

INTERNATIONAL JOURNAL OF  
EDUCATION, PSYCHOLOGY  
AND COUNSELLING  
(IJEPC)

<https://gaexcellence.com/ijepc>



## THE EFFECTS OF JOB DEMANDS AND JOB RESOURCES ON TURNOVER INTENTION AMONG MALAYSIAN TEACHERS: THE MEDIATING ROLE OF BURNOUT WITHIN THE JOB DEMANDS-RESOURCES (J-DR) MODEL

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### Article Info:

#### Article history:

Received date: 28.12.2025

Revised date: 15.01.2026

Accepted date: 15.02.2026

Published date: 01.03.2026

#### To cite this document:

Md Shah, S., & Kamarul Zaman, M. D. (2026). The Effects of Job Demands and Job Resources on Turnover Intention Among Malaysian Teachers: The Mediating Role of Burnout Within the Job Demands-Resources (J-Dr) Model. *International Journal of Education, Psychology and Counseling*, 11 (62), 161-181.

### Abstract:

Turnover intention is the psychological readiness of employees when they leave their current role, which influenced by many factors like job satisfaction, workload and organizational support (Tetteh et al., 2022). Li and Yao (2022) in their study found that challenging student behaviors, poor school climate and insufficient compensation and other factors influenced teacher turnover. Rasanen et al. (2020) in the study found a job dissatisfaction plays a significant role in turnover intention. In addition, Rajendran et al. (2020) found a strong relationship between burnout and teacher turnover in their study. There is because of limited resources and workload. Positive work environment, offer support to the teachers and providing adequate resources in schools is needed to reduce turnover intentions among them. Therefore, this research shows high work demands, emotional distress and limited resources, a key predictor in numerous educational settings caused turnover intention. However, before this, most studies were only conducted outside Malaysia. This demonstrates the essential of investigating turnover intention in the local context, considering factors such as workload, work-life balance, work environment, perceived organizational support and job autonomy may have diverse influences on teachers' turnover intention. In this study, teacher turnover intentions were the dependent variable. Turnover is recognized as a strong predictor impacting stability, efficiency and the educational system (Rajendran et al., 2020; Heffernan et al., 2022).

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**DOI:** 10.35631/IJEPC.1162012 **Keyword:**

Burnout, Teachers, Job Demands, Job Resources, Turnover Intention, (J-DR) Model



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## Introduction

The increase of turnover intentions eventually reduced school productivity and efficiency (Jamal et al., 2021). Approximately 10,232 schools catering to over 4,987,401 students according to Malaysia's education framework. Shortages issue among teachers in 292 schools in the Wilayah Persekutuan Kuala Lumpur is crucial which affects quality of education and student performance. This issue, particularly in Kuala Lumpur, is also facing difficulties in retaining sufficient numbers of teachers, it is not limited in rural areas but urban areas also. The National Union of Teaching Professions (NUTP) has worried that almost schools in urban areas are experiencing teacher shortages and raising serious concerns about the quality of education (New Straits Times, 2023). Combination effects of burnout, increased workload and turnover rates among teachers, thus affecting continuity and quality of education, teachers' morale, student outcomes and the stability of education. Ministry of Education (MOE) stated that these factors are major concerns affecting teachers' performance well-being. To make things better, MOE has proposed the recruitment of teaching assistants and implemented system to reduce classroom burdens and administrative task among teachers (Malay Mail, 2023; Astro Awani, 2024). Additionally, to address the national shortage, teacher recruitment initiatives have been expanded. By the start of the 2024 academic session, over 9,000 teachers will start teaching in schools (The Star, 2023). To achieve that, Ministry of Education (MOE) broadened its hiring requirements which is to include graduates from foreign institutions and private universities (New Straits Times, 2024). This is to expand further the recruitment pool and to address critical subject shortages which need to be fulfil such as Islamic Studies, English, Bahasa Malaysia and Design & Technology subject. This initiative shows government high commitment to addressing the teacher's shortage issues in schools. However, this initiative highlights significant challenges to maintain a stable and large education workforce. Teacher motivation and engagement exacerbate the situation because of continuous early retirement. This is because of the ongoing issues such as teacher burnout and excessive workload. Teacher turnover can disrupt limit students' access to qualified teachers, affect learning outcomes and teaching continuity, all this due to teacher shortages. In addition, urban areas in Keramat, Sentul and Bangsar Pudu face a particular challenge due to diverse student's need, higher student enrolment rates and pressure to meet the set of performance standards.

This research focuses on teacher turnover intention in Wilayah Persekutuan Kuala Lumpur public schools. The data will be collected from various schools through surveys to analyze the relationship between independent variables which are workload, work-life balance, work environment, job autonomy, organizational support and turnover intention, and examine

burnout as mediating role (Maslach et al., 2001). The variables will be examined using validated scales and statistical analysis, including regression and mediation. This research aims to cater policymakers, stakeholders and school administrators with valuable recommendations from previous studies on the unique context of WPKL. Tackling this issue would create a strong, efficient system and give positive outcomes for the teachers and students. This will lead to significant implications for educational quality and equity in this teachers' shortages issue. From that, teacher retention, recruitment and distribution needs reciprocity efforts at the policy level with strategic initiative to overcome these challenges. By strengthening on these areas, Malaysia can towards a more effective, balanced education system and valuable student in the country.

