

Multidimensional Organizational Justice and Turnover Intention among Teachers in Higher Vocational Colleges in Jiangsu Province: The Mediating Role of Job Burnout

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Abstract

This study examined the relationships between four dimensions of organizational justice—distributive, procedural, interpersonal, and informational justice—and turnover intention among teachers in higher vocational colleges in Jiangsu Province, China, with particular attention to the mediating role of job burnout. A cross-sectional quantitative survey was conducted using a proportionate stratified sampling strategy at the institutional level. Data collection commenced on December 15, 2025, and continued for two months. A structured self-report questionnaire was administered to the target population, yielding 438 valid responses. Structural equation modeling and bootstrap analysis were used to examine the direct and indirect relationships among the study variables. The structural model demonstrated an acceptable fit to the data ($\chi^2/df = 1.906$, RMSEA = .045, and CFI = .961). Distributive justice ($\beta = -.231$, $p < .001$), procedural justice ($\beta = -.287$, $p < .001$), interpersonal justice ($\beta = -.158$, $p = .006$), and informational justice ($\beta = -.149$, $p = .010$) were significantly and negatively related to job burnout, while job burnout was significantly and positively related to turnover intention ($\beta = .571$, $p < .001$). Distributive justice also showed a significant direct negative relationship with turnover intention ($\beta = -.182$, $p = .002$), whereas the direct relationships involving procedural, interpersonal, and informational justice were not statistically significant. Bootstrap analysis indicated significant indirect relationships between all four justice dimensions and turnover intention through job burnout, with indirect effects ranging from $-.085$ to $-.164$ and 95% confidence intervals excluding zero. These findings reveal differentiated pathways linking organizational justice to turnover intention: distributive justice is related to turnover intention through both direct and indirect pathways, whereas procedural, interpersonal, and informational justice are related to turnover intention primarily through job burnout. The results highlight the importance of fair organizational practices and teacher burnout prevention in strengthening teacher retention in higher vocational education.

Keywords: organizational justice; job burnout; turnover intention; vocational education; teacher retention

Introduction

The stability of the teaching workforce is essential to the quality and sustainability of higher vocational education. In China, economic restructuring, industrial upgrading, and educational modernization have increased the demand for highly skilled technical personnel, thereby strengthening the strategic role of higher vocational colleges in regional workforce development (Ding et al., 2024; Zuo et al., 2025). In this context, persistent teacher mobility may disrupt teaching continuity, practical training, curriculum implementation, and school–enterprise collaboration (Palma–Vasquez et al., 2022; Huo & Zhang, 2025). These concerns are particularly relevant in Jiangsu Province, where higher vocational education is closely connected to regional industrial development and the modernization of skilled–talent training (Wang & Gedvilienė, 2021). Teachers in higher vocational colleges are commonly expected to undertake classroom instruction, practical training supervision, student management, competition coaching, industry coordination, and administrative duties. Such multiple responsibilities may increase their sensitivity to organizational arrangements and influence their willingness to remain in their institutions. However, turnover intention should be distinguished from actual turnover behavior. Turnover intention refers to an employee’s conscious willingness to consider leaving an organization and is commonly treated as an important precursor to, rather than an equivalent of, actual departure.

Existing research suggests that teachers’ turnover intention is associated not only with individual career preferences or workload, but also with their perceptions of institutional arrangements, managerial practices, and organizational treatment (Ao et al., 2023; Jiang et al., 2025). Organizational justice provides a useful multidimensional perspective for examining these perceptions. It includes distributive justice, which concerns the fairness of salary, workload, rewards, and promotion opportunities; procedural justice, which concerns the consistency and transparency of decision–making procedures; interpersonal justice, which reflects respectful and dignified treatment; and informational justice, which concerns the adequacy, sincerity, and timeliness of organizational explanations (Colquitt, 2001; Bhatti, 2024). These dimensions may be especially relevant to higher vocational college teachers because their work involves complex responsibilities and frequent interactions with institutional policies and administrators (Saleem et al., 2024). Nevertheless, previous studies have often treated organizational justice as a single overall construct, making it difficult to determine whether its four dimensions are related to teachers’ psychological states and turnover intention through the same pathways (Chen et al., 2024; Aegerter et al., 2026).

Job burnout may help explain how fairness–related organizational experiences are associated with turnover intention. Organizational Justice Theory explains how employees form evaluations of organizational outcomes, procedures, interpersonal treatment, and information, while Conservation of Resources Theory suggests that persistent exposure to unfavorable working

conditions may threaten or deplete emotional and cognitive resources. Among higher vocational college teachers, perceived unfairness in workload allocation, institutional procedures, administrative interactions, or policy communication may therefore be associated with psychological exhaustion and reduced work-related energy (Edú-Valsania et al., 2022; Gini et al., 2024; Zhao et al., 2025). Burnout, in turn, is associated with weaker professional persistence and stronger withdrawal intention (Schulze-Hagenest et al., 2023; Lukman et al., 2024). However, comparatively limited attention has been given to the mediating role of job burnout between the four dimensions of organizational justice and turnover intention among teachers in Chinese higher vocational colleges. To address this gap, the present study examines the relationships of distributive, procedural, interpersonal, and informational justice with job burnout and turnover intention among higher vocational college teachers in Jiangsu Province and investigates whether job burnout mediates these relationships.

Research Objectives

This study aims to examine turnover intention among teachers in higher vocational colleges in Jiangsu Province through an integrated framework of multidimensional organizational justice and job burnout. The specific research objectives are as follows:

1. To examine the relationships between distributive justice, procedural justice, interpersonal justice, informational justice, and job burnout among teachers in higher vocational colleges in Jiangsu Province.
2. To examine the direct relationships between the four dimensions of organizational justice and turnover intention, as well as the relationship between job burnout and turnover intention among teachers in higher vocational colleges in Jiangsu Province.
3. To investigate the mediating role of job burnout in the relationships between distributive justice, procedural justice, interpersonal justice, informational justice, and turnover intention among teachers in higher vocational colleges in Jiangsu Province.

Literature Review

Turnover Intention among Teachers in Higher Vocational Education

Turnover intention refers to an individual's conscious and deliberate willingness to leave the organization in which they are currently employed (Pelly, 2023). Although turnover intention is widely regarded as an important precursor to actual turnover, the two concepts are not interchangeable. Turnover intention represents withdrawal-related cognition, whereas actual turnover is a behavioral outcome that may also depend on employment opportunities, personal circumstances, institutional constraints, and labor-market conditions. Accordingly, research based on self-reported turnover intention can identify employees' willingness to leave but cannot determine whether they will subsequently leave their institutions.

