

Unveiling the Pathway to Retention: Exploring the Mediating Role of Career Satisfaction between Career Adaptability and Turnover Intention among Private School Teachers

Sadakati Açığa Çıkarmak: Özel Okul Öğretmenlerinin Kariyer Uyum Kabiliyeti ile İşten Ayrılma Niyeti Arasında Kariyer Memnuniyetinin Aracılık Rolünün İncelenmesi

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ABSTRACT

Keywords:

*Carier Adaptability,
Turnover Intention,
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Mediating Analyses,
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Career adaptability plays a significant role in enhancing job satisfaction, commitment, and long-term job retention among private school teachers, consequently exerting a negative influence on turnover intention. Simultaneously, it is identified that career satisfaction is a detrimental factor affecting turnover intention, aligning with the concerns observed among private school teachers. Thus, this study aims to explore the mediating role of career satisfaction in the relationship between career adaptability and turnover intention among private school teachers. Two hypotheses were formulated and assessed using both simple regression analysis and mediation analysis. The research design involved the administration of a survey questionnaire to a sample of 424 private school teachers in the Eastern Black Sea region of Turkey (TR-90), selected through convenience sampling. The study employed reliable and valid measurement scales to gather data. The findings indicate a significant negative association between career adaptability and turnover intention among private school teachers. Furthermore, the analysis reveals that career satisfaction partially mediates this relationship. The research outcomes hold implications for school administrators and managers, emphasizing the importance of promoting and enhancing career adaptability among teachers to foster job satisfaction and reduce turnover intention.

ÖZET

Anahtar Kelimeler:

*Kariyer
Adaptasyonu,
İşten Ayrılma Niyeti,
Kariyer
Memnuniyeti,
Aracılık Etki Analizi,
Özel Okul
Öğretmenleri*

Kariyer uyum kabiliyeti, özel okul öğretmenleri arasında iş memnuniyetini, bağlılığı ve uzun vadeli işte kalma niyetini artırmada önemli bir rol oynamakta ve dolayısıyla işten ayrılma niyeti üzerinde negatif bir etki yaratmaktadır. Aynı zamanda kariyer memnuniyetinin, özel okul öğretmenleri arasında işten ayrılma niyetini olumsuz etkileyen bir faktör olduğu belirlenmiştir. Bu nedenle, bu çalışma özel okul öğretmenleri arasında kariyer uyum kabiliyeti ile işten ayrılma niyeti arasındaki ilişkide kariyer memnuniyetinin aracılık rolünü incelemeyi amaçlamaktadır. İki hipotez, basit regresyon analizi ve aracılık analizi kullanılarak formüle edilmiş ve test edilmiştir. Araştırma tasarımı, Türkiye'nin Doğu Karadeniz bölgesindeki (TR-90) özel okul öğretmenlerinden oluşan bir örnekleme, kolaylık sağlayan örnekleme yöntemi kullanılarak anket formunun uygulanmasını içermiştir. Çalışmada güvenilir ve geçerli ölçekler kullanılmıştır. Bulgular, özel okul öğretmenleri arasında kariyer uyum kabiliyeti ile işten ayrılma niyeti arasında anlamlı ve negatif bir ilişki olduğunu göstermektedir. Ayrıca analiz, kariyer memnuniyetinin bu ilişkide kısmi aracılık etkisine sahip olduğunu ortaya koymaktadır. Araştırma sonuçları, okul yöneticileri ve yöneticileri için önemli çıkarımlar içermekte olup, öğretmenler arasında kariyer uyum kabiliyetini teşvik etmenin ve geliştirmenin iş memnuniyetini artırarak işten ayrılma niyetini azaltmada önemli olduğunu vurgulamaktadır.

1. INTRODUCTION

Private schools are institutions that generally aim to provide a quality education where students can access higher levels of education and training. To achieve this goal, teachers working in private schools have to encourage students to develop their talents while at the same time maintaining and developing their own careers. Career adaptability refers to a person's ability to adapt to a changing work environment (Sibunruang et al., 2016). Career adaptability for private school teachers includes adapting to new educational trends, technological developments and changing student needs (Neto et al., 2018). It is also important for teachers to continuously develop themselves, follow new pedagogical approaches and teaching methods, use educational tools effectively and improve their communication skills.

Private school teachers' intentions to leave their jobs may be influenced by a number of variables, including career satisfaction (Shah and Jumani, 2015), commitment to the organization (Oberes and Tan, 2022), career advancement, and working circumstances. According to Liu and Onwuegbuzie (2012), the indicator of turnover intention shows whether or not instructors intend to stay in their current positions. Private schools may have serious difficulties in retaining a steady teaching staff due to the low likelihood of long-term employment for teachers with high turnover intentions. In addition, career development opportunities and working conditions are also among the factors affecting teachers' turnover intention (Ekabu et al., 2018). When teachers have career development opportunities and working conditions are favorable, turnover intention may be lower.