### **Problem Statement**

Teacher turnover is a crucial issue within Malaysian schools, impacting student success and quality (Henry & Redding, 2020). The trend of early retirement among teachers in Malaysia is clear with an evident approximately 10,000 teachers set to retire by 2022 (National Union of Teachers, 2022). As a result, this issue is hampering the achievement of the Millenium Development Goals, and the objectives outlined in the Malaysia Education Blueprint (2015-2025) (New Straits Times Online, April 23, 2022). According to Boamah et al., (2022) subjects like special education, mathematics and science are underscored by challenges because of teacher shortages and high turnover particularly affecting schools serving disadvantaged students. In addition, an increased student numbers, a decreased in teaching's appeal and less new teacher prospects contribute to the problem (Saputro et al., 2020). High turnover has a negative impact on students and district budgets, resulting in early retirement and teacher burnout (Erturk, 2022). Therefore, interventions should aim to reduce burnout, improve work-life balance and improve the work environment to increase retention and job satisfaction (Poku et al., 2022; Erturk, 2022; Steiner & Woo, 2021). Particularly, many factors contribute to this trend, such as increased administrative burdens and demanding parents (D'Silva, 2022). Furthermore, a sharp spike in new applications for mandatory retirement has created teacher shortage crisis (New Straits Times Online, April 26, 2022). Mental health concerns among teachers are due to past experience showing that the pandemic has also played a role in increasing teacher turnover intentions (Asmundson & Taylor, 2020). Teachers in Malaysia have faced increasing challenges as they adjust to new standards before and after the pandemic, further increasing their existing responsibilities. According to Zamri (2017), poor mental health among teachers can lead to poor physical health outcomes such as lower back stiffness which in turn intensify anxiety and stress. From this, a dangerous feedback loop that affects teachers' overall well-being. Likewise, in 2018 the National Union of Teaching professions (NUTP) stated that teachers can manage a classroom with up over to 60 students while also can do an administrative. As a result, this endowed a worrying 44% of teachers reporting burnout and stress. Certainly, monthly reports of teachers strive with stress is 30 to 50 received by NUTP a trend that requires immediate attention.

According to Ishak et al. (2022) the strain on teachers' mental health, due to the recent empirical evidence half of Malaysian teachers (55%) experienced anxiety and 28% reported stress during the COVID-19 pandemic (2021 data). In addition, another study found the percentage before the Movement Control Order (MCO), during the pandemic teacher who felt overwork increased significantly from 40% to 67.8%, highlighting the impact of instructional and administrative pressures (Maung et al., 2022). Thus, investigating the interplay between mental health, stress and turnover intentions is crucial to handling this challenge (Mahase,

2020). To promote positive outcomes for students and teachers, it is a crucial for long term success for schools to address teacher turnover and retention. The critical factors that can mitigate these challenges, contributing significantly to job satisfaction and teacher retention is discerningly a job autonomy and perceived organizational support (Peng et al., 2022). Another study, job autonomy is related to the level of teachers experience which is being independents in their role (Brown & Wilson, 2022), while teachers perceive support and value from their organizations indicates the degree of perceived organizational support (Smith & Johnson, 2021). To improve overall educational quality, addressing the factors can alleviate the creation of targeted interventions which aimed at improving teachers' well-being, strengthens organizational commitment and reducing burnout among them. Wilayah Persekutuan Kuala Lumpur, particularly in urban area, teacher turnover has arisen as a pivotal issue that threatens the quality and sustainability of the education system in Malaysia. The problem of turnover is exacerbated by optional retirements, demonstrating not only a normal labour shortage, but also an essential dissatisfaction within the teaching profession. An alarming increase in optional retirement reveals from the statistics analysis there is workload stress, declining morale and burnout among teachers as a significant contributing factor. The data from 2020 to 2023 shows totalling teachers choose to retire is 1,520 based on the WPKL State Education Department Statistics. From that, 851 were mandatory retirements while 669 were voluntary, indicating a large percentage of teachers choose early retirement to end their service. The most significant annual increase recorded in 2023 which the frequency of optional retirements has been increasing consistently, when retirements increased 174 in year 2022 to 207. Optional retirements now represent as a significant of the total teacher attrition in the region which make this is a concerning trend. The data represented that early retirement, or optional retirement is 44% throughout this period. The consistency due the increasing in retirements peaking in 2023, prompt questions about the possible for teachers choosing optional retirement. However, the data does not explain precisely the reason behind this, although it does indicate that an increasing pattern about this need further investigation.

## Research Gaps

There is a lack of research in practical policy recommendations specifically for Malaysian urban school, notwithstanding awareness of the teacher turnover challenges. The important of burnout mitigation, workload management and job autonomy in teacher retention might overlook in current policies. In contrast, implementing policies that focus on these factors can increase teacher retention rate in the countries that facing similar teacher turnover challenges. However, in Malaysia the policy approach still reactive rather than proactive (Heffernan et al., 2022 & Sabir et al., 2021). This study aims to bridge the gap between research and policy practice by providing evidence-based recommendations that focuses the unique challenges of teachers in urban areas in WPKL. The findings are expected to support the development of policies which can improve teachers' well-being in the workplace, job satisfaction on emphasis on reducing burnout, workload management and strengthening perceived organizational support.

## Research Objectives

The research objectives are essential in determining the necessity of conducting this research (Locke et al., 2013). Additionally, the research questions in this section are aimed at determining the relationships between the variables that this research aims to examine. The study is designed to meet the following research objectives:

1. To examine the influence of work-life balance on teacher turnover intention.
2. To examine the influence of workload on teacher turnover intention.
3. To examine the influence of the work environment on teacher turnover intention.
4. To examine the influence of perceived organizational support on teacher turnover intention.
5. To examine the influence of job autonomy on teacher turnover intention.
6. To examine the influence of work-life balance on teacher burnout.
7. To examine the influence of workload on teacher burnout.
8. To examine the influence of the work environment on teacher burnout.
9. To examine the influence of perceived organizational support on teacher burnout.
10. To examine the influence of job autonomy on teacher burnout.
11. To examine the influence of burnout on teacher turnover intention.
12. To examine the mediating role of burnout on the relationship of workload on teacher turnover intention.
13. To examine the mediating role of burnout on the relationship of work-life balance on teacher turnover intention.
14. To examine the mediating role of burnout on the relationship of work environment on teacher turnover intention.
15. To examine the mediating role of burnout on the relationship of perceived organizational support on teacher turnover intention.
16. To examine the mediating role of burnout on the relationship of job autonomy on teacher turnover intention.

