

# “Revealing the effect of quality of work life and organizational justice on Indonesian teachers’ turnover intention: A serial mediation”

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# REVEALING THE EFFECT OF QUALITY OF WORK LIFE AND ORGANIZATIONAL JUSTICE ON INDONESIAN TEACHERS' TURNOVER INTENTION: A SERIAL MEDIATION

## Abstract

This study aims to understand how affective commitment and organizational citizenship behavior mediate the effect of quality of work life and organizational justice on turnover intention in Indonesia. A Likert scale questionnaire was employed in the survey procedure of the study, which took a quantitative approach. The research was conducted over two months (January–February 2025) and involved 385 Indonesian honorary teachers from Banten, Jakarta, and West Java. The use of structural equation modeling to analyze data was aided by correlation matrices and descriptive statistics. This study provides a novel empirical paradigm for comprehending the influence of work-life quality and organizational justice on teachers' turnover intentions via affective commitment and organizational citizenship behavior. Therefore, in order to lower the intention of teacher turnover, school management must simultaneously and consistently strengthen and enhance organizational justice, affective commitment, organizational citizenship behavior, and work-life quality. While acknowledging the study's limitations, academics might utilize the findings as a basis for future research and discussions with the same objective.

## Keywords

quality of work life, organizational justice, organizational citizenship behavior, affective commitment, turnover intention

## JEL Classification

D23, I21, O15, J63

## INTRODUCTION

Turnover intention is a latent problem. It is a common phenomenon that requires serious attention. For example, honorary teachers in Indonesia who work part-time in private schools and receive compensation based on teaching hours show strong signs of intention to leave their jobs. Their entire monthly income is much less than the minimum wage set by the province or region. In such situations, it is uncertain that they can take care of their everyday necessities. It motivates them to seek other, more reputable employment, thus giving rise to turnover intention, namely the desire to leave their current position voluntarily. This situation can disrupt the learning process in schools, which can cause the quality of school production and the academic performance of pupils to stagnate or even decline. On a broader scale, these conditions can disrupt the achievement of national education goals and the creation of quality and highly competitive human resources. Therefore, studies on teacher turnover intention are crucial and urgent, especially in finding a prospective empirical model to mitigate its existence.

## 1. LITERATURE REVIEW

Turnover intention refers to an employee's cognitive and emotional readiness to leave their organization, characterized by the intention to seek alternative employment and disengage from their current role, often triggered by perceived injustices, poor working conditions, or a lack of emotional attachment (Lussier & Hendon, 2024). Turnover intention indicates an employee's planned tendency to leave their current organization voluntarily, reflecting a psychological state influenced by job dissatisfaction, low organizational commitment, and external job opportunities (Robbins & Judge, 2024; Noe et al., 2023). It also refers to employees' conscious and willful decision to depart from their company, reflecting a cognitive process that precedes actual voluntary turnover, influenced by factors such as job satisfaction, organizational commitment, work environment, organizational culture, subjective social status, limited career growth opportunities, and alternative job opportunities (Griffin et al., 2023; Ike et al., 2023; Saufi et al., 2023). Employees consider leaving for a variety of reasons (Uygungil-Erdogan et al., 2025). Judge and Kammeyer-Mueller (2024) identified various predispositions that trigger the desire to change jobs, namely job dissatisfaction, low engagement, poor person-organization fit, stress, burnout, and the intent to search for alternatives. Indicators of turnover intention include thoughts of leaving the company, opportunities to leave the job, the desire to find another employment, external options to obtain a new job, and plans to leave the company (Chen et al., 2021; Yusuf & Widodo, 2023). This intention, if it explodes into turnover, is very detrimental to the organization. Turnover can not only cause potential organizations to lose the best human resources, which can disrupt the organization's operations, but also cause them to incur additional costs to recruit new employees and train them. Research in several countries, including Indonesia, Vietnam, and India, suggests that performance suffers when turnover intention is present (Munthe et al., 2024; Bui et al., 2024; Kaur et al., 2024). Turnover intention also significantly threatens the organization (Uygungil-Erdogan et al., 2025). Therefore, turnover is the "dark side" of human resource management that requires serious attention, including in educational institutions such as schools. Teacher turnover can dis-

rupt learning activities, potentially reducing student academic achievement and school quality.

