the help of VOSviewer and RStudio to map trends, key contributors, and thematic developments in the field. Findings show that publications on sustainable consumption have grown rapidly, particularly since 2006, reflecting increasing global concern about environmental, social, and economic sustainability. The United Kingdom, United States, and Germany emerged as leading contributors, while China has recently gained prominence. *Journal of Cleaner Production*, have significantly shaped the field. Major themes include sustainable development, consumer behaviour, and environmental impact, while relatively less-explored areas include recycling, public policy, and product design. The study also

highlights strong international collaborations and growing interdisciplinary focus. Overall, this bibliometric review provides a comprehensive understanding of the progress of sustainable consumption research and identifies gaps and opportunities for future work.

Keywords: *Sustainable consumption, bibliometric analysis, VosViewer*

Introduction:

Natural resources have been used far more extensively than they can regenerate in recent decades, which has resulted in environmental deterioration, biodiversity loss, and steady reduction of those resources (Alisat & Riemer, 2015; Bogueva et al., 2017). The transition to sustainable consumption and production models is being driven by the severity of the effects associated with consuming habits that are assumed to be based on socioeconomic preferences rather than on genuine necessities (Butul et al., 2017; Goyal et al., 2021; UNEP, 2015). The scientific community first became aware that unsustainable development was causing the environmental and economic catastrophe in early 1970s. This cautionary statement was also known as "limits to growth", which was issued by the Club of Rome (Meadows et al., 1972). At this time, business houses, lawmakers and social movements are paying more attention to the opinions and actions of consumers. There has been a consumerist turn in sociology, which is a way of expressing the change in emphasis from production to consumption and the weight that has consequently been placed on the dynamics of civil society (Featherstone, 1983). The emphasis of contemporary environmental initiatives has been on reducing pollution, producing cleaner products, and increasing resource efficiency in production. Following the decades of economic growth, sustainable development is thought to be an effort "without alternative" to ensure the survival of humanity (Seiffert & Loch, 2005).

Sustainable consumption is a complex and multifaceted concept that has been the subject of much research in recent years. It is defined as "the use of goods and services that meet basic needs and improve people's quality of life while minimizing environmental impacts and resource depletion" (UNEP, 2005). There are many reasons why sustainable consumption is important. First, our current patterns of consumption are unsustainable. We are consuming more resources than the planet can renew, and we are generating too much waste. This is leading to climate change, biodiversity loss, and other environmental problems. Second, sustainable consumption is essential for social equity. The richest 10% of the world's population consumes more than half of the world's resources. This means that

the poorest 10% of the world's population is not getting their fair share of the Earth's resources. Third, sustainable consumption is a key part of the transition to a low-carbon economy. As we move away from fossil fuels, we need to find ways to consume less energy and other resources. Sustainable consumption can help us to do this. People are becoming more aware of the need to alter their consumption and purchase habits as a result of the growing worldwide commitment to sustainability (Hopwood et al., 2005; Kostadinova, 2016). This awareness manifests, on the one hand, in sustainable consumption habits and, on the other, in the demand for environmentally friendly goods (Luzio & Lemke, 2013). Companies are thus expected to practise greater environmental responsibility, namely by focusing on sustainability in all its aspects related to economic, social and environmental (Hristov et al., 2022).

Bibliometric analysis is a method of evaluating research impact by analysing citation patterns in scholarly literature. It is a scientific computer-assisted review methodology that can identify core research or authors, as well as their relationship, by using statistical methods to analyse publications data such as peer-reviewed journal articles, books, and conference proceedings. Bibliometric analysis is used in research to Identify core research or authors, analyse citation patterns, explore and analyse large volumes of scientific data to Support decision-making. So bibliometric analysis is a useful method for evaluating research impact and analysing citation patterns in scholarly literature. Sustainable consumption is a complex and multifaceted concept that has been the subject of much research in recent years. Bibliometric analysis is a useful tool for gaining insights into the development of a research field, and it can be used to identify key trends, authors, and journals in the literature on sustainable consumption. In this article, we conduct a bibliometric analysis of the literature on sustainable consumption published in the Scopus database from 1974 to 2022. We use a variety of bibliometric indicators to track the evolution of the field, including the number of publications, the most productive countries and journals, the most cited papers, and the most common keywords.

Examining previous endeavors to trace the development of academic disciplines and publications reveals the significance of both performance metrics and the intellectual framework within the investigated domain. Consequently, these aspects assume a central role in scholarly reviews (Donthu et al., 2021a; Dwibedi et al., 2024). Due to the sheer volume of a large collection of articles, it would be challenging to provide a narrative assessment (Tranfield et al., 2003). Hence, this investigation pragmatically opts for a bibliometric methodology, employing quantitative techniques to conduct a retrospective analysis of the sustainable consumption research, its evolution and contributions within the realm of consumption marketing. Importantly, a bibliometric review serves a dual purpose—

performance analysis and science mapping. Performance analysis elucidates the field's effectiveness, while science mapping unveils the essential content shaping the intellectual framework or body of knowledge in that domain (Donthu et al., 2021b). The primary aim of this research is to illuminate the performance aspects, encompassing publication and citation trends, prominent contributors (including authors, institutions, and countries), and the most cited journals and articles, within the field of sustainable consumption literature. Additionally, the study seeks to delineate the intellectual structure by identifying major themes and topics in current research, as well as discerning potential avenues for future research opportunities. This investigation relies on bibliometric data sourced from Scopus to analyse the landscape of sustainable consumption. This research paper aims to address the following set of research questions (REQs):

1. How has the field of sustainable consumption research evolved over time in terms of publication trends, authorship, and country contributions?
2. Who are the most influential authors, institutions, and journals shaping sustainable consumption literature, and what themes dominate their work?
3. What emerging topics and research gaps can be identified from the bibliometric analysis that can guide future studies on sustainable consumption?

Our findings reveal that the literature on sustainable consumption has grown rapidly in recent years. The number of publications has increased more than tenfold since 2000, and the field is now well-established with a large and active community of researchers. The United States and the United Kingdom are the most productive countries in the field, and the most cited papers are those that focus on the environmental and social dimensions of sustainable consumption.

The bibliometric analysis also reveals some interesting trends in the literature. For example, there has been a growing interest in the role of consumers in sustainable consumption, and there is a growing focus on the intersection of sustainable consumption and other fields such as marketing, economics, and public policy.

Overall, the bibliometric analysis provides a valuable overview of the development of the literature on sustainable consumption. The findings of this study can be used to inform future research on sustainable consumption, and they can also be used to identify gaps in the literature that need to be addressed.

2. Research methodology:

2.1. Procedure for selection of Database and Search String

Several research articles have proposed the suitability of the Scopus database for bibliometric analysis (Aksnes & Sivertsen, 2019; Nawaz et al., 2020). Notably, in comparison to the Web of Science (WoS) database, Scopus offers enhanced convenience in exporting data (Nawaz et al., 2020). Unlike WoS, which necessitates manual operations for exporting more than 500 papers, Scopus streamlines this process. Moreover, Scopus demonstrates a broader coverage of papers within the realm of business and management, further reinforcing its preference for bibliometric analyses (Aksnes & Sivertsen, 2019; Farrukh et al., 2022). Consequently, when compared to the Web of Science database, Scopus emerges as the more favourable choice for conducting bibliometric studies (Farhan & Iqbal, 2021).

In this investigation, a comprehensive search was conducted on the SCOPUS database using the term "Sustainable Consumption" in the title, abstract, keywords, and article text. The initial findings revealed a total of 3900 documents published between 1974 and 2024. It is important to note that for the purpose of this paper, an unrestricted time span was considered to facilitate an analysis of the overarching trends in sustainable consumption research. The scope of the study was confined to the discipline category of "business, management, and accounting," aligning with the specific focus of the analysis. Consequently, the refined dataset comprised 1001 papers for further examination.

2.2. Data Cleaning Procedure:

Initial search in Scopus database as on 31st December, 2024 gives 3900 documents. Then we limit our search only to "articles and review papers" in document type section, "business, management and accounting" in subject area and "English" in language section, which reduces the documents to 1037. To mitigate the impact of chronological factors on the bibliometric outcomes, the year 2025 was omitted from the analysis. so finally, 1001 documents are selected for further investigation.

2.3. Methods Used for Data Analysis:

This study predominantly utilizes two analytical tools: VOSviewer and RStudio. VOSviewer, a freely available software founded on JAVA, was developed by Van Eck and Waltman at The Centre for Science and Technology Studies (CWTS) of Leiden University in the Netherlands in 2009, primarily

designed for analysing literature data (Eck and Waltman, 2009). On the other hand, RStudio serves as the integrated development environment (IDE) for R, encompassing a console, a syntax-highlighting editor facilitating direct code execution, and various tools for tasks such as drawing, history tracking, debugging, and workspace management (Allaire, 2012). These software applications are adept at generating visual representations of literature, enabling the depiction of hotspots, emerging trends, and intelligent networks within the research field.

Important Information about Data:

The main information extracted from the bibliometric analysis on sustainable consumption includes data on the timespan, sources, documents, annual growth rate, document average age, average citations per document, references, keywords, and authors. The timespan of the analysis is from 1997 to 2024, and a total of 226 sources were used, resulting in 1001 documents. The annual growth rate was 17.72%, and the document average age was 6.02. The average citations per document were 41.22, and there were 64018 references. The analysis also included information on the keywords plus (ID) and author's keywords (DE), with 2279 and 2955, respectively. There were 2407 authors, with 156 of them being single-authored. In terms of author collaboration, there were 173 single-authored documents, and the co-authors per document were 2.89, with an international co-authorship percentage of 29.07. The document types included 945 articles and 56 reviews. This bibliometric analysis on sustainable consumption aims to investigate the literature on environmental sustainability from a demand perspective by analysing the scientific contributions published in the last two decades.

Table 1: Description of Data

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	1997:2024
Sources (Journals, Books, etc)	226
Documents	1001
Annual Growth Rate %	17.72
Document Average Age	6.02
Average citations per doc	41.22
References	64018
DOCUMENT CONTENTS	
Keywords Plus (ID)	2279
Author's Keywords (DE)	2955
AUTHORS	
Authors	2407
Authors of single-authored docs	156
AUTHORS COLLABORATION	
Single-authored docs	173
Co-Authors per Doc	2.89
International co-authorships %	29.07
DOCUMENT TYPES	
article	945
review	56

Source: Compiled by the Authors

Production of Documents over the Years

Table 2 and Figure 1 indicate scientific publication of research articles related to sustainable consumption from 1997 to 2024. A few numbers of articles were published during 1997 to 2005. From the year 2006 a significant increase in the number of articles produced have been marked. Highest number of 232 articles was published in the said topic in the year 2024. Table 2 also depicts mean total citation per article, which indicates average citation per article and citable years.

Figure 1. Production of Documents over the Years

Number of Articles Produced Over the Year

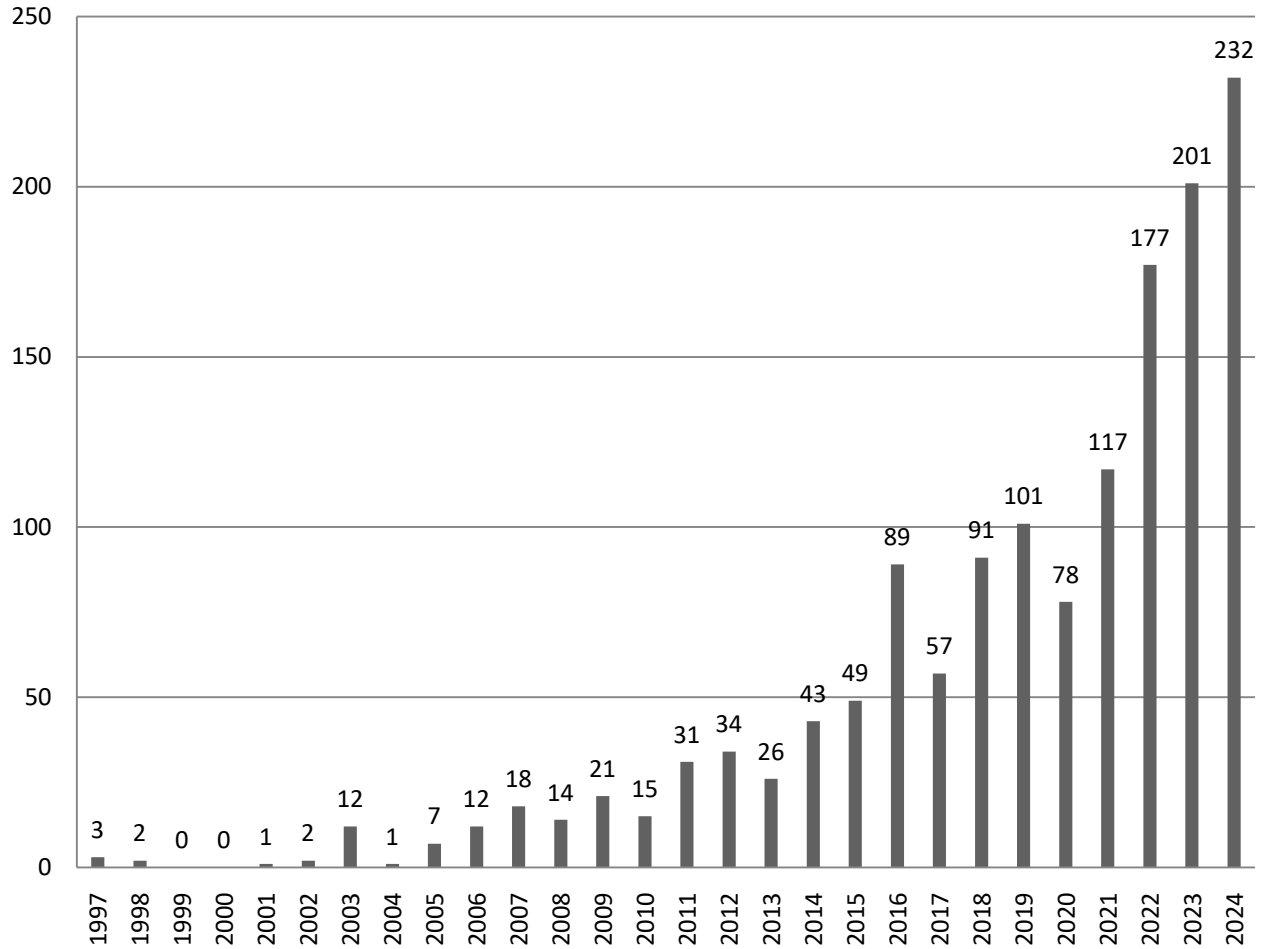


Table 2. Production of Documents Over the Years

Year	Number of Articles	Mean TC per Art	Citable Years
1997	3	178	28
1998	2	19	27
1999	0	0	26
2000	0	0	25
2001	1	31	24
2002	2	126	23
2003	12	90	22
2004	1	96	21
2005	7	101	20

2006	12	116	19
2007	18	59	18
2008	14	63	17
2009	21	98	16
Year	Number of Articles	Mean TC per Art	Citable Years
2010	15	58	15
2011	31	80	14
2012	34	67	13
2013	26	72	12
2014	43	120	11
2015	49	47	10
2016	89	45	9
2017	57	47	8
2018	91	42	7
2019	101	34	6
2020	78	29	5
2021	117	13	4
2022	177	12	3
2023	201	9	2
2024	232	8	1

Table 2. Most Impactful Nations

In analyzing the bibliometric analysis data on sustainable consumption in the area of business, management, and accounting, certain countries have had a particularly significant impact on the field. The United Kingdom, for instance, has produced many publications on the topic, with a total citation of 6731 that is among the highest in the world, followed by Germany with 3528 citations. Even if USA has produced second highest documents, but it stood third after Germany with 3123 citations. Meanwhile, China has emerged as a major player in recent years, with a rapid increase in the number of publications and citations. Other countries that have made notable contributions include the Netherlands, Australia, Italy, Sweden, Japan, Ireland, and so on. Even if India has produced 117 number of documents but it is unable to put many more impact in the area of sustainable consumption area. However, it is worth noting that there is still significant variation between countries, with some regions and nations lagging behind in terms of research output and impact. This underscores the need for continued efforts to promote research on sustainable consumption and support global collaboration in this vital area.