According to Hagmaier et al. (2018), career satisfaction is the degree of happiness and fulfillment a person experiences in their professional life. For teachers, career satisfaction is an important criterion that reflects whether they are emotionally, financially, and socially satisfied with their jobs. Career satisfaction for private school teachers is shaped by various factors. These include career satisfaction, teaching environment, workload, student relationships, career development opportunities and working conditions.

This study intends to assess the mediating effect that career satisfaction has in the linkage between career adaptability and private school teachers' intentions to leave their professions. The purpose of the study is to comprehend how career satisfaction functions as a mediator in this connection as well as how career adaptability techniques impact teachers who work in private schools' intents to leave their jobs. The following research questions are addressed in this study:

- Is there a connection between private school teachers' intentions to leave their jobs and their level of career adaptability?
- Is there a link between the amount of adaptability in career and satisfaction of career among private school teachers?
- Is there a relationship between career satisfaction and turnover intentions of private school teachers?
- How does career satisfaction play a mediating role in the relationship between career adaptability and turnover intentions of private school teachers?

This research will be conducted using the survey method, which is a quantitative research method. In this study, data will be collected from teachers working in private schools through questionnaires. The questionnaires will consist of appropriate scales to measure the participants' level of career adaptability, turnover intentions and career satisfaction. Statistical analysis methods will be used to analyze the data. By clarifying the connection among career adaptability, turnover intentions and career satisfaction of private school teachers, this study seeks to offer significant insights. The findings may provide useful information to private school administrators and policy makers to take measures to increase teachers' career satisfaction. It also aims to contribute to the related theories and research field by providing a new perspective to the literature in the area.

The outcomes of a study evaluating the link between private school teachers' career adaptability, turnover intentions, and career satisfaction are presented in this article. The study's conceptual framework is described in the second section. This section presents a theoretical foundation for the notions of career adaptability, turnover intentions and career satisfaction and lays the groundwork for their relationships. The literature review and argument for the hypothesis are included in the third part. This section reviews prior study findings and theories that have been put out while also presenting literature-based support for the connection among career adaptability, turnover intentions, and career satisfaction of private school teachers. Section 4 explains the study's approach. This section provides details on the participants, data collection instruments, and statistical analysis techniques while highlighting the dependability and validity of the research. The study findings are presented in

the fifth part. In this part, the data collected on the link between private school teachers' career adaptability, turnover intentions, and career satisfaction are studied, and the results are thoroughly discussed. The sixth section discusses the findings and draws conclusions. The research's contributions and limitations are assessed in this section, which also compares the study's findings to existing studies. The seventh and final chapter presents the implications and recommendations of the research. In this chapter, suggestions on how the findings can be applied in practice and academia are presented.

2. CONCEPTUAL FRAMEWORK

2.1. Career Adaptability

The term used to describe a group of attitudes, skills, and behaviors that people use to successfully match themselves with appropriate work situations is Career Adaptability (Savickas, 2005: 45). Later, Savickas (2013: 150) widened the concept, describing it as a critical operational ability in the field of individual-environment connections that allows individuals to handle both the anticipated responsibilities related to preparing for and taking part in work roles, as well as unforeseen work-related changes. The theoretical foundation for understanding career adaptability lies in Savickas (2005) Career Construction Theory (CCT), which posits that vocational growth is determined by the adaptability to environmental demands rather than being solely contingent on the passage of time. Contrary to the organic perspective where careers are perceived as unfolding naturally, Savickas conceives professional development as more aligned with a contextualistic viewpoint, where individuals actively construct their careers. Within the CCT framework, one of the four key steps incorporates the notion of career adaptability, comprising resources such as concern, control, curiosity, and confidence. Career concern encourages people to plan for and anticipate possible career prospects, whereas career control prompts people to take prompt, responsible action in pursuit of their professional objectives. Career confidence supports resilience in the face of adversity while building faith in one's potential to accomplish success in their work-related endeavors, while career curiosity encourages people to obtain pertinent knowledge to improve professional fit (Savickas, 2002). A substantial correlation between career satisfaction, turnover intention, and career adaptability has been shown in earlier study. Career adaptability is a crucial determinant in influencing a person's inclination to leave their current work, claim Chan et al. (2016). Furthermore, more adapted teachers are more likely to be content in the careers they choose. On the other side, greater career satisfaction is associated with less plans to leave (Guan et al., 2014).