Turnover intention among teachers can be affected by affective commitment and OCB. Several studies in several countries have proven that affective commitment can reduce turnover intention (Lingyu et al., 2025; Irawati & Febriani, 2025; Kim et al., 2023; Redondo et al., 2023). Conceptually, affective commitment is part of organizational commitment. Experts provide various definitions of organizational commitment, even though the essence is similar. For example, Robbins and Judge (2024) assert that organizational commitment refers to an employee's emotional attachment to their organization, marked by a sense of belonging, alignment with organizational ideals, and a desire to remain driven by intrinsic motivation and loyalty. According to Colquitt et al. (2024), organizational commitment refers to the emotional bond and sense of identity that workers have with their organization, which fosters a desire to exert effort and remain with the organization due to shared values and positive work experiences. Such commitment is driven by feelings of loyalty, pride, and alignment with organizational goals, which encourage them to persist and contribute voluntarily to the success of the organization (Valentine et al., 2024) and is rooted in loyalty, personal alignment with organizational goals, and a voluntary desire to maintain membership (Lussier & Hendon, 2024). The precise definition of affective commitment is an employee's emotional attachment to the organization's principles or how much they like working for the company (Wang et al., 2020). The core idea behind affective commitment is that people feel effectively committed when their values and aims coincide with those of the organization they are part of (Afota et al., 2025). Therefore, affective commitment reflects an individual's deep feelings toward various specific aspects of the organization, such as values, vision, mission, goals, culture, standards, and others that encourage them to be actively involved in various organizational activities. This dedication is motivated by sentiments of pride, loyalty, and alignment with the organization's objectives, which inspire individuals to remain and voluntarily contribute to its success (Panuelos et al., 2023). Furthermore, affective commitment refers to an employee's favorable feelings that encourage

them to try and decide to stay with the company, such as similarities with the organization's objectives, involvement in organizational activities, and devotion to the company (Konopaske et al., 2023). If in solid condition, these aspects of commitment can reduce the potential for turnover intention, including teachers in the school context.

Research in several countries and in various industrial sectors also proves that turnover intention is influenced by OCB (Schwabsky & Somech, 2025; Yildırım & Durmaz, 2025; Priliana & Hidayat, 2025). OCB refers to employees' voluntary and discretionary behavior that goes above and beyond the call of duty and is not specifically compensated but nevertheless enhances organizational effectiveness through activities like supporting colleagues, participating in organizational events, and fostering a positive workplace culture (Griffin et al., 2023). OCB also refers to extra-role behaviors of employees that are not mandated by their job descriptions but improve the social and psychological environment of the organization, including altruism (helping others), civic virtue (engaging in organizational governance), and conscientiousness (going beyond minimum role requirements) (Robbins & Judge, 2024). It encompasses voluntary actions by employees that support organizational goals without formal rewards, such as assisting coworkers, adhering to informal norms, and contributing to team cohesion, thereby fostering a collaborative and effective work environment (Colquitt et al., 2024). OCB can improve teachers' performance outcomes (Schwabsky & Somech, 2025). OCB also significantly affects organizational performance (Basent et al., 2025). OCB includes five indicators. First is altruism, which is helping coworkers or mentoring new employees, even when not asked. Second, conscientiousness is behavior that goes beyond minimum role expectations, such as arriving early, leaving late, or maintaining high standards in work quality without supervision. Third, sportsmanship is tolerating discomfort at work without complaining, such as accepting minor setbacks or organizational changes with a positive attitude. Fourth, courtesy is a proactive action to prevent conflict or problems, such as informing others about decisions that affect them or maintaining respectful communication. The fifth is civic virtue, which involves actively participating in organizational governance through volunteer meetings, staying current on company

policies, or offering suggestions for enhancements (Organ et al., 2006; Sulistiasih et al., 2024). OCB reflects the humanistic side of employees in helping organizations survive, exceed set goals, and compete. Hence, when in adequate conditions, OCB can reduce the potential for turnover intention, including among teachers in school activities.

In addition to impacting turnover intention, QWL also impacts affective commitment and OCB. According to several earlier studies, QWL significantly impacts affective commitment (Gautam et al., 2023; Ardiansyah & Rahmat, 2023; Binu Raj et al., 2024; Saad, 2025). Meanwhile, other research results reveal that QWL positively impacts OCB (Dewangan & Goswami, 2025). It demonstrates that QWL is a crucial antecedent of both affective commitment and OCB. QWL is the degree to which employees perceive a supportive and satisfying work environment that enhances their physical, psychological, and social well-being, which includes factors such as fair compensation, safe working conditions, growth opportunities, and work-life balance (Valentine et al., 2024). QWL also refers to employees' holistic experiences within their work environment, encompassing perceptions of fairness, autonomy, job security, and opportunities for personal and professional growth (Robbins & Judge, 2024). QWL is the degree to which staff members believe in a helpful and satisfying work environment that enhances their physical, psychological, and social well-being, which includes factors such as fair compensation, a secure working environment, growth opportunities, and work-life balance (Jati et al., 2022). A company's legality, social affiliation at work, general living conditions, social cohesion, fair and sufficient pay, a clean and safe workplace, equal chances for continuous development and safety, and the advancement of human potential are all represented in QWL (Hashempour et al., 2018; Gunawan & Widodo, 2021; Lussier & Hendon, 2024). This means that QWL encompasses both internal physical and non-physical organizational conditions (social), which are perceived by individuals and, therefore, impact their lives as members of the organization. When in excellent conditions, QWL can enhance teacher affective commitment and OCB, which are essential capital to mitigating turnover intention in the school.

