

The Influence of Specific Job Satisfaction Dimensions on Turnover Intention Among Educators in Putrajaya

Amir Faisal Abdul Karim¹, Hemaloshinee Vasudevan¹

¹Universiti Tun Abdul Razak, Malaysia

Corresponding author e-mail: hemaloshinee@unirazak.edu.my

Article History: Received on 20 March 2025, Revised on 11 May 2025,
Published on 28 May 2025

Abstract: HRM practices and policies significantly influence employee satisfaction levels and turnover intentions. Organizations prioritize job satisfaction for employees, as human resources significantly impact growth and competitiveness, making them stand out from the competition. The study examined the relationship between job satisfaction and turnover intention in the public education sector, examining factors such as work-life balance, job security, career growth, reward, and emotional intelligence. In this study, the convenient sampling, a non-probability sampling method, was employed to efficiently collect data. A total of 201 questionnaires were created and distributed to public educators in the Federal Territory of Putrajaya. The data was analyzed using SPSS software to determine if there were significant differences between the variables. All hypotheses (H1-H5) were supported and this research enhances theoretical understanding, fills knowledge gaps, and serves as a foundation for future research in organizational behaviour and human resource management. This study provides insights for developing and reshaping policies on work-life balance, job satisfaction, career growth, rewards, recognition, and emotional intelligence.

Keywords: Career Growth, Emotional Intelligence, Job Security, Turnover Intentions, Work-Life Balance

A. Introduction

The Malaysian public sector comprises central administration, regional administration, and social security funds, serving federal ministries, state-level governments, and local authorities, managing social benefit contributions and payments. Organizations must prioritize job satisfaction and turnover intentions in the 21st-century labor market due to its constant changes and challenges. Understanding turnover intention, expanding knowledge, and investigating causes are crucial due to market dynamics, people management policies, and organizational complexity (Prabowo, 2023). Human Resources must comprehend employees' needs, as job satisfaction is a significant factor influencing their intention to leave an organization. The administration's daily mission is to provide high-quality services and create enjoyable experiences for public society, but neglecting public educators'

needs and expectations could hinder their contribution to achieving the administration's mission (Fu et al, 2024).

Bakker & Demerouti (2021) highlighted that work-life balance and emotional intelligence have become increasingly important in western countries, significantly influencing employee turnover intention. Work-life balance and emotional intelligence are crucial in the face of extreme demands and high responsibility during the COVID-19 pandemic (Nathaya et al., 2022). In Asian countries, job security and career growth are highly valued for job satisfaction, as these factors are culturally linked to success and social status (Kim et al., 2023). In Malaysia, job security and work-life balance are prioritized in the public sector, particularly among educators, while emotional intelligence and work-life balance are increasingly emphasized to improve job satisfaction and reduce burnout (Zainal et al., 2022). Globally, rewards and recognition are crucial for employee satisfaction and engagement, as they directly impact their perception of the organization's value and appreciation. High turnover rates in the public education sector significantly impact talent retention and the return on investment in educational resources (Alajlani et al., 2022).

Public educators' job satisfaction boosts excellence and service quality, while low job satisfaction leads to substandard performance and higher turnover (Ertürk, 2022). Administrators must ensure fair treatment. In this case, Brander-Peetz et al., (2022) highlights the importance of retaining high-achievers in the public education sector, as leaving them can result in significant loss of valuable training and knowledge (Levallet & Chan, 2019). Replacing public educators may involve extensive recruitment, selection, and training processes, requiring time for new educators to adjust and contribute to the organization's development. The public education administration must consider the environment in which educators operate to improve their service to society. Public administration faces the challenge of motivating its human resources by rewarding good performance and defining policies that align with the administration's objectives. The literature review highlights extensive research on job satisfaction and turnover intention in various contexts (e.g., a lack of longitudinal studies, qualitative research, or focus on specific types of educators within the sector), but there is a lack of research on Malaysia's public education sector's unique characteristics and challenges. The understanding of how these factors interact within Malaysia's public education system's cultural, organizational, and policy context remains limited. As a result, the study is designed to investigate the relationship between overall job satisfaction and turnover intentions among public sector employees in Putrajaya by addressing the following research question: To what extent does overall job satisfaction predict these intentions?