## Literature Review

### *Understanding Teacher Turnover Challenges in Global*

Education sector faced a major impact during the COVID-19, resulting difficulties for teacher in the global. The transition to online learning, sudden instructions and also combined with health anxiety, job demands in workforce, has contributed to teacher exhaustion and stress. Teacher turnover during the pandemic has been documented worldwide by multiple studies highlighted a significant increase among teachers. From the situation, it is important for teachers to understand the factors that contributes to high turnover rate and the possible long-term outcome for the education system. Strategies to address this issue and offer valuable insight into these difficulties (Nguyen et al., 2022; Pinheiro et al., 2023; Camp et al., 2023; Bacher-Hicks et al., 2023). Similarly, Nguyen (2022) stated that the problem is the global scope, emphasizing the pandemic has resulted in widespread disturbance in education system. Similarly, teachers around the world take into consideration leaving their profession because of the unexpected remote instruction, combined with health concerns and increasing workloads in their profession. This global view recommend that teachers face crossing geographical boundaries, widespread issue and impacting education system. Additionally, Pinheiro et al. (2023) examine the valuable factors that contribute to increased teacher turnover during the pandemic. Teachers who are leaving their profession is because of the forced to quickly adapt to new teaching methods are more vulnerable to burnout. Besides, the existence of COVID-19 which health concerns exacerbates these emotions, increasing the likelihood that teachers will consider leaving their roles and also address the possible long-term repercussion of this turnover, warning that the leaving of experienced teachers could affect educational standards for an extended period.

According to Camp et al. (2023) impact of the pandemic on teacher turnover in the United States, specifically emphasizing the states of Arkansas shows comprehensive statistical data. The data revealed a significant 26% increase turnover intention in third year of the pandemic. Even from year 2020 to 2021 academic year from all the national level, over 25% of teachers considered retiring. Conversely, to a pre-pandemic stated rate of 16%. Furthermore, critical factors that contribute to this issue, such as necessity to accommodate teaching method and concerns pertaining to COVID-19 health issues. They suggest that addressing these challenges requires providing adequate resources to support novice teachers and improving the overall work environment. In addition, Bacher-Hicks et al. (2023) investigated the phenomenon of teacher turnover in specific areas including New Zealand and North Carolina. The teacher turnover rate in New Zealand experienced a marginal decrease from 18.8% in 2021 to 18.5% in 2022. Academic year in 2022 to 2023 teacher turnover in North Carolina experienced a substantial increase with around 11.5% of teachers leaving the field. In the autumn of 2022, the number of unfilled teaching positions increased to 6,006, despite only being one month into the school year. However, the pandemic resulted significant teacher turnover between February 2020 and May 2022, reached almost 3% of the total workforce. Most of the factors that influenced teachers to leave their position is compensation, leadership, well-being and workplace flexibility as the primary reason.

In addition, education sectors over the world have been struggling with significant teacher turnover, driven by a variety of reasons. The Global Report on Teachers by the UNESCO Institute for Statistics aims to provide information on progress towards target 4.c of SDG4. This target specifically aims to increase the number of competent teachers and address related challenges. The teacher turnover rate in specific types of school districts in the United States was much higher during the 2021- 2022 academic year. Diliberti et al. (2020) found that urban districts, which mostly serve pupils of colour, and high-poverty districts had the highest turnover rates, reaching 14% and 12% respectively. A recent study utilizing statewide administrative data has revealed an increase in teacher turnover over the years 2021 and 2022 in multiple states, which has raised concerns about a potential deterioration of the situation (Harbatkin et al., 2023). The Education International report on the Global Status of Teachers and the Teaching Profession investigates the difficulties encountered by teachers across the globe. The report is based on a survey conducted among 128 education union leaders and officials in 94 countries (Thompson, 2021). In 2024, Education Resource Strategies' research revealed that there has been a rise in school-level turnover among teachers of all experience levels. Teacher with seven or less years of experience is particularly turnover intention rate among teachers. A large proportion of teachers resigned from their institution after the end of the year 2022 to 2023 academic year. This is supported, 30% on newly teachers and 26% with 3 to 7 years of experience teacher choose to leave their profession. In conclusion, the impact of the pandemic on teacher turnover intention highlights the vital for specific initiatives to ensure the stability, to support teachers and to maintain excellence of the education workforce. To approach these challenges, a holistic approach is essential to encompassing the provision for adequate resources, improve working condition and support teacher well-being.