Moreover, affective commitment and OCB are also influenced by organizational justice. Previous research results in various fields have convincingly demonstrated that organizational justice has a significant impact on affective commitment (Aldabbas et al., 2025; Ogunkoya et al., 2024; Ahmed et al., 2025). Then, other research has shown that organizational justice significantly impacts OCB (Bayar & Asiltürk, 2025; Lestari et al., 2025). Conceptually, organizational justice pertains to employees' assessments of fairness inside the workplace, encompassing distributive, procedural, and interactional justice, all of which jointly impact attitudes, actions, and performance (Colquitt et al., 2024; Lussier & Hendon, 2024). Distributive justice relates to the fair allocation of resources and rewards (such as pay and promotions), procedural justice concerns consistency and impartiality in the decision-making process, and interactional justice includes respectful treatment and transparent communication (Unterhitzberger & Lawrence, 2023; Valentine et al., 2024; Lussier & Hendon, 2024). That means that organizational justice is related to how the organization (through authority and management) treats members fairly, both in terms of pay and promotion, decision-making, and building communication. If adequate conditions exist, primarily within the school context, it can stimulate an increase in teacher affective commitment and OCB. Therefore, organizational justice plays a crucial role in mitigating potential turnover intentions among teachers, particularly when combined with support for affective commitment and OCB.

Considering the studies above, affective commitment and OCB can be viewed as mediators of the relationship between QWL and organizational justice, influencing turnover intention. For example, Gunawan and Widodo (2021) demonstrated that OCB has a crucial mediating role in the causal link between QWL and turnover intention. Saoula et al. (2019) also found that OCB mediates the association between organizational justice and turnover intention. However, it has not proven easy to locate studies that precisely examine the role of affective commitment in mediating the relationship between quality of work life and organizational justice concerning turnover intention. Additionally,

other empirical facts indicate inconsistent results. For example, affective commitment insignificantly affects turnover intention (Nelwan et al., 2024). OCB also does not significantly impact turnover intention (Nurtjahjono et al., 2023). Further, QWL and organizational justice have an insignificant influence on affective commitment (Dube & Ndofirepi, 2023; Adamchik & Sedlak, 2024), and affective commitment impacts QWL (Yuh, 2022).

Therefore, further investigation is necessary to explore the mediating role of affective commitment and clarify the research gap, primarily to find a new, empirically valuable model for mitigating teacher turnover intention. Based on this urgency, this study examines the significant impact of affective commitment and OCB in mediating the relationship between QWL and organizational justice concerning teacher turnover intention. To achieve this goal, the following hypotheses are formulated:

- $H_1$ : *Affective commitment has a negative impact on turnover intention.*
- $H_2$ : *OCB has a negative effect on turnover intention.*
- $H_3$ : *QWL has a positive influence on affective commitment.*
- $H_4$ : *Organizational justice has a positive influence on affective commitment.*
- $H_5$ : *QWL positively affects OCB.*
- $H_6$ : *Organizational justice positively affects OCB.*
- $H_7$ : *QWL negatively affects turnover intention through affective commitment.*
- $H_8$ : *Organizational justice negatively impacts turnover intention through affective commitment.*
- $H_9$ : *QWL negatively affects turnover intention through OCB.*
- $H_{10}$ : *Organizational justice negatively affects turnover intention through OCB.*

## 2. METHODS

A quantitative methodology and survey method are used in this investigation. A Likert scale questionnaire was used, with five possible responses ranging from strongly disagree (scoring 1) to strongly agree (scoring 5). The Google Form-formatted survey was sent via email and WhatsApp group networks. The questionnaire for each variable was developed in accordance with the theoretical indications of specialists (Appendix A). QWL indicators include fair and adequate wages, legality of the organization, safe and hygienic working environment, social affiliation in work life, equal opportunities for continued growth and security, overall living space, social unity, and development of human capabilities (Hashempour et al., 2018; Gunawan & Widodo, 2021; Lussier & Hendon, 2024). Indicators of organizational justice consist of interactional justice, distributive justice, and procedural justice (Colquitt et al., 2024; Lussier & Hendon, 2024). Affective commitment indicators comprise feelings of identification with organizational goals, feelings of involvement in organizational tasks, and feelings of loyalty to the organization (Konopaske et al., 2023). OCB indicators include courtesy, altruism, conscientiousness, sportsmanship, and civic virtue (Organ et al., 2006; Sulistiasih et al., 2024). Finally, turnover intention indicators are emergence of thoughts of leaving the organization, opportunities to leave the job, intentions to leave the organization, the urge to look for another job, and external opportunities to get a new job (Chen et al., 2021; Yusuf & Widodo, 2023). Before being used for research, the questionnaire statement items were first tested for validity and reliability using 30 samples. The reliability test uses the Cronbach's Alpha formula, whereas the validity test uses the Pearson Product-Moment correlation technique. The results of the validity test of the QWL questionnaire are 16 valid items with a correlation coefficient range (CCR) of 0.504–0.822. Likewise, six items are valid for organizational justice with a CCR of 0.580–0.806. For affective commitment, nine items are valid with a CCR of 0.507–0.795, then for OCB, 10 items are valid with a CCR of 0.503–0.798, and for turnover intention, 10 items are valid with a CCR of 0.467–0.637. All valid items have a correlation coefficient  $> r$  table for  $n = 30$  (0.361). Meanwhile, the reliability test results of the QWL, organizational