Literature Review and Conceptual Framework

Research on job satisfaction and turnover intention has been extensive, but there is a gap in understanding these factors specifically within Malaysia's public education

sector. The understanding of these factors, particularly within Malaysia's public education sector, remains limited. The study explores job satisfaction and turnover intentions among public sector educators, focusing on intrinsic motivators and non-monetary benefits that influence their decisions to stay or leave the profession. The study model employs a framework to examine employee turnover intention and job satisfaction, examining the impact of independent variables on these outcomes to develop the hypothesis. The conceptual framework in developing the hypothesis is illustrated in Figure 1.

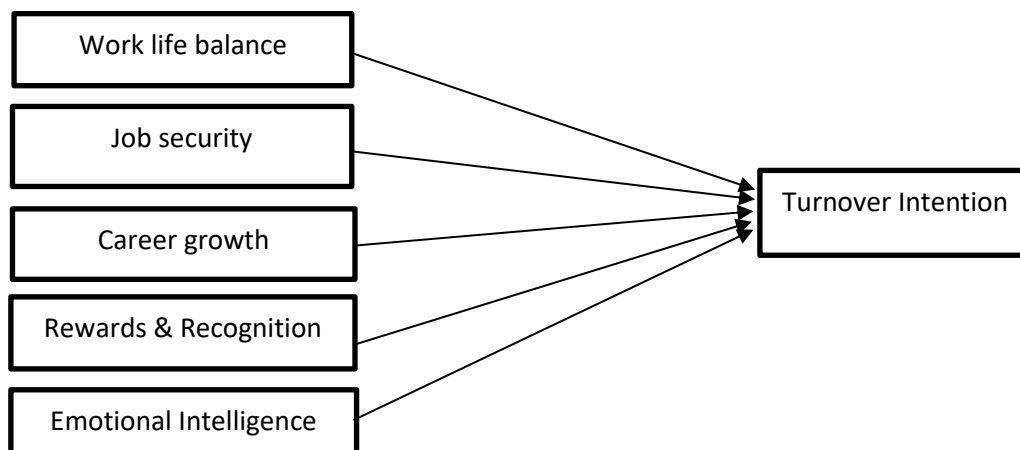


Fig 1. A framework to examine employee turnover intention and job satisfaction

Work life balance and turnover intention

Work-life balance is a state where individuals balance their personal and professional responsibilities (Suhaimi et al., 2019), while a lack of flexibility in working hours can lead to turnover (Tsen et al., 2022). The work characteristics negatively impacted the employee's work-life balance and personal life, leading to their decision to leave the organization. Work-life balance is the balance between work demands and personal life, encompassing time for family, friends, hobbies, health, and well-being (Azahwa & Paryontri, 2023). The American Insurance Association's recent study revealed that 51% of Malaysian employees experienced work-related stress or burnout, and 52% experienced less than seven hours of sleep due to work exhaustion. Ramachandaran et al. (2024) identified high stress levels and lack of sleep as signs of work-life imbalance.

H1: A positive relation between work life balance and turnover intention in Malaysian public education sector.

Job security and turnover intention

Job security refers to an individual's belief in their ability to stay employed without facing unemployment, ensuring job satisfaction and no need to leave (Gunawan et al., 2024). Material compensation and career opportunities are the most crucial factors in

any profession for retaining employees. Job security is crucial for fostering loyalty and commitment, while job insecurity can lead to anxiety, stress, and decreased performance, resulting in increased turnover rates.

H2: A positive relation between job security & employee turnover intention in Malaysian public education sector.

Career growth and turnover intention

Career satisfaction is linked to career growth, and as it progresses, turnover intention decreases. Organizations should strategically develop policies to support employee skill acquisition (Ibrahim, 2024). A study by Jiaying et al. (2023) revealed that factors such as career growth, remuneration, personal development, and promotion speed significantly influence turnover intention in the Sarawak construction industry. Investing in employee career growth, despite high costs, can lead to increased loyalty, productivity, and retention rates (Mustafa et al., 2024). Career growth enhances productivity, maximizes organizational resources, and aids in retaining top talent (Diah et al., 2020).