Previous studies have generally classified the antecedents of teacher turnover intention into individual, organizational, and environmental factors (Gundlach et al., 2024). Individual factors include demographic characteristics, career adaptability, professional expectations, and personal resilience, whereas organizational factors include leadership, workload, school climate, organizational support, and employment conditions. Environmental influences may include education policies, labor–market opportunities, and broader social expectations regarding the teaching profession (Stankevičiūtė et al., 2026; Hassanein et al., 2025). However, these categories do not contribute equally across educational contexts. In higher vocational colleges, teachers commonly combine classroom teaching with practical training, student supervision, competition coaching, school–enterprise collaboration, industry engagement, and administrative responsibilities. These multiple roles make institutional arrangements and organizational treatment especially relevant to teachers’ psychological experiences and willingness to remain in their colleges (Saleem et al., 2024; Xu and Sarino, 2023).

Existing teacher–retention studies have frequently examined workload, work stress, leadership, organizational support, job satisfaction, and emotional exhaustion. Although this research has identified important predictors of turnover intention, it often provides limited insight into how teachers evaluate different aspects of institutional fairness. Organizational justice is sometimes treated as a single overall perception, even though teachers may distinguish between the fairness of the outcomes they receive, the procedures used to make decisions, the way they are treated by administrators, and the explanations provided for institutional policies (Bhatti, 2024; Aegerter et al., 2026). A multidimensional perspective is therefore needed to identify whether different forms of fairness are related to turnover intention through similar or differentiated pathways.

Organizational Justice Theory and the Four Dimensions of Justice

Organizational Justice Theory provides a foundation for understanding how employees evaluate their treatment within an organization and how these evaluations are associated with their attitudes, psychological conditions, and behavioral intentions (Greenberg, 1990). Organizational justice refers to employees’ perceptions of fairness in organizational outcomes, decision–making procedures, interpersonal treatment, and information communication. These perceptions are important because employees do not respond only to the objective conditions of their work; they also interpret whether institutional decisions and managerial actions are legitimate, consistent, respectful, and adequately explained.

Colquitt’s (2001) multidimensional framework distinguishes four related but conceptually separate dimensions of organizational justice. Distributive justice concerns the perceived fairness of outcomes such as salary, rewards, workload, recognition, promotion opportunities, and

organizational resources. Procedural justice concerns the fairness of the processes used to reach organizational decisions, including consistency, transparency, impartiality, accuracy, and opportunities for employee voice. Interpersonal justice refers to whether employees are treated with dignity, politeness, and respect by supervisors and administrators. Informational justice concerns whether organizational decisions are accompanied by sufficient, sincere, timely, and reasonable explanations (Colquitt, 2001; Liang & Xu, 2020; Zhao et al., 2025).

The distinction among these four dimensions is particularly relevant in higher vocational colleges. A teacher may regard salary or workload distribution as unfair while still perceiving institutional procedures as transparent. Similarly, a decision may produce an unfavorable outcome but be accepted more readily when the procedure is consistent, administrators communicate respectfully, and the reasons for the decision are clearly explained. Treating organizational justice as a single construct may conceal these differences and make it difficult to determine which aspects of institutional fairness are most closely associated with teachers' psychological well-being and withdrawal intention.

Previous findings also suggest that the dimensions of justice may not have uniform relationships with employee outcomes. Fair distributions are closely connected to evaluations of effort-reward balance and may be particularly salient when employees compare tangible contributions and returns. Procedural justice may be more strongly associated with institutional trust and the perceived legitimacy of managerial decisions. Interpersonal and informational justice concern the relational and communicative quality of organizational treatment and may influence employees through professional respect, predictability, and reduced uncertainty (Qi et al., 2023; Lee et al., 2024; Jo & Shin, 2025). The relative importance of these dimensions may therefore depend on the outcome examined and the institutional context. This differentiated evidence supports examining each justice dimension separately rather than assuming that all forms of justice operate through an identical process.

Conservation of Resources Theory and Job Burnout

Conservation of Resources Theory explains how organizational conditions may be associated with employee stress and psychological depletion (Hobfoll, 1989). The theory proposes that individuals seek to obtain, protect, and maintain valued resources, including emotional energy, professional confidence, time, social support, recognition, and predictable working conditions. Stress is more likely to occur when these resources are threatened, lost, or insufficiently replenished. Repeated resource loss may create a depletion process in which employees have progressively fewer psychological resources available to meet continuing work demands.

In the context of higher vocational education, organizational fairness may function as either a resource-supporting or resource-threatening condition. Fair workload and reward allocation may reassure teachers that their professional contributions are appropriately recognized. Transparent

procedures may reduce uncertainty and provide a sense of predictability and control. Respectful interpersonal treatment may protect professional dignity and organizational belonging, while adequate information may reduce the cognitive effort required to interpret unclear policies or unexpected decisions. Conversely, unfair outcomes, inconsistent procedures, disrespectful interactions, and inadequate explanations may require teachers to invest additional emotional and cognitive resources in coping with frustration, ambiguity, and perceived imbalance.

Job burnout represents a work-related state of exhaustion and fatigue that may emerge when occupational demands repeatedly exceed the resources available for recovery. In the present study, job burnout is conceptualized in accordance with the work-related burnout dimension of the Copenhagen Burnout Inventory, which focuses on the physical and psychological exhaustion that individuals attribute to their work (Kristensen et al., 2005). This conceptualization is appropriate for examining teachers who face sustained and overlapping demands arising from teaching, practical instruction, student management, institutional evaluation, and external collaboration.

Research in educational and organizational settings has generally reported that unfavorable organizational conditions are associated with stronger burnout, whereas fair treatment and adequate institutional support are associated with lower psychological exhaustion (Edú-Valsania et al., 2022; Gini et al., 2024; Zhao et al., 2025). Nevertheless, the four justice dimensions may be related to burnout for different reasons. Distributive unfairness may create an effort-reward imbalance; procedural unfairness may increase uncertainty and reduce perceived control; interpersonal unfairness may threaten dignity and professional identity; and informational unfairness may create ambiguity and additional cognitive strain. These differences justify examining the independent relationship between each justice dimension and job burnout.

Job Burnout as a Mediating Pathway to Turnover Intention

Job burnout has consistently been associated with withdrawal-related attitudes among teachers. Persistent work-related exhaustion may reduce employees' capacity to remain engaged in their professional roles, weaken attachment to the institution, and increase consideration of leaving as a means of protecting their remaining resources (Schulze-Hagenest et al., 2023; Lukman et al., 2024). From a Conservation of Resources perspective, turnover intention may emerge when employees perceive that remaining in the current organization will expose them to continuing resource loss without sufficient opportunity for recovery or replenishment.

Other psychological and attitudinal variables, including job satisfaction, organizational commitment, work engagement, and psychological contract breach, may also explain how organizational experiences are associated with turnover intention. However, job burnout is selected as the focal mediator in this study because it directly represents the resource-depletion process proposed by Conservation of Resources Theory. Job satisfaction and organizational commitment

primarily describe employees' evaluations of or attachment to their work and institution, whereas work engagement reflects a positive motivational state. Psychological contract breach concerns the perceived failure of the organization to meet expected obligations. Each may constitute an alternative or additional pathway, but burnout more directly captures the exhaustion that may accumulate when teachers repeatedly respond to demanding and unfavorable organizational conditions.