### ***Understanding Teacher Turnover Challenges in Malaysia***

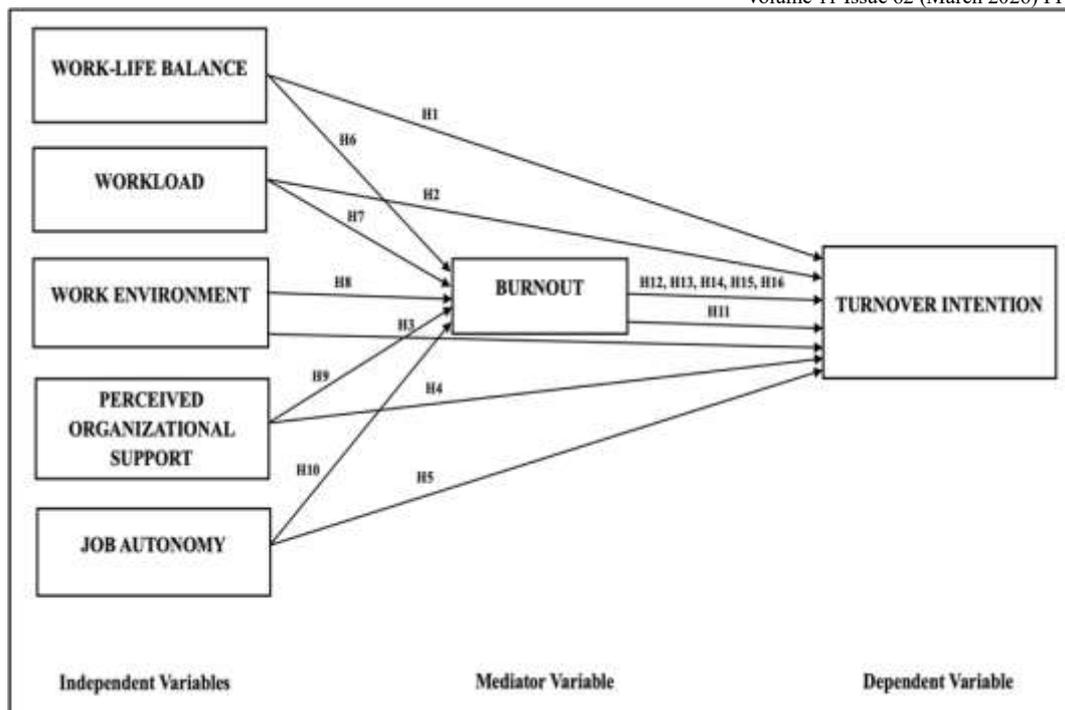
Teacher turnover is a critical concern in the Malaysia education sector, which necessitate a comprehensive understanding of the factors that contributes ongoing issues. Hence, this research aims to examine the factors faced by teachers in Malaysia, lead to turnover intentions. Throughout the years in the educational sector, with the number of teachers intentions to choose

early retirement or the willingness to leave their profession, gradually increased every year is the continuous teacher turnover issues (Steiner & Woo, 2021). It is essential to take into consideration the findings of a recent study performed among teachers in the United States to delving deeper into the understanding of teacher turnover intention challenges in Malaysia. It was found that, with half of them exploiting new opportunities both within and outside the education sector which is one out of five teachers are seriously considering leaving teaching profession. In light of the growing concerns regarding teacher turnover, similar challenges are observed in Malaysia's education sector, demanding immediate attention and action. In Malaysia, even before the pandemic erupted in Malaysia, teachers have faced extra responsibilities, burden and adjustments in their job scope. The prerequisite is acutely heavy upon which they must adapt themselves to the new standard and increasing the workload. (Zamri, 2017). The new challenges faced give the teachers adverse effects on their well-being, especially regarding the physical and mental health, which in certain extreme cases, led to discomfort and stress (Zamri, 2017). The National Union of the Teaching Profession (NTUP) itself was aware of the administrative problems faced by the teachers including the need to handle big classes in designated schools. As a result of these administrative problems, teachers were subjected to significant hardships and anxiety, ultimately leading to a drastic decline in their teaching performance (Othman & Sivasubramanian, 2019). The National Union of the Teaching Profession (NTUP) in Malaysia represents teachers and aims to protect their rights, improve working conditions, and advocate for their welfare. It is finding a way with stakeholders on this issue like professional development, salaries and working hours. While NUTP provides a platform to look for support, voice concerns and take as a whole action to address challenges in the teaching profession. Although, NUTP highlighted that the problem is known, its impact on teachers is still significant and aware of these issues. It is important to examine the implications of these factors on turnover intention faced by teachers in Malaysia. In this research, work-life balance, work environment, perceived organizational support, job autonomy as an independent variable having a significant impact on the dependent variable which is turnover intention among teachers. Teachers who struggle to maintain a personal life experience frustration and dissatisfaction between work related responsibilities leading to a higher likelihood of turnover intentions requires work-life balance and is an important role (Zhang et al., 2022). Burnout, stress and fatigue is a factor that contributes for further increasing turnover intentions due to an excessive workload such as heavy administrative tasks and large class sizes of students (Schaack et al., 2020). Moreover, other factors that related to teacher turnover intentions are work environment such as organizational culture, school leadership and support from colleagues gives high impact on teacher's motivation and satisfaction (Erturk, 2022). Poor communications and support together with limited development opportunities in work environment are also associated with high turnover intention (Syuzairi et al., 2023). On top of that, workload and poor work environment might intensify stress that resulted in chronic burnout (mediator) and eventually increases turnover intention (Rajendran et al., 2020). In order to address the problem of IVs and mediator (burnout) and to promote teacher's retention, understanding on challenges faced by teachers are crucial. Ministry of Education must play the main role in determining factors that increases the turnover intention. This study mainly scrutinizing the obstacles in the work environment, work-life balance, workload, perceived organizational support and also job autonomy influence turnover intention and burnout act as potential mediator. Upon understanding all these issues, MOE might be able to set strategies to help those in need and reduce the turnover intention, improve retention and job satisfaction as well.

## Turnover Intention Definition and Overview

Leaving present employment due to dissatisfaction and disengagement voluntarily within specific period of time is likely due to the turnover intention (TOI) that created during working period which serves as a precursor to employer's action. TOI obviously serves as an indicator that can be tackled by organization to understand the evolution process of turnover (Lee et al., 2020; Hom et al., 2017). By understanding the behaviour of turnover intention such as declining in engagement and dedication to work, it has become significantly important to understand them since TOI effects overall organization performance, productivity and morale as described by Tett and Meyer (1993). Emphasizing the voluntary aspect or "a conscious and deliberate willingness to leave the organization," Tett and Meyer indicate that the behaviour is not spontaneous but rather in conscious. Workload, poor work- life balance, and insufficient organizational support in urban regions such as Wilayah Persekutuan Kuala Lumpur (WPKL) amplifies the turnover intention significantly affecting the quality of education and student's result. Thus, understanding TOI is significant in order increase the employee retention and to combat the whole problems. This study integrates the Job Demands-Resources (JD-R) Model (Demerouti et al., 2001) and the Conservation of Resources (COR) Theory (Hobfoll, 1989) to examine teachers' turnover intention (TOI) in Wilayah Persekutuan Kuala Lumpur (WPKL). Job resources like work environment, represented by perceived organizational support (POS) and job autonomy (JA) are protective factors for teachers in managing stress and burnout. Of all, burnout is known as the main factor occurs when the demands of the job outweigh the resources. Meanwhile, the JD-R model and COR theory provides a comprehensive framework to understand the relationship between job demands, job resources, emphasizing the dual role in influencing burnout thus turnover intention. Recommendation by this study on addressing teacher's retention challenges in urban mentioned area try not to disrupt personal, family, or leisure activities, where high work demands may influence with personal life and hinder an individual's ability preserving their personal life activities.