H3: A positive relation between career growth & employee turnover intention in Malaysian public education sector.

Rewards & recognition and turnover intention

Organizations have consistently recognized the importance of reward and recognition (R&R) in enhancing staff satisfaction (Roman et al., 2025). Research in India's hospitality industry reveals that salary significantly impacts job satisfaction for professionals, particularly those who exceed expectations or contribute significantly to organizational goals (Chahal et al., 2017). Underpaid and unrecognized employees can lead to demotivation, underperformance, and increased intention to leave, as per Mseleku, (2023). Fair compensation and recognition from employers' lead to increased employee engagement and dedication (Greenberg, 2008).

H4: A positive relation between rewards and recognition & employee turnover intention in Malaysian public education sector.

Emotional intelligence and turnover intention

Companies prioritize emotional intelligence as a personal skill, as it is considered irreplaceable by machines (Salovey & Mayer, 1990). The study by Cejudo et al. (2018) suggests that enhancing employees' emotional intelligence in the workplace can enhance their communication skills and help them identify their blind spots. Individuals with this competency effectively managed negative emotions, enhancing the working environment and fostering robust relationships, especially in leadership

and collaboration.

H5: A positive relation between emotional intelligence & employee turnover intention in Malaysian public education sector.

Discussion of Study Gaps

The literature review indicates extensive research on job satisfaction and turnover intention across various segments. The understanding of these factors, particularly within Malaysia's public education sector, remains limited. Previous studies (Maharaj et al., 2024) on emotional intelligence and work-life balance in the public sector, particularly in education, have mainly focused on private organizations, leaving the public sector underexplored. Mosadeghrad et al. (2011) identified various factors contributing to employee quits, including lack of growth, poor working conditions, insufficient support, and job stress. Studies (Shen et al., 2017) show positive effects of performance-based rewards and supervisory support on reducing turnover intention, but contradictory results are reported, especially in public sector contexts. The study addresses these gaps by investigating job satisfaction and turnover intentions among public sector educators, focusing on intrinsic motivators and non-monetary benefits that influence their decisions to stay or leave the profession.

B. Methods

This study investigated the antecedents of turnover intention among educators within the public school system of Putrajaya, Malaysia. The target population encompassed both teaching and administrative personnel across all hierarchical levels within the educational institutions of this administrative region. Data were collected via survey from a sample of 400 educators who volunteered to participate. These participants were recruited from 13 primary and 9 secondary schools situated within the defined geographical and institutional boundaries of government-operated educational facilities in Putrajaya. Putrajaya was strategically selected as the research locale due to its central role in Malaysian federal administration, including the public education sector, which constitutes a significant component of the region's human capital. The research design focused on examining the relationship between individual-level constructs – specifically work-life balance, job security, career growth opportunities, rewards and recognition mechanisms, and emotional intelligence – and educators reported turnover intentions. Standardized psychometric instruments were utilized for data acquisition regarding these variables. Given pragmatic constraints related to time and resources, a non-probability convenience sampling technique was employed, whereby participants were selected based on their accessibility and willingness to engage in the data collection process. The achieved sample size was determined a priori using Yemane's Formula (1967), with the aim of maintaining a margin of error between 5% and 10%, thereby providing a statistically plausible representation of the target educator population within Putrajaya. The findings of this

investigation are anticipated to yield empirically grounded insights that can inform policy formulation and administrative strategies aimed at enhancing educator retention and job satisfaction within the public education sector. Based on Yemane’s formula, $n = N / 1 + N (e^2)$, the study obtained 201 public educators as a sample size. The calculation as follows:

$$n = 400 / 1 + 400 (0.05)^2$$

$$n = 201 \text{ respondents.}$$

The study used a questionnaire survey to collect quantitative data on phenomena, aiming to measure their extent, variation, and frequency for potential generalization. Participants completed a self-report questionnaire using a 5-point Likert scale via online platforms like WhatsApp, email, and Google Links within a designated timeframe. The study utilized a cross-sectional design to collect reliable data, enabling the development of robust conclusions and the generation of novel hypotheses for future research. The study used deductive reasoning to formulate and test hypotheses based on literature and empirical evidence, analyzing collected data to validate or refute these hypotheses and contribute to existing knowledge.