The relationship between organizational justice and turnover intention may include both direct and indirect pathways. Perceptions of unfairness may be associated with turnover intention directly because teachers evaluate whether continued employment provides acceptable rewards, legitimate procedures, respectful treatment, and adequate communication. At the same time, fairness-related experiences may be associated with turnover intention indirectly through job burnout. Persistent perceptions of unfairness may intensify work-related depletion, and increased burnout may subsequently be associated with stronger withdrawal intention.

These pathways may differ across the four justice dimensions. Distributive justice concerns tangible outcomes and effort-reward comparisons that may be evaluated directly when teachers consider the benefits and costs of remaining in an institution. Procedural, interpersonal, and informational justice may be less immediately connected to an exit decision and may instead influence turnover intention primarily through accumulated psychological experiences such as uncertainty, frustration, and exhaustion. However, previous findings have not been entirely consistent, and the relative strength of direct and indirect relationships may vary across occupations and institutional settings. An empirical examination of the four dimensions is therefore necessary rather than assuming that each form of justice has the same relationship with turnover intention.

Theoretical Synthesis and Research Gap

Organizational Justice Theory and Conservation of Resources Theory provide complementary explanations for the proposed relationships. Organizational Justice Theory identifies the organizational experiences through which teachers form fairness evaluations, including outcomes, procedures, interpersonal treatment, and information communication. Conservation of Resources Theory explains why unfavorable evaluations of these experiences may be associated with psychological resource depletion. Job burnout reflects this work-related depletion, while turnover intention represents a potential withdrawal response when teachers perceive that remaining in the institution may require continued resource expenditure.

Despite the relevance of these theories, several gaps remain in the existing literature. First, many studies of teacher turnover have emphasized broad organizational predictors without distinguishing among the four dimensions of organizational justice. Second, studies that examine

organizational justice and job burnout frequently treat them as separate predictors rather than integrating them into a mechanism-based model. Third, burnout is often examined only as a direct correlate of turnover intention, with less attention to its mediating role between specific organizational experiences and withdrawal cognition. Fourth, teachers in higher vocational colleges remain comparatively underrepresented, even though their combination of academic, practical, administrative, and industry-related responsibilities may make fairness and resource depletion particularly salient.

Accordingly, the present study integrates distributive justice, procedural justice, interpersonal justice, informational justice, job burnout, and turnover intention within a single conceptual framework. The four justice dimensions are positioned as independent variables because they represent distinct sources of fairness evaluation. Job burnout is positioned as the mediating variable because it reflects the psychological resource-depletion process through which fairness-related organizational experiences may be associated with withdrawal intention. Turnover intention is positioned as the outcome variable because it captures teachers' conscious consideration of leaving their current institution. This theoretical synthesis provides the basis for the conceptual framework and the subsequent development of the study hypotheses.

Conceptual Framework

The conceptual framework of this study integrates Organizational Justice Theory and Conservation of Resources Theory to explain the relationships among multidimensional organizational justice, job burnout, and turnover intention among teachers in higher vocational colleges in Jiangsu Province. Organizational Justice Theory identifies four distinct organizational experiences through which teachers evaluate fairness: distributive justice, procedural justice, interpersonal justice, and informational justice. Conservation of Resources Theory complements this perspective by explaining how unfavorable organizational experiences may threaten or deplete teachers' emotional and cognitive resources, which may be reflected in increased job burnout.

In the proposed framework, distributive justice, procedural justice, interpersonal justice, and informational justice are specified as four independent variables rather than as indicators of a single aggregate construct. This distinction allows the study to examine whether different sources of fairness evaluation are related to teachers' psychological conditions and withdrawal intention through similar or differentiated pathways. Distributive justice reflects teachers' evaluations of workload, compensation, rewards, recognition, and promotion outcomes. Procedural justice concerns the consistency, transparency, impartiality, and legitimacy of institutional decision-making procedures. Interpersonal justice reflects whether teachers receive respectful and dignified treatment from leaders and administrators, whereas informational justice concerns the adequacy, sincerity, and timeliness of explanations regarding institutional decisions and policies.

Job burnout is positioned as the mediating variable in the framework. In accordance with the work-related burnout dimension of the Copenhagen Burnout Inventory, it represents the physical and psychological exhaustion that teachers attribute to their work. The framework proposes that favorable perceptions of the four organizational justice dimensions are negatively related to job burnout because fair outcomes, predictable procedures, respectful interactions, and sufficient information may help teachers preserve valued psychological resources. Conversely, perceived unfairness may require teachers to expend additional emotional and cognitive resources in coping with imbalance, uncertainty, disrespect, or inadequate communication.

Turnover intention is positioned as the dependent variable and refers to teachers' conscious consideration of leaving their current institutions. It is conceptually distinguished from actual turnover behavior. The framework proposes that job burnout is positively related to turnover intention because teachers experiencing persistent work-related exhaustion may increasingly consider organizational withdrawal as a means of protecting their remaining resources. The four dimensions of organizational justice are also proposed to have direct negative relationships with turnover intention because teachers may consider the fairness of organizational outcomes, procedures, interpersonal treatment, and communication when evaluating whether to remain in their institutions.

The framework therefore includes two sets of relationships between organizational justice and turnover intention. The first set consists of the direct relationships between each justice dimension and turnover intention. The second set consists of indirect relationships in which each justice dimension is related to turnover intention through job burnout. By testing these direct and indirect pathways simultaneously, the framework makes it possible to determine whether the four dimensions of organizational justice exhibit similar relationships with turnover intention or operate through differentiated organizational and psychological pathways.

In Figure 1, distributive justice, procedural justice, interpersonal justice, and informational justice are connected to job burnout through H1–H4. Job burnout is connected to turnover intention through H5. The four justice dimensions are directly connected to turnover intention through H6–H9. The indirect relationships between the four justice dimensions and turnover intention through job burnout are represented by H10–H13. As a proposed theoretical model, Figure 1 should display only the variables, directional arrows, and hypothesis numbers; empirical coefficients, significance values, and hypothesis-support decisions should not be included.