This study aims to offer practical recommendations for addressing teacher turnover intention specifically in the urban educational context of WPKL. Work-Life Balance specifically applies to an individual's accepted capability to handle and address work his work duties perfectly and at the same time, able to take care of his family, leisure and personal activities, which in many instances, due to high work demands, it affects their personal life and prevent his capability in managing and preserving their personal life activities (Jaharudin et al., 2019). According to Constantio and Bangun (2025), workload is the extent to which an employee is burdened with tasks that exceed their job capacity, responsibilities, and expectations. The atmosphere of a workplace encompasses various situations and conditions, including both physical and non-physical elements (Noer et al., 2020). Perceived Organizational Support (POS) as described by Eisenberger et al., (2019) is employees' belief in how much their organization values them, cares for their well-being, and supports their interests. It is based on the interpretation of the organization's actions and policies. Job Autonomy represents the degree of independence employees have in their work tasks (Brown & Wilson, 2022). Burnout, as described by Salama et al. (2022), refers to the state of mental fatigue and stress arising from job-related factors and the overall work environment. From the literature reviewed, the factors under study were work-life balance, workload, work environment, perceived organizational support and job autonomy and the theoretical framework was developed as follows:



**Figure 1: The Conceptual Framework**

### ***Research Hypotheses***

The following hypotheses from the respective pioneers are included in the framework and interpreted as below:

- H1: There is a relationship between work-life balance and teacher turnover intention.  
H2: There is a relationship between workload and teacher turnover intention.  
H3: There is a relationship between work environment and teacher turnover intention.  
H4: There is a relationship between perceived organizational support and teacher turnover intention.  
H5: There is a relationship between job autonomy and teacher turnover intention.  
H6: There is a relationship between work-life balance and teacher burnout.  
H7: There is a relationship between workload and teacher burnout.  
H8: There is a relationship between work environment and teacher burnout.  
H9: There is a relationship between perceived organizational support and teacher burnout.  
H10: There is a relationship between job autonomy and teacher burnout.  
H11: There is a relationship between burnout and teacher turnover intention.  
H12: There is a mediating effect of burnout on the relationship between work-life balance and teacher turnover intention.  
H13: There is a mediating effect of burnout on the relationship between workload and teacher turnover intention.  
H14: There is a mediating effect of burnout on the relationship between work environment and teacher turnover intention.  
H15: There is a mediating effect of burnout on the relationship between perceived organizational support and teacher turnover intention.  
H16: There is a mediating effect of burnout on the relationship between job autonomy and teacher turnover intention.

## **Research Methodology**

### ***Research Design***

This study aims to examine the relationship between job demands (workload, work-life balance, burnout) and job resources (work environment, perceived organizational support, job autonomy), and their impact on teacher turnover intention in Wilayah Persekutuan Kuala Lumpur (WPKL). The research design and methods illustrated below shall be used to examine the relationship and address the research questions. The current method by Saunders, Lewis, and Thornhill's (2019) research onion framework, comprising a number of layers, including: research philosophy, research approach, research strategy, time horizon, and data collection methods.

### ***Research Strategy***

The surveys strategy will be selected for this research. Surveys play an important role in collecting data for various variables, especially in the case of examination of behaviours, opinions and attitudes which is extremely fundamental to this research. A survey approach is especially appropriate for examining large populations, such as teachers in WPKL, and allows the systematic collecting of data regarding job demands, resources, and turnover intentions. Surveys have several advantages including the fast gathering of large data, cost-effectiveness, and greater control over the respondent demographic. Malhotra (2010) also advocates for surveys as a means of examining the connections between numerous variables. Christensen, Johnson, & Turner, (2015) also mention that surveys are acknowledged as a reliable approach for assessing variables in organizational behaviour research.

### ***Time Horizon***

This study employs a cross-sectional time horizon, meaning data will be collected at a single point in time. The current method is suitable to inspect and study the relationship between variables which is established within the parameter of sample population. From the context of cross-sectional study, data is collected at one instance within a specific and agreed timeframe (Christensen et al., 2015). Notwithstanding some concerns raised by a number of scholars with regard to limited scope of cross-sectional studies, the current method proved to be effective in examining the prevalent condition of teacher turnover intention and the reasons persuading it. Albeit the researchers accepting the boundaries and limitations of this current approach, other method such as longitudinal studies, need to have greater timeline to identify changes throughout the period. Regardless, the cross-sectional design is appropriate in giving credible inputs into how workload, other job-related factors and work environment affect and caused teacher turnover intention in WPKL during the period of data collection.

### ***Data Collection Methods***

The method used for this study is by way of quantitative methods comprising of statistical analysis of numerous data to ascertain the tendency and importance of trends that explain the population (Creswell, 2007). Saunders et al. (2019) illustrate that data collection is utilised to explore hypotheses or recommendations connected with the current methodology (deductive approach). Quantitative research applies empirical methods, affirming that whole cautions maybe submitted into empirical signatories that signify the actual scenario. Quantitative research uses methods and steps including randomization, fiercely established protocols and

produced surveys that include a restricted scope of predetermined responses. The sample size collected for a quantitative research method is acceptably higher. The current study used established questionnaires to collect data on important variables, which also comprise of workload, work environment, work-life balance, perceived organizational support, job autonomy, burnout, and turnover intention. Established research permits competent collection of quantitative data from a large sample of teachers. The survey involves both closed-ended questions and Likert-scale items to facilitate statistical analysis and quantify responses. The questionnaire was pre-tested with a small sample of teachers to ascertain reliability and clarity before it was distributed on a large scale. The questions were refined through this pre-test, which ultimately ensured that the survey precisely captured the necessary data.