C. Results and Discussion

The study used statistical tools to identify factors influencing turnover intention among public sector educators, aiming to improve job satisfaction and reduce turnover through targeted interventions, providing valuable insights for organizations. The statistical analyses’ results significantly influenced the evaluation of research hypotheses and deepened our comprehension of the relationships between the studied variables. Table 1 depicted the demographic composition of the respondents. The respondents’ profile was categorized based on their gender, age, education level, and experience within the current organization. 201 questionnaires were distributed among public educators in Putrajaya’s primary and secondary schools, as well as officers at the Ministry of Education.

Table 1. Respondents Profile

Demographic	Groups	Frequency (n=201)	Percentage (%)
Gender	Male	83	41.3
	Female	118	58.7
Age	18-28	74	36.8
	29-39	100	49.8
	40-50	20	10.0
	50+	7	3.5
	Diploma	27	13.4
Education Levels	Undergraduate	76	37.8
	Masters	96	47.8
	PHD	2	1.0
Experience	2 years & less	49	24.4
	2-4 Years	73	36.3
	5-7 Years	52	25.9
	Over 7 Years	27	13.4

Descriptive statistics

In Table 2, the study found that respondents received adequate managerial support and flexibility in their work, resulting in timely task completion, with a mean score of 3.76. Respondents who were capable of handling multiple office tasks had a lower mean score of 3.69. Most respondents felt positive about managerial support and flexible work schedules, enabling timely completion, but experienced negative impact on employee turnover due to multiple tasks handling. High standard deviation in questionnaires indicated satisfaction and challenges in career growth, but career growth significantly influenced job satisfaction and turnover intention. The majority of respondents felt positive about their supportive workplace, indicating job satisfaction. However, there's room for improvement in promoting interpersonal relationships and job characteristics.

Table 2. Descriptive statistics

Constructs	Measurement items	Mean	Std. Deviation
Work life balance	WLB1: I am able to handle multi-tasks in my office/school	3.57	0.86
	WLB2: I have a feeling that I am overloaded with my work in office/school	3.96	0.81
	WLB3: I feel I get adequate managerial support when needed	3.74	0.76
	WLB4: I have a job autonomy to get my work done	3.97	0.89
	WLB5: I have flexibility in my work schedule to complete my tasks on time	3.75	0.98
Job security	JS1: People have trust in one another at my workplace.	3.62	0.91
	JS2: I am confident with my self-efficacy in facing any problems at workplace	3.95	0.82
	JS3: I am focused on my goals.	3.83	0.70
	JS4: I feel that I have a very good organizational identification at workplace	3.88	0.71
	JS5: I have good interpersonal relations with my co-workers	3.96	0.81
Career growth	CG1: My work schedule gives me time to focus on my personal development	3.57	0.86
	CG2: I feel that career mentoring could have been given in much more effective way	3.96	0.81
	CG3: I am satisfied with employee competency training	3.74	0.76
	CG4: I am committed to my tasks	3.97	0.89
	CG5: I feel overwhelmed by work-family support	3.75	0.98
Reward & recognition	RR1: I receive sufficient and fair monetary compensation for my work	3.52	0.96
	RR2: I feel my non-monetary compensation is adequate	3.73	0.95
	RR3: I feel my organization awarded me for exemplary performance	3.68	0.77
	RR4: I am not satisfied with the incentives and benefits for my work	3.81	0.83
	RR5: I am satisfied with the chance for promotion at my workplace	3.76	0.90

Emotional Intelligence	EI1: My self-awareness helps me to deal with co-workers	3.84	0.83
	EI2: I have good self-control	4.00	0.73
	EI3: My supervisor is competent in motivating me at my work	3.74	0.81
	EI4: Empathy plays a major role at my office in understanding other's perspectives	3.89	0.87
	EI5: I am confident to deal with difficult situation using my social skills	3.88	0.97
Turnover Intention	TI1: I feel that job characteristics plays crucial role at my workplace	3.83	0.85
	TI2: I feel that co-workers like my personality traits	3.90	0.84
	TI3: I feel that I am fully engage with my work	3.93	0.86
	TI4: My co-workers have a positive organizational commitment towards their work	3.84	0.92
	TI5: I feel that I work in a positive workplace	3.97	0.98