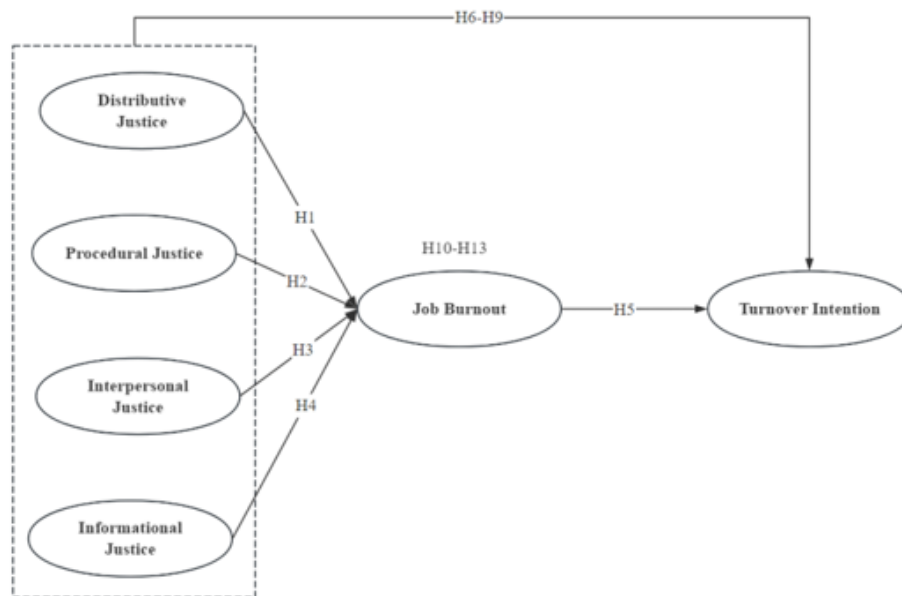


Figure 1 Proposed Conceptual Framework of Multidimensional Organizational Justice, Job Burnout, and Turnover Intention

Hypotheses Development

Organizational Justice and Job Burnout

Distributive justice refers to teachers' evaluations of whether the organizational outcomes they receive are appropriate relative to their contributions, responsibilities, and work-related investments (Narisada et al., 2021). In higher vocational colleges, these outcomes may include salary, workload allocation, performance rewards, professional recognition, promotion opportunities, and access to institutional resources. When teachers perceive that their substantial teaching, practical training, student-management, and industry-related responsibilities are not matched by appropriate organizational returns, they may experience an effort-reward imbalance. From a Conservation of Resources perspective, an unfavorable effort-reward balance may represent continuing resource loss because teachers invest time, energy, and professional commitment without receiving sufficient material or symbolic replenishment. Repeated perceptions of distributive unfairness may consequently increase frustration and work-related exhaustion. Conversely, fair outcome allocation may communicate that teachers' contributions are appropriately recognized and may help preserve their professional energy and motivation (Colquitt, 2001; Qi et al., 2023; Daly et al., 2025). The following hypothesis is therefore proposed:

H1: Distributive justice is negatively related to job burnout among teachers in higher vocational colleges in Jiangsu Province.

Procedural justice concerns the perceived fairness of the rules and processes through which organizational decisions are made. Fair procedures are generally characterized by consistency, transparency, impartiality, accurate information, opportunities for employee voice, and mechanisms for correcting inappropriate decisions (Peng & Nair, 2022). In higher vocational

colleges, procedural justice may be reflected in performance evaluation, workload assignment, promotion, resource allocation, professional assessment, and participation in institutional decision-making.

When institutional procedures are inconsistent, unpredictable, or difficult to understand, teachers may need to expend additional cognitive and emotional resources interpreting organizational expectations and preparing for decisions over which they have limited control. Persistent procedural uncertainty may therefore contribute to psychological strain. In contrast, transparent and consistently applied procedures can increase predictability, perceived control, and institutional trust, thereby reducing unnecessary resource expenditure and work-related exhaustion (Archer et al., 2024; Zhao et al., 2025). Accordingly, the following hypothesis is proposed:

H2: Procedural justice is negatively related to job burnout among teachers in higher vocational colleges in Jiangsu Province.

Interpersonal justice refers to the degree to which teachers perceive that they are treated with dignity, politeness, respect, and consideration by leaders and administrators (Ma et al., 2025). Daily interactions with organizational authorities may influence teachers' sense of professional value and belonging. Respectful treatment may operate as an important socioemotional resource by affirming teachers' professional identity and reducing interpersonal strain.

Conversely, dismissive, insensitive, or disrespectful treatment may threaten professional dignity and require teachers to regulate negative emotions during repeated organizational interactions. Such emotional regulation consumes psychological resources and may gradually contribute to work-related exhaustion. This relationship may be especially relevant in higher vocational colleges, where teachers frequently coordinate with administrators regarding teaching, practical training, skills competitions, student management, and school-enterprise collaboration (Andersen et al., 2025; Jing & Kasa, 2025; Zhu & Zhai, 2025). The following hypothesis is therefore proposed:

H3: Interpersonal justice is negatively related to job burnout among teachers in higher vocational colleges in Jiangsu Province.

Informational justice concerns the perceived adequacy, sincerity, clarity, and timeliness of explanations provided for organizational decisions and institutional policies (Xu et al., 2023). Sufficient information enables teachers to understand organizational expectations, interpret policy changes, and adjust their work activities accordingly. Clear explanations may therefore reduce uncertainty and the cognitive effort required to make sense of institutional arrangements.

Inadequate, delayed, or inconsistent communication may leave teachers uncertain about their responsibilities, evaluation standards, or future organizational conditions. Teachers may

consequently devote additional psychological resources to interpreting ambiguous information, seeking clarification, and preparing for unexpected changes. In the changing environment of higher vocational education, where teachers must respond to curriculum reform, industry standards, institutional evaluation, and school–enterprise cooperation, prolonged informational uncertainty may contribute to psychological exhaustion (Körkkö et al., 2024; Jo & Shin, 2025). Accordingly, the following hypothesis is proposed:

H4: Informational justice is negatively related to job burnout among teachers in higher vocational colleges in Jiangsu Province.

Job Burnout and Turnover Intention

Job burnout represents a state of physical and psychological exhaustion associated with prolonged exposure to demanding work conditions. Teachers experiencing persistent burnout may have fewer emotional and cognitive resources available for maintaining professional engagement, fulfilling institutional responsibilities, and responding to continuing job demands. As exhaustion accumulates, remaining in the current organization may increasingly be perceived as a threat to further resource loss.

Conservation of Resources Theory suggests that individuals may adopt withdrawal–related responses when they believe that existing conditions will continue to consume resources without adequate opportunities for recovery. For burned–out teachers, considering departure may therefore represent a psychological response intended to prevent further exhaustion. Previous studies have similarly associated teacher burnout with weakened professional persistence, reduced organizational attachment, and stronger turnover intention (Schulze–Hagenest et al., 2023; Lukman et al., 2024). The following hypothesis is proposed:

H5: Job burnout is positively related to turnover intention among teachers in higher vocational colleges in Jiangsu Province.

Organizational Justice and Turnover Intention

Distributive justice may be directly relevant to teachers’ willingness to remain because it concerns tangible and professionally consequential outcomes. Teachers may evaluate whether their workload, salary, rewards, recognition, and promotion opportunities justify their continued contribution to the institution. Perceived distributive unfairness may signal that the costs of remaining exceed the material and professional benefits provided by the organization.

In higher vocational colleges, teachers often undertake responsibilities that extend beyond classroom teaching, including practical instruction, competition coaching, student supervision, administrative work, and industry coordination. When these contributions are not perceived as being fairly recognized, teachers may reconsider the value of maintaining their employment relationship. Conversely, fair distribution may strengthen the perceived reciprocity between

teachers and their institutions and reduce withdrawal intention (Colquitt, 2001; Qi et al., 2023). Accordingly, the following hypothesis is proposed:

H6: Distributive justice is negatively related to turnover intention among teachers in higher vocational colleges in Jiangsu Province.