justice, affective commitment, OCB, and turnover intention questionnaires each have Alpha coefficient values of 0.892, 0.814, 0.816, 0.871, and 0.878. All Alpha coefficients are  $> 0.7$ , so they are reliable. Thus, all questionnaires as research instruments are valid and reliable, so they are suitable for collecting research data.

The study's target demographic consisted of Indonesian private school honorary teachers, and the provinces of Jakarta, West Java, and Banten were the most accessible groups to employ as a sample. It is challenging to obtain reliable statistics regarding the number of honorary teachers in private schools in Indonesia because these educators may serve in multiple schools. It is, therefore, difficult to keep track of the precise number of honorary teachers due to the lack of information regarding the number of honorary teachers. This study used the accidental sampling technique to choose the sample. The foundation of this approach is the honorary teachers' voluntary willingness to comply with the study's questionnaire completely and without compensation for the duration of the research, from January to February 2025. They also allow for the information/data provided for research and scientific publication. Based on this technique, 396 questionnaires were successfully collected. Of these, 385 questionnaires were filled out completely and were worthy of analysis. As displayed in Table 1, the majority of them (55.06%) are female, aged 26–35 years (36.88%), have a Bachelor's degree (86.49%), are married (74.54%), and have teaching experience  $\leq 5$  years (45.71%).

**Table 1.** Profile of research participants

| Characteristics  | Frequency | Percentage (%) |
|------------------|-----------|----------------|
| <b>Gender</b>    |           |                |
| Male             | 173       | 44.94          |
| Female           | 212       | 55.06          |
| <b>Age</b>       |           |                |
| $\leq 25$ years  | 58        | 15.06          |
| 26 – 35 years    | 142       | 36.88          |
| 36 – 45 years    | 112       | 29.09          |
| 46 – 55 years    | 60        | 15.58          |
| $> 55$ years     | 13        | 3.38           |
| <b>Education</b> |           |                |
| Diploma          | 22        | 5.71           |
| Bachelor (S1)    | 333       | 86.49          |
| Master (S2)      | 30        | 7.79           |

**Table 1 (cont.).** Profile of research participants

| Characteristics            | Frequency | Percentage (%) |
|----------------------------|-----------|----------------|
| <b>Status</b>              |           |                |
| Married                    | 287       | 74.54          |
| Unmarried                  | 98        | 25.46          |
| <b>Teaching experience</b> |           |                |
| ≤ 5 years                  | 176       | 45.71          |
| 6 – 10 years               | 123       | 31.94          |
| 11 – 15 years              | 73        | 18.96          |
| > 15 years                 | 13        | 3.38           |

To assess the hypotheses and research model, the research data analysis employed partial least squares (SEM-PLS) analysis based on structural equation modeling, descriptive statistics, and correlational statistics. Software for descriptive and correlational analysis was SPSS version 26, and SmartPLS 4.0 was utilized for SEM-PLS analysis.

### 3. RESULTS

As presented in Table 2, the mean values ranging from the greatest to the lowest are QWL (64.327), OCB (37.670), affective commitment (36.265), organizational justice (24.849), and turnover intention (17.751). While for the standard deviation (SD), QWL (11.096), OCB (7.464), turnover intention (7.215), affective commitment (5.420), and organizational justice (4.203) score the greatest. In general, the mean value is higher than the SD value. This empirical fact shows the appropriate data representation (Widodo et al., 2024). In addition, the results of the correlation coefficients between variables from the largest to the smallest, respectively, are QWL with organizational justice (0.779), QWL with affective commitment (0.644), QWL with OCB (0.616), QWL with turnover intention (-0.519), organizational justice with affective commitment (0.612), organizational justice with OCB (0.624), organizational justice with turnover in-

attention (-0.477), affective commitment with OCB (0.630), and affective commitment with turnover intention (-0.548), and OCB with turnover intention (-0.701). These findings indicate a strong mutually beneficial link at  $p < .01$ . However, all correlation coefficient values  $< 0.8$  indicate no multicollinearity symptoms in this study.