2.2. Intention of Turnover

Intention of turnover represents a persistent concern for both researchers and organizations within the context of commercial enterprises, persisting as a significant worry for many businesses today (Li et al., 2019). Porter and Steers (1973: 153) introduced the concept of "turnover intention" defined as a progression of logic after not experiencing satisfaction during the withdrawal process. According to Aydogdu and Asikgil (2011), turnover intentions are a person's behavioral propensity to leave a company, and they have been found to be the most accurate predictors of real turnover (Lee, 2022). Researchers have identified employee turnover intention as a critical issue due to its adverse effects on workplace stress and hindrance of employee commitment to their current jobs (Li et al., 2019).

The present literature has a strong association between turnover intentions and eventual turnover actions. Employee turnover intentions can inflict significant and sometimes irrevocable damage on organizations, given the challenges of replicating human capital and the need for the ongoing presence of the human element for market consistency (Al-Quraan, 2016). Moreover, when skilled employees leave, they take with them the knowledge and job process they have acquired, posing a "workflow" challenge for financial institutions (Nantsupawat et al., 2017). The association between turnover intention, career adaptability and satisfaction has been examined in several studies (Gutman and Schon, 2012; Chan and Mai, 2015). Career adaptability has been proven to influence career satisfaction levels in a positive way, even if it has also been demonstrated to predict low turnover intentions (Koen et al., 2010). Recent research indicates an inverse correlation between career satisfaction and employees' inclination to leave their current jobs (Guan et al., 2014; Chan and Mai, 2015; Aburumman et al., 2020).

2.3. Career Satisfaction

Career satisfaction, as defined by Judge et al. (1995), encompasses the evaluation of an individual's progress in attaining specific work-related objectives and personal accomplishments. It essentially refers to the emotional feeling of achievement that occurs internally when individuals meet job-related goals and objectives, such as obtaining jobs and income, as well as personal successes, such as views and interpretations of professional

success (Vrontis et al., 2019). In essence, it represents an individual's judgment of contentment with their overall professional aspirations, encompassing aspects such as financial rewards, career advancement, and skill development (Greenhaus et al., 1990). Given its comprehensive nature, involving prolonged reflections on experiences, career satisfaction serves as a broader construct compared to career satisfaction (Hagmaier et al., 2018).

Empirical evidence suggests that career satisfaction is associated with individuals' adaptability in their work settings (Karatepe and Olugbade, 2017). People with high degrees of career adaptability are more adept at adjusting to change, succeeding in their professional life, and dealing with unusual situations. As a result, compared to their less adaptable colleagues, they frequently report feeling more satisfied with their successes (Savickas and Porfeli, 2012). Additionally, according to Chan and Mai (2015), work satisfaction and turnover intention are just two of the professional and personal outcomes that are correlated with career satisfaction. According to recent research, work satisfaction and employees' desire to quit are inversely related (Chan and Mai, 2015; Chan et al., 2016; Aburumman et al., 2020). According to Zacher (2014), career satisfaction is strongly predicted by a person's capacity for career adaptation. High career adaptability workers demonstrate perseverance in trying circumstances and favorably influence their career satisfaction (Takawira, 2020). Furthermore, career adaptability fosters positive workplace attitudes and helps employees overcome job-related concerns and anxieties, resulting in more positive and comfortable moods, ultimately leading to higher levels of career satisfaction (Tolentino et al., 2013).

3. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Career adaptability defines as the ability "to cope with both predictable tasks involved in preparing for and participating in the work role, as well as the unpredictable adjustments necessitated by changes in work and working conditions" (Savickas, 2013:150). On the other hand, turnover intentions are thought to be a trustworthy and significant predictor of actual turnover (Sommer and Haug, 2011) and represent an employee's behavioral desire to voluntarily leave a particular business. The main components of career adaptability include growth, fulfillment, success, and stability (Savickas and Porfeli, 2012). These beneficial consequences improve workers' abilities and self-assurance in handling obstacles at work, which lowers their propensity to quit. According to Savickas (2005) professional Construction Theory (CCT), persons with greater levels of adaptability are more capable of adapting to and completing career-related tasks.

Existing research has consistently demonstrated a negative association between career adaptability and turnover intentions (Chan and Mai, 2015; Kang et al., 2015; Guan et al., 2015; Chan et al., 2016; Zhu et al., 2019). In contrast, individuals lacking career adaptability may encounter difficulties in fulfilling their professional responsibilities, leading to lower career satisfaction and a higher likelihood of leaving the organization (Karatepe and Olugbade, 2017). Additionally, workers with high degrees of career adaptability often have excellent working connections with their managers and coworkers, which helps to keep them in the company (Savickas and Porfeli, 2012). As a result, individuals with higher career flexibility are more likely to remain in organizations with robust social platforms. Furthermore, flexibility helps individuals to prepare ahead of time, displaying a positive attitude on career growth and prospects inside the firm (Chan and Mai, 2015). As a result, these people exhibit a higher level of career confidence and actively seek out advancement opportunities within their existing job environment. With these justifications, following is suggested:

H1: Career adaptability has a significant impact on turnover intentions.