Table 3. Most Impactful Nations

Country	Total Citation	No. of Articles Produced	Average Citations per Article
UNITED KINGDOM	6731	246	27.36
GERMANY	3528	170	20.75
USA	3123	245	12.75
CHINA	2350	169	13.91
NETHERLANDS	2167	64	33.86
AUSTRALIA	1202	78	15.41
ITALY	1198	81	14.79
SWEDEN	1175	61	19.26
JAPAN	1099	30	36.63
IRELAND	960	18	53.33
SWITZERLAND	910	23	39.57
BRAZIL	896	80	11.20
INDIA	885	117	7.56
FRANCE	845	57	14.82
AUSTRIA	773	19	40.68
MALAYSIA	768	45	17.07
FINLAND	762	58	13.14
DENMARK	659	30	21.97
KOREA	578	24	24.08
SPAIN	514	51	10.08

Most Productive Authors

Bibliometric analysis on sustainable consumption has revealed that there are certain authors who have been exceptionally productive in the field. Table 4 indicates that Balderjahn, I., is one of such authors, whose research has yielded 8 remarkable number of publications on sustainable consumption, in the area of business, management and accounting. Balderjahn, I. work has contributed significantly to the understanding of this important topic, and his insights have been cited extensively by other scholars. Other highly productive authors in the field include Comfort, D., Jones, P., Schrader, U., and Tseng, ML. These authors have made significant contributions to sustainable consumption research with 7 documents each to their credit. Though Bocken, NMP has produced 5 documents to his credit, but he is considered as the most impactful author in this field with 1980 citations. In the same line Sharma, M. has produced 5 documents but only able to receive 2 citations. It is worth noting that, while these authors have produced a large number of articles, citation count is also important metric to consider when the impact of their work.

Table 4. Most Productive Authors

Authors Name	No. of Documents	Total Citation	Avg. Citation
BALDERJAHN I	8	357	45
COMFORT D	7	489	70
JONES P	7	489	70
SCHRADER U	7	459	66
TSENG ML	7	518	74
HEISKANEN E	6	458	76
HILLIER D	6	355	59
LUCHS MG	6	926	154
MCDONALD S	6	603	101
SCHÄFER M	6	304	51
THØGERSEN J	6	792	132
BOCKEN NMP	5	1980	396
JAEGER-ERBEN M	5	232	46
LOREK S	5	891	178
MINTON EA	5	289	58
MONT O	5	536	107
OATES CJ	5	525	105
PEYER M	5	326	65
PROTHERO A	5	996	199
SHARMA M	5	2	0

In bibliometric analysis, the “most influential documents” refers to the publications that have had the greatest impact or influence in a particular field of study. This article also revealed several articles that have had a significant impact on the field of sustainable consumption in Table 5. Article titled “A

Most Influential Documents

literature and practice review to develop Sustainable Business Model Archetypes” by Bocken et al. published in the year 2014 in the journal of cleaner production has since been cited extensively with 1723 citations till date. Another article titled “The food waste hierarchy as a framework for the management of food surplus and food waste” by Papargyropoulou et al. in the year 2014 in the journal

of cleaner production also cited by 790 scholars in their research papers. This paper indicates the unprecedented food waste in global food chain and its impact on environmental, social, and economic attributes. Table 5 indicates a list of 20 such type of impactful papers in the area of sustainable consumption which has a significant contribution towards the sustainable consumption literature.

Table 5. Most Influential Document

Paper	DOI	Total Citations	TC per Year
BOCKEN NMP, 2014, J CLEAN PROD	10.1016/j.jclepro.2013.11.039	1723	172.30
PAPARGYROPOULOU E, 2014, J CLEAN PROD	10.1016/j.jclepro.2014.04.020	790	79.00
TUKKER A, 2006, J CLEAN PROD	10.1016/j.jclepro.2006.01.022	664	36.89
TANNER C, 2003, PSYCHOL MARK	10.1002/mar.10101	644	30.67
HARGREAVES T, 2011, J CONSUM CULT	10.1177/1469540510390500	584	44.92
SCHANES K, 2018, J CLEAN PROD	10.1016/j.jclepro.2018.02.030	580	96.67
WHITE K, 2019, J MARK	10.1177/0022242919825649	489	97.80
PROTHERO A, 2011, J PUBLIC POLICY MARK	10.1509/jppm.30.1.31	455	35.00
PEATTIE K, 2009, J BUS RES	10.1016/j.jbusres.2008.01.033	397	26.47
KILBOURNE W, 1997, J MACROMARK	10.1177/027614679701700103	342	12.67
LOREK S, 2014, J CLEAN PROD	10.1016/j.jclepro.2013.08.045	340	34.00
TSENG ML, 2013, J CLEAN PROD	10.1016/j.jclepro.2012.07.015	295	26.82
Paper	DOI	Total Citations	TC per Year
HUBACEK K, 2009, J CLEAN PROD	10.1016/j.jclepro.2009.03.011	291	19.40
BISWAS A, 2015, J CLEAN PROD	10.1016/j.jclepro.2014.09.075	289	32.11
BROUGH AR, 2016, J CONSUM RES	10.1093/jcr/ucw044	278	34.75
WANG P, 2014, J CLEAN PROD	10.1016/j.jclepro.2013.05.007	270	27.00
SONG Q, 2015, J CLEAN PROD	10.1016/j.jclepro.2014.08.027	259	28.78
DANGELICO RM, 2017, J CLEAN PROD	10.1016/j.jclepro.2017.07.184	256	36.57
MORGAN LR, 2009, INT J CONSUM STUD	10.1111/j.1470-6431.2009.00756.x	256	17.07
BUDEANU A, 2007, INT J CONSUM STUD	10.1111/j.1470-6431.2007.00606.x	249	14.65

Most Productive Sources

Table 6 indicates exceptionally productive journal name along with number of articles published till date on sustainable consumption area. One such journal is “Journal of cleaner production” which has published 271 articles on sustainable consumption over the years and has been a key source of

knowledge on this important topic. Another important and highly productive journal is “International journal of consumer studies” which has produced 70 articles in the said area. Other noted sources are Journal of consumer policy, British food journal, Business strategy and environment, Journal of consumer culture, Journal of business research and so on.

Most Productive Affiliations

Table 7 provides important information about the major affiliations, who are contributing a greater number of research papers on sustainable consumption area. Lund University has produced 18 number of documents on sustainable consumption in the area of business, management, and accounting. Another highly productive affiliation is University of Leeds, who has contributed 17 documents to his credit. Other productive institutions include Cardiff University, Technische Universität Berlin, Delft University of Technology, Kaunas University of Technology, Universiti Teknologi Malaysia and so on. These affiliations have played an important role in advancing our understanding of sustainable consumption, and have provided a platform for researcher to share their insights and findings with a wider audience.

Table 6. Most Productive Sources

SOURCES	ARTICLES
JOURNAL OF CLEANER PRODUCTION	271
INTERNATIONAL JOURNAL OF CONSUMER STUDIES	70
JOURNAL OF CONSUMER POLICY	32
BRITISH FOOD JOURNAL	31
BUSINESS STRATEGY AND THE ENVIRONMENT	27
JOURNAL OF CONSUMER CULTURE	25
JOURNAL OF BUSINESS RESEARCH	24
JOURNAL OF MACROMARKETING	23
SOURCES	ARTICLES
JOURNAL OF BUSINESS ETHICS	18
INTERNATIONAL JOURNAL OF RETAIL AND DISTRIBUTION MANAGEMENT	16
JOURNAL OF MARKETING MANAGEMENT	14
JOURNAL OF RETAILING AND CONSUMER SERVICES	14
PSYCHOLOGY AND MARKETING	14
QUALITY - ACCESS TO SUCCESS	11
SOCIAL RESPONSIBILITY JOURNAL	10
INTERNATIONAL JOURNAL OF INNOVATION AND SUSTAINABLE DEVELOPMENT	9
JOURNAL OF CONSUMER MARKETING	9
CORPORATE SOCIAL RESPONSIBILITY AND ENVIRONMENTAL MANAGEMENT	8
INTERNATIONAL JOURNAL OF PRODUCTION ECONOMICS	8

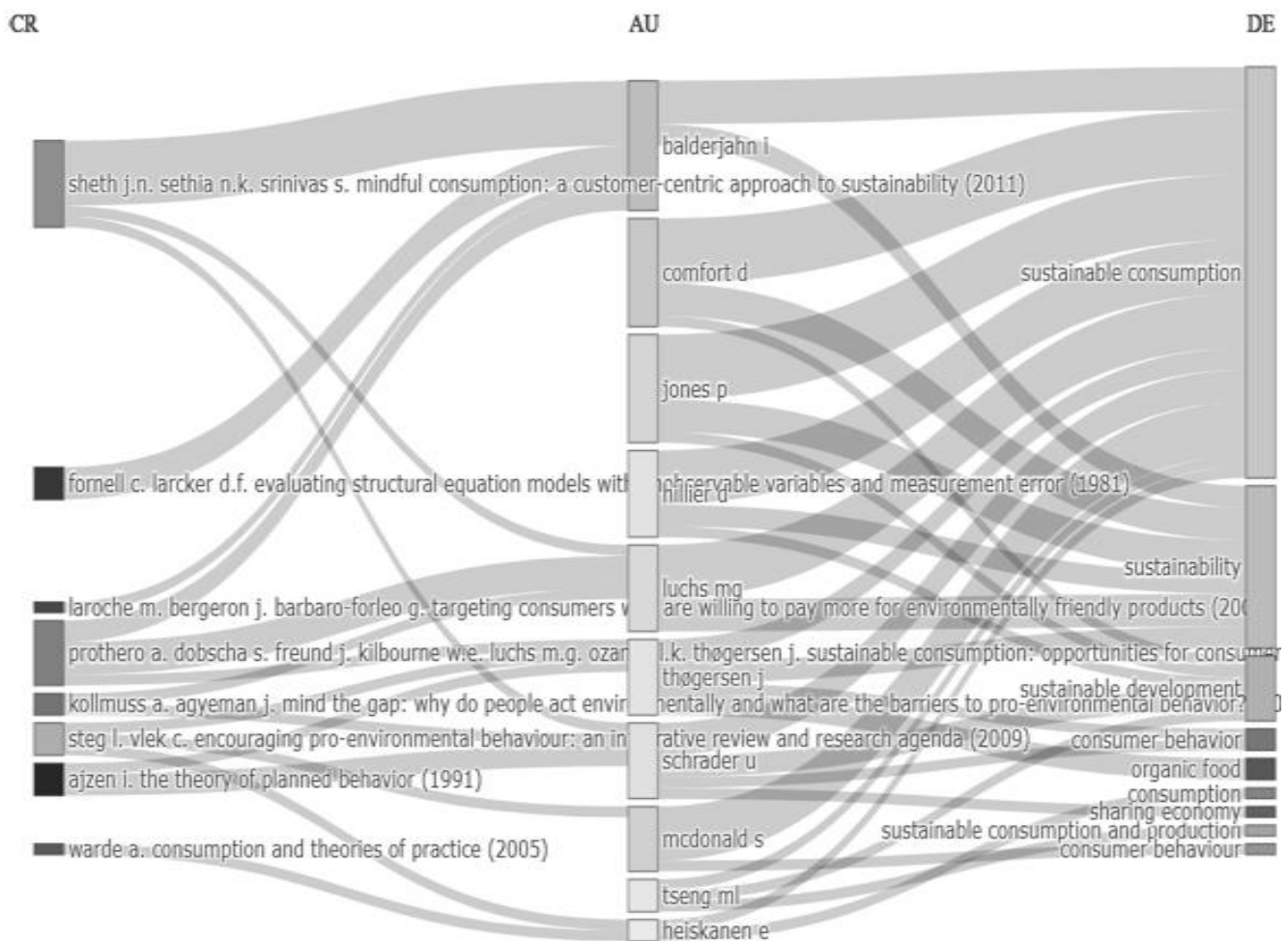
Table 7. Most Productive Affiliations

Affiliation	Articles
LUND UNIVERSITY	18
UNIVERSITY OF LEEDS	17
CARDIFF UNIVERSITY	14
TECHNISCHE UNIVERSITÄT BERLIN	14
Affiliation	Articles
DELFT UNIVERSITY OF TECHNOLOGY	13
KAUNAS UNIVERSITY OF TECHNOLOGY	11
UNIVERSITI TEKNOLOGI MALAYSIA	11
WAGENINGEN UNIVERSITY	10
UNIVERSITY OF GLOUCESTERSHIRE	9
UNIVERSITY OF POTSDAM	9
UNIVERSITY OF SURREY	9
ASIA UNIVERSITY	8
CORVINUS UNIVERSITY OF BUDAPEST	8
LEUPHANA UNIVERSITY OF LÜNEBURG	8
UNIVERSITY OF HELSINKI	8
UNIVERSITY OF WYOMING	8
ARIZONA STATE UNIVERSITY	7
CALIFORNIA STATE UNIVERSITY	7
GRIFFITH UNIVERSITY	7

Three Field Plot

The three-field plot is a versatile tool for bibliometric analysis, and can also be used to analyse documents, authors and keyword data. This plot allows researchers to visualize the relationships between different documents, authors, and keywords, based on their publication year, citation count, and frequency of use. In figure-2, the left side field indicates the documents, middle field indicates the authors and right field indicates keywords used in different documents. Figure indicates that the word sustainable consumption used for the maximum times followed by sustainability and sustainable development. It means a large cluster of authors used sustainable development keyword to publish many documents. It is considered as highly collaborative and interdisciplinary research field. Keywords like organic food, sharing economy and sustainable production are used in very less documents, so it may be considered as a fragmented research field.