Procedural justice may also be associated with turnover intention because fair procedures communicate that organizational decisions are legitimate and that teachers' interests are treated consistently. Transparent procedures and opportunities for participation may strengthen institutional trust even when particular decisions do not produce favorable individual outcomes. Teachers may therefore be more willing to remain in institutions where organizational rules are predictable and decisions can be questioned or corrected.

In contrast, arbitrary or inconsistently applied procedures may weaken confidence in the institution and create concerns that future evaluations, workload decisions, or promotion opportunities will also be handled unfairly. Persistent procedural unfairness may consequently increase teachers' willingness to seek employment in organizations with more transparent governance arrangements (Peng & Nair, 2022; Lee et al., 2024). The following hypothesis is proposed:

H7: Procedural justice is negatively related to turnover intention among teachers in higher vocational colleges in Jiangsu Province.

Interpersonal justice may be directly associated with turnover intention because everyday treatment by leaders and administrators forms an important part of teachers' organizational experience. Respectful interactions can communicate professional appreciation and reinforce teachers' sense of belonging. Even when work demands remain substantial, teachers may be more willing to remain when they feel that their dignity and contributions are acknowledged.

By contrast, repeated disrespect, insensitivity, or inappropriate treatment may weaken teachers' identification with the institution and damage the interpersonal foundation of the employment relationship. Teachers who perceive persistent interpersonal unfairness may therefore become more willing to leave in search of a more respectful organizational environment (Ma et al., 2025; Faizan et al., 2025). Accordingly, the following hypothesis is proposed:

H8: Interpersonal justice is negatively related to turnover intention among teachers in higher vocational colleges in Jiangsu Province.

Informational justice may influence turnover intention because organizational communication helps teachers understand their responsibilities, institutional changes, and future professional prospects. Clear and sincere explanations may strengthen trust and enable teachers to align their work with institutional expectations. Adequate communication may be particularly important during policy changes, performance evaluation, organizational restructuring, and adjustments to teaching or administrative responsibilities.

When important decisions are poorly explained or relevant information is withheld, teachers may experience uncertainty regarding their role and future within the institution. Persistent informational ambiguity may weaken confidence in organizational management and increase the attractiveness of institutions perceived as more transparent and predictable (Xu & Pang, 2024; Körkkö et al., 2024; Jo & Shin, 2025). The following hypothesis is therefore proposed:

H9: Informational justice is negatively related to turnover intention among teachers in higher vocational colleges in Jiangsu Province.

The Mediating Role of Job Burnout

The relationships between organizational justice and turnover intention may not occur only through teachers' immediate evaluations of whether they should remain in an institution. Fairness-related experiences may also accumulate over time and become internalized as work-related psychological exhaustion. Conservation of Resources Theory provides the basis for this indirect process. When teachers experience unfair outcomes, unpredictable procedures, disrespectful interactions, or inadequate explanations, they may repeatedly expend emotional and cognitive resources in attempting to cope with these organizational conditions. If such resources are not sufficiently replenished, job burnout may increase. Increased burnout may subsequently be associated with stronger turnover intention as teachers consider leaving to avoid continued resource loss.

Distributive unfairness may initiate this process through an unfavorable comparison between teachers' contributions and organizational returns. Teachers who believe that their workload, rewards, recognition, or promotion opportunities are inequitable may expend substantial emotional resources coping with frustration and perceived imbalance. Over time, this resource depletion may be reflected in stronger job burnout, which may then be associated with greater consideration of leaving the institution (Ali et al., 2025). Accordingly, the following hypothesis is proposed:

H10: Job burnout mediates the relationship between distributive justice and turnover intention among teachers in higher vocational colleges in Jiangsu Province.

Procedural unfairness may be associated with turnover intention through burnout because unpredictable or inconsistent procedures increase uncertainty and reduce teachers' sense of control. Continually attempting to understand or adapt to unclear evaluation, workload, promotion, and decision-making processes may consume cognitive and emotional resources. This accumulated strain may increase job burnout and subsequently strengthen withdrawal intention (Edú-Valsania et al., 2022; Zhao et al., 2025). The following hypothesis is proposed:

H11: Job burnout mediates the relationship between procedural justice and turnover intention among teachers in higher vocational colleges in Jiangsu Province.

Interpersonal unfairness may be associated with turnover intention through burnout because disrespectful organizational interactions threaten professional dignity and generate emotional strain. Teachers who repeatedly experience insensitive or inappropriate treatment may expend considerable resources regulating their emotions and maintaining professional performance. Continued interpersonal strain may therefore contribute to job burnout, which may subsequently be associated with stronger consideration of leaving the institution (Christopoulou et al., 2026). Accordingly, the following hypothesis is proposed:

H12: Job burnout mediates the relationship between interpersonal justice and turnover intention among teachers in higher vocational colleges in Jiangsu Province.

Informational unfairness may be associated with turnover intention through burnout because unclear or insufficient communication creates uncertainty and additional cognitive demands. Teachers who do not receive adequate explanations for policies, decisions, or changes may need to devote additional effort to interpreting their work environment and anticipating future expectations. Persistent ambiguity may contribute to resource depletion and job burnout, which may subsequently be associated with stronger turnover intention (Zhao et al., 2025). The following hypothesis is proposed:

H13: Job burnout mediates the relationship between informational justice and turnover intention among teachers in higher vocational colleges in Jiangsu Province.

Research Methodology

Research Design, Population, and Sampling

This study adopted a cross-sectional quantitative survey design to examine the relationships among multidimensional organizational justice, job burnout, and turnover intention among teachers in higher vocational colleges in Jiangsu Province, China. The target population comprised full-time teachers employed in higher vocational colleges and engaged in teaching-related duties. According to the *Jiangsu Province Higher Vocational Education Quality Report (2023)*, the provincial higher vocational education system included approximately 44,432 full-time teachers. The institutional sampling frame comprised 93 higher vocational colleges, including 72 public colleges, 20 private colleges, and one Sino-foreign cooperative college.

A proportionate stratified sampling strategy was adopted at the institutional level. The 93 colleges were divided into three strata according to institutional type: public, private, and Sino-foreign cooperative colleges. Respondents were then recruited from these institutional categories in proportions that reflected the composition of the provincial higher vocational education system. Eligible respondents were required to be currently employed by a higher vocational college in Jiangsu Province, engaged in teaching-related work, and able to complete the questionnaire independently. Individuals who were not involved in teaching-related duties or who submitted incomplete responses were excluded.

The required sample size was determined with reference to recommendations for structural equation modeling. A sample of at least 200 respondents is generally considered a minimum for models containing multiple latent constructs, while larger samples provide more stable parameter estimates for models involving several direct and indirect relationships (Wolf et al., 2013). The questionnaire contained 30 measurement items, and the commonly used guideline of approximately 10 respondents per item indicated a minimum target of approximately 300 valid responses. The final sample of 438 teachers therefore exceeded both criteria and was considered adequate for the proposed structural model.