According to previous research (Guan et al., 2014; Chan and Mai, 2015), career adaptability is a major predictor of beneficial career outcomes, including career satisfaction. Employees who are more career adaptable, according to Savickas and Porfeli (2012), are more likely to achieve their professional goals and report feeling happier at work. Furthermore, recent research (Guan et al., 2013; Guan et al., 2015; Kang, Gatling, and Kim, 2015; Chan and Mai, 2015; Zhu et al., 2019) has found a association in a negative way between career satisfaction and intention to leave. Employees who report greater level of career satisfaction are also less inclined to consider leaving occupations, according to Nauta et al. (2009).

Though the previous work has looked at the link between career adaptability and quit intention (Tolentino et al., 2013; Guan et al., 2015; Chan and Mai, 2015; Chan et al., 2016), further research is needed to understand how career satisfaction affects this relationship. Chan et al. (2016) concentrated on a single business inside the collectivistic culture portrayed by Chinese norms, and the findings of Chan and Mai (2015) may not be relevant to private-sector instructors. This study, however, discovered a negative association between turnover intention

and career satisfaction, as well as that career satisfaction, mediates the connection between career adaptability and intention to leave.

As a consequence, it is vital to confirm earlier findings. Furthermore, another study has found that persons who have a low opinion of their career adaptability experience a lower degree of overall work success and satisfaction, which may lead to a larger urge to resign. Work satisfaction, based on the theory of self-determination, acts as a bridge between career adaptability and turnover intention. Teachers with higher levels of career flexibility are less likely to leave their existing positions due to higher levels of work satisfaction (Guan et al., 2015). Career satisfaction, according to Chan and Mai (2015) and Chan et al. (2016), may function as a moderator in the relationship between career adaptability and turnover intention. With these justifications, following is suggested:

H2: Career satisfaction mediates the effect of career adaptability on turnover intention.

4. METHODOLOGY

4.1. Scales of Research

In this empirical study, three scales were used: the Career Adapt-Abilities Scale (CAAS), the Career Satisfaction Scale (CS), and the Turnover Intention Scale (TI). The CAAS scale was adopted from Maggiori et al. (2017) and consists of four dimensions, each comprising three items, resulting in a total of twelve items. Confirmatory factor analysis was conducted, and all factor loadings exceeded 0.70. The model fit indices indicated an acceptable fit ($X^2(48) = 209.85$; $X^2/df = 4.3$; $NFI = 0.976$; $CFI = 0.980$; $TLI = 0.972$; and $RMSEA = 0.049$).

The Career Satisfaction Scale was adapted from Greenhaus et al. (1990) and is a unidimensional scale comprising five items. The reliability of this scale was found to be high (Cronbach's Alpha (α) = 0.88) in this study. The Turnover Intention Scale was derived from Walsh et al. (1985) and is also a unidimensional scale consisting of five items. The reliability of the Turnover Intention Scale was found to be high (Cronbach's Alpha (α) = 0.90) in this research. Additionally, demographic variables were included in the survey. A 5-point Likert scale was employed, with "1" representing "strongly disagree" and "5" representing "strongly agree."

4.2. Sampling

The population of this study consists of private schools in the TR-90 region (Trabzon, Ordu, Giresun, Rize, Artvin, and Gümüşhane) in Turkey. The sample was determined using convenience sampling method. The survey was conducted with 424 private school teachers working in the TR-90 region. The surveys were administered through face-to-face interviews and an online survey form. The data collection took place in 2023. The sample characteristics are presented in Table 1. Approximately 70% of the sample consists of female participants. There are more unmarried individuals compared to married individuals. In terms of tenure, newly hired teachers and retired teachers make up approximately 60% of the sample. The largest group of teachers is the Primary School Teacher group, accounting for 40% of the sample.

Table 1. Sampling

Gender	Number	%	Marital Status	Number	%
Woman	298	70.2	Married	177	41.7
Man	126	29.8	Single	247	58.3
Total	424	100	Total	424	100
Tenure	Number	%	Type	Number	%
0-5	161	38.0	Preschool Teacher	54	12.7
6-10	78	18.4	Primary School Teacher	171	40.3
11-15	78	10.8	Middle-School Teacher	112	26.5
16-20	35	8.3	High School Teacher	87	20.5
21+	35	24.5			
Total	424	100	Total	424	100

5. RESEARCH FINDINGS

5.1. Reliability and Validity of The Scales

In this empirical study, established scales from the literature were utilized to test the hypotheses. The reliability and validity of these scales need to be assessed to ensure the trustworthiness and validity of the conducted

analyses. To this end, tests such as normality test, sample adequacy test, exploratory factor analysis, and reliability analysis were conducted. The SPSS was employed to conduct these analyses.