Figure 2. Three Field Plot



Word Cloud:

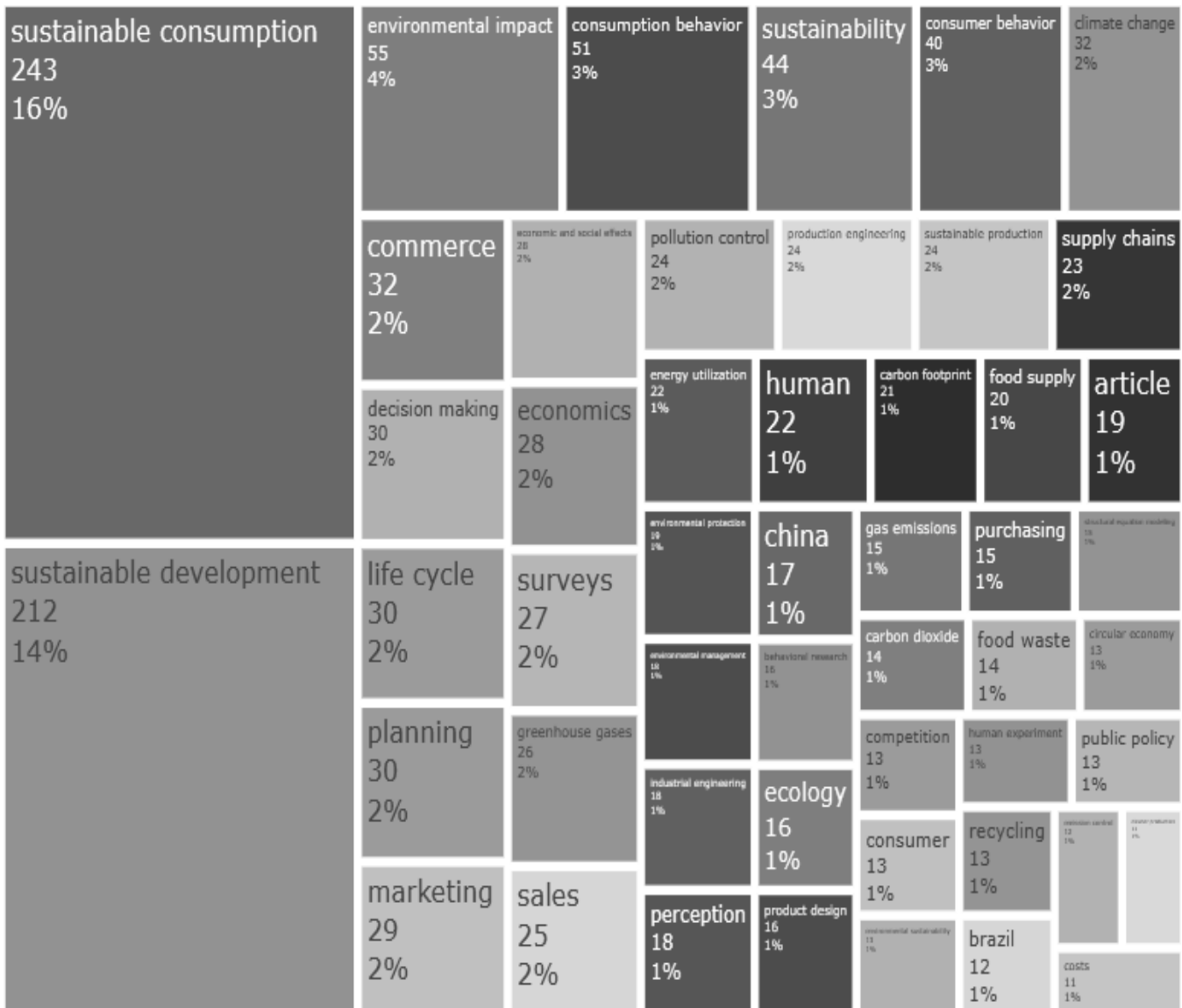
A word cloud is a visual representation of text data, in which the most frequently used words are displayed in larger fonts and arranged in a cloud-like shape. It is used to explore the most frequently occurring words in a given set of documents, which provides key themes and topics of a particular research field. In this research the word sustainability, consumption behavior, consumer behavior and environmental impact are the most frequently used words as these words are represented in a bigger size. By using this tool, researchers can gain insights into the language and terminology used in a particular field and can identify key areas for further investigation. It also helps the researchers to identify important patterns and trends in a given set of documents.

Figure 3. Word Cloud



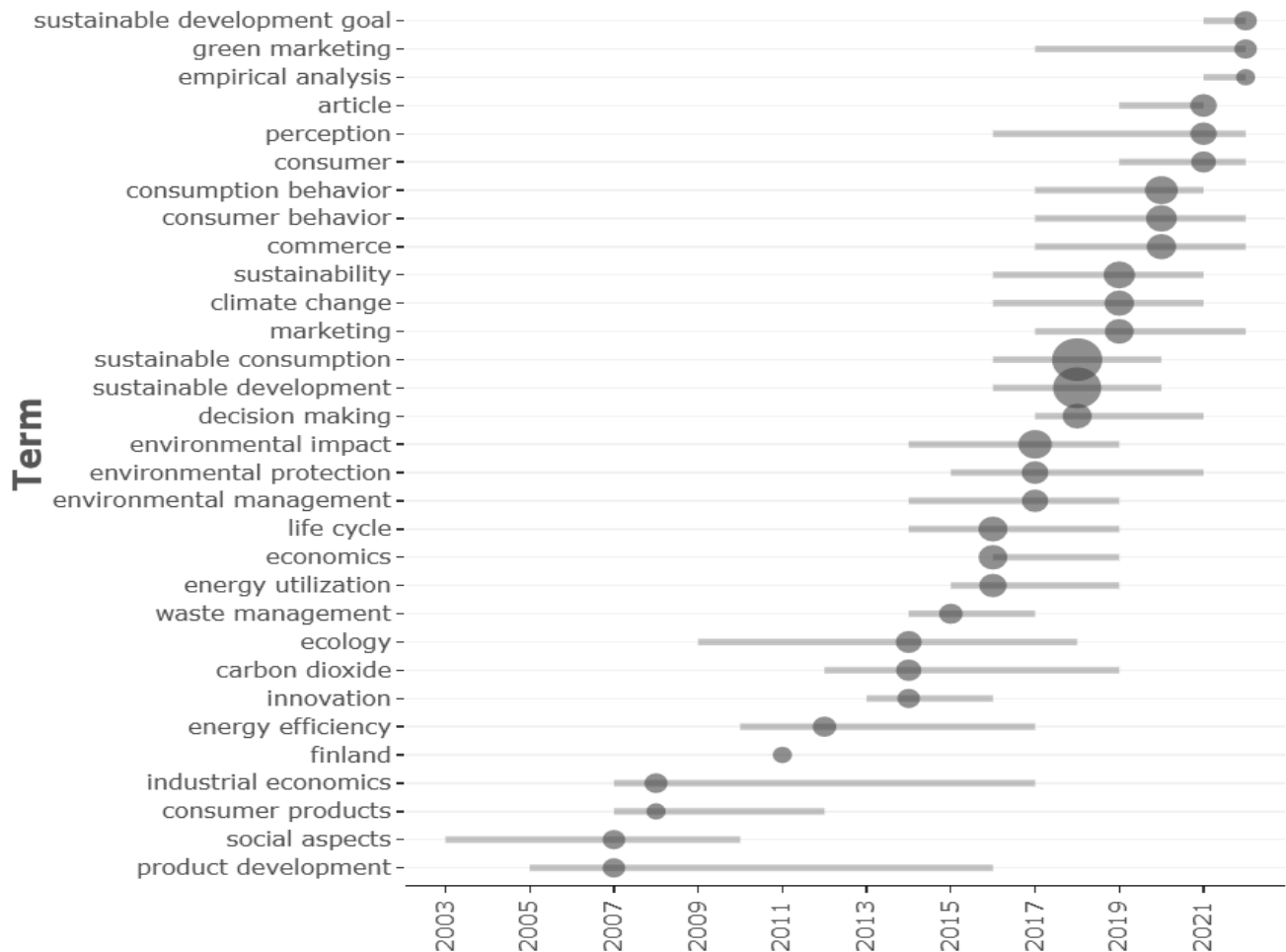
Figure 4 represents the word tree map, which is a graphical representations of word frequencies in a set of documents. The size of each rectangular represents the frequency of a particular word or phrase, which visualises the relative importance of different words in a set of documents. For instance, in the field of sustainable consumption, most frequent used words are sustainable consumption, sustainable development, environmental impact and consumption behaviour etc. words like public policy, carbon dioxide, competition, product design and recycling are used least in the area of sustainable consumption research, so this area can be considered as grey area of research.

Figure 4. Word Tree Map



Trend topics:

Trend topics gives a brief idea about the emerging research areas or themes that have gained significant attention and momentum within the field over a specific period. During 2005 to 2007 focus was made on product development and social aspect of sustainable development. From 2007 to 2011, focus has been shifted to consumer product and energy efficiency area. After 2011, research related to sustainable consumption take a momentum and entered a diverse field like, environmental impact, environmental protection, environmental management, sustainable consumption, sustainable development and so on. In recent years research has been focused on climate change, sustainable commerce, consumption behaviour and green marketing.

Figure 5. Trend Topics**Research Scope for Future Direction:**

Future research on sustainable consumption can move in several promising directions. First, greater emphasis should be placed on underexplored themes such as recycling, product design, and public policy, which are critical for achieving practical sustainability goals. Second, there is a need for more impactful contributions from emerging economies, especially India, Brazil, and other developing nations, since their consumption patterns will significantly shape future sustainability outcomes. Third, interdisciplinary research that integrates insights from economics, marketing, sociology, and environmental studies should be encouraged to develop more holistic models of consumer behaviour. Additionally, digital tools such as artificial intelligence and big data analytics can be used to study real-time consumer patterns, offering new methodological avenues for researchers. Lastly, stronger global collaborations between institutions and policymakers will help translate research findings into actionable strategies for sustainable lifestyles and long-term environmental protection.

Conclusion:

The research provides a clear picture of how the field has developed over the past three decades. The findings show that sustainable consumption has become a crucial topic of discussion within business, management, and social sciences. From just a handful of publications in the late 1990s, the field has witnessed a steady and significant rise, especially after 2006, reaching its peak output in 2022. This trend highlights the increasing importance of consumer-related sustainability issues in both academic and policy-making circles.

In terms of geographical contribution, countries such as the United Kingdom, the United States, and Germany are leading producers of impactful research. China has emerged as an important player in recent years, reflecting its growing role in global sustainability debates. However, countries like India, despite producing a significant number of papers, still lag in terms of citations and global influence. This suggests the need for more impactful research and stronger collaborations from emerging economies.

At the author and institutional levels, scholars such as Balderjahn I. and Bocken N.M.P. have contributed widely cited work that has shaped the direction of research. Similarly, institutions like Lund University and the University of Leeds have been central in producing knowledge on sustainable consumption. Journals such as the *Journal of Cleaner Production* and the *International Journal of Consumer Studies* continue to serve as major outlets for sustainability-related research, helping to disseminate ideas to a broad academic and practitioner audience. The thematic analysis shows that research has largely revolved around sustainable development, consumer behaviour, and environmental impacts. These themes highlight the interconnection between consumer choices, environmental degradation, and long-term sustainability goals. At the same time, certain areas such as recycling practices, sustainable product design, and the role of public policy remain underexplored, indicating clear gaps in the literature. The trend analysis further suggests a shift over time from product-specific concerns towards broader issues such as climate change, green marketing, and consumption behaviour. Another important observation from the co-authorship and collaboration analysis is the growing international cooperation among scholars. The strength of research networks, particularly between the UK, USA, and China, demonstrates the global recognition of sustainable consumption as a pressing issue. Such collaboration is necessary because sustainability challenges cut across national boundaries and require collective global responses.

Overall, this bibliometric study confirms that sustainable consumption has evolved into a mature and interdisciplinary research field. It has expanded beyond theoretical discussions to include practical implications for businesses, consumers, and policy makers. However, the uneven distribution of contributions across countries and the lack of emphasis on certain research areas highlight opportunities for further exploration. By identifying key patterns, this study not only summarises past achievements but also lays a foundation for guiding future scholarship in sustainable consumption.

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Performance Based Appraisal System and Motivation of Teachers: An Empirical Study Based on Colleges of Selected Districts of West Bengal (INDIA)

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Abstract

Since 2010, the higher educational institutes in India have embraced the performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) of teachers. The higher education department of West Bengal has adopted this PBAS with API for CAS from 2012. The present research analyses the performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) and teachers' satisfaction, their interrelationship, and the impact of them in different colleges of four districts which are Kolkata, North 24 Parganas, Nadia, and Hooghly of West Bengal as there has been lack of significant research.

The research emphasizes 416 teachers who are appointed in different colleges both private colleges and government colleges in four districts which are Kolkata, North 24 Parganas, Nadia, and Hooghly of West Bengal. For collecting primary data, a well-structured questionnaire with five-point Likert scale is deployed which is based upon performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) of teachers.

Statistical tools, like descriptive statistics, one-way ANOVA, correlation coefficient, and multiple regression have been employed and processed through SPSS 30.0 for data examination in the present research. The research exhibits that performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) of teachers has constructive and consequential impacts on the satisfaction of teachers like apparatus of motivation.

Keywords: *Convenience & Cooperation, Evaluation, Measurement, Standard, Scoring, PBAS, API, CAS*

Introduction:

For the escalation of the organization, the performance appraisal system takes part in an indispensable role which affects the satisfaction of employees like apparatus of motivation to perform their duties effectively as well as efficiently. In the present context employees of the organization are contemplated as a virtue by the organization, that's why the contentment of internal customers (employees) of the organization is taken into contemplation very carefully.

Organizations judiciously use their performance assessment system to achieve organizational goals and objectives, for the amelioration of employee accomplishments by orienting the organization's mission with the performance of employees. Wright and Cheung (2007) stated that the execution of the employees in their jobs can be guided by the organization.

Concerning this, the study of performance management proclaims that an eminent number of employees are prone to have the inclination to execute their tasks competently like the role of their individual objectives in addition to a testament of commitment with regard to the organization. The consequence of tender to the system of performance appraisal in chunk emerges deriving out of the essence of the present business territory (Chen and Eldridge, 2010).

Attorney (2007) signified that several types of research insinuate the deportment of the employees is barely superintended by the organization. Chen & Eldridge (2010) and Appelbaum et al., (2011) depicted that a period concentrating on performance appraisal acts as an apparatus of motivation, research in this province robustly implies that for augmenting motivation the employee performance assessment system might be applied.

So, the connection between the inducement of employees and the performance assessment system has been dissected frequently in a conventional way which is inclined to be indistinct. The conventional use of performance assessment specimens has been condemned for the award of 'win-lose' consequences instead of 'win-win' consequences in that understanding and harmonious etiquette are encouraged by the performance assessment system (Rowland & Hall, 2012).

In spite of the above deficiency in performance assessment approaches, existent literature on performance assessment pacifies that implementing performance assessment in decent mode can confer remarkably to employee inducement (Tuytens & Devos, 2012). Maley (2013) described performance assessment can have significant consequences concerning the discontent of employees which has inevitable effects of depletion in prolificacy with organizational faithfulness.

It has been argued on the constructive perspective that performance assessment comes up with a consequential approach to acknowledge the job accomplishments of employees, in this instance commendation is reckoned for prolong like an essential of employee inducement. Human beings in several cases go for unenthusiastic commendation instead of no commendation somehow (Samarakone, 2010). Miller (2007) conveyed that throughout the performance evaluation program, employee inducement is augmented which helps to boost their work contentment and diminish turnover of employees. To obtain counsel about the performance of an employee and to differentiate with entrenched degrees, a performance evaluation system functions like an instrument of execution assessment (Beardwell and Thompson, 2014). Fletcher (2001) represents performance appraisal as "the actions through which personnel in a company are evaluated to provide rewards, elevate their performance, and enhance their competence". For assessing the performance of employees, performance measurement acts like a medium for endowment in entire organizational strata in the period of defined execution continuance for understanding the extent of robustness and enervation of performance (Aquinas, 2009). Mutsuddi (2012) described how to measure the present execution of employees and for contriving tactics that help employees to ameliorate their upcoming performance by which individual employees and organization both get convenience, performance assessment process is a standardized and conventional process.