### ***Population***

Population is identified as the segment of activities, individuals or materials which the researchers intend to aim and analyse in their research Sekaran and Bougie (2016). Collectively, it illustrates the unit or components that fully cognizance of the prerequisites for acceptance in the research data. The data for this study is obtained from the Data Analysis of Ministry of Education Teacher's Position by States and Employment Warrant on 31st January 2024, by Ministry of Education, Malaysia 2024 provides information on a population of schools, concentrating for teachers working in the schools within the Wilayah Persekutuan Kuala Lumpur, Malaysia public schools. For this research, the sampling frame initially consisted of 17,166 teachers in 292 schools in Wilayah Persekutuan Kuala Lumpur contributed male 3,945 and female 13,221. There are 8,546 teachers in Bangsar Pudu District, 4,198 in Keramat District, and 4,422 in Sentul District, all working under the Wilayah Persekutuan Kuala Lumpur education department. As evidently reiterated by Salkind (2014), it is almost obligatory to specifically identify the exact population before the sample is selected. In this instance, it permits researchers to justify a valid conclusion and come into a statement to confirm their findings to the larger population. As the study concentrates on the specific population, researcher was able to confirm that the sample appropriately selected and represented the larger group. The focus will increase the legality and generalizability of the study observation, providing valuable insights into the factors influencing teacher's turnover in the Wilayah Persekutuan Kuala Lumpur, Malaysia public schools.

### ***Sampling Technique***

This study examines the relationship between job demands, specifically workload and work-life balance and job resources, including work environment, perceived organizational support and job autonomy, with burnout serving as a mediator influencing teacher turnover intention. This research examines teachers from Wilayah Persekutuan Kuala Lumpur (WPKL). Non-probability sampling is utilized, which involved the selection of units from the population using a non-random method. The probability of each population unit being included in the sample cannot be evaluated using this method (Kothari, 2004). Thus, purposive sampling and quota sampling are utilized. Campbell, Greenwood, Prior, Shearer, and Walkem (2020) state that the process of purposive sampling includes selecting individuals who are most suited to provide information that is relevant to the study. This study utilized purposive sampling to focus on teachers from Wilayah Persekutuan Kuala Lumpur (WPKL) selected based on observable characteristics like career stage or seniority. In order to identify participants who are appropriate for the analysis of the proposed relationships, purposive sampling is dependent on the researcher's decisions. Only full-time teachers with relevant generational attributes will be

included in the sample. Quota sampling, as outlined by Sarstedt, Bengart, Shaltoni, and Lehmann (2017), was employed to guarantee proportional representation of the sample. This method entails segmenting the population into established categories teachers from three (3) districts of education department which are Bangsar Pudu, Keramat and Sentul. Choosing these participants is to ensure fulfil designated quotas. These quotas ensure sufficient representation of each group while accounting for practical limitations, including the lack of comprehensive demographic data. The study integrates purposive sampling with quota sampling to include participants pertinent to the research objectives, while ensuring proportional representation of the target population.

### ***Sampling Frame***

The sampling frame as defined by Sundram et al. (2016), is an all-inclusive and complete list or representation of overall items or individuals in the population where the sample is chosen. It plays a significant role in acting as a conceptual or physical framework that includes the whole set of considerations within the population. A sampling frame should be accepted as inclusive ideally and represent the entire population under the research to enable and confirm that the identified sample precisely reflects the elements, characters and diversity of the larger population. The focus of the study refers to the sampling frame with reference to public schools situated in the Wilayah Persekutuan Kuala Lumpur, Malaysia. The representation or list of all the teachers selected formed the foundation for identifying the sample participants. Using the sampling frame from teachers of the district, the researcher is trying to secure the specific context and characteristic of the population of interest. Having a conclusive and representative sampling frame is important for ensuring the generalizability of study findings. This enables researchers to confirm the sample is chosen from a fully scrutinized, relevant and well-defined population and authorizes solid inferences and conclusions about the larger population. The sampling frame for this study is among teachers from the Wilayah Persekutuan Kuala Lumpur, Malaysia. By utilizing a sampling frame that concentrated on teachers, the study is able to demonstrate information and implications that are related to teachers teaching in the Wilayah Persekutuan Kuala Lumpur, Malaysia public schools.

### ***Sample Size***

To determine the smallest sample size required to conduct statistical analyses frequently employed in social and behavioral research investigations, the study employed G\*Power (Faul, Erdfelder, Buchner, & Lang, 2009). The sample size is significant as it affects the representation and generalization of data within the population. Hair, Black, Babin, and Anderson (2010) stated that the minimum sample size required for statistical analysis should be equal to or greater than ten times the highest number of structural paths directed at any single latent construct in the structural model. In the present study, the largest number of structural paths was 5, aimed at the endogenous variable of a teachers' construct. Consequently, the minimal sample size for the current study must be  $10 \times 10 = 100$  cases. Reinartz, Haenlein, and Henseler (2009) suggested that a sample size of 100 cases is acceptable for achieving acceptable statistical power levels in PLS-SEM. To figure out the required minimum sample size for statistical analysis, The G\*Power 3.1.9.2 software may do several types of power analyses (Faul et al., 2009). The necessary minimum sample size can be determined by defining the needed significance level ( $\alpha$ ), the power level ( $1-\beta$ ), and the effect size. Effect size is the measurement of the degree of deviation (or violation) from the null hypothesis ( $H_0$ ) in the population. The values of 0.02, 0.15, and 0.35 denote small, medium, and large effect sizes,

respectively (Cohen, 1988; 1992). For the G\*Power 3.1.9.2 software, the test family options were 'F tests', the statistical test was 'Linear Multiple Regression', and the power analysis type was 'A; -priori: Compute required sample size'. Gardner (2010) reported that the standard alpha probability level is 0.05, while the minimal power level is 0.80.