Data Collection

Data collection commenced on December 15, 2025, and continued for two months. The questionnaire was administered online through Wenjuanxing. Within the institutional strata, the survey link was circulated through participating institutional channels, professional academic networks, institutional email lists, and teacher WeChat groups.

Returned questionnaires were screened before analysis. Responses were excluded when they were incomplete, showed obvious straight-line answering by selecting the same response category throughout the measurement section, or were completed in an implausibly short period relative to the length of the questionnaire. Following the screening process, 438 valid questionnaires were retained for statistical analysis. The institutional composition of the valid sample closely reflected the stratification framework: 338 respondents were from public colleges, 95 were from private colleges, and five were from the Sino-foreign cooperative college.

Measurement Instruments

The questionnaire consisted of two sections. The first section collected demographic information, including gender, age, educational level, teaching experience, professional title, and institutional type. The second section measured distributive justice, procedural justice, interpersonal justice, informational justice, job burnout, and turnover intention. All construct items were assessed using a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The wording of the original scales was adapted where necessary to fit the organizational context of teachers in higher vocational colleges while retaining the conceptual meaning of each construct.

Organizational justice was measured using the 20-item scale developed by Colquitt (2001). The instrument included four items measuring distributive justice, seven measuring procedural justice, four measuring interpersonal justice, and five measuring informational justice. Distributive justice assessed the fairness of outcomes such as workload, rewards, and recognition. Procedural justice assessed the consistency, transparency, and impartiality of institutional decision-making. Interpersonal justice assessed respectful and dignified treatment, while informational justice assessed the adequacy, sincerity, and timeliness of organizational explanations.

Job burnout was measured using the seven-item work-related burnout subscale of the Copenhagen Burnout Inventory developed by Kristensen et al. (2005). This dimension assesses physical and psychological exhaustion attributed specifically to work and was therefore suitable for examining psychological depletion associated with teachers' professional responsibilities. The items were contextualized to refer to work in the respondents' current colleges. One positively worded item—"After work, I still have enough energy for my family and personal life"—was reverse-coded before reliability, validity, and structural model analyses.

Turnover intention was measured using three items adapted from Mobley et al. (1978). The items assessed respondents' conscious consideration of leaving their current college, their likelihood of seeking employment elsewhere, and their willingness to leave if a better opportunity became available. Turnover intention was treated as a withdrawal-related cognition rather than as actual turnover behavior.

Data Analysis

The data were analyzed using SPSS and AMOS. Preliminary analysis included data screening, descriptive statistics, and examination of skewness and kurtosis. Internal consistency was assessed using Cronbach's alpha and Composite Reliability. Confirmatory factor analysis was used to assess the measurement model. Convergent validity was evaluated using standardized factor loadings, Composite Reliability, and Average Variance Extracted, while discriminant validity was assessed using the Fornell-Larcker criterion.

Structural equation modeling was used to examine the hypothesized direct relationships among the four dimensions of organizational justice, job burnout, and turnover intention. Standardized path coefficients, standard errors, critical ratios, and significance levels were used to evaluate H1–H9. The indirect relationships proposed in H10–H13 were examined using 5,000 bootstrap resamples and 95% bias-corrected confidence intervals. An indirect relationship was considered statistically significant when its confidence interval did not include zero. Mediation patterns were interpreted by considering the significance and direction of both the direct and indirect paths rather than relying solely on traditional full- or partial-mediation terminology.

Research Result

Participant Profile and Preliminary Analysis

The final sample comprised 438 teachers. Female teachers represented 58.7% of the sample, while male teachers represented 41.3%. The largest age group was 31–40 years, accounting for 40.2% of respondents. Most respondents held a master's degree (69.4%), and the largest teaching-experience group had worked for 11–20 years (35.2%). In terms of institutional type, 77.2% of respondents worked in public higher vocational colleges, 21.7% in private colleges, and 1.1% in the Sino-foreign cooperative college.

Table 1 Demographic profile of respondents (N = 438)

Category	Item	N	%
Gender	Male	181	41.3
	Female	257	58.7
Age	30 years or below	129	29.5
	31–40 years	176	40.2
	41–50 years	97	22.1
	Above 50 years	36	8.2
Educational level	Bachelor's degree	79	18.0
	Master's degree	304	69.4
	Doctoral degree	55	12.6
Teaching experience	Less than 5 years	71	16.2
	5–10 years	126	28.8
	11–20 years	154	35.2
	More than 20 years	87	19.8
Professional title	Assistant lecturer / junior title	116	26.5
	Lecturer / intermediate title	171	39.0
	Associate professor / associate senior title	111	25.3
	Professor / senior title	40	9.1
Institutional type	Public higher vocational college	338	77.2
	Private higher vocational college	95	21.7
	Sino-foreign cooperative college	5	1.1

The means of the organizational justice items ranged from 3.29 to 3.58, indicating moderate perceptions of fairness, with interpersonal justice generally receiving the highest item-level scores. The job burnout item means ranged from 2.98 to 3.27, indicating a moderate level of work-related exhaustion. Turnover intention item means ranged from 2.82 to 2.97 and were slightly below the scale midpoint. Standard deviations ranged from 0.89 to 1.03, showing sufficient response variability without excessive dispersion. Skewness ranged from –0.52 to 0.37, while kurtosis ranged from –0.64 to 0.06. These values were within the commonly accepted absolute threshold of 2.00 and supported the use of subsequent multivariate analyses.

Measurement Model Assessment

All six constructs demonstrated satisfactory internal consistency. Cronbach's alpha coefficients ranged from .869 to .928, and Composite Reliability values ranged from .882 to .929. The confirmatory factor analysis showed that the measurement model fitted the data well: $\chi^2/df = 1.781$, RMSEA = .042, GFI = .911, AGFI = .901, NFI = .929, TLI = .962, and CFI = .967.

The standardized factor loadings ranged from .697 to .865 and therefore exceeded the recommended minimum of .50. Average Variance Extracted values ranged from .645 to .714, exceeding the .50 criterion. These findings supported the convergent validity of the six constructs.

Table 2 Reliability and Convergent Validity

Construct	Items	Loading range	Cronbach's α	CR	AVE
Distributive Justice	4	.761–.829	.887	.887	.663
Procedural Justice	7	.726–.812	.925	.926	.645
Interpersonal Justice	4	.752–.844	.899	.899	.691
Informational Justice	5	.758–.828	.912	.913	.678
Job Burnout	7	.697–.834	.928	.929	.649
Turnover Intention	3	.829–.865	.869	.882	.714

(Note: JB7 is a reverse-worded item and was reverse-coded before subsequent analyses).

Discriminant validity was evaluated using the Fornell–Larcker criterion. As shown in Table 3, the square root of the AVE for each construct was greater than its correlations with the other constructs. The six constructs were therefore empirically distinguishable.

Table 3 Discriminant Validity Based on the Fornell–Larcker Criterion

Construct	DJ	PJ	IJ	INF	JB	TI
DJ	.814					
PJ	.608**	.803				
IJ	.541**	.596**	.831			
INF	.579**	.657**	.619**	.823		
JB	-.481**	-.557**	-.409**	-.447**	.806	
TI	-.436**	-.474**	-.349**	-.365**	.624**	.845

Note. Diagonal values are the square roots of AVE. **p < .01.