Furthermore, he stated that performance appraisal evaluates employees' performance after execution and provides insights into past, present, and future performance objectives. Deficient performance sometimes might be revamped by a performance assessment process that retorts many apprehensions regarding the

task and also comes up with explanations. Employees give their overall best when they perceive they have an equivalent possibility of flourishing then they become further stimulated (Halachmi & Greiling, 2011). Mullins (2007) elucidated that employees desire to move forward in their organization through a career advancement process which would necessitate the existence of many career pathways based on both individual and organizational needs.

Research Questions:

1. What is the association between the performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) and satisfaction of teachers who are appointed in different colleges both private colleges and government colleges of four districts which are Kolkata, North 24 Parganas, Nadia, and Hooghly of West Bengal?
2. What kind of perception of teachers who are appointed in both private and government colleges of four districts, namely Kolkata, North 24 Parganas, Nadia, and Hooghly of West Bengal about performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS)?
3. What kind of influence the performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) has on the satisfaction of teachers who are appointed in both private and government colleges of the four districts mentioned above.

Review of Literature:

The Performance Assessment Concept:

Gardner (2008) notices numerous organizations proceed with non-formal and biased performance appraisal practices to construct verdicts of recompense, it is an affirmation that impartial performance appraisal practices to an increasing extent universal in the present times. The appraisal of performance is the assessment of distinct jobs with the foremost point of appearing at unbiased labour force verdicts. The recurrent assessment of an employee's execution in association with the task enumerated or assumed fundamentals (Alfes et al., 2012). From this standpoint, performance assessment is ascertained as one of the outcomes of instruments employed to guide performance. They also state performance assessment to the eminent allocation of awareness into various components of the performance

commanding strategy. Hassanzadeh and Mahdinejad (2013) defined an employee performance evaluation system as a measurement instrument to administer excellence, proportion, promptitude of employees, the value of produced aftermaths, and any supplementary definitive and reciprocal consent upon excellence or manoeuvre. Kumar (2012) recommended the appraisers scrutinize the employee's performance and create a Level Performance Number (LPN) which is used by the administration to determine inducements under the inducement process.

For giving intramural elevations, the supervisors can employ LPN as a facet of credentials for the existence of new opportunities over the level of arrival stratum. By getting recognition which represents an accomplishment, employees portrayed performance appraisal as a convenient instrument of inducement (Brun and Dugas, 2008). In this instance recognition entails the issuance of non-financial unique rewards that assist in strengthening the coveted department of employees. Macy and Mirvis (1976) proposed the standard of labour activity and the culture of an organization come out as foretellers of organizational productiveness. Cameron (1986) propounded that in the organization character of vagueness which is roughly clarified is the cause of decreased productiveness. Chan and Lynn (1991) recommended the standard of organizational performance must be comprised of expediency, fruitfulness, marketing efficacy, and customer gratification with the morale of employees. Organizations consider their employees as an asset and essential wealth.

With effective and efficient hard work, employees help the organization to achieve its goals and objectives, for this organization provides employees with earnings of their life that affects employee life and career growth. An effective performance appraisal system should be conducted throughout the year in a successful organization by which employees will come to know their growth, development, and strength, weakness which directly or indirectly affects their motivation. For accomplishing task responsibilities performance assessment acts as a method of governing and interfacing by way of processing tasks of employees as well as impending with a proposal of enhancing process (Rue and Byars, 2005). For addressing performance appraisal and employee inducement performance appraisal system acts as a major guide to looking for preferable, more exact, and productive ways; which strengthen the performance of the employees in the organization (Vasset et al., 2011). Idowu (2017) proposed organization utilize performance appraisal process as an instrument of employee motivation to get the remarkable productive results. Considerable contentment and inevitably higher motivation extent can be attained by using more than one method of appraisal. The precise feature of the performance

appraisal system assists in settling goals and standards as well as enhancing motivation by connecting reward with the execution of the employees by which employees come to know their robustness and deficiency.

Singh & Rana (2017) depicts how performance appraisal has a notable effect on employee inducement. They also revealed that in employee motivation the payment practices which are based on execution have an important effect. They come to the end that performance appraisal has an important influence on the organizational fidelity of employees. Performance appraisal acts as a motivational instrument due to the ability to identify the robustness and deficiency of the employees by way of encouragement (Sutton and Watson, 2013). Concurrently deficiencies and attempts are admitted and executed in the form of governing support to improve the performance of the employees.

Types of Performance Appraisal:

i) Management by Objectives (MBO):

Management by objectives was propounded by Peter Drucker who acclaimed that objectives play a decisive part in the overall organization where an unmediated influence is seen in consequences and execution; concerning this self-monitoring and collaborative goal setting are the most cardinal facets of MBO which are accentuated by Peter Drucker (Armstrong, 2009).

After Peter Drucker, McGregor modified the form of MBO for the entire application as a technique of performance appraisal. McGregor commends the discussion of superior-subordinate which settles short-term goals of performance which are accomplished by subordinates and based on this performance evaluation is done (Stein, 2010). According to Choon & Embi (2012), MBO is one of the essential performance appraisal mechanisms that represent performance-driven assessment criteria of performance. The prominence and efficacy of employee involvement are emphasized by MBO (Hung et al., 2011). The MBO approach fosters neutrality, stimulates the refinement of employee performance by inducement, and empowers two-way feedback which has momentous benefits for employees as well as the organization (Armstrong, 2009). Bipp & Kleingeld (2011) conveyed that in the MBO approach, the main drawback is it does not recognize the covenant of employees with every phenomenon throughout a given work.

ii) Graphical Rating Scales:

For conducting performance assessments of employees in the organization, graphical rating scales compose the most practiced tactic (Woods, 2012; Wirtz, 2001). In this regard a graphical rating scale implies a performance assessment estimating schedule which is exerted by the supervisor for grading the employee on a spectrum which extends from poor to excellent based on assessment substance. Panari et al., (2010) discern numerous facets which can be effectually computed with the assistance of graphical rating scales for assessing employee's potentiality to usually meet requisites, presumptions, and preferred outcomes of work quality for employees. In this regard, the consciousness of the job is assessed which comprises pertinent job skills that are attained by encounter, edification, and on-the-job practicing. Woods (2012) assigns the prevalence of the graphical rating scales which are deemed as needing a minimum charge, exertions of practicing as well as time for job diversity. In this regard, systematized convenience can be seen in rating scales for which yardsticks of performance might be excluded, and for this reason, the incompetence to accomplish outcomes indicates the entire worth of the employees.

iii) Multi-Source or Multi-Rater Feedback Assessment / 360-Degree Performance Appraisal:

In all types of organizations like small, medium, and large size organizations the 360-degree performance appraisal has acquired noteworthy traction which is apparent from the prevailing literature (Deb, 2009; Lepsinger & Lucia, 1997). The 360-degree appraisal implies the persuasions of divergent groups of reviewers who are the superiors, subordinates, peers, and customers (Grund & Przemek, 2011). Concerning this, the estimation by self, estimation by immediate supervisors, estimation by subordinates, and estimation by peers/colleagues are the four key estimations that comprise a 360-degree appraisal system (Horng, Hsu, Liu, Lin, & Tsai, 2011). Sahoo & Mishra (2012) stated that a substantial portion of performance-related data of an employee can be congregated by using a 360-degree performance appraisal system from divergent extents and viewpoints. Regarding this Deb (2009) conveyed that the performance of an employee is double scrutinized by using numerous appraisal sources for performance appraisal purposes. For taming drawbacks like halo errors, predispose, and subjectivity which depict traditional assessment systems the 360-degree performance assessment is conspicuous, and this assessment which is done in a quantitative way does not illustrate qualitative facts all the time precisely (Hsu et al., 2005). Espinilla et al., (2013) asserted that using a solitary type of

adage state like as mathematical or expressive in 360-degree assessment systems restrains the potentiality to garner the richness of provided facts which is given by reviewers.

The Concept of Employee Motivation:

Employee motivation is a perpetual process that represents the psychological process of humans. Wolff et al., (2007) narrate the motivation of employees as “the willingness to exert high levels of effort toward organizational goals, conditioned by the effort’s ability to satisfy some individual needs”.

They also proclaimed that employee inducement many times emerge from the psychical necessities correlated with the necessities to delight aspirations which exist displeased.

With this respect, Chiang and Jang (2008) depicted employee motivation as “the process of an employee being moved to work”. Employees must be prompted concerning his/her work incessantly because pleasing one necessity causes the attainment of another.

Intrinsic and Extrinsic Motivation:

In intrinsic motivation, the congenital propensity of humans is for unifying and learning which is explicated as an act, executing for its instinctive ecstasy in place of different consequences (Ryan and Deci, 2000).The motivation of employees depends upon a variety of facets which are mainly categorized under intrinsic and extrinsic motivation (Miao, Evans, and Shaoming, 2007).Employees gather psychical gains of welfare, self-awareness, expanding accountability, and self-sufficiency through intrinsic motivation (Lee & Whitford, 2008).On the other hand, extrinsic motivation acts as a prominence of extrinsic recompense from the perspective of human resources which comprises payment increment, elevation, demotion, and dismissal (Herpen et al., 2005).To boost the intrinsic motivation of employees’ incentives are given by organizations which is generally essential, recommended by agency theory.The motive in this regard is that the actions of employees’ are either penalized or recompensed therefore ascertaining employees’ activity and execution (Jensen & Murphy, 2004).Similarly, the expectancy theory proposes connecting incentives to the execution of employees, consequently actuating employees to boost attempts in addition to execution with respect to the given task (Cullen, 2005).In this respect, Lee and Whitford (2008) stated that extravagant emphasis on the facets of extrinsic motivation might divert the employee from focusing on the job.

Impact of Intrinsic and Extrinsic Motivation on Performance of the Job:

Researches detect the facets of the association between intrinsic and extrinsic motivation in executing an intervening role with respect to employee motivation are assorted (Hung et al., 2011). They also stated the amalgamation of intrinsic and extrinsic motivation facets has a constructive influence on the performance of the employees. Gagné and Deci (2005) depicted that intrinsic motivation factors can be subverted where extrinsic motivation factors are also associated with the given job to the employee.

On the contrary, some researches insinuate that between intrinsic and extrinsic motivation a positive relationship exists which have an ensuing consequence concerning performance (Miao et al., 2007; Hung et al., 2011). According to the hygiene motivation theory given by Herzberg, the positive relationship is proficiently explicated. In this theory, the job itself, personal accomplishments, and acknowledgements are the responsible facets of intrinsic motivation. On the contrary supervision and payment are the responsible facets for extrinsic motivation. When amalgamating the extrinsic and intrinsic motivation, Herzberg appends that hygiene components conduce to job contentment because they meet the requirements of the self-actualisation need of the individual.

The literature accentuates the decisive focus on performance based appraisal system among researchers internationally and in India, with myriad kinds of research performed across different countries. A very few literatures have been unearthed on performance appraisal system functioning in India, especially in West Bengal. The entail of this research ensues because there was lack of substantial researches executed on performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) and teachers' satisfaction in the eastern part of India especially in four districts which are Kolkata, North 24 Parganas, Nadia, and Hooghly of West Bengal. In this present research, the five dimensions which are based upon PBAS with API for the career advancement scheme (CAS) of teachers have been exerted namely easy measurement, standard maintenance, well scoring, way of evaluation, convenience & cooperation.

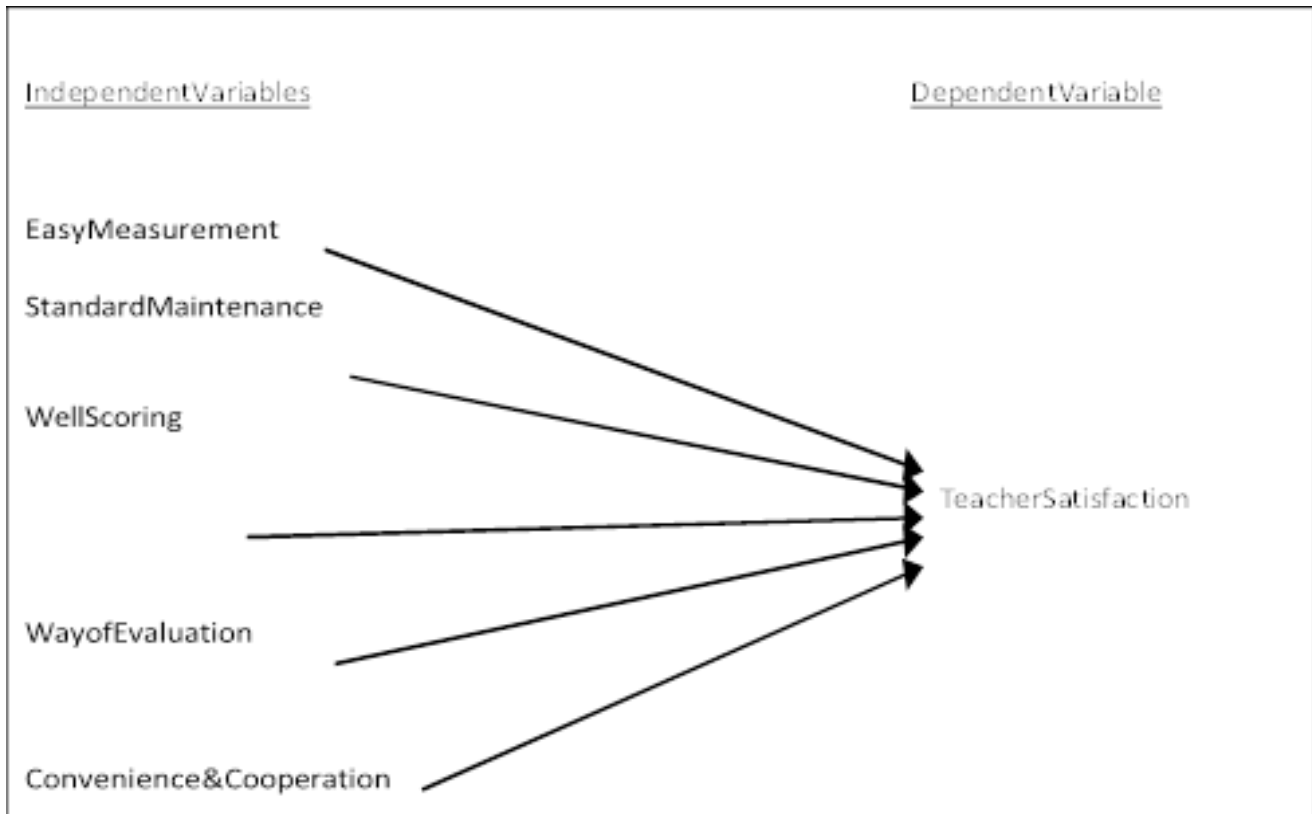


Figure 1: Conceptual Model showing the relationship between Dimensions of PBAS with API for the CAS & Teacher Satisfaction like apparatus of motivation

In Figure 1, PBAS = Performance Based Appraisal System, API = Academic Performance Indicators, CAS = Career Advancement Scheme.

Objectives of the Study:

1. To analyse the association between the performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) and satisfaction of teachers who are appointed in different colleges both private colleges and government colleges of four districts which are Kolkata, North 24 Parganas, Nadia, and Hooghly of West Bengal.
2. To assess the perception of teachers who are appointed in different colleges both private colleges and government colleges of four districts which are Kolkata, North 24 Parganas, Nadia, and Hooghly of West Bengal about performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS).
3. To analyse the influence of performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) on the satisfaction of

teachers who are appointed in different colleges both private colleges and government colleges of four districts which are Kolkata, North 24 Parganas, Nadia, and Hooghly of West Bengal.