In Social Sciences research, it is conventionally established that a minimum acceptable power of 80 percent is required (Gefen, Rigdon, & Straub, 2011). This implies that a five percent probability of making an alpha error and an eighty percent probability of not making a beta error are acceptable. The input parameters utilized using G\*Power 3.1.9.2 program were 0.15 which medium effect size, 0.05 ( $\alpha$  probability), 0.80 is a (power level), and 5 is a number of predictors. The sample size minimum acceptable was 92 after calculated. In contrast, Field (2009) supports the suggestion that Tabachnick and Fidell's (2013) study should have a minimum sample size of 300. In this context, 300 is classified as an adequate sample size, 100 as poor, and 1,000 as excellent. Nunally (1978) supports this statement, indicating that when the number of independent variables is greater than nine or ten, a sample size of 300 to 400 subjects is adequate to avoid significant bias. Despite the study involving fewer than ten variables, obtaining a sample size above 100 is preferable. Therefore, 300 represents the optimal number of samples.

### **Research Instrument**

The survey method is utilized to conduct research as instrumentation in order to extract the quantitative data for the research. A questionnaire is mobilized to conduct the survey. A questionnaire can be simply defined as a method of data collection utilized to assemble a large number of respondents (Roopa & Rani, 2012). In comparison to interviews, utilization of questionnaires in collection of data possesses many advantages. In the case of questionnaires, it is found that there are 36 items that represent all variables. These questionnaires used in the research will consist of six parts. Part A of the questionnaire gathers information on the analytical profile of the respondents, gender, age, race, marital status and working experience. Part B, C, D, E, F, G and H of the questionnaires on the other hand identify elements that influence work-life balance, workload, work environment, perceived organizational support, job autonomy on the teachers' burnout and turnover intention. Respondents are given a five-point Likert scale with 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree, to indicate their agreement with the item statements. The summary of the measurements adapted in this study is shown in Table 1. All items were adapted from previously validated instruments. The reliability Cronbach Alpha of these instruments in prior studies exceeded the acceptable threshold of 0.70. Reliability and validity will be reassessed during pilot testing and actual data analysis.

**Table 1: Summary of Measurements Adapted for This Study**

<b>Variables</b>	<b>Items</b>	<b>Reliability</b>	<b>Source of Scale</b>
Turnover Intention	6		Bothma & Roodt (2013)
Burnout	5		Chen et al. (2019)
<b>Job Demand (19 items)</b>			
Workload	9		Omar et al. (2021)

Work-life Balance	10	Jaharuddin & Zainol (2019)
<b>Job Resources (30 items)</b>		
Work Environment	6	Ekabu et al. (2018)
Perceived Organizational Support	15	Wang et al. (2020)
Job Autonomy	9	Teng et al. (2018)

### ***Pilot Study***

Pilot study is an essential preliminary phase before full-scale research is conducted. As outlined by Saunders, Lewis, and Thornhill (2019), a pilot study is a small-scale version of the main study designed to assess the feasibility of the research process, test the instruments, and ensure that the procedures work as intended. It serves to evaluate whether the research instruments (e.g., questionnaires, surveys) are appropriate for the target population and whether they can effectively capture the desired data. For this study, the pilot survey will be administered to a small group of teachers (30 respondents) who were not included in the final sample of the main research. This is primarily important to ensure that pilot study will not in any way encroach with the collective study population. The main objective of this pilot test is to assess the affirmativeness, reliability and the validity of the survey instruments and recognized any incoming issues prior to the full-scale data collection started. It is fundamentally important that the researcher wholly embrace the concept, the issues, aims, scheduling and methodologies closely connected with the test prior to embark with the pilot test. This is paramount to determine that the researcher is completely well versed in starting the pilot study in a structured manner.

With reference to the outcome of the pilot study, it is discovered that there are no significant changes were required to the research instruments. Most of the respondents confirmed that they are adaptable to the questions and able to immediately reply to all the questions in the survey. The instruments were examined for legality, validity and reliability. In furtherance to the pilot study, respondents from the pilot phase were not included in the final data of the main research to ensure that their feedback will not affect the study's outcome. Immediately upon collecting of the data from the pilot study, it was scrutinized and analysed with the assistance of the Statistical Package for the Social Sciences (SPSS) version 26 and Smart Partial Least Squares (Smart PLS) version 3.32, a medium established and enhanced by Ringle, Wender and Becker (2015) for the Structural Equation Modelling (SEM). The reason SPSS will used is to calculate frequency, means, standard deviation to answer any non-response bias (Field, 2009). On the other hand, Smart PLS is used to examine and test the foundation connection between the variables in the model and to verify and ascertain the measurement model's believability and dependability. In the end, the pilot study successfully validates the data collection procedures, maintaining that the main research could be continuously managed without any remarkable amendments to the methodology.

### **Data Analysis**

The data is precisely examined by using the Statistical Package for the Social Sciences (SPSS) version 26 and Smart Partial Least Squares (Smart PLS) version 3.3.2, a Structural Equation Modelling (SEM) method enhanced by Ringle, Wende, and Becker (2015). SPSS is thereafter

used for computing frequencies, means, standard deviations, and to inscribe non-response bias (Field, 2009). Smart PLS was employed for hypothesis testing, data validation, and data verification (Hair, Hult, Ringle, & Sarstedt, 2017).