Structural Model Assessment

The structural model demonstrated a satisfactory fit to the data: $\chi^2/df = 1.906$, RMSEA = .045, GFI = .904, AGFI = .900, NFI = .924, TLI = .956, and CFI = .961. All indices met their recommended criteria, supporting interpretation of the structural relationships.

Based on the standardized path estimates and latent-variable correlations, the four organizational justice dimensions jointly accounted for approximately 40.2% of the variance in job

burnout. The justice dimensions together with job burnout accounted for approximately 52.3% of the variance in turnover intention. These values indicate that the model provided substantial explanatory coverage of both endogenous constructs.

Relationships between Organizational Justice and Job Burnout

The first research objective examined the relationships between the four organizational justice dimensions and job burnout. Distributive justice was significantly and negatively related to job burnout ($\beta = -.231$, $p < .001$), supporting H1. Procedural justice had the strongest negative relationship with job burnout ($\beta = -.287$, $p < .001$), supporting H2. Interpersonal justice was also significantly and negatively related to burnout ($\beta = -.158$, $p = .006$), supporting H3, while informational justice showed a significant negative relationship with burnout ($\beta = -.149$, $p = .010$), supporting H4.

These results show that stronger perceptions of fairness across all four dimensions were associated with lower job burnout. Procedural justice displayed the strongest relationship, followed by distributive justice, interpersonal justice, and informational justice.

Direct Relationships with Turnover Intention

The second research objective examined the direct relationships between the study variables and turnover intention. Job burnout was significantly and positively related to turnover intention ($\beta = .571$, $p < .001$), supporting H5. This was the strongest structural relationship in the model.

Among the organizational justice dimensions, only distributive justice showed a significant direct negative relationship with turnover intention ($\beta = -.182$, $p = .002$), supporting H6. Procedural justice ($\beta = -.084$, $p = .127$), interpersonal justice ($\beta = -.062$, $p = .233$), and informational justice ($\beta = -.071$, $p = .189$) did not show statistically significant direct relationships with turnover intention. H7, H8, and H9 were therefore not supported.

Table 4 Direct Structural Relationships

Hypothesis	Path	β	SE	CR	p	Result
H1	DJ $\rightarrow$ JB	-.231	.052	-4.442	< .001	Supported
H2	PJ $\rightarrow$ JB	-.287	.056	-5.125	< .001	Supported
H3	IJ $\rightarrow$ JB	-.158	.057	-2.772	.006	Supported
H4	INF $\rightarrow$ JB	-.149	.058	-2.569	.010	Supported
H5	JB $\rightarrow$ TI	.571	.061	9.361	< .001	Supported
H6	DJ $\rightarrow$ TI	-.182	.058	-3.138	.002	Supported

Hypothesis	Path	β	SE	CR	p	Result
H7	PJ $\rightarrow$ TI	-.084	.055	-1.527	.127	Not supported
H8	IJ $\rightarrow$ TI	-.062	.052	-1.192	.233	Not supported
H9	INF $\rightarrow$ TI	-.071	.054	-1.315	.189	Not supported

Indirect Relationships through Job Burnout

The third research objective examined whether job burnout mediated the relationships between the four justice dimensions and turnover intention. The bootstrap results showed that the indirect relationship between distributive justice and turnover intention through job burnout was significant ($\beta = -.132$, SE = .037, 95% CI [-.212, -.070]), supporting H10. Because both the direct and indirect relationships were significant and had the same negative direction, the result was consistent with complementary mediation.

The indirect relationship between procedural justice and turnover intention through job burnout was significant ($\beta = -.164$, SE = .042, 95% CI [-.252, -.094]), supporting H11. The indirect relationships involving interpersonal justice ($\beta = -.090$, SE = .033, 95% CI [-.160, -.037]) and informational justice ($\beta = -.085$, SE = .032, 95% CI [-.154, -.031]) were also significant, supporting H12 and H13. Because the corresponding direct relationships for procedural, interpersonal, and informational justice were not statistically significant, these results were consistent with indirect-only mediation rather than evidence that the direct relationships had been causally eliminated.

Table 5 Indirect and Total Relationships with Turnover Intention

Hypothesis	Justice dimension	Direct estimate	Indirect estimate through JB	SE	95% CI for indirect estimate	Total estimate	Mediation pattern	Result
H10	Distributive Justice	-.182	-.132	.037	[-.212, -.070]	-.314	Complementary mediation	Supported
H11	Procedural Justice	-.084	-.164	.042	[-.252, -.094]	-.248	Indirect-only mediation	Supported
H12	Interpersonal Justice	-.062	-.090	.033	[-.160, -.037]	-.152	Indirect-only mediation	Supported
H13	Informational Justice	-.071	-.085	.032	[-.154, -.031]	-.156	Indirect-only mediation	Supported

Note. Total estimates were calculated as the sum of the reported direct and indirect estimates. The bootstrap confidence intervals apply to the indirect estimates. JB = Job Burnout.

Overall, 10 of the 13 hypotheses were supported. The results revealed a differentiated structural pattern. Distributive justice was related to turnover intention through both a direct pathway and an indirect pathway through job burnout. In contrast, procedural, interpersonal, and

informational justice were related to turnover intention primarily through their significant negative relationships with job burnout. Figure 2 should present the final structural model using the supported paths and the corresponding path coefficients.

Discussion

The results showed that all four dimensions of organizational justice were significantly and negatively related to job burnout. Procedural justice had the strongest relationship with burnout ($\beta = -.287, p < .001$), followed by distributive justice ($\beta = -.231, p < .001$), interpersonal justice ($\beta = -.158, p = .006$), and informational justice ($\beta = -.149, p = .010$). These findings suggest that fair procedures, equitable outcomes, respectful treatment, and adequate communication are associated with lower work-related exhaustion among teachers in higher vocational colleges.

The comparatively strong relationship between procedural justice and burnout may reflect the importance of transparent and consistent procedures in workload allocation, performance evaluation, promotion, and resource workload allocation, performance evaluation, promotion, and resource distribution. Unclear or inconsistent procedures may increase uncertainty and require teachers to expend additional emotional and cognitive resources. Distributive justice was also strongly related to burnout, suggesting that perceived imbalance between teachers' contributions and organizational rewards may contribute to psychological exhaustion. Interpersonal and informational justice showed weaker but still significant relationships, indicating that respectful treatment and clear communication also support teachers' psychological well-being.

Job burnout was strongly and positively related to turnover intention ($\beta = .571, p < .001$). This was the strongest relationship in the structural model. From the perspective of Conservation of Resources Theory, teachers experiencing persistent exhaustion may consider leaving their institutions as a way to prevent further resource loss. However, because the study used cross-sectional data, this result should be interpreted as a strong association rather than evidence of causation.