Hypotheses of the Research Work:

1. There is no linear association between select dimensions of performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) and satisfaction of teachers.
2. Perception of teachers about select dimensions of performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) does not vary significantly across different districts.
3. There is no influence of select dimensions of performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) on satisfaction of teachers.

Research Method:

The present study is based on primary data. The research examines the teachers who are appointed in different colleges both private colleges and government colleges of four districts which are Kolkata, North 24 Parganas, Nadia, and Hooghly of West Bengal which constitutes the population of this research.

To discern the dimensions that are able to influence the performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) and satisfaction of teachers as a motivational apparatus, a thorough literature review has been carried out.

A well-structured questionnaire based on the performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) has been prepared.

A sample of 416 teachers who are appointed in different colleges both private colleges and government colleges of four districts which are Kolkata, North 24 Parganas, Nadia, and Hooghly of West Bengal have been considered for this research.

Five-point Likert Scale has been used for collecting responses from the teachers. Statistical tools like descriptive statistics, correlation coefficient, one-way ANOVA, and multiple regression have been used to analyse the primary data through SPSS 30.0.

It is beneficial to mention here that the previous research work executed by Idowu (2017), Singh and Rana (2017), Macharia (2021) also used these techniques for assessing the association and influence of performance appraisal on employee motivation.

The dimensions of performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) have been used as independent variable in the research and teacher satisfaction has been used as dependent variable.

Analysis & Results Table1: Reliability Statistics:

Cronbach's Alpha	NofItems
.922	36

Source: Field Survey

Table 1 shows the variable of the assessment on the performance based appraisal system (PBAS) with academic performance indicators (API) for career advancement scheme (CAS) the Cronbach's Alpha measurement is .922 with respect to the total number of items is 36; which means all the items in this research are consistent and reliable.

Table 2: District Wise Classification of Respondents

District	Frequency	Percent
Kolkata	146	35.1
North24Parganas	127	30.5
Nadia	118	28.4
Hooghly	25	6.0

Source: Field Survey

Table 2 shows the number of respondents is highest from Kolkata district followed by North 24 Parganas district, Nadia district and Hooghly district.

Table 3: Demographic Profile of the Respondents

Demographic Variables		Frequency	Percentage
Gender	Female	79	19.0
	Male	337	81.0
Age	20-30yrs	26	6.3
	31-45yrs	241	57.9
	46-60yrs	149	35.8
Department	Science & Technology	189	45.4
	Commerce & Management	143	34.4
	Arts	84	20.2
Positions	Assistant Professor	377	90.6
	Associate Professor	39	9.4
Work Experience	1-5yrs	127	30.5
	6-10yrs	123	29.6
	11-15yrs	106	25.5
	16-20yrs	60	14.4
Educational Level	Masters	256	61.5
	M.Phil.	47	11.3
	Ph.D.	107	25.7
	Post Doc.	6	1.4

Source: Field Survey

Table 3 shows the demographic profile of respondents from the four districts which are Kolkata, North 24 Parganas, Nadia, and Hooghly of West Bengal.

Table 4: Descriptive Statistics

Dimensions	Mean	Std. Deviation
EasyMeasurement	3.21	1.173
StandardMaintenance	4.27	.740
WellScoring	3.69	1.059
WayofEvaluation	3.82	.839
Convenience&Cooperation	3.91	.694
Teachers' Satisfaction with the PBAS with API for the CAS like apparatus of motivation	3.80	.931

Source: Field Survey

Table 4 discloses the mean score and standard deviation of performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) dimensions and teacher satisfaction. Table shows the mean score of teachers' satisfaction is 3.80 with standard deviation of .931.

Out of five dimensions standard maintenance received the maximum mean score of 4.27 followed by convenience & cooperation (3.91), way of evaluation (3.82), well scoring (3.69), and easy measurement (3.21).

Mean scores of the dimensions indicate that standard maintenance dimension of performance based appraisal system with academic performance indicators for the career advancement scheme is the most crucial dimension while easy measurement provides minimal.

Though, convenience & cooperation has the least standard deviation of .694 showing the consistency in responses. On the contrary easy measurement dimension evinces highest standard deviation indicating higher level of inconsistency in responses.

Table 5: Correlation Between Teacher Satisfaction and Select Performance Based Appraisal System Dimensions

		Easy Measurement	Standard Maintenance	Well Scoring	Way of Evaluation	Convenience & Cooperation
Teachers' Satisfaction with the PBAS with API for the CAS like apparatus of Motivation	Pearson Correlation	.289**	.544**	.433**	.511**	.517**
	Sig.(2-tailed)	<.001	<.001	<.001	<.001	<.001
	N	416	416	416	416	416

***Correlation Between Teacher Satisfaction and Select Performance-Based Appraisal System Dimensions

Source: Field Survey

Table 5 reveals the correlation between selected dimensions of the Performance-Based Appraisal System (PBAS) with Academic Performance Indicators (API) for the Career Advancement Scheme (CAS) and teacher satisfaction. Notably, all the dimensions demonstrate a positive relationship with teacher satisfaction.

Among the dimensions, **standard maintenance** exhibits the highest degree of correlation ($r = 0.544$, $p < 0.001$), representing a strong relationship. **Convenience and cooperation** shows a correlation of ($r = 0.517$, $p < 0.001$), also indicating a strong relationship. **Way of evaluation** reveals a correlation of ($r = 0.511$, $p < 0.001$), signifying a strong relationship.

Further, **well scoring** shows a correlation of ($r = 0.433$, $p < 0.001$), indicating a moderate relationship, whereas **easy measurement** reveals a correlation of ($r = 0.289$, $p < 0.001$), indicating a comparatively low relationship.

Thus, the p-values associated with each dimension confirm that all correlations are statistically significant. This emphasizes the importance of PBAS with API under CAS in influencing the overall satisfaction of teachers.

Table 5: District-wise Perception of Teachers

Variables	Districts	Mean	Std. Deviation	F Value	pValue
Easy Measurement	Kolkata	3.54	1.145	14.584	<.001
	North24 Parganas	2.68	1.253		
	Nadia	3.35	.955		
	Hooghly	3.36	.952		
Standard Maintenance	Kolkata	4.37	.695	10.083	<.001
	North24 Parganas	3.99	.930		
	Nadia	4.36	.481		
	Hooghly	4.64	.490		
WellScoring	Kolkata	4.19	.791	29.055	<.001
	North24 Parganas	3.22	1.247		

	Nadia	3.73	.792		
	Hooghly	2.88	1.013		
Way of Evaluation	Kolkata	4.01	.822	9.675	<.001
	North24 Parganas	3.52	1.038		
	Nadia	3.93	.535		
	Hooghly	3.64	.490		
Convenience & Cooperation	Kolkata	4.03	.684	12.178	<.001
	North24 Parganas	3.61	.926		
	Nadia	4.07	.252		
	Hooghly	4.00	.000		
Teachers' Satisfaction	Kolkata	4.12	.748	47.365	<.001
with the PBAS with API for the CAS like apparatus of motivation	North24 Parganas	3.09	1.175		
	Nadia	4.12	.325		
	Hooghly	4.00	.000		

Source: **Field Survey**

Table 5 presents the district-wise mean and standard deviation values for college teachers' perceptions regarding selected dimensions of the Performance-Based Appraisal System (PBAS) with Academic Performance Indicators (API) under the Career Advancement Scheme (CAS).

With respect to *easy measurement*, Kolkata records the highest mean score, followed by Hooghly, Nadia, and North 24 Parganas. In terms of *standard maintenance*, Hooghly attains the highest mean score, followed by Kolkata, Nadia, and North 24 Parganas. Regarding *well scoring*, Kolkata again secures the highest mean score, followed by Nadia, North 24 Parganas, and Hooghly.

For the dimension *way of evaluation*, Kolkata ranks highest, followed by Nadia, Hooghly, and North 24 Parganas. In the case of *convenience and cooperation*, Nadia records the highest mean score, followed by Kolkata, Hooghly, and North 24 Parganas.

Concerning *teachers' satisfaction* with PBAS linked to API under CAS, both Kolkata and Nadia share the highest mean score, followed by North 24 Parganas and Hooghly.

A one-way ANOVA has been employed to test the hypothesis that teachers' perceptions across different dimensions vary significantly among districts. The results in Table 5 indicate that all dimensions have p-values less than 0.05, suggesting that teachers' perceptions of the selected dimensions of PBAS with API under CAS differ significantly across districts.

Table 6: Model Summary^b

Model	R	R Square	Adjusted RSquare	Std. Error ofThe Estimate	Durbin-Watson
1	.714 ^a	.509	.503	.656	1.320
a. Predictors: (Constant), Convenience & Cooperation, Easy Measurement, Standard Maintenance, Well Scoring, Way of Evaluation					
b. Dependent Variable: Teachers' satisfaction with the Performance-Based Appraisal System (PBAS) with Academic Performance Indicators (API) under the Career Advancement Scheme (CAS) as an apparatus of motivation.					

Source: **Field Survey**

The R² value reported in Table 6 indicates that approximately 50.9% of the variation in the degree of teachers' satisfaction is explained by the explanatory variables included in the study. The adjusted R² value further reveals that 50.3% of the variability in teachers' satisfaction is accounted for by the selected predictors, confirming the model's stability and explanatory adequacy.

The Durbin–Watson statistic is 1.320, which suggests the presence of slight positive autocorrelation among the residuals.

Overall, the regression model demonstrates substantial explanatory power, as the dimensions of the Performance-Based Appraisal System (PBAS) with Academic Performance Indicators (API) under the Career Advancement Scheme (CAS) collectively explain a significant proportion of the variance in teachers' satisfaction. Although the Durbin–Watson value indicates mild autocorrelation, the model can still be considered reasonably reliable for interpretation.

Table 7: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	183.109	5	36.622	85.059	<.001 ^b
	Residual	176.523	410	.431		
	Total	359.632	415			
<p>a. Dependent Variable: Teachers' satisfaction with the Performance-Based Appraisal System (PBAS) integrated with Academic Performance Indicators (API) under the Career Advancement Scheme (CAS) like apparatus of motivation.</p> <p>b. Predictors: (Constant), Convenience & Cooperation, Easy Measurement, Standard Maintenance, Well Scoring, Way of Evaluation</p>						

Source: Field Survey

Table 7 shows that by the F-statistic of 85.059 along with p-value of < .001b the high significance of the regression model is indicated. The findings signify that the data constructively denote the influence of the selected performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) dimensions on the satisfaction of teachers. In consequence, the inclusive predictability of the model is conducive, signifying its ability to furnish valuable insights and explanations with respect to satisfaction of teachers.

Table8: Multiple Regression Analysis

Model		nstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.957	.237		-4.043	<.001
	Easy Measurement	.058	.029	.073	1.984	.048
	Standard Maintenance	.513	.047	.408	10.910	<.001
	Well Scoring	.159	.042	.181	3.805	<.001
	Way of Evaluation	.133	.057	.120	2.347	.019
	Convenience & Cooperation	.328	.057	.245	5.766	<.001
<p>a. Dependent Variable: Teachers' Satisfaction with the Performance based appraisal system (PBAS) with Academic performance indicators (API) for the Career advancement scheme (CAS) like apparatus of motivation</p>						

Table 8 reveals that all the five explanatory variables have positive impact on teacher satisfaction because all the predictors have positive b value. Standard maintenance has the highest standardized coefficient (Beta) which signifies that influence of standard maintenance dimension is highest on teacher satisfaction if the influence of other dimensions remains unchanged. Similarly, the influence of easy measurement dimension is lowest on teacher satisfaction as it has the lowest standardized coefficients (Beta) value. The t value with its corresponding p-value distinctly represents that a statistically consequential influence of all the five selected dimensions of performance based appraisal (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) on teacher satisfaction exists.

Table 9: Collinearity Statistics

Dimensions	Tolerance	VIF
EasyMeasurement	.894	1.119
StandardMaintenance	.856	1.168
WellScoring	.530	1.885
WayofEvaluation	.456	2.191
Convenience&Cooperation	.665	1.504

Source: Field Survey

Table 9 denotes the result of multi co linearity statistics to assess the individual influence of expository variables on explicated variable. Generally, Variation Inflation Factor (VIF) is used to measure for detecting multi co linearity with respect to the standard threshold implying that for VIF values, if the VIF value is more than 10 may signify issue of co linearity (Mason et. al., 1989). In this Table 9, VIF (Variation Inflation Factor) which ranges between 1.119 to 2.191 shows there is no problem of multi co linearity. Kennedy (1992) stated that tolerance value exceeding 0.10 is contemplated as a standard for evaluating the effect of expository variables in the model and represents that expository variables are independent from each other. The enumerated tolerance value shows that the regression model is free from multi co linearity of the expository variables because all the tolerance values are competently above this threshold, which assures the absence of multi co linearity in the model.

Conclusion and Implications:

The present research attempts to discern the impact of performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) on satisfaction of teachers who are posited in both private and government colleges of four districts (Kolkata, North 24

Parganas, Nadia, Hooghly) of West Bengal. All the dimensions of performance based appraisal system (PBAS) with academic performance indicators (API) for career advancement scheme (CAS) denote a positive relationship with teachers' satisfaction. The previous research works executed by Tiwari (2020), Dangol (2021), and Mungasia et. al. (2022) align with this research work. This research exhibits that selected dimensions of performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) of this research evince statistically consequential influence on teacher satisfaction like apparatus of motivation.

Measurement of performance based appraisal system (PBAS) with academic performance indicators (API) for the career advancement scheme (CAS) standard should be on a perpetual basis to corroborate the best standard. Administrative officials of colleges should take these assessments solemnly to strengthen performance standards, in that way increasing the satisfaction and confidence of teachers. The results of the research suggest that the college administration needs to take every dimension of performance based appraisal system (PBAS) with academic performance indicators (API) for career advancement scheme (CAS) of teachers seriously. Punitive measures can be considered in the dimensions which reveal deficiencies in meeting teacher expectations. To strengthen the experience of the teachers, college administration should come up with additional training for teachers to augment their knowledge and skills.

Scope for Future Study:

1. Equivalent research with an immense and more diverse sample can be carried out to make sure that the results pertain to a larger population.
2. In addition to those five dimensions of performance based appraisal system (PBAS) with academic performance indicators (API) for career advancement scheme (CAS), more dimensions could be recognized to measure the alliance between those dimensions and the satisfaction of teachers.
3. A relative research can be carried out to assess and compare the performance of college teachers of private colleges and government colleges. This evaluation can come up with valuable insights for making policies and provide opportunities for strengthening strategies and guidelines within the college.

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Breaking Barriers for Women in Leadership Roles: A Bibliometric Analysis of Biases & Prejudices for a Sustainable Leadership

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Introduction:

Mistreatment of women is usual, but oppression of men is horrific. In the past, men and women were supposed to play different duties; women were only supposed to take care of the family, and men were supposed to support them.. In our patriarchal culture, men have traditionally occupied the most prominent and significant roles, such as those of lawmakers and CEOs. These titles restricted women's ability to contribute to society by requiring them to conform to masculine norms.

But over time, women's roles have evolved significantly, impacting contemporary society. In order to vote, attend political rallies, and begin earning their own money, women have started to leave their homes. Women are standing up and contributing more and more to the progress of their organizations and the society as a whole.

Women's perspectives have changed since they entered the workforce, moving from merely looking for "work" (motivated by economic factors) to seeking "professions" (driven by motivation). A distinction between pursuing employment out of need (job) and doing it as a personal choice (profession) is made evident by such a change. However, as women's involvement in the workforce increased, so did the difficulties they encountered.