As manifest and latent variables, indicators' validity and reliability are assessed using the outer model measurement test. Based on the association between the indicator and concept scores, the measuring model with reflecting indicators is evaluated for convergent validity. The loading factor ranges from 0.6 to 0.7 for confirmatory research and greater than 0.7 for exploratory studies, while the Average Variance Extracted (AVE) value ought to be higher than 0.5 (Hair et al., 2022). Overall, the loading factor value for each indicator for all variables (QWL, organizational justice, affective commitment, OCB, turnover intention) meets the convergent validity requirements because it is greater than 0.7 with a range of 0.746–0.982. Meanwhile, the AVE value for all variables is  $> 0.5$ , with a range of 0.653–0.948. Convergent validity is demonstrated to be met by all latent variables in the estimated model.

The correlation value between the indicator and its construct is greater than the correlation value between other constructs. It indicates good discriminant validity. Table 3 displays Fornell-Lacker values for discriminant validity at the variable level during the measurement model test. The results show the root of AVE: QWL = 0.849, organizational justice = 0.886, affective commitment = 0.878, OCB = 0.886, and turnover intention = 0.973. According to Hair et al. (2022), discriminant validity can be accepted if the square root of AVE (Fornell-Lacker), the correlation value between the latent variable and the other latent vari-

**Table 2.** Descriptive and correlational analysis results

| Variables              | Mean   | SD     | 1        | 2        | 3        | 4        | 5    |
|------------------------|--------|--------|----------|----------|----------|----------|------|
| QWL                    | 64.327 | 11.096 | 1.00     |          |          |          |      |
| Organizational Justice | 24.849 | 4.203  | 0.779**  | 1.00     |          |          |      |
| Affective Commitment   | 36.265 | 5.420  | 0.644**  | 0.612**  | 1.00     |          |      |
| OCB                    | 37.670 | 7.464  | 0.616**  | 0.624**  | 0.630**  | 1.00     |      |
| Turnover Intention     | 17.751 | 7.215  | -0.519** | -0.477** | -0.548** | -0.701** | 1.00 |

Note: \*\* Significant at  $p = 0.01$ .

**Table 3.** Fornell-Lacker values for discriminant validity

| Variables              | QWL    | Organizational Justice | Affective Commitment | OCB    | Turnover Intention |
|------------------------|--------|------------------------|----------------------|--------|--------------------|
| QWL                    | 0.808  |                        |                      |        |                    |
| Organizational Justice | 0.782  | 0.886                  |                      |        |                    |
| Affective Commitment   | 0.649  | 0.614                  | 0.878                |        |                    |
| OCB                    | 0.618  | 0.624                  | 0.629                | 0.886  |                    |
| Turnover Intention     | -0.521 | -0.477                 | -0.549               | -0.701 | 0.973              |

**Table 4.** Reliability testing results

| Variable               | Cronbach's Alpha | Composite Reliability (rho_a) | Composite Reliability (rho_c) | Cut-off | Information |
|------------------------|------------------|-------------------------------|-------------------------------|---------|-------------|
| QWL                    | 0.924            | 0.927                         | 0.938                         | 0.7     | Reliable    |
| Organizational Justice | 0.851            | 0.852                         | 0.910                         |         | Reliable    |
| Affective Commitment   | 0.931            | 0.932                         | 0.948                         |         | Reliable    |
| OCB                    | 0.863            | 0.864                         | 0.916                         |         | Reliable    |
| Turnover Intention     | 0.986            | 0.986                         | 0.989                         |         | Reliable    |

ables, is higher. Based on the Fornell-Lacker criterion, the discriminant validity evaluation can be accepted since each root of AVE is greater than the correlation of other variables.

Cronbach's Alpha and Composite Reliability (CA and CR) formulas were used for reliability testing. The general guideline for evaluating concept reliability in confirmatory research is  $> 0.7$  (Hair et al., 2022). As presented in Table 4, the CA and CR values of all latent variables are  $> 0.7$ . Therefore, all of the manifest variables (indicators) used to measure the latent variables in the estimated model are trustworthy.

Three test models were used to evaluate the fit model in this investigation, specifically the Chi-square, SRMR, and the NFI indices. The NFI value criteria range from 0 to 1. If it is close to 1, it fits. Further, the Chi-square value is more than 0.9, and  $SRMR \leq 0.1$  (Hair et al., 2022). The findings of the study show that the model is a good fit because the SRMR value (0.057)  $< 0.1$ , Chi-square (2403.128)  $> 0.9$ , and NFI (0.789) are close to 1.