The findings of the normality test for the scales, including the measures of skewness and kurtosis, are presented in Table 2. According to the Kolmogorov-Smirnov Z test results, the collected dataset exhibits normal distribution for all scales ($p=0.151861>0.01$; $p=0.176002>0.01$; $p=0.045412>0.01$). Moreover, the skewness and kurtosis values fall within the range of -1.5 to +1.5, indicating a normal distribution (Kline, 2011). Q-Q Plot graphs are provided in Figure 1, which further confirm the normal distribution of the dataset.

Table 2. Normality Test Findings

Scales	N	Mean	SD	Kolmogorov-Smirnov Z	Asymp. Sig. (p)	Skewness	Kurtosis
Career Adaptability (CAAS)	424	3.62	0.51	1.375703	0.151861	-0.276	0.080
Career Satisfaction (CS)	424	3.34	0.94	1.102207	0.176002	-0.106	0.400
Turnover Intention (TI)	424	2.61	0.93	1.135230	0.045412	0.090	-0.529

The adequacy of the sample was determined through the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity (BTS). The KMO and BTS values are presented in Table 3. The KMO values for all variables are greater than 0.7, and the significance levels of the BTS values are less than 1%. Therefore, it is evident that the sample is sufficient (Tabachnick et al., 2007).

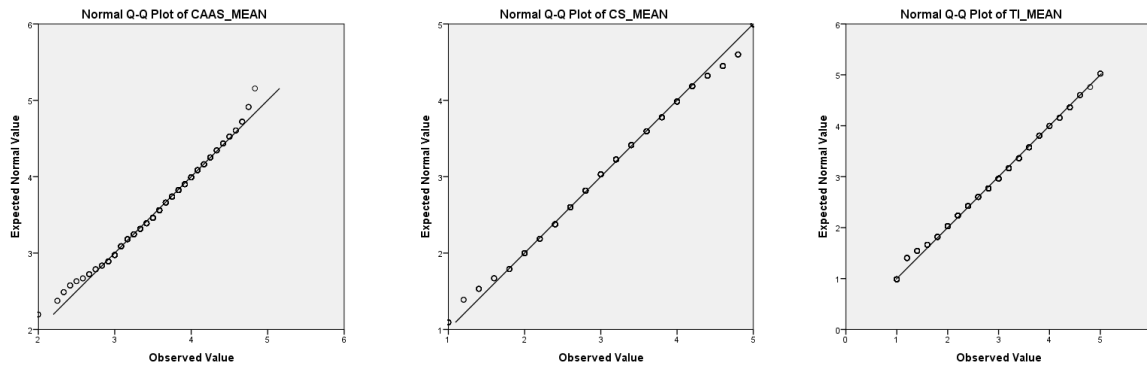


Figure 1. Q-Q Plot Charts

Table 3. KMO and BTS Values

	Career Adaptability	Career Satisfaction	Turnover Intention
KMO	0.791	0.815	0.802
Approx. Chi-Sq.	2993.783230	1331.484422	993.551807
BTS			
df	66	10	10
Sig.	0.000	0.000	0.000

The original language of the statements in the CAAS, CS, and TI scales is English. However, the survey was conducted in Turkey, thus requiring the translation of the English statements into Turkish. The translation process followed the steps developed by Brislin (1973), with the assistance of language experts who were academics. Due to the survey being administered in a different language, exploratory factor analysis (EFA) was conducted using the SPSS program. This allowed for the determination of factor loadings, dimensions, eigenvalues, and total variance percentage of the scale items. The EFA findings are presented in Table 4. The CAAS scale consists of four dimensions (Concern, Control, Curiosity, Confidence), while the other two scales are unidimensional. All factor loadings of the scale items are high (Büyüköztürk, 2017). Average variance extracted (AVE) and composite reliability (CR) were determined to assess the scales' validity. Fornell and Larcker (1981) recommend that the AVE value be larger than 0.5 and the CR value be higher than the AVE value. The AVE values are larger than 0.5, and the CR values are higher than the AVE values, as seen in the table. Thus, it can be concluded that the scales are valid.