A set of barriers that prevent capable, skilled people from advancing up the organizational ladder is known as a glass ceiling. There are comparatively few women in positions at the top levels, even if there are many in managerial positions. A ceiling like that isn't better since it not only keeps people from reaching their full potential but also impedes national growth. Utilizing the expertise of its citizens is essential for a country like India, which is poised to become a powerhouse. India has a sizable population, and its citizens are bright and gifted, but the invisible glass ceiling creates an unwelcome barrier. Customs and preconceived ideas or prejudices against women are the reason they are unable to achieve top positions. This is not a clear concept because the reasons for this barrier vary according on the situation and the organization.

Literature Review:

The idea of masculinity has always been associated with leadership, and it is still widely held that men are superior to women in this regard. Despite the fact that there are now more female leaders, they are frequently mentioned as second option than their male counterparts (Kiamba J.M, 2009). Women have historically been excluded by societal norms regarding gender and leadership, and top leadership is seen as a masculine domain (Hojgaard L, 2002). As trait theory of leadership states that leaders are born not made but current studies have found out that leadership is something which can be developed through training and learning. The traits typically associated with leadership, such as good communication skills, task completion, responsibility, problem solving, originality, decision making, action taking, vision, self-awareness, confidence, experience, and power, are so listed in the numerous leadership-training programs (Ray de la, 2005). Leaders are defined as those "who give an institution vision and meaning and incorporate the ideals towards which the organisation strives". this proves that leaders are the same and have no gender. But there is still mistrust of women in leadership roles, and in many cases, a person's gender dictates their job (position) more so than their age, experience, or ability. This leads to develop a notion that women in leadership roles face challenges or barriers that males are unaware of (Grove & Montgomery, 1999). How ever numbers studies have proved that more women in leadership roles help dispel gender stereotypes by demonstrating that they are capable of being self-assured and compassionate (Lawson et al., 2022).

Although efforts have been made to achieve female representation across all levels of governance, women remain underrepresented in many government and non-government organizations, especially in leadership and decision-making roles (Ray de la, 2005). Social norms also produce organisational hurdles through discriminatory business practices and the notion that "managers think men." These

organisational challenges exacerbate work-family conflict and further undermine women's self-esteem (Taparia & Lenka, 2022). This happens mostly because of the society we live in. Women are frequently denied the chance to rise to positions of top management and leadership in corporate hierarchies in cultures that are dominated by men (Haile et al., 2016). If we will talk about Indian society between late 80's and early 90's society has consistently upheld the idea of the "woman at home." Despite their desire to work, they would be pulled back by their obligation to care for their families. In actuality, society has forced women to limit their thinking to that. Given that women have historically been viewed as domestic labourers. Irrespective of survey conducted by U.S. Merit System Board poll long back in 1992 that, women who were on par with men in terms of education, work experience, or dedication to their employment consistently encountered barriers to senior federal positions. Women were expected to play a submissive and sensitive position, which is contrary to the traits of a good manager, according to the prescriptive stereotype (Kapoor et al., 2021). With no surprise, women continue to be viewed as society's underdogs despite decades of frequently remarkable social development and legislation. Especially, in developing nations where female workforce participation, particularly in leadership roles, reflects particular and widespread socialisation tendencies that are detrimental to women's advancement (Sidani et al., 2015). It has been observed that women have historically taken on the majority of household, child, and elder care challenges as their duties in most countries across the world, while men are seen as the primary breadwinners and are connected to physical occupations and jobs (Alqahtani, 2019). On the contrary men do not have to make the same life decisions as women, who must attempt to balance a career with a prominent role in the home. As a result, employer may naturally want to hire people who don't have many outside distractions that could cause them to lose loyalty to their employment (Acker, 1991).

It is generally accepted that certain traits can work against a person's ability to progress in their career. In the case of women in particular, it was acknowledged that some obstacles arise because of their personal convictions. Psychological barriers for women include gender stereotypes, prejudice, lack of empathy and support, implicit bias, workplace aggression, imposter syndrome, and interpersonal conflicts. These challenges, often stemming from unsupportive households and work environments, can lead to emotional distress, reduced productivity, and eventual burnout. Additionally, managing an unsupportive work environment in educational institutions further complicates work-life balance for women (Chith et. Al, 2022). Lack of self-confidence, risk avoidance due to fear of failure, and low expectations are psychological obstacles that keep women from rising to senior executive positions.

Furthermore, because of cultural biases and presumptions from male coworkers and bosses that women may lose interest in their employment after having children, the "maternal wall" poses serious psychological difficulties. Women's self-esteem and career advancement may be hampered by these attitudes (Michailidis et. al, 2012).

Understanding organisational culture is essential to comprehending the obstacles faced by female managers. According to a substantial amount of research, work-life policies are either significantly facilitated or hindered by patterns of behaviour, attitudes, values, and norms (Browne, 1997). Organizational barriers to women's upward mobility are primarily driven by gender disparities in the workplace, as highlighted by extensive research on organizational culture across European, American, and Asian contexts. These disparities result in discriminatory practices that limit women's career advancement (Burke & Davidson, 2003). Discriminatory organisational practices, including discriminatory managerial recruitment and selection processes, training and development opportunities, performance evaluation procedures, and promotions, continue to reflect negative attitudes towards and sex-typed stereotypes of women in the workplace (Schein, 2001, Simpson et. al. 2004). One major organisational hurdle that prevents women from advancing to managerial positions is their under-representation in senior leadership posts. Even after achieving senior positions, women frequently encounter organisational obstacles represented by "glass cliffs" and "glass elevators," which indicate heightened evaluation and criticism of their work (Ryan & Haslam, 2005). Women are disadvantaged by gender-based employment discrimination as a result of occupational segregation caused by institutional hurdles within organisations (Goy & Johnes, 2012). There are two ways that this prejudice can appear: vertically and horizontally. Vertical segregation emphasises the difference in the status and hierarchy of positions allotted to men and women in the workplace, whereas horizontal segregation refers to the unequal distribution of men and women across various occupations (Rahim et. al, 2018).

Methodology:

3. Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	2006:2025
Sources (Journals, Books, etc)	51
Documents	59
Annual Growth Rate %	-3.58
Document Average Age	4.53
Average citations per doc	12.49

References	1
DOCUMENT CONTENTS	
Keywords Plus (ID)	47
Author's Keywords (DE)	208
AUTHORS	
Authors	173
Authors of single-authored docs	17
AUTHORS COLLABORATION	
Single-authored docs	17
Co-Authors per Doc	2.98
International co-authorships %	27.12
DOCUMENT TYPES	
article	41
book	7
book chapter	6
review	5

The dataset spans from 2006 to 2025, covering 59 documents across 51 sources. The annual growth rate of -3.58% indicates a slight decline in publication frequency, suggesting either saturation in the field or shifting research priorities (Windsor & Au, 2020). However, the average document age of 4.53 years implies that research in this area remains relatively recent, reflecting ongoing interest (Eagly et al., 2007).

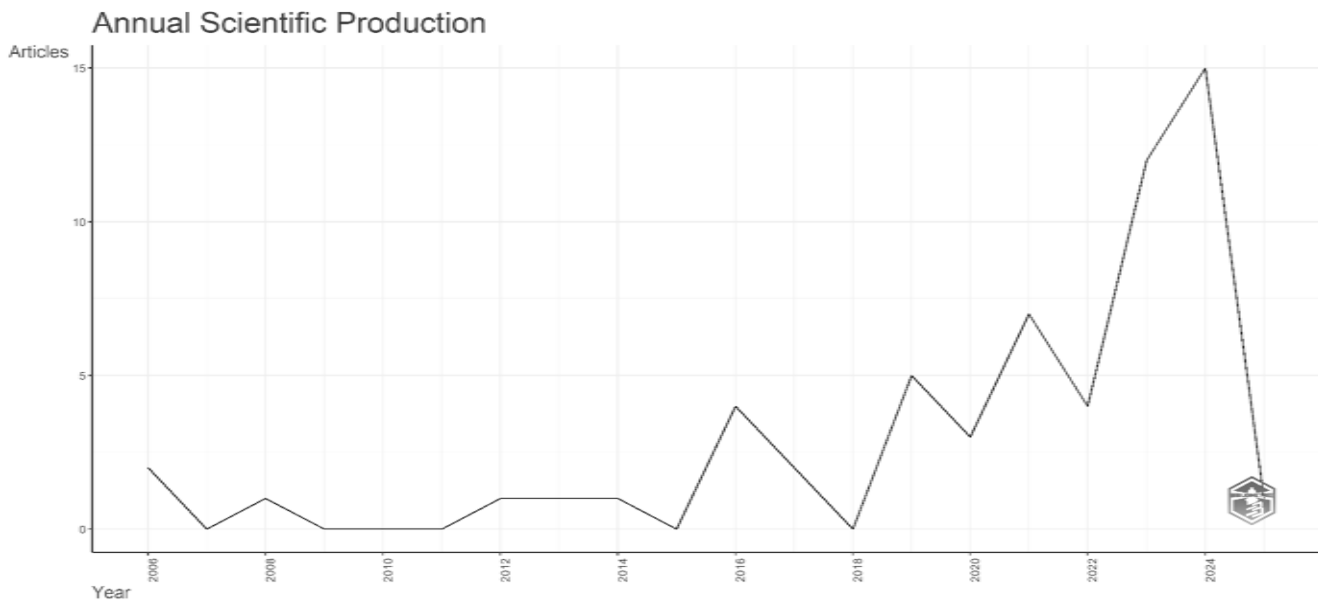


Figure 1

The Figure: 1 shows the annual scientific production of research on women's leadership from 2006 to 2025. The trend is irregular, with low publication activity between 2006 and 2015. There is a gradual increase in research from 2016 onward, followed by a sharp rise between 2021 and 2024. The highest production is seen in 2024, with over 15 articles. However, there is a steep decline in 2025. The early stagnation (2006–2015) suggests limited academic focus on women's leadership at that time (Eagly et al., 2007). The growth phase from 2016 aligns with increasing discussions on gender diversity and leadership roles (Carli & Eagly, 2016). The peak in 2024 could be due to rising global awareness and policy changes supporting women leaders (Northouse, 1999). The sudden drop in 2025 might indicate incomplete data collection or a natural decline in new contributions.

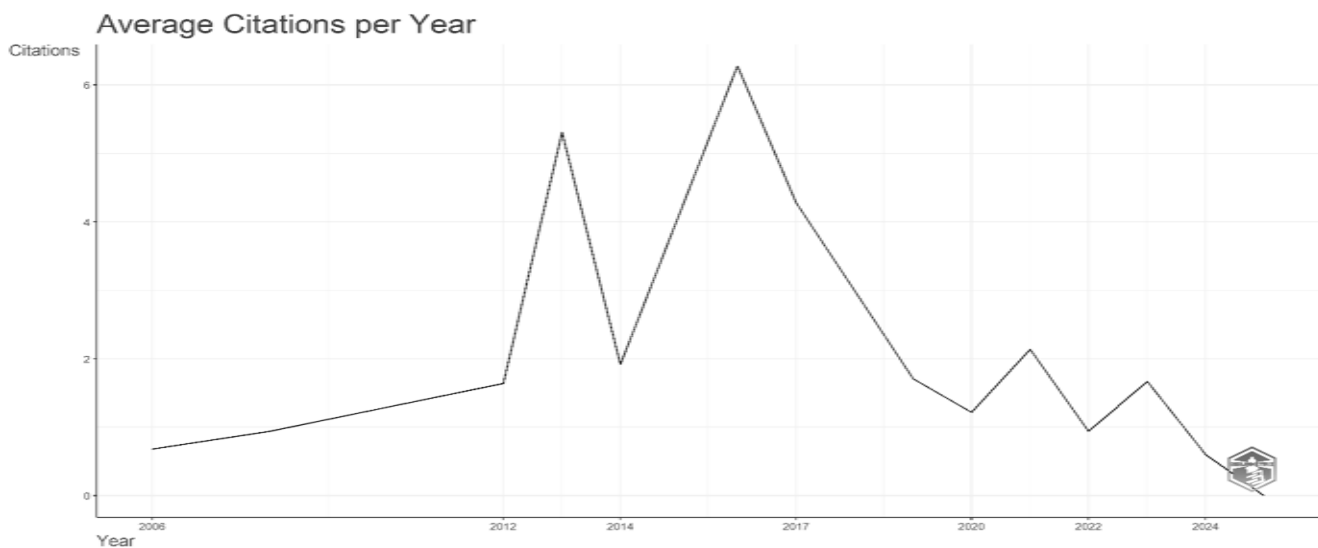


Figure2

Figure 2 shows fluctuating citation impact on women's leadership research from 2006 to 2025. Early years (2006–2012) had low citation activity, indicating limited scholarly engagement. Citations peaked between 2014–2017, with the highest point exceeding six citations per paper. After 2017, there is a gradual decline, reaching a low point in 2025. The citation peak (2014–2017) suggests impactful publications, possibly due to growing interest in gender leadership theories and workplace diversity (Eagly et al., 2007). The declining trend post-2017 could indicate a shift in research focus or an increase in newer studies, reducing citations for older work (Carli & Eagly, 2016). The recent drop (2025) may be due to delayed citation accumulation, as new publications take time to gain recognition (Northouse, 1999).

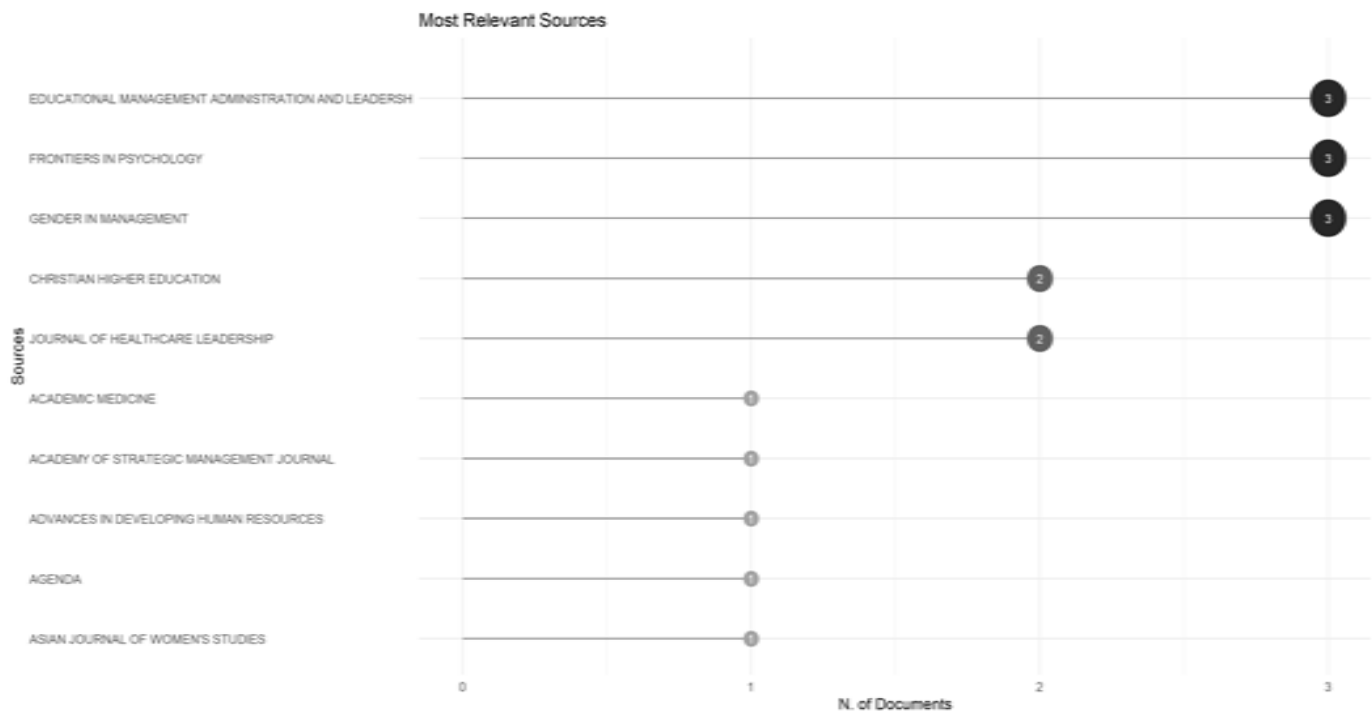


Figure 3

Figure 3 highlights key journals publishing research on women's leadership. Three journals lead with three documents each are Educational Management Administration and Leadership; Frontiers in Psychology and Gender in Management. These sources suggest strong academic interest in leadership in education, psychology, and gender studies. Other notable journals include Christian Higher Education and the Journal of Healthcare Leadership with two documents each. This indicates research interest in women's leadership in faith-based institutions and healthcare settings. Several other sources, such as Academic Medicine, Advances in Developing Human Resources, and the Asian Journal of Women's Studies, contribute with one document each. This suggests broader interdisciplinary engagement, incorporating perspectives from medicine, strategic management, and gender studies.

