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Investigating The Mediating Role of Turnover Intention on The Effects of Organizational Justice and Career Development Toward Employee Performance

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Abstract

The performance of administrative staff is an essential aspect of higher education management because the quality of administrative services directly supports academic processes, student satisfaction, and institutional effectiveness. Administrative employees are expected to provide responsive, accurate, and professional services, making their performance a crucial factor in achieving university goals. This research examines how organizational justice and career development influence employee performance, while also exploring the mediating role of turnover intention. Organizational justice means employees' perception of fairness related to company procedures, outcomes, interpersonal treatment, and decision-making. Meanwhile, career development describes the opportunities and support provided by the organization to help employees improve their professional skills and advance their careers. A total of 158 administrative employees participated in this study. Data were gathered through a structured questionnaire consisting of closed-ended items and analyzed using the SEM technique. The findings indicate that organizational justice and career development have a significant positive effect on employee performance. Both factors also significantly lower turnover intention, suggesting that employees are less likely to leave when they experience fair treatment and see clear opportunities for career growth. While turnover intention is negatively associated with employee performance, the relationship is not statistically significant. Even so, turnover intention significantly mediates the effect of organizational justice and career development on employee performance. Overall, the findings suggest that improving fairness within the organization and providing better career development programs can strengthen employee performance while lowering employees' intention to leave, particularly in the context of higher education institutions.

Keywords: Career Development; Employee Performance; Organizational Justice; Turnover Intention.

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1. Introduction

Changes in the characteristics of the workforce in recent years have posed a significant challenge for organizations, including institutions of higher education. The predominance of Millennial and Generation Z employees has brought about changes in work patterns, career expectations, and commitment to the organization. Compared to previous generations, these two generations tend to have higher job mobility, making it easier for them to switch jobs when they feel an organization can no longer meet their expectations. Millennial and Generation Z employees have a higher intention to change jobs compared to employees from previous generations (Pertiwi & Prena, 2024). This finding is also reported by (Pinandito & Savira, 2022) who state that Generation Z employees have a higher intention to change jobs than previous generations. High turnover intentions are a significant concern because they can reduce organizational stability, and hinder the achievement of long-term organizational goals.

The intention to leave (turnover intention) not only impacts employee turnover rates but also influences behavior and work quality before an employee actually leaves the organization. Employees with a high intention to leave tend to experience a decline in organizational commitment, reduced work motivation, and diminished commitment to completing tasks and providing the best service. These conditions ultimately have the potential to reduce both individual and organizational productivity. High turnover intention can harm an organization's financial performance and also lower employee productivity. Based on the preliminary survey, this issue is also found among staff at Mercu Buana

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University. If it continues, it may reduce employee performance in handling administrative work and delivering quality services to students.

In higher education, service quality is a factors determining an institution's competitiveness. Increasing competition among private universities in Indonesia requires each institution to continuously improve the quality of both its academic and administrative services. The achievement of a university's vision, mission. Every member of the institution shares the responsibility of providing high-quality services to students. This view is supported by (Setiadi & Indrabudiman, 2024), who reported that effective internal controls involving administrators, lecturers, and staff positively contribute to university performance. As part of the academic support system, educational staff are responsible for delivering administrative and academic services, which can influence students' satisfaction with their overall learning experience (Putri et al., 2021). Satisfaction with higher education services, as mentioned in (Prahesti et al., 2021), further influences the university's image and, according to (Anwar et al., 2023), affects student loyalty. This indicates that improving the performance of educational staff is one of the key factors in creating a university's competitive advantage.

Educational support staff have an important role in helping universities achieve their academic and administrative objectives. Their responsibilities include handling academic administration, assisting daily institutional operations, supporting lecturers and students, and ensuring academic activities are carried out smoothly. Because of this, the quality of their performance becomes one of the key indicators of how well a university delivers educational services. Assessing the performance of educational staff is essential since they contribute directly to the achievement of both academic and administrative targets in higher education institutions. The study also explains that employee performance is a major factor in improving the effectiveness and efficiency of institutional services.

Among the various factors that influence employee performance, organizational justice and career development are two aspects that have received significant attention in human resource management research (Purnomo et al., 2022). Perceptions of organizational justice shape employees' beliefs that the organization treats them fairly in decision-making processes, the distribution of rewards, and day-to-day interactions. Meanwhile, career development provides employees with opportunities to enhance their competencies, gain new experiences, and advance to higher career levels. On the other hand, if employees perceive unfair practices or believe that career advancement is limited, they may start looking for better opportunities in other organizations that can better fulfill their expectations.

Although the relationship between organizational justice, career development, turnover intention, and employee performance has been extensively studied, previous research findings still show mixed results regarding the mechanisms underlying the relationships among these variables. In higher education institutions, particularly among academic staff, studies that treat turnover intention as a mediating variable remain relatively limited. Turnover intention may also act as a psychological process that explains how organizational justice and career development affect employee performance. In other words, employees' intention to leave can become an important link between these organizational factors and their work outcomes.