The  $R$ -squared value ( $R^2$ ) of each endogenous variable (construct) can be used to find the forecast capacity of the structural model (Hair et al., 2022). The  $R^2$  value for affective commitment is 0.45. It shows that QWL and organizational justice determine 45% of affective commitment. In comparison, the remaining 55% is determined by other variables that were not observed in this study. The  $R^2$  value for OCB is 0.433. It explains that QWL

and organizational justice influence 43.3% of OCB. Conversely, the remaining 56.7% is affected by characteristics that were not examined in this study. The  $R^2$  value for turnover intention is 0.511. It indicates that 51.1% of turnover intention is determined by affective commitment and OCB. The remaining 48.9% is influenced by additional constructs not examined in this study.

The hypotheses test results, including the path coefficient and  $t$ -statistic values, are summarized in Table 5. From  $H_1$  to  $H_{10}$ , all hypotheses are proven (significant) with the calculated  $t$  value  $> t$  table at  $\alpha = 0.01$ . In detail, affective commitment and OCB negatively and significantly affect teacher turnover intention, with path coefficients of  $-0.179$  and  $-0.589$ . It indicates that improving affective commitment and OCB can decrease teacher turnover intention. Furthermore, QWL and organizational justice have a positive and significant effect on affective commitment, with path coefficients of 0.435 and 0.273, respectively. It addresses the fact that improving QWL and organizational justice can increase teacher affective commitment. Then, QWL and organizational justice positively and significantly affect OCB, with path coefficients of 0.334 and 0.363. It shows that improving QWL and organizational justice can enhance teacher OCB. Additionally, affective commitment and OCB mediate the effect of QWL and organizational justice on turnover intention, each with path coefficients of  $-0.078$  and  $-0.049$ , along with  $-0.197$  and  $-0.214$ . It suggests that enhancing QWL and organizational justice can positively impact af-

**Table 5.** Hypothesis testing results

| Hypothesis   | Path Coefficient | T-statistics | p-values | Decision    |
|--|------------------|--------------|----------|-------------|
| H <sub>1</sub> : Affective commitment negatively affects turnover intention.                               | -0.179           | 3.078**      | 0.002    | Significant |
| H <sub>2</sub> : OCB negatively affects turnover intention   | -0.589           | 10.982**     | 0.000    | Significant |
| H <sub>3</sub> : QWL positively affects affective commitment   | 0.435            | 6.643**      | 0.000    | Significant |
| H <sub>4</sub> : Organizational Justice positively affects affective commitment                            | 0.273            | 3.928**      | 0.000    | Significant |
| H <sub>5</sub> : QWL negatively affects OCB  | 0.334            | 5.079**      | 0.000    | Significant |
| H <sub>6</sub> : Organizational justice positively affects OCB   | 0.363            | 5.766**      | 0.000    | Significant |
| H <sub>7</sub> : QWL negatively affects turnover intention through affective commitment                    | -0.078           | 2.728**      | 0.006    | Significant |
| H <sub>8</sub> : Organizational justice negatively affects turnover intention through affective commitment | -0.049           | 2.426**      | 0.015    | Significant |
| H <sub>9</sub> : QWL negatively affects turnover intention through OCB                                     | -0.197           | 4.478**      | 0.000    | Significant |
| H <sub>10</sub> : Organizational justice negatively affects turnover intention through OCB                 | -0.214           | 5.079**      | 0.000    | Significant |

Note: \*\* Significant at  $p = 0.01$ .

fective commitment and OCB, while also reducing teacher turnover intention. OCB has a more determining influence on turnover intention than others. OCB also has a mediation role that is stronger than affective commitment. Therefore, OCB needs to be given more attention than others.

## 4. DISCUSSION

This study found that QWL and organizational justice impact teacher turnover intention mediated by affective commitment and OCB. Affective commitment notably impacts the intention to depart. It demonstrated that affective commitment is a reliable predictor of instructors' intentions to resign.

Consequently, improving teacher affective commitment, which includes identification with school goals, involvement in teaching tasks, and loyalty to the school, can reduce their potential turnover intention. This result affirms previous studies that claim affective commitment significantly impacts turnover intention (e.g., Turek et al., 2024; Al-Mahdy & Alazmi, 2023; Irawati & Febriani, 2025) and negates other contradictory studies (Nelwan et al., 2024). With this finding, there is no need to doubt the role of affective commitment in reducing the potential for turnover intention.

Moreover, this study demonstrates the significant influence of OCB on teachers' turnover intention. This empirical evidence indicates that OCB is the essential antecedent for teacher turnover intention, so if teacher OCB is improved, it can mitigate their

turnover intention. It also means that when teacher OCB is well developed, it can reduce teachers' desire to quit their jobs. This finding confirms and supports findings from earlier research that prove the significant role of OCB in reducing turnover intention (e.g., Yıldırım & Durmaz, 2025; Priliana & Hidayat, 2025; Hidayat & Tannady, 2023) and, at the same time, refutes the results of the investigation by Nurtjahjono et al. (2023), which concluded that OCB does not substantially impact turnover intention. This empirical fact further confirms the existence of OCB as a turnover intention reducer, so it is important to improve it to reduce the possibility of more massive turnover intention.