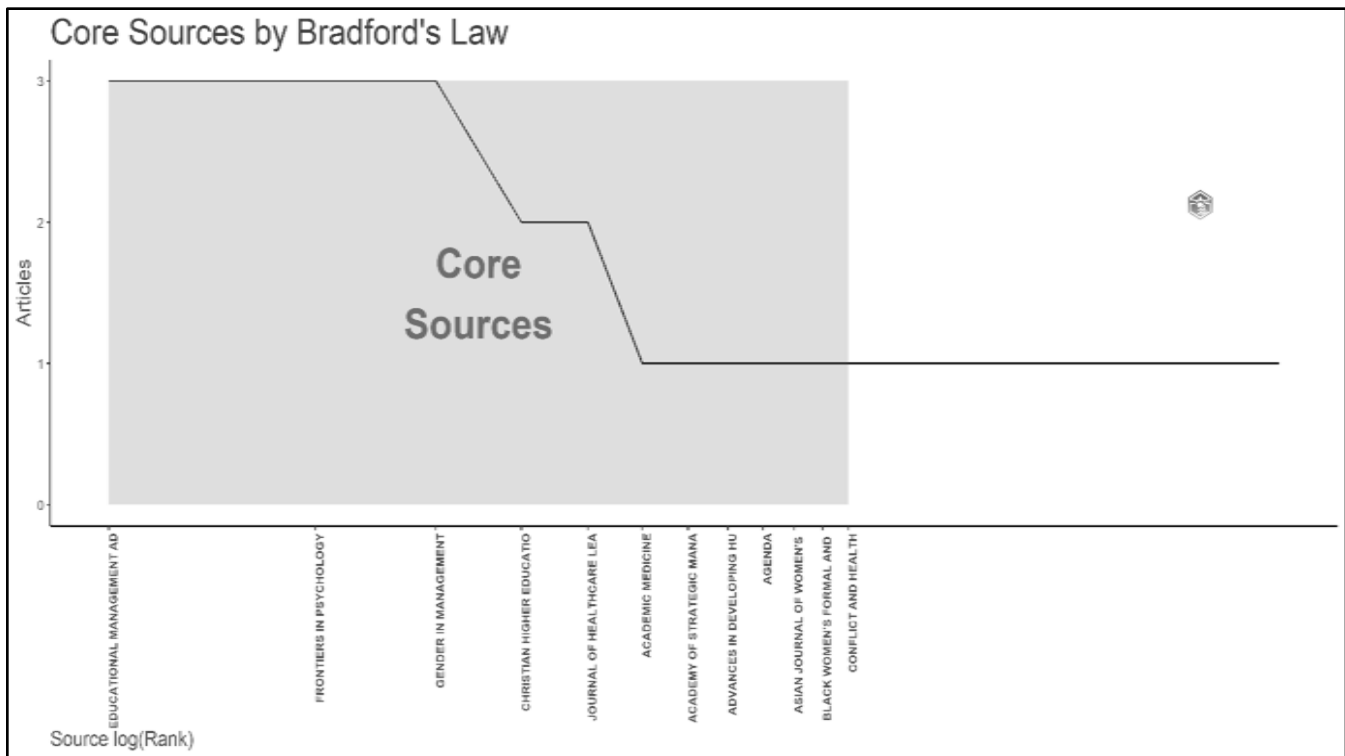


Figure 4

Figure 4 shows the Bradford's Law to identify the core journals publishing research on women's leadership. The core sources are those with the highest concentration of articles, meaning they are the most influential in the field (Brookes, 1969). The top journals with three articles each include: Educational Management Administration and Leadership; Frontiers in Psychology and Gender in Management. These journals represent educational leadership, psychological perspectives, and gender-focused management research. Beyond the core sources, other journals contribute fewer articles, showing a more dispersed research pattern. These include Christian Higher Education; Journal of Healthcare Leadership; Academic Medicine and Asian Journal of Women's Studies. The steep drop in article frequency after the core sources suggests concentration of research in a few key journals. This follows Bradford's Law, where a small number of sources publish most of the key research, while other sources contribute sporadically (Bradford, 1934).

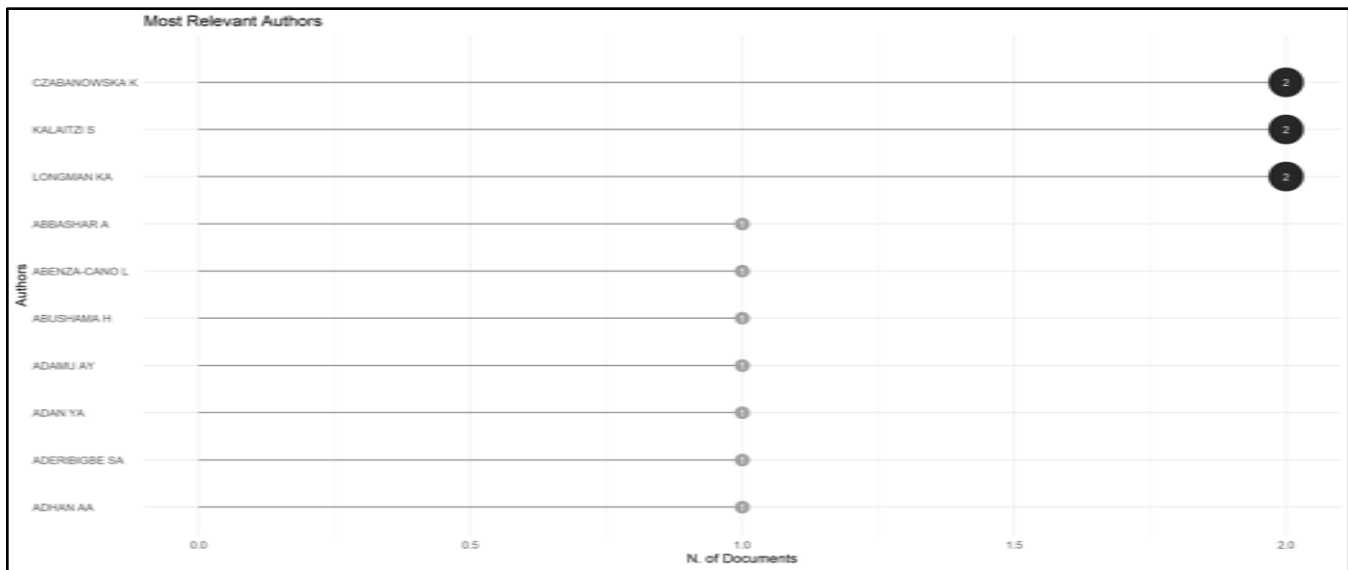


Figure 5

Figure 5 identifies key authors contributing to women’s leadership research. Three authors lead with two publications each- Czabanowska K; Kalaitzi S and Longman KA. Their repeated contributions suggest consistent engagement in gender and leadership studies. Other authors, such as Abbashar A, Abenza-Cano L, and Abushama H, each have one publication. This indicates a more dispersed authorship pattern, where many researchers contribute single studies rather than sustained research. The lack of a dominant author suggests broad scholarly participation in the field, reflecting interdisciplinary interest. Future studies may analyze citation impact to determine influential authors beyond publication count.

Country wise scientific production

Region	Freq
USA	43
UK	24
SPAIN	12
INDONESIA	7
SAUDI ARABIA	6
SOUTH AFRICA	6
AUSTRALIA	5
INDIA	5
NETHERLANDS	5
COLOMBIA	3

Table 2

The table shows that USA leads in women's leadership research with 43 publications, showing its dominance in academic output. The UK follows with 24 publications, reinforcing its strong research focus on gender and leadership. Spain (12), Indonesia (7), Saudi Arabia (6), and South Africa (6) contribute significantly, reflecting growing global engagement. The presence of Indonesia and Saudi Arabia suggests increasing interest in women's leadership in non-Western contexts, where cultural and institutional factors shape leadership opportunities. Australia (5), India (5), and the Netherlands (5) show moderate engagement. These countries have diverse leadership environments, making them important contributors to gender leadership discourse (Hoyt & Murphy, 2016). Colombia (3) represents Latin America's emerging research interest, though contributions remain limited. The dominance of Western nations suggests that research is cantered on developed economies, while developing nations are gradually increasing participation. Future studies should focus on cross-cultural leadership experiences to bridge this gap.

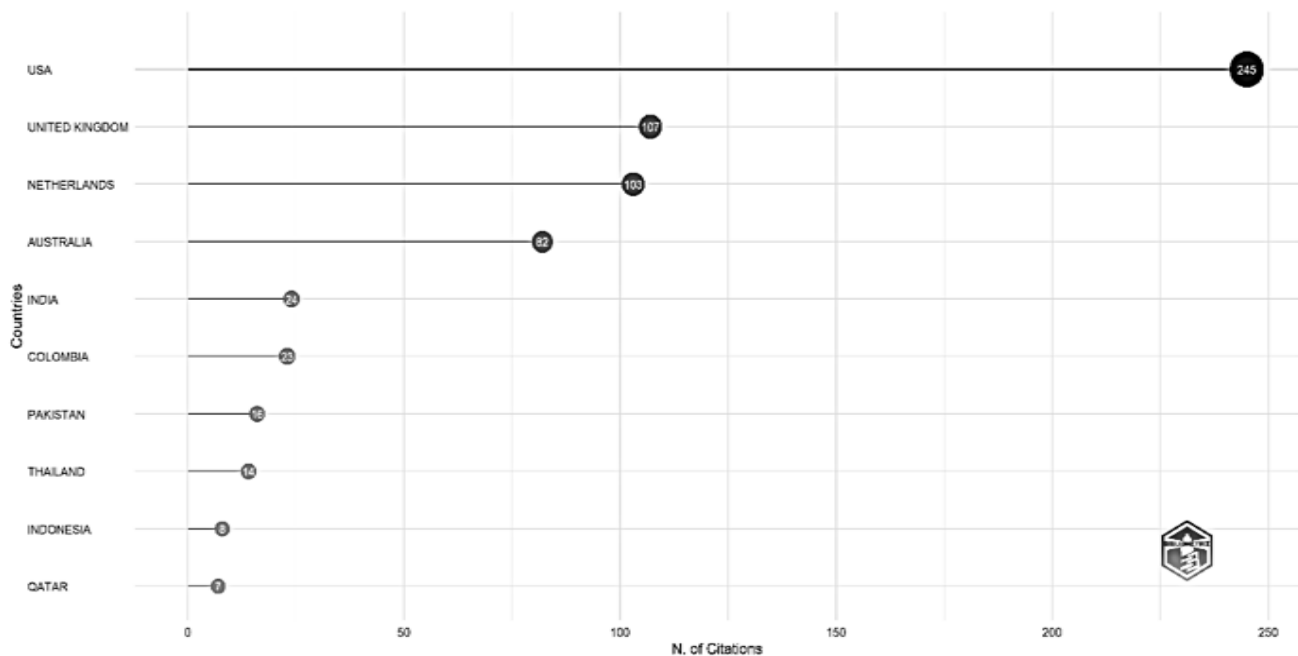


Figure 6: Most cited countries

The USA leads in citations with 245, highlighting its strong influence in women's leadership research. The United Kingdom (107) and Netherlands (103) follow, indicating their significant academic contributions to the field. Australia (82) ranks next, showing active participation in gender leadership studies. India (24), Colombia (23), Pakistan (18), and Thailand (17) have lower citation counts, reflecting growing but still limited engagement from these regions. Indonesia (8) and Qatar (7) have the fewest citations, suggesting their research is emerging but not yet widely recognized. The citation gap

between Western and non-Western countries indicates that leadership studies remain Western-dominated, with fewer high-impact publications from developing regions. Future research should focus on amplifying diverse perspectives, especially from underrepresented regions, to enhance global inclusivity in leadership studies.



Figure 7: Word cloud research themes

The word cloud provides insight into dominant research themes. Keywords such as “leadership,” “women,” “gender bias,” “diversity,” “empowerment,” and “glass ceiling” suggest that scholars focus on institutional barriers, leadership effectiveness, and gendered power structures. Emerging topics like digital leadership, intersectionality, and executive influence could shape future research directions (Hoyt & Murphy, 2016). The emphasis on barriers to leadership aligns with historical challenges women have faced in executive roles, where stereotypes and systemic obstacles continue to limit progress (Ridgeway, 2001).

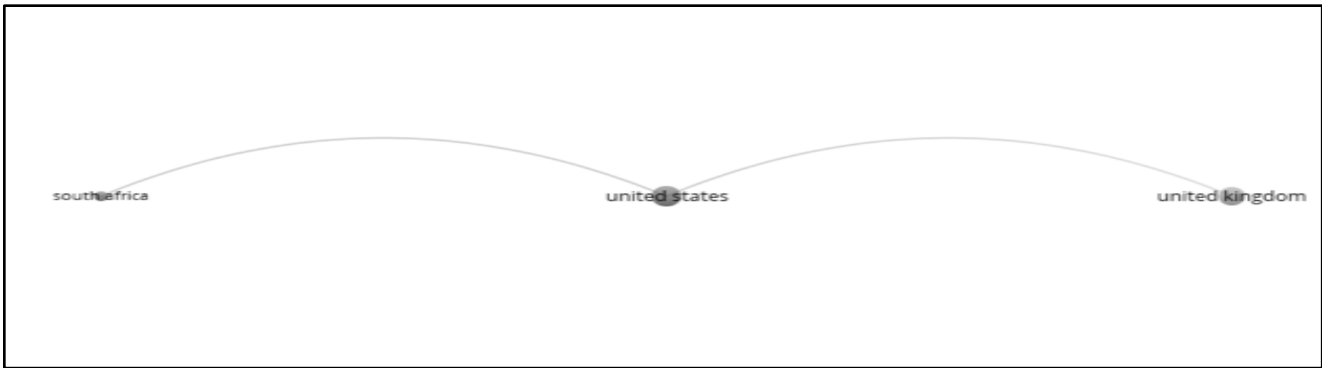


Figure 8

The figure represents collaborative research links between South Africa, the United States, and the United Kingdom in women's leadership studies. The United States serves as the central node, indicating strong connections with both South Africa and the United Kingdom. The link strength varies, with the UK having a stronger collaboration with the USA, as indicated by the green connection. The South Africa-USA link, shown in red, suggests a weaker but present collaboration. This pattern reflects the dominance of Western nations in leadership research while highlighting emerging contributions from South Africa. The limited number of connections suggests that cross-national research partnerships in women's leadership remain underdeveloped. Future studies should encourage greater collaboration among diverse regions to expand leadership perspectives globally.