Among the four justice dimensions, only distributive justice had a significant direct negative relationship with turnover intention ($\beta = -.182, p = .002$). This may be because distributive justice concerns tangible outcomes, including salary, workload, rewards, recognition, and promotion opportunities. Teachers may directly evaluate whether these outcomes justify the effort and responsibilities required by their institutions.

The direct relationships between procedural, interpersonal, and informational justice and turnover intention were not significant. Nevertheless, these dimensions remained important because they were significantly related to burnout. Their relationships with turnover intention may therefore operate mainly through accumulated psychological exhaustion rather than through

immediate decisions to leave. Teachers may tolerate imperfect procedures, interactions, or communication until repeated negative experiences contribute to burnout.

Bootstrap analysis confirmed significant indirect relationships between all four justice dimensions and turnover intention through job burnout. Distributive justice showed both a significant direct relationship and a significant indirect relationship, indicating complementary mediation. Procedural, interpersonal, and informational justice showed significant indirect relationships but nonsignificant direct relationships, indicating indirect-only mediation.

These findings support the integration of Organizational Justice Theory and Conservation of Resources Theory. Organizational Justice Theory explains how teachers evaluate different forms of organizational treatment, while Conservation of Resources Theory explains how unfavorable fairness perceptions may be associated with resource depletion and burnout. The study extends the application of these theories by showing that the four justice dimensions are associated with turnover intention through differentiated pathways rather than through a single uniform process.

Limitations

Several limitations should be considered. First, the cross-sectional design does not establish causal or temporal relationships among organizational justice, job burnout, and turnover intention. Second, all variables were measured through self-report questionnaires collected from the same respondents, creating possible common method variance and social desirability bias. Third, the study measured turnover intention rather than actual turnover behavior, and intentions may not always result in departure.

Fourth, the sample was limited to higher vocational college teachers in Jiangsu Province, which restricts generalization to other regions and educational settings. Teachers were also nested within different colleges, but institution-level differences were not examined. Finally, the study focused on job burnout as the principal mediator. Other mechanisms, such as job satisfaction, organizational commitment, work engagement, and psychological contract breach, may also explain the relationships between organizational justice and turnover intention.

New Knowledge from Research

This study provides evidence that the four dimensions of organizational justice are associated with turnover intention through differentiated pathways. Distributive justice is related to turnover intention both directly and indirectly through job burnout, whereas procedural, interpersonal, and informational justice are related to turnover intention primarily through burnout. This pattern suggests that tangible organizational outcomes may influence teachers' withdrawal evaluations directly, while procedural, relational, and informational experiences may become associated with turnover intention mainly after they are internalized as psychological exhaustion.

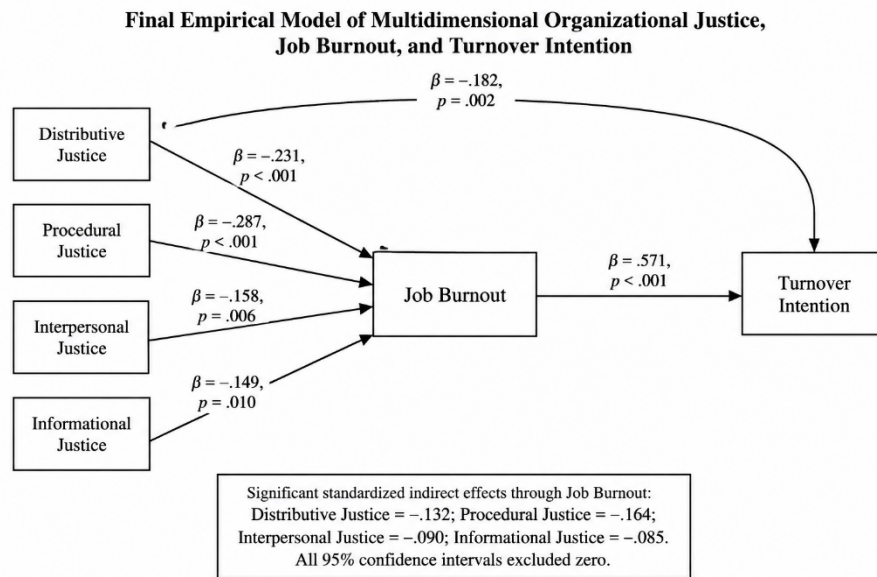


Figure 2 Empirically Supported Pathways among Organizational Justice, Job Burnout, and Turnover Intention

The figure should present the following supported relationships:

Distributive Justice → Job Burnout → Turnover Intention

Distributive Justice → Turnover Intention

Procedural Justice → Job Burnout → Turnover Intention

Interpersonal Justice → Job Burnout → Turnover Intention

Informational Justice → Job Burnout → Turnover Intention

Conclusion

This study examined the relationships among four dimensions of organizational justice, job burnout, and turnover intention among teachers in higher vocational colleges in Jiangsu Province. All four justice dimensions were significantly associated with lower job burnout, with procedural justice showing the strongest relationship. Job burnout was strongly associated with higher turnover intention.

Distributive justice was associated with turnover intention through both direct and indirect pathways. In contrast, procedural, interpersonal, and informational justice were associated with turnover intention mainly through job burnout. These results demonstrate that different forms of organizational justice may be linked to withdrawal intention through different organizational and psychological pathways.

Overall, the findings are consistent with the view that job burnout represents an important pathway connecting fairness-related organizational experiences with turnover intention. However, the conclusions apply to teachers' reported intention to leave rather than their actual turnover behavior.

Suggestions

Practical Implications

Higher vocational colleges should improve both organizational fairness and teacher burnout prevention. First, administrators should ensure that workload, rewards, recognition, and promotion opportunities are distributed according to transparent and equitable standards. Particular attention should be given to responsibilities beyond classroom teaching, including practical training, competition coaching, student management, and school–enterprise collaboration.

Second, colleges should improve procedural fairness by establishing consistent evaluation, promotion, and workload–allocation procedures. Teachers should have access to clear standards, opportunities to express their views, and appropriate channels for reviewing disputed decisions.

Third, administrators should communicate with teachers respectfully and provide timely explanations for institutional decisions and policy changes. Leadership and communication training may help reduce avoidable interpersonal and informational strain.

Finally, institutions should monitor teacher burnout through regular well-being assessments, manageable workload arrangements, psychological support, and opportunities for recovery. Burnout prevention should be integrated into teacher–retention strategies rather than treated only as an individual health issue.

Future Research

Future studies should use longitudinal designs to examine how organizational justice, burnout, and turnover intention change over time. Linking survey data with later employment records would also help clarify the relationship between turnover intention and actual turnover behavior.

Research should include teachers from different provinces, institution types, and educational levels to evaluate the generalizability of the findings. Multilevel or multi–group structural equation modeling could be used to examine differences across colleges and teacher groups.

Future studies may also test additional mediators or moderators, including job satisfaction, organizational commitment, work engagement, leadership style, employment opportunities, and perceived organizational support. Interviews or mixed–method designs may provide deeper explanations of why teachers respond differently to distributive, procedural, interpersonal, and informational justice.

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