Reliability Analysis

Table 3 reveals internal reliability for constructs ranging from 0.747 to 0.666, with emotional intelligence having the highest coefficient at 0.747 and turnover intention at the lowest at 0.666. Malhotra et al. (2002) found that variables with a coefficient below 0.6 had weak reliability. A moderate coefficient (0.6-0.8) was deemed strong, while a strong coefficient (0.8-1.0) was considered moderate. Table 3 reveals strong coefficient variables like work-life balance, job security, career growth, rewards, and emotional intelligence, while turnover intention is a moderate variable.

Table 3. Reliability Analysis

Variable Components	Cronbach's Alpha
Work life balance	0.723
Job security	0.736
Career growth	0.702
Rewards & recognition	0.741
Emotional intelligence	0.747
Turnover intention	0.666

Correlation Analysis

Table 4 shows the correlation of variables using a two-tailed test, with significant correlations indicated by a double asterisk (**) below. The results from Table 4 revealed a favorable association between several variables and a negative indicator in the association matrix. The correlation analysis showed that the work-life balance had a significant correlation of .383 at the 0.01 level, followed by job security at .497**, career growth at .618**, rewards and recognition at .660**, and emotional intelligence at .689**. The variables showed significant correlations at the 0.01 level with employee turnover intention, indicating a strong relationship, but no multicollinearity was observed due to their low level 1.0 of significance.

Table 4. Correlation Analysis

Variables		WLB	JS	CG	RR	EI	TI
Work Life Balance	Pearson						
	Correlation	1	0.632**	0.576**	0.472**	0.346**	0.383**
	Sig (2 -tailed)		0.000	0.000	0.000	0.000	0.000
Job Security	Pearson						
	Correlation	0.632**	1	0.716**	0.591**	0.490**	0.497**
	Sig (2 -tailed)	0.000		0.000	0.000	0.000	0.000
Career Growth	Pearson						
	Correlation	0.576**	0.716**	1	0.688**	0.611**	0.618**
	Sig (2 -tailed)	0.000	0.000		0.000	0.000	0.000
Reward & Recognition	Pearson						
	Correlation	0.472**	0.591**	0.688**	1	0.589**	0.660**
	Sig (2 -tailed)	0.000	0.000	0.000		0.000	0.000
Emotional Intelligence	Pearson						
	Correlation	0.346**	0.490**	0.611**	0.589**	1	0.689**
	Sig (2 -tailed)	0.000	0.000	0.000	0.000		0.000
Turnover Intention	Pearson						
	Correlation	0.383**	0.497**	0.618**	0.660**	0.689**	1
	Sig (2 -tailed)	0.000	0.000	0.000	0.000	0.000	

**Correlation is significant at the 0.01 level (2-tailed).

Multiple Regression and ANOVA

Table 5 displayed a multiple linear regression analysis of all variables that influenced turnover intention. The t-values indicated the relative contribution of each variable, with higher t-values indicating a more significant variable's contribution. The model's independent variables significantly influenced turnover intention among public education sector employees, as all variables were P less than 0.05. The F test ($F = 54.729$, $p = 0.0$), which was statistically significant, indicated a reasonable fit for the model. Work-life balance significantly influences turnover intention, suggesting that improving it could improve employee retention and satisfaction within an organization. Table 5 indicates that the coefficient for work-life balance is 0.343. The constant's significance level was 0.000, indicating statistical significance, while work-life balance's significance level was also 0.000, which is below 0.05.