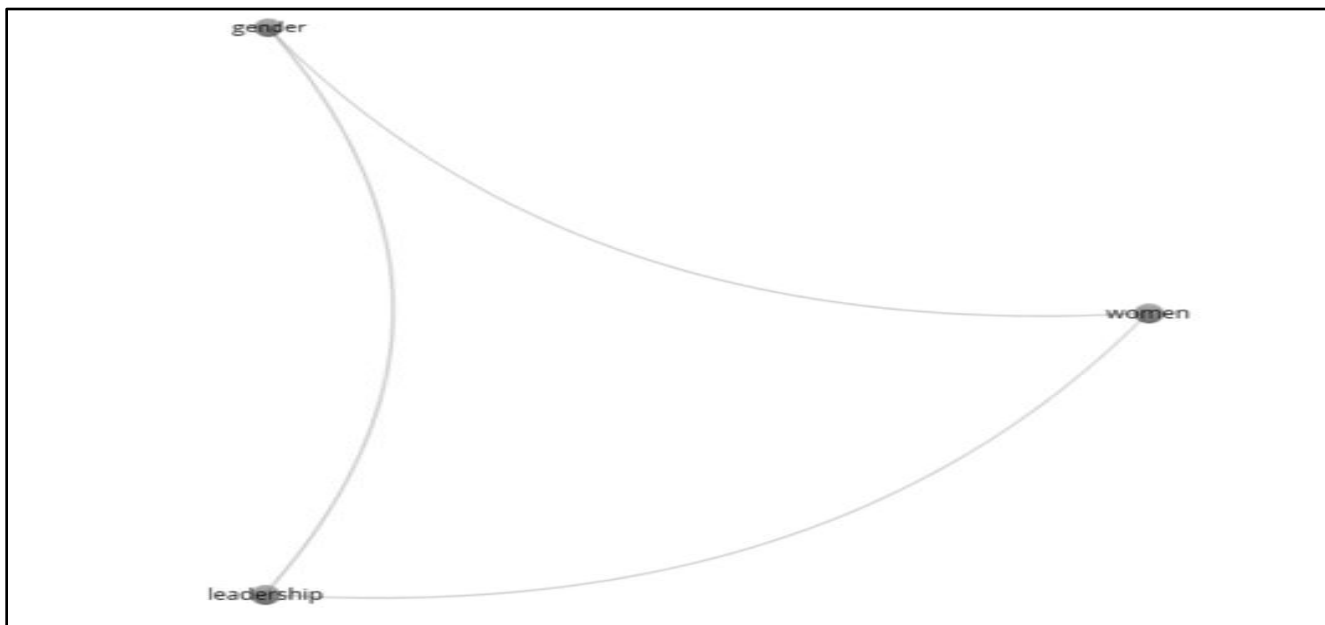


Figure 9

The network figure shows strong connections between gender, women, and leadership, indicating the core themes in women's leadership research. The close links suggest that studies often explore leadership through a gendered lens, focusing on women's roles, challenges, and opportunities in leadership positions. The strong "gender-leadership" connection highlights research on gendered leadership traits, stereotypes, and barriers. The "women-leadership" link suggests a focus on female representation, career progression, and leadership styles. The "gender-women" connection indicates studies on systemic inequalities, workplace policies, and gender norms affecting leadership access. This triangular structure confirms that research in this area is deeply intertwined, emphasizing gender bias, representation, and leadership effectiveness. Future research may explore intersectionality, digital leadership, and policy-driven leadership initiatives to expand the discussion.

Discussion & Conclusion:

The bibliometric analysis of research on women in leadership underscores the persistent obstacles and difficulties that prevent women from attaining top leadership roles. Gender biases and societal stereotypes continue to link leadership with traditionally masculine traits, often overlooking the value of qualities such as collaboration and empathy in female leaders. These biases are deeply embedded within organizational structures and cultural norms, leading to systemic inequities in recruitment, career advancement, and leadership opportunities. The "glass ceiling" remains a formidable barrier, restricting highly capable women from ascending to senior positions despite their qualifications. Moreover, expectations surrounding work-life balance place disproportionate burdens on women, reinforcing the "maternal wall" stereotype, which assumes their professional dedication diminishes after motherhood. Psychological challenges, including imposter syndrome and self-doubt, further impede women's leadership ambitions by discouraging them from pursuing high-level positions.

Bibliometric trends indicate a varying level of research interest in women's leadership, with a notable increase between 2016 and 2024, highlighting a rising awareness of gender diversity. However, the majority of studies remain centered on Western contexts, with limited contributions from developing nations. Key themes explored in the literature include gender bias, diversity, empowerment, and the glass ceiling, while emerging areas such as digital leadership and intersectionality point toward potential avenues for future research.

Despite advancements, women continue to face systemic and psychological barriers in leadership. Overcoming these challenges requires inclusive policies, mentorship, and leadership training. Shifting

perceptions beyond traditional masculine traits can promote diverse leadership styles that drive success. Confidence-building initiatives, resilience training, and work-life balance policies can help women navigate career obstacles. Expanding global research collaboration is essential for integrating diverse perspectives, especially from developing nations. By fostering inclusive and sustainable leadership, organizations can create equitable opportunities, driving long-term growth and innovation.

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An Investigation into How Internet Buying Affects Small Businesses

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Abstract

The impact of the growing trend of online purchasing on the different fixed shop retailers has been attempted to be highlighted in this study. These retailers are essential to a specific greater demographic. However, the emergence of e-stores, with its alluring financial and non-financial incentives as well as other diverse options, has had a significant influence on small merchants and created a sense of unease. Here, we primarily examine how the emergence of online purchasing has affected shops. The goal is to determine how the growing trend of internet purchasing affects retailers' profitability.

Keywords: *E-stores, fixed retailers, profit-margin, online shopping.*

Introduction:

Customers can purchase straight from their homes using an internet connection on a computer or mobile device thanks to the online shopping system, which is quite beneficial. Additionally, all financial transactions are done in real time. Products are delivered straight to the buyer's home through this online purchasing. By selecting various products based on categories from the online shopping website, customers may manage goods and services online. This method essentially makes it easier and faster to choose products in one location. In summary, an online store is a virtual store on the internet where customers may explore the catalog and choose products of interest. This method saves time for traveling to the seller's location and ensures that things purchased online are delivered right to the buyer's door. The chosen items may be picked up, and when we pay, they will ask us to provide our billing and delivery addresses as well as any additional payment details, such as a credit or debit card. Electronic commerce includes e-stores.

Retailing is essentially the practice of selling goods directly to customers in modest quantities from a fixed location, such as a retail store. These customers could be groups or individual purchasers. Retail stores are places where a retailer buys items or commodities in bulk straight from producers and then sells it in small quantities.

Shops might be found in community centers, residential neighborhoods, colony streets, or contemporary commercial centers. Retail business is any company that sells products to ultimate customers, whether they are manufacturers, wholesalers, or retailers.

It doesn't consider how the product is marketed. Retail, on the other hand, will be consistent in terms of product selection, cost, advertising, and product presentation. A retailer's budget, merchandise, and local needs determine whether a retail format is appropriate for them rather than market practices. A well-designed format increases foot traffic and gives retailers a platform to thrive and get recognition.

Literature review:

ASarkar, R., & Das, S. (2017) investigated how e-commerce affected physical retailers in the fashion industry. The study's primary goal was to provide an underestimation of how online business affects offline business. According to the report, the majority of people purchase online, and the majority of respondents said that they are drawn to online deals. The investigation came to the conclusion that online and offline businesses do not significantly affect one another. A study by Nur Samima (2022) examined the effects of e-commerce on small, conventional retail establishments in the Assamese metropolis of Guwahati. The goal was to evaluate consumer preferences for online and offline retail shopping and investigate how e-retail affects the profitability of small, traditional retail establishments. The study comes to the conclusion that e-retail would be India's future. Although e-retail has a significant impact on the offline market, less offline merchants have taken action to address this issue. Therefore, rather than whining about the circumstances, the merchants should comprehend.

The study "Impact of e-commerce on Indian retail sector – A study in Andhra Pradesh" was carried out by K. Kiran Kumar Varma in 2022. Finding out what influences e-commerce from the perspective of retailers is the study's main objective. According to the findings, basic services like competitive price and all other elements are ideal for changing consumers' perceptions of shops as well as their purchasing habits.

Online shopping's effects on retail establishments were the subject of a study by Karthika R. et al. (2023). The study's primary goal was to investigate how online buying affects consumers and how it affects traditional retail establishments. One hundred retail establishments in Bengaluru are the subject of the study. The study's main conclusions are that, despite the fact that small businesses are sometimes overlooked; the local store is always the most crucial one, regardless of the time of year. According to the study's findings, everyone is gradually implementing internet business strategies to boost sales, and starting an online store is far less expensive than launching a physical store.

Research objectives:

- To study how the profitability of retail stores is affected by new e-stores.
- To explore the retailers' evolving pricing strategies in order to combat the competition from online retailers.
- To research shops' evolving business practices in order to retain customers.
- To evaluate the new business strategy in order to satisfy their customers.

Research methodology:

Sampling strategies and statistical tools for analysis, data interpretation, etc. make up the research methodology.

Sources of data: Primary data was used to gather the information for this specific study. Direct, in-person interviews with retail owners served as the primary data sources. Secondary data are collected from books, periodicals, magazines, published and unpublished records etc.

The retailers in Balasore City are included in the analysis. Additionally, the retailers selected a format at random for this study.

Sample Unit: Convenient sampling was used to pick a sample of 20 retailer stores for this study.

Sampling Techniques: In order to provide a more accurate image of the effects of online shopping, the convenient sampling technique approach has been employed for this study based on the availability of information in the market.

Tools for data representation: The information has been gathered, categorized, and shown using a bar diagram.

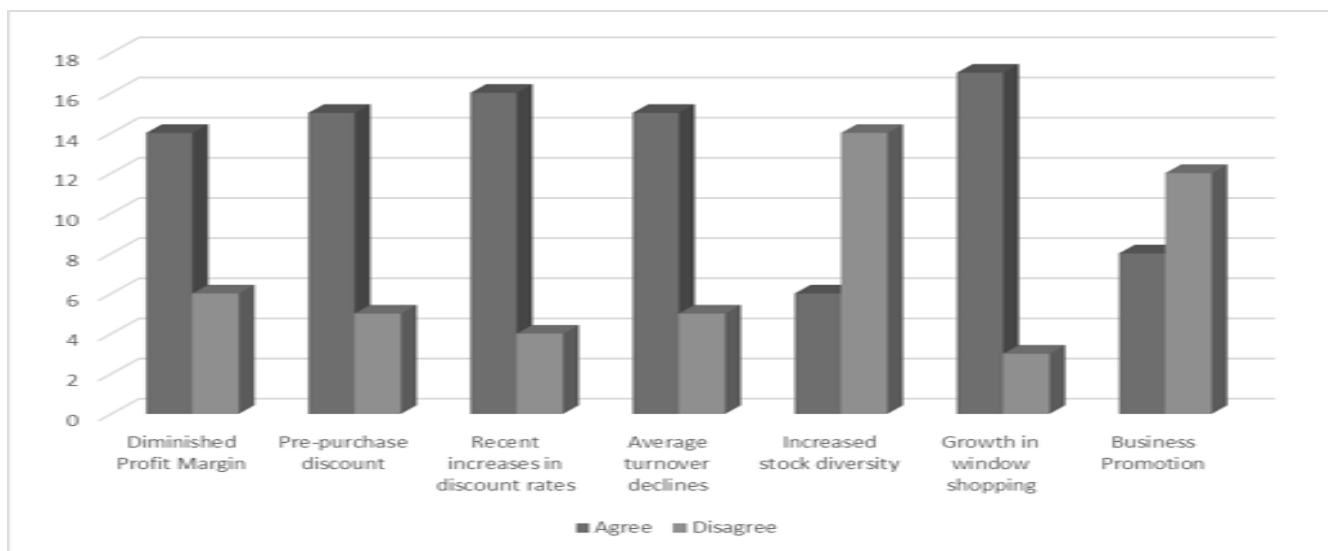
Data presentation & interpretation

Table 1: Shows a set of questions asked and the responses of the respondents

A list of queries	No. of Respondents	
	Yes	No
Has the profit margin decreased?	14	6
Before making purchases, do consumers request discounts?	15	5
Have you recently increased the discount rates that you give to customers?	16	4
Has the average turnover decreased?	15	5
Do you now stock a wider choice of goods at your store?	6	14
Has window shopping increased recently?	17	3
Do you promote your business?	8	12

Source: Field Survey

Chart 1:Characteristic agreeableness/ disagreeableness of the respondents.



Source: Field Survey

Interpretation: The majority of retailers have seen extremely low profit margins due to the large number of discounts given through that site. Additionally, the consumer requests a discount before making a purchase because there are numerous deals available on the internet. In order to keep the customer, the merchant must create specific product offerings. The data shows that turnover has decreased in the majority of businesses, with a figure as high as 80%. In order to satisfy client needs, retailers must keep a range of goods. As of right now, 85% of retailers have noted an increase in window shopping.

Findings & suggestions:**Findings:**

1. In recent years, the retailers' turnover and profit margin have significantly declined.
2. These days, retail establishments are more involved in customer satisfaction services.
3. The shops try to maintain the finest of them in order to increase sales, even though they are unable to have a large variety in store.
4. Customers are observed window shopping at a startlingly greater rate in order to physically inspect the product and then purchase it online at a lower cost.
5. Retail establishments are now beginning to provide their consumers home delivery services for a variety of their products.
6. As consumers grow increasingly accustomed to making purchases online, convenience and product selection start to play a bigger role in their decision to shop online.

Suggestions:

- a. In order to develop more precise and scientific demand forecasting models, the retailers must invest much in gaining some advanced skills.
- b. The current independent small and medium-sized retailers should pay special attention to what is happening in their surrounding area.
- c. In order to make shopping more pleasurable for customers, the next endeavor should be to get retailers to spend in upgrading the interiors of their individual businesses.
- d. Retailers need to shift their perspective on the market and customers, making customer pleasure their top priority.
- e. By offering higher-quality goods, reasonable prices, and amiable after-sale services, a merchant can win over customers.
- f. A satisfied customer lowers the retailer's expenses. Retailers should make every effort to increase client loyalty, which will lead to steady sales and steady customers. Examples of this include bonus points, free insurance, preferred customer status; cash back programs, and other customer-satisfying special incentives.

Conclusion:

The retail industry has evolved. The main cause of this is the recent development of technology. These days, retailing entails using mobile platforms, online channels, and shopping centers. Small retailers lose out on something in each of these. However, regardless of the season or cause, the local store is always the most crucial consideration. It must not only survive, but also thrive. Retail establishments just need to improve their business practices and adopt a more optimistic approach to the cutthroat environment. Retail stores and e-stores must both thrive; neither must do so at the expense of the other. The ease and stability of an established retail business are just as important as the livelihood it provides to thousands of people.

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