### ***Evaluation of Reflective Measurement Model***

There are four main assessment criteria that are required to evaluate the reflective measurement model. The four assessments are internal consistency reliability, factor loadings, convergent validity, and discriminant validity. Internal consistency can be measured by Composite Reliability (CR) to measure item reliability (Gefen, Straub, & Boudreau, 2000a, 2000b). The acceptable values for composite reliability are as follows: values higher than 0.60 are generally considered acceptable, values between 0.70 and 0.90 are classified satisfactory, and values greater than 0.90 are not desirable, as they indicate that all indicators are measuring the same phenomenon. Assessing indicator loadings or factor loadings evaluates the extent to which an indicator or a set of indicators is consistent with its intended measurement of the construct (Urbach & Ahlemann, 2010). As Hair, Gabriel, and Patel (2014) suggested, a loading value of 0.708 or higher is considered acceptable for indicator reliability. However, assume that the loading values are higher than 0.7, 0.6, 0.5, or 0.4. In this case, these values are sufficient when additional items have strong loading scores to complement Average Variance Extracted (AVE) and Composite Reliability (CR). The degree to which individual indicators reflect a construct converging in comparison to indicators measuring other constructs is referred to as convergent validity (Urbach & Ahlemann, 2010). AVE, which is a measure of how well a latent construct explains the variation of its indicators, is another name for it given by Hair et al. (2014). Therefore, to get adequate convergent validity, each construct must account for a minimum of 50 percent of the variation of the designated indicators (Hair, Hult, Ringle, & Sarstedt, 2017). Discriminant validity refers to the degree to which indicators differentiate between constructs or measure distinct concepts through examination of the correlations between possibly overlapping measurements.

Three criteria exist to assess discriminant validity which is the cross-loading criterion, Fornell-Larcker's (1981) criterion, and the Heterotrait- Monotrait ratio of correlation (HTMT). The cross-loading criterion stipulates that the loadings of each indicator must be highest for their designated constructions. The difference in loadings between latent variables must not be less than 0.1. According to Fornell-Larcker (1981), a latent variable should be able to better account for the variance of its 184 indicators than the variance of other latent variables. The square root of the Average Variance Extracted (AVE) of a construct must be higher than the correlations between that construct and other constructs within the model. HTMT, developed by Henseler, Ringle, and Sarstedt (2015), refers to the ratio of correlations within constructs to correlations between constructs. HTMT can be employed in a variety of methods, but the value must not exceed the HTMT.85 value of 0.85 (Kline, 2015) or the HTMT.90 value of 0.90 (Gold, Malhotra, & Segars, 2001). This value indicates an issue with discriminant validity.

### ***Evaluation of Structural Model***

Evaluating the structural model using PLS-SEM involves six steps. Initially, it is essential to address the issue of collinearity when two variables are hypothesized to measure the same construct (Diamantopoulos & Siguaw, 2006). Secondly, bootstrapping procedures have been employed to provide t-values for the significance testing of the structural path and the normality of the data. The bootstrapping procedures are implemented to prevent inflation or deflation of

the standard errors due to non-normality issues (Hair, Hult, Ringle, & Sarstedt, 2017). Third, the coefficient of determination ( $R^2$ ) is utilized to assess the structural model.  $R^2$  measures the model's predictive accuracy by assessing the amount of variance in the endogenous construct that is elucidated by all exogenous constructs linked to it. Fifth, the effect size ( $f^2$ ) of the predictors' construct is evaluated, and the predictive relevance ( $Q^2$ ) of the path model is calculated by the blindfolding procedure. The researcher reported the effect size of  $Q^2$ . This approach mainly assessed an exogenous construct contributing to the  $Q^2$  value of an endogenous latent variable.

### ***Mediation Analysis***

According to Baron and Kenny (1986), the introduction of a mediation takes into account the assumption that the relationship between the independent and dependent variables is either stable or strong, which indicates that there is a significant relationship between them. Conversely, in current practice, Preacher and Hayes (2004) criticized the causal procedure of Baron and Kenny (1986). Consequently, bootstrapping was employed to measure the indirect effect.

### ***Ethical Consideration***

A few ethical considerations would be addressed in this study prior to the survey. Each survey included a cover letter explaining the purpose of the research and indicating that participation was voluntary and that responses would be kept confidential. Participants were permitted to withdraw at any time, and the contact information of the researcher and supervisor were provided in the cover letter for respondents with any ethical concerns. Prior to participating in the study, the respondents were required to place their signatures on the consent form. A copy of the Participant Information and Consent Form was provided to the respondents, and the study ensured complete anonymity.

### **Summary**

In conclusion, this current chapter described clearly a recognised thorough overview of the research methodology used in this study. This chapter present a precise research design, target population, sampling frame, sample size determination and data collection processes categorically made to express the research objectives. The exercise of progressing and perfecting the research instrument was clearly illustrated including prior and early discussions and thereafter pilot testing to rectify and acknowledge its reliability. In addition to that, the statistical procedures are used to enhance data analysis which is in line with the hypothesized relationship and theoretical framework. Overall, the methodology selected is able to provide robust, generalizable and empirically based insights into the determinants influencing teacher turnover intentions.

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- Acknowledgements:** The authors would like to express their sincere gratitude to Department of Postgraduate and Professional Studies, Universiti Teknologi MARA, Malaysia for providing the necessary resources and support throughout the course of this research. Special appreciation is extended to colleagues and peers who contributed valuable insights and constructive feedback, which greatly enhanced the quality of this paper.
- Funding Statement:** No Funding
- Conflict of Interest Statement:** The authors declare that there is no conflict of interest regarding the publication of this paper. All authors have contributed to this work and approved the final version of the manuscript for submission to the International Journal of Education, Psychology and Counselling (IJEPC).
- Ethics Statement:** This study did not involve any human participants, animals, or sensitive data requiring ethical approval. The authors confirm that the research was conducted in accordance with accepted academic integrity and ethical publishing standards.
- Author Contribution Statement:** All authors contributed significantly to the development of this manuscript. Suzita was responsible for the conceptualization of the study, development of the research framework, and drafting of the manuscript. Dr Maliza Delima provided supervision, methodological guidance, and critical revision of the manuscript for important intellectual content. Both authors read and approved the final version of the manuscript prior to submission.
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