Table 5. Multiple Regression and ANOVA
Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.085	.173		.492	.623
WLB	.327	.029	.343	4.012	.000
JS	.213	.057	.223	2.423	.001
CG	.287	.062	.312	4.605	.000
RR	.213	.052	.241	2.862	.000
EI	.381	.056	.413	6.751	.000

a. Dependent Variable: TI

b. Predictors: (Constant), EI, WLB,RR, JS, CG

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1					
Regression	62.032	5	12.406	54.729	.000 ^b
Residual	44.204	195	.227		
Total	106.236	200			

a. Dependent Variable: TI

b. Predictors: (Constant), EI, WLB,RR, JS, CG

Table 6. Summary of findings

Hypothesis	Path	Result		Outcome
		T	P	
H-1: There is a positive relation between work life balance & turnover intention.	WLB→TI	4.012	.000	Supported
H-2: There is a positive relation between job security & employee turnover intention.	JS→TI	2.423	.001	Supported
H-3: There is a positive relation between career growth & employee turnover intention.	CG→TI	4.605	.000	Supported
H-4: There is a positive relation between rewards & recognition & employee turnover intention.	RR→TI	2.862	.000	Supported
H-5: There is a positive relation between emotional intelligence & employee turnover intention.	EI→TI	6.751	.000	Supported

Work-life balance significantly positively and positively influenced employees' intention to leave their jobs. H1 is supported. The coefficient table indicates that work-life balance has a beta value of 0.327. The study found a significant impact of work-life balance on the intention to leave employment, with a p-value of less than 0.05. Table 6 reveals a positive correlation between work-life balance and turnover intention (T = 4.012, p = 0.000), with employees who are satisfied with their work-life

balance less likely to have turnover intentions. Work-life balance can significantly enhance a company's intention to retain employees (Weng et al., 2023). Organizations that prioritize employee well-being tend to have higher retention rates and less employee turnover, according to studies by Omar & Zakaria (2016). H2 is supported job security positively influenced employees' intention to leave their jobs. The analysis validated job security with a beta value of 0.213, as indicated by the coefficient table and analysis results. Job security significantly influences the intention to leave among South Indian hospital workers (Bharath, 2023). A secure job enhances job satisfaction by providing employees with a sense of safety, which in turn reduces their intention to leave (Chung & Lippe, 2020). Job security ensures employees can continue their current employment, provide for themselves, and live their lives for the foreseeable future, fostering a sense of value and loyalty (Zhou et al., 2025). In this study, H3 is accepted because career growth positively related to turnover intention. The study by Aljbour et al. (2024) indicates that employees who perceive a lack of career growth are more likely to seek opportunities elsewhere. Public employees are more likely to remain in the public sector when they perceive numerous growth opportunities within their organizations. Bakker (2012) suggests that career development should be a top retention strategy for employers, backed by data and literature. Therefore, the current study displayed H4 and H5 as a positive correlation between rewards & recognition and emotional intelligence on turnover intention. The coefficient table indicates that rewards and recognition have a beta value of 0.213. The study aligns with Bashir, Wright, and Hassan's (2023) research, which highlights the significance of rewards and recognition in employee retention. The positive impact of praise and recognition for job done, significantly increased employee productivity. The study found that emotional intelligence (EI) significantly positively influenced turnover intention ($T = 6.751$, $p = 0.000$). Emotional intelligence is essential for enhancing interpersonal relationships, team dynamics, and conflict resolution in the workplace, which are vital for ensuring employee satisfaction. Emotional intelligence is a crucial skill in the modern corporate environment, yet many professionals struggle to understand its importance and effectively apply it.

D. Conclusions

Putrajaya, Malaysia's administrative capital, offers unique socio-economic and professional environment, requiring research on educators to understand context-specific insights, influenced by government policies, demographics, and educational institutions. In this study, the research question has been addressed as to what extent do specific dimensions of job satisfaction influence the turnover intention of educators in Putrajaya?" holds significant importance and offers valuable contributions for several reasons such as high turnover rates can result in: (1) the loss of experienced educators can significantly impact the quality of teaching, school culture, and institutional knowledge, (2) educational institutions face significant costs in recruitment, hiring, and training new teachers, and (3) high turnover can negatively impact the morale and commitment of remaining educators. The study aims to

analyze the correlation between job satisfaction dimensions and educators' job retention, identifying critical aspects that influence job satisfaction and retention. The study provides valuable data for Putrajaya's policymakers and educational leaders to make informed decisions on teacher management, resource allocation, and policy development to enhance job satisfaction and reduce turnover.

E. Acknowledgement

The author expresses their sincere gratitude to the publisher for their valuable time in reviewing the journal.

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