Reliability analysis was conducted using SPSS to determine the reliability levels of the scales. The Cronbach's Alpha (α) values for the CAAS, CS, and TI scales were found to be 0.747, 0.892, and 0.864, respectively. Cronbach's Alpha (α) values greater than 0.70 indicate that the scales are reliable. Ultimately, it can be concluded that the scales used in this study are both reliable and valid.

Table 4. EFA Findings

Items	Factor Loads	Eigenvalues / Total Variance Percentage	AVE / CR
CONC1- "Thinking about what my future will be like."	0.853		
CONC2- "Preparing for the future."	0.868	2.597 /	
CONC3- "Becoming aware of the educational and vocational choices that I must make."	0.777	% 21.640	
CONT1- "Making decisions by myself."	0.903	2.501 /	
CONT2- "Taking responsibility for my actions."	0.931	% 20.845	0.748
CONT3- "Counting on myself."	0.908		/
CUR1- "Looking for opportunities to grow as a person."	0.812	2.329 /	79.953
CUR2- "Investigating options before making a choice."	0.844	% 19.411	0.972
CUR3- "Observing different ways of doing things."	0.846		
CONF1- "Taking care to do things well."	0.787	2.167 /	
CONF2- "Learning new skills."	0.909	% 18.058	
CONF3- "Working up to my ability."	0.925		
CS1- "I am satisfied with the success I have achieved in my career."	0.828		
CS2- "I am satisfied with the progress I have made toward meeting my overall career goals."	0.848		
CS3- "I am satisfied with the progress I have made toward meeting my goals for income."	0.807	3.507 /	0.701
CS4- "I am satisfied with the progress I have made toward meeting my goals for advancement."	0.873	% 70.142	/
CS5- "I am satisfied with the progress I have made toward meeting my goals for the development of new skills."	0.830		0.921
TI1- "I am starting to ask my friends/contacts about other job possibilities."	0.796		
TI2- "I am thinking about quitting my job."	0.816		0.650
TI3- "I intend to leave this company within the next six months."	0.809	3.253 /	/
TI4- "I often look to see if teacher positions in other schools are open."	0.804	% 65.050	0.902
TI5- "I am thinking about contacting a recruiter about other job possibilities."	0.807		

Notes: "CONC: Concern, CONT: Control, CUR: Curiosity, CONF: Confidence, CS: Career Satisfaction, TI: Turnover Intention"

5.2. Test of the Research Hypothesis

Two hypotheses were created in this study to investigate the links between career adaptability, career satisfaction, and turnover intention factors among private school teachers. To test these assumptions, the correlation connections between the variables must first be investigated. Table 5 summarizes the correlation findings. There is a significant positive correlation between the CAAS variable and CS ($r(424)=0.545$, $p<0.01$). Additionally, there is a significant negative correlation between the CAAS variable and TI ($r(424)= -0.529$, $p<0.01$), as well as a significant negative correlation between the CS variable and TI ($r(424)= -0.852$, $p<0.01$).

Table 5. Correlations Findings

Variables	Mean	Std. Deviation	CAAS	CS	TI
CAAS	3.627948	0.513693	1		
CS	3.346698	0.944957	0.545*	1	
TI	2.617453	0.934233	- 0.529*	-0.852*	1

Notes: * $p < 0.01$ (2 tailed)

The first hypothesis of the study proposes a significant negative effect of career adaptability on turnover intention. To test the first hypothesis, a simple regression model was constructed and analyzed using SPSS. The findings of the simple regression model analysis are presented in Table 6. The results indicate that career adaptability has a significant negative effect on turnover intention ($\beta_{CAAS} = -0.528634$, $F_{(1,422)}=163.667078$, $p < 0.01$). The mathematical expression for this model is as follows: "Turnover Intention = 6.105387 - 0.528634 X Career Adaptability." Thus, the first hypothesis is supported.

The study's second hypothesis is based on Career Satisfaction's mediation function in the link between career adaptability and turnover intention. Career Satisfaction, in particular, is predicted to serve a moderating function. Four key requirements must be satisfied in order to establish the mediating effect (Baron and Kenny,

1986). The independent variable must have a considerable influence on the dependent variable to satisfy the first criterion. With the support of the first hypothesis, this criterion has been met.

Table 6. Simple Regression Findings-1

Variables	Beta(β)	Std. Error	t	Sig.	R	R Square	Adjusted R Square
Constant	-	0.275352	22.173040	0.000000	0.528634	0.279454	0.277747
CAAS	-0.528634	0.075150	-12.793243	0.000000			

Note: Dependent variable is turnover intention

The second condition requires that the independent variable has a significant effect on the mediating variable. As shown in the Table 7, career adaptability (independent variable) has a significant positive effect on career satisfaction (mediating variable) ($\beta_{CAAS} = 0.545094, F_{(1,422)}=178.392949, p < 0.01$). The mathematical expression of this model is as follows: "Career Satisfaction = -0.291119 + 0.545094 X Career Adaptability." Thus, the second condition has been met.