Additionally, the findings of this investigation reveal empirical facts of the significant impact of QWL on affective commitment. It confirms that QWL is a significant determinant of teachers' affective commitment, so if its existence is improved, it can increase teachers' affective commitment. In other words, if proxies of QWL, like fair and adequate wages, which are the primary triggers of turnover intention, are improved, there is the potential to increase teacher loyalty and involvement in carrying out their duties at school. This outcome is consistent with earlier findings that convincingly claim the influence of QWL on affective commitment (e.g., Binu Raj et al., 2024; Saad, 2025) and reject the study by Dube and Ndofirepi (2023), which revealed that QWL has an insignificant influence on affective commitment. Thus, the position of QWL as a crucial determinant of teachers' affective commitment is increasingly evident and solid.

Organizational justice has also been shown to impact teachers' affective commitment significantly. It means that organizational justice is an essential predictor of affective commitment. Thus, when aspects of organizational justice, such as the fair allocation of resources and rewards (e.g., pay and promotions), consistency and impartiality in the process of decision-making, and respectful treatment and transparent communication are in good and adequate conditions, they can stimulate increased teacher involvement in various activities at school and arouse their loyalty to educational tasks and schools. This outcome aligns with prior studies indicating that organizational justice influences affective commitment (e.g., Aldabbas et al., 2025; Ogunkoya et al., 2024; Ahmed et al., 2025), and, at the same time, is the antithesis of other study findings that claim organizational justice has an insignificant effect on affective commitment (Adamchik & Sedlak, 2024). Thus, there is no need to doubt the role of organizational justice as a predisposition to teachers' affective commitment.

Besides, this study shows that QWL even more positively impacts teachers' OCB. It implies that QWL plays a strategic role as a precursor to teachers' OCB. Additionally, when QWL elements like equitable and sufficient pay, a clean and safe workplace, and equal chances for ongoing development and security are present, and the development of human capabilities is improved, it can encourage an increase in teachers' OCB. This outcome is consistent with the findings of earlier research, which prove that QWL is positively correlated with OCB (e.g., Hermanto et al., 2024; Dewangan & Goswami, 2025). Thus, the findings affirm the relationship between QWL and OCB among teachers.

Organizational justice also has a positive and significant impact on teachers' OCB. It shows that organizational justice is one factor determining

teachers' OCB. Consequently, when organizational justice is well maintained in schools, this condition can accelerate teachers' OCB to provide the best support and contribution to achieving school goals. This evidence corroborates previous research indicating that organizational justice affects OCB (e.g., Bayar & Asiltürk, 2025; Lestari et al., 2025). This empirical fact confirms the crucial role of organizational justice as an important determinant of teachers' OCB.

Lastly, the study discovered fresh empirical evidence about the important role that affective commitment and OCB play in mediating the impact of organizational justice and QWL on Indonesian teachers' intentions to leave their jobs. This result aligns with the research conducted by Gunawan and Widodo (2021) and Saoula et al. (2019), which demonstrates that OCB mediates the causal relationship between QWL and organizational justice concerning turnover intention while also uncovering new empirical insights regarding the role of affective commitment in mediating the impact of QWL and organizational justice on turnover intention. This study establishes a novel empirical model demonstrating the impact of QWL and organizational justice on teacher turnover intention mediated via affective commitment and OCB. These findings offer valuable insights to school management practitioners, researchers, and academics regarding the mediating function of affective commitment and OCB in reducing teacher turnover intention through QWL and organizational justice. As an implication, school management can utilize this model to reduce teacher turnover intention as a strategy to maintain school stability and avoid losses due to teacher turnover. Meanwhile, researchers and academics can use the model as a trigger to conduct further research in different settings so that more comprehensive research results can be found in the broader generalization area.

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## CONCLUSION

This study aims to investigate the mediating roles of affective commitment and organizational citizenship behavior in the relationship between quality of work life and organizational justice with teacher turnover intention. The results indicate a significant mediating effect of affective commitment and organizational citizenship behavior in the relationship between quality of work life and organizational justice, as well as teacher turnover intention. This finding is a generalization to other partial findings

that quality of work life and organizational justice influence affective commitment and organizational citizenship behavior, along with the impact of affective commitment and organizational citizenship behavior on teacher turnover intention. However, organizational citizenship behavior exerts a more substantial direct and indirect impact on turnover intention than affective commitment. Consequently, organizational citizenship behavior warrants greater emphasis than other types of behavior.