Table 7. Simple Regression Findings-2

Variables	Beta(β)	Std. Error	t	Sig.	R	R Square	Adjusted R Square
Constant	-	0.275076	-1.058323	0.290513	0.545094	0.297127	0.295461
CAAS	0.545094	0.075074	13.356382	0.000000			

Note: Dependent variable is career satisfaction

The third need is that the mediating variable have a significant influence on the dependent variable. Career Satisfaction (mediating variable) has a considerable negative influence on turnover intention (dependent variable), as demonstrated in Table 8 ($\beta_{CS} = 0.545094, F_{(1,422)}=1118.741332, p < 0.01$). The mathematical expression of this model is as follows: "Turnover Intention = 5.436872 - 0.852118 X Career Satisfaction." Thus, the third condition has been met.

Table 8. Simple Regression Findings-3

Variables	Beta(β)	Std. Error	t	Sig.	R	R Square	Adjusted R Square
Constant	-	0.087582	62.077707	0.000000	0.852118	0.726106	0.725457
CS	-0.852118	0.025187	-33.447591	0.000000			

Note: Dependent variable is turnover intention

The fourth condition specifies that the substantial influence found between the independent and mediating factors on the dependent variable in the first condition should either diminish or decrease in size. Both career adaptability (independent variable) and career satisfaction (mediating variable), as shown in the table, have a substantial negative influence on turnover intention (dependent variable) (CAAS = -0.091268 and CS = -0.802369, $F_{(2,421)}=574.832652, p < 0.01$). This model's mathematical formulation is: "Turnover Intention = 5.874452 - 0.091268 X Career Adaptability - 0.802369 X Career Satisfaction." When we compare the effect of career adaptability on turnover intention in the simple regression model ($\beta = -0.528634$) to the multiple regression model ($\beta = -0.091268$), we see that the effect size has shrunk to about 0.50. Thus, career satisfaction has a partial mediating role as the impact of the independent variable on the dependent variable has decreased by around 0.50. The fourth condition has been met, and *the second hypothesis is supported*.

Table 9. Multiple Regression Findings

Variables	Beta(β)	Std. Error	t	Sig.	R	R Square	Adjusted R Square
Constant	-	0.168363	34.891554	0.000000			
CAAS	-0.091268	0.054736	-3.032491	0.002575	0.855547	0.731961	0.730687
CS	-0.802369	0.029755	-26.659640	0.000000			

Note: Dependent variable is turnover intention

6. RESULTS AND DISCUSSION

Career satisfaction, according to the study's findings, moderates the negative association between the desire of private school teachers to leave their professions and career adaptability. As their career adaptability grows, teachers' plans to quit the profession lessen. Furthermore, satisfaction with the career plays a crucial role in mediating this association. The findings demonstrate that work satisfaction moderates the relationship between career adaptation and desire to leave. Career satisfaction appears to enhance teachers' adaptability, which lessens their desire to leave their jobs. This demonstrates that the more satisfied teachers are with their

employment, the more likely they are to adjust to their professional aims and, as a result, have fewer leave intentions.

These findings contribute to the creation of management strategies as well as an understanding of the relationship between instructors' career adaptability and desire to leave their positions. Increasing teachers' satisfaction with their employment can enhance their performance and devotion to their jobs, resulting in increased staff stability and productivity in schools. Furthermore, implementing various career adaptation support methods may increase teachers' career satisfaction and, as a result, decrease their desire to quit their positions.

Several research have been carried out to study the elements that impact turnover intention in a variety of settings. Previous studies (Savickas and Porfeli, 2012; Chan and Mai, 2015; Karatepe and Olugbade, 2017; Kang et al., 2015; Guan et al., 2015; Chan et al., 2015; Chan et al., 2016; Zhu et al., 2019) has consistently linked career adaptability to fewer plans to quit a job. The results of this research are consistent with earlier studies because career flexibility has a strong negative influence on turnover intention. Recent research (Kang et al., 2015; Chan and Mai, 2015; Zhu et al., 2019) has corroborated the current literature's emphasis on the negative link between job satisfaction and intention to leave.

The present research also provides support to the findings made by Chan and Mai (2015) and Chan et al. (2016) that career satisfaction mediates the relationship between career adaptability and turnover intention. The fact that the independent variable's effect on the dependent variable fell by roughly 0.50 implies that Career Satisfaction acts as part of this relationship. Finally, this study supports the negative association between satisfaction with the career and turnover intention, as well as the detrimental effects of job adaptability on turnover intention. Furthermore, it promotes discipline by highlighting the significance of job happiness in managing the relationship between career flexibility and desire to leave.