In conclusion, this study found a significant role for affective commitment and organizational citizenship behavior in transmitting the effect of quality of work life and organizational justice on teacher turnover intention. This discovery presents a novel empirical model regarding the impact of quality of work life and organizational justice on teacher turnover intention, mediated by affective commitment and organizational citizenship behavior. It thereby aids in mitigating teacher turnover, which can prevent detrimental effects on the school and students who may miss out on quality instruction due to teacher attrition. As a consequence, school management must concurrently promote the quality of work life, organizational justice, affective commitment, and organizational citizenship behavior to mitigate teachers' turnover intentions. Activities such as gatherings or sharing sessions can be scheduled to build the quality of work life and organizational justice with the primary material of improving all aspects of the quality of work life and organizational justice, including more adequate wages and given fairly based on performance, participatory decision making, harmonious dialogic communication, objective development of potential, career, and promotion, and the creation of a physical and social environment that is conducive to work. These activities can also be used to foster teacher affective commitment and organizational citizenship behavior. Meanwhile, researchers can make use of these findings as discussion material and references for conducting future studies and research with the same focus, without denying the limitations of this study, as it only relies on single data collected through self-reporting, does not involve all indicators/dimensions of each variable available in the literature, and employs only a method of quantitative analysis. Future research should strive to reduce these shortcomings.

## AUTHOR CONTRIBUTIONS

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## APPENDIX A

**Table A1.** Variables, indicators, and items

| Variables                           | Indicators   | Items  |
|-------------------------------------|--|--|
| QWL                                 | FAW  | The school provides fair incentives.   |
|                                     |  | The school provides adequate pay.  |
|                                     | SHWE   | Activities can be conducted in a safe environment at school.   |
|                                     |  | The school atmosphere is kept up-to-date and clean.  |
|                                     | EOGS   | Teachers have equal opportunities to advance their careers at the school.                              |
|                                     |  | The school guarantees my employment safety.  |
|                                     | LO   | The school provides me with protection rights while working.   |
|                                     |  | The school guarantees my rights as a teacher.  |
|                                     | SAWL   | The school facilitates comfortable teamwork.   |
|                                     |  | The school provides peace of mind while working.   |
| OLS                                 | The school places me as a dignified person.  |  |
|                                     | The school guarantees that my life will be better.                                     |  |
| SU                                  | The school makes me proud of being a teacher.  |  |
|                                     | The school makes me a part of the school's extended family.                            |  |
| DHC                                 | The school gives me the freedom to develop my potential.                               |  |
|                                     | The school provides reading materials that are useful for my professional development. |  |
| Organizational justice              | DJ   | The school provides pay based on the teacher's contribution to the school.                             |
|                                     |  | Job promotion for teachers is objective.   |
|                                     | PJ   | The school leadership considers my aspirations as a teacher.   |
|                                     |  | The decision-making process by school principals' leadership is carried out in a participatory manner. |
| IJ                                  | The school leadership appreciates my existence as a teacher.                           |  |
|                                     | Communication between school members is harmonious.                                    |  |
| Affective commitment                | FIOG   | I feel proud to be part of the school.   |
|                                     |  | I will be part of the school forever.  |
|                                     |  | I will maintain the school's reputation well.  |
|                                     | FIOT   | I operate in compliance with the school's regular operating procedures.                                |
|                                     |  | I participate actively in several school-related activities.   |
|                                     |  | I take the initiative to do everything in my power to advance the school.                              |
| FLO                                 | I would feel bad if I left the school now.   |  |
|                                     | The school's welfare program motivates me to educate with greater vigor.               |  |
| Organizational Citizenship Behavior | Altr   | Despite not being asked, I aggressively share my knowledge with other teachers.                        |
|                                     |  | When new issues come up at school, I assist in finding solutions.                                      |
|                                     | Cons   | I make the most efficient use of my working time.  |
|                                     |  | I finish more work than is required by the school.   |
|                                     | Spor   | I acknowledge that the school has flaws that must be addressed.  |
|                                     |  | I work hard to find solutions to unsolved classroom issues.  |
| Caur                                | I make an effort to socialize with colleagues who hold varying opinions.               |  |
|                                     | To avoid conflict, I attempt to give in to other people.                               |  |
| CV                                  | At school, I participate in several extracurricular activities.                        |  |
|                                     | I put the needs of the school ahead of my own interests.                               |  |
| Turnover intention                  | ATLO   | I think quitting teaching at this school is the right choice.  |
|                                     |  | Staying at this school is not a rational option.   |
|                                     | OLJ  | There are no significant obstacles if I leave this school.   |
|                                     |  | My chances of leaving this school are very high.   |
|                                     | UFAJ   | I plan to resign from this school.   |
|                                     |  | There is no point in my staying at this school.  |
| EOGNW                               | Job opportunities outside are wide open.   |  |
|                                     | I am sure I can compete with other teachers if I leave this school.                    |  |
| ILO                                 | I am determined to leave this school.  |  |
|                                     | No one can stop my desire to leave this school.  |  |