In conclusion, this study explains the relationships among private school teachers' career adaptation, turnover intention, and career satisfaction, revealing that career adaptation and career satisfaction are important factors in reducing teachers' turnover intention. These findings provide valuable insights for understanding the effects on teachers' career management and career satisfaction and for developing personnel management strategies for educational institutions.

7. IMPLICATIONS AND SUGGESTIONS

The study's findings have significant consequences for both public schools and private school teachers. To begin, the discovered negative association between career adaptability and turnover intention implies that encouraging and improving career adaptability among teachers might be an effective technique for reducing turnover intentions. Educational institutions should prioritize the development of career adaptability skills through targeted training programs, workshops, and mentoring opportunities. By equipping teachers with the necessary skills to navigate and adapt to changing career demands, schools can potentially reduce turnover rates and retain experienced and talented educators.

Additionally, the observed partial mediating effect of career satisfaction highlights the significance of considering career satisfaction as a contributing factor to turnover intentions among private school teachers. It is crucial for educational institutions to create a supportive and fulfilling work environment that fosters career satisfaction. Providing opportunities for professional growth, recognizing, and rewarding teachers' achievements, and ensuring a healthy work-life balance are essential steps in promoting career satisfaction. By addressing factors that influence career satisfaction, such as workload management, supportive leadership, and fair compensation, schools can contribute to decreasing turnover intentions among their teaching staff.

Furthermore, this study underscores the importance of comprehensive career development programs in the private school sector. Schools should implement structured career development initiatives that facilitate teachers' professional growth, enable career exploration and advancement opportunities, and provide ongoing support and guidance. These programs can enhance teachers' career adaptability and career satisfaction, consequently reducing turnover intentions.

Future study may consider longitudinal studies to look at the long-term consequences of these factors in order to better understand the complex dynamics between career adaptability, career satisfaction, and turnover intentions. A more complete knowledge of the problem would result from investigating the impact of additional factors, such as organizational culture, leadership philosophies, and job characteristics, on turnover intentions.

This study concludes by highlighting the negative association between career adaptability and intentions to leave teaching in private schools, with career satisfaction serving as a partly mediating factor. The repercussions imply that educational institutions should give priority to the development of adaptation abilities for the workplace, establish a positive workplace culture that encourages job happiness, and execute extensive career development initiatives. By doing this, schools may encourage teacher retention and provide a positive workplace for their teaching team.

There are certain limitations that should be noted even though this study offers insightful information on the relationship between career adaptability, turnover intention, and the mediating function of career satisfaction among private school teachers. (i) **Sample and Generalizability:** Because the study only included a specific sample of private school instructors, it is possible that the results cannot be applied to other situations or groups. Future studies should try to reproduce the findings using a broader and more varied sample of participants, such as instructors from other types of educational institutions. (ii) **Cross-Sectional Design:** In this study, a cross-sectional design was used, which enables the analysis of relationships at a particular period. The capacity to establish causal links or draw conclusions regarding the directionality of the observed effects are yet constrained. Studies that follow individuals over time and measure their career adaptability, career satisfaction, and intention to leave their current position would be more thorough in explaining these processes. (iii) **Self-Report Measures:** Self-report measures, which the study used, are prone to response biases and social desirability effects. Potential measurement bias may have resulted from participants' replies being impacted by their sense of what is expected or valued inside their company. To improve the reliability of the results, future research may use various data sources or objective measurements. (iv) **Mediation Analysis:** Although the study found that career satisfaction partially mediates the association between career adaptability and turnover intention, it is important to note that mediation analysis does not prove causation. The correlations that have been found may possibly be influenced by other unmeasured factors or alternate causal chains. To give a more thorough knowledge of the mechanisms behind these correlations, future studies should consider examining other mediators and moderators. (v) **Single-Measure Approach:** Using a single measurement, the study looked at three variables—career adaptability, career satisfaction, and turnover intention—all at once. To capture potential fluctuations or changes over time, it may be beneficial to use numerous measurements or to evaluate these constructs at various times. (vi) **Contextual factors:** The impact of contextual variables, such as school culture, leadership style, or socioeconomic situations, on the association between career adaptability, career satisfaction, and turnover intention was not thoroughly explored in this study. Future study that takes these contextual elements into account will help us better grasp the intricate processes at work.

Despite these drawbacks, this study adds to the body of literature by highlighting the moderating effect of career satisfaction and shining light on the negative association between career adaptability and the desire to leave teaching in private schools. It offers useful implications for educational institutions looking to lower turnover intentions and improve teacher retention in the private school sector as well as a platform for subsequent study.

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