Based on the discussion above, this study examines the direct and indirect effects of organizational justice and career development on employee performance, with turnover intention included as a mediating variable. The study also seeks to address several research questions: (1) Does organizational justice affect employee performance? (2) Does career development affect employee performance? (3) Does organizational justice influence turnover intention? (4) Does career development affect turnover intention? (5) Does turnover intention influence employee performance? (6) Does turnover intention mediate the relationship between organizational justice and employee performance? and (7) Does turnover intention mediate the relationship between career development and employee performance?

2. Literature Review

According to (Wardhana, 2021), employee performance refers to the actual results achieved by employees in completing their assigned responsibilities, reflected in both the quality and quantity of their work output. As noted by (Parray, 2020), organizations need to recognize and manage the various factors influencing employee performance in order to achieve better organizational outcomes. Based on the AMO theory as (Mamun & Khan, 2020) that individual factors, namely ability and motivation, as well as organizational factors influence employee performance. Study by (Saad, 2023) suggest that university managements have to focus and invest in appropriate practices that impact workplace well-being to further improve employee performance. As stated by (Bos‐Nehles, 2023) that certain human resource management practices can be combined as sub-bundles of a comprehensive human resource management system to improve

employee AMO. Opportunity-enhancing human resource management practices are practices used to increase employees' opportunities to perform.

Employee retention cannot be managed simply through documentation or routine reporting. Organizations need to understand the concerns and expectations of employees so appropriate solutions can be provided to encourage them to stay. In contrast, employee turnover remains a major challenge faced by many organizations around the world. Employees who are satisfied with their jobs and committed to the organization generally show lower turnover, absenteeism, and withdrawal behavior. Turnover may occur voluntarily or involuntarily. According to (Purnomo et al., 2022), voluntary turnover often reflects employees' dissatisfaction with their jobs. Likewise, (Widyani et al., 2019) define turnover intention refers to an employee's intention to leave their current organization and seek a new job elsewhere. This intention is usually characterized by several signs, including thinking about resigning, searching for alternative jobs, assessing opportunities in other organizations, and developing a stronger desire to leave the current workplace. As these thoughts become more frequent, employees may lose focus on their responsibilities, which can eventually reduce their work performance.

According to (Purnomo et al., 2022), organizational justice reflects employees' perceptions of fairness in the way supervisors and organizational leaders treat them and make decisions. It reflects how employees evaluate fairness in organizational policies, procedures, interactions, and outcomes. Previous empirical studies have shown that organizational justice is closely associated with employee performance. Sapkota (2021) showed that distributive, procedural, and interactional justice significantly and positively influence job performance in Nepalese higher education institutions. Similar evidence was provided by (Sarwary et al., 2023) and (Jonatan & Wardoyo, 2022), who found that procedural justice and interactional justice positively and significantly influence employee performance, while distributive justice shows a positive but insignificant effect. Hayati and Caniago (2023) found that fair organizational procedures and interpersonal treatment improve job satisfaction, which then leads to better task and contextual performance. Based on this description, the following hypothesis is obtained:

H1: Organizational justice has a positive and significant influence on employee performance.

A career is a general position or title in an organization that a person can hold while in office. A career goal is the highest position an individual holds in an organization (Suryani, 2016). The perception of good career development will make employees enthusiastic about working so that their performance will be good. By (Purnama, 2024). These results are supported by (Katharina & Dewi, 2020). Based on this description, the following hypothesis is obtained:

H2: Career development has a positive and significant impact on employee performance.

According to (Soelton et al., 2021), employee turnover intention can be influenced by several factors, including psychological contracts, job burnout, and job insecurity. In addition to these factors, previous studies have highlighted the important role of organizational justice in shaping employees' intention to leave. Employees who perceive unfair treatment are more likely to feel dissatisfied and consider leaving the organization, as reported by (Putra & Melinda, 2022) and (Alfano, 2024). Similar findings were presented by (Arif, 2018) and (Akhtar et al., 2022), who concluded that employees' perceptions of organizational injustice significantly increase turnover intention. Likewise, (Zhao et al., 2024) found through linear regression analysis that higher levels of organizational justice significantly decrease employees' intention. Based on this description, the following hypothesis is obtained:

H3: Organizational justice has a negative and significant influence on the intention to quit.

Poor career development (40) can cause employees to look for job opportunities outside to find better career opportunities. This means that employee career development has not good impact on turnover intentions, as found by (Putra et al., 2020), (Kintani & Wahyuningtyas, 2024), and (Sasanti et al., 2024). Based on this description, the following hypothesis is obtained:

H4: Career development has a negative and significant influence on the intention to quit work.

Turnover intention is often considered a mediating variable because it can explain how different organizational factors influence employee behavior and performance. A number of previous studies have examined this mediating role. For example, Widyani et al. (2019) found that higher job satisfaction significantly decreases turnover intention while improving employee performance. The study also showed that turnover intention has a significant negative effect on performance and mediates the relationship between job satisfaction and employee performance. Consistent with these findings, Suprani et al. (2022) also reported that turnover intention serves as a significant mediator linking organizational factors to employee outcomes.

Findings from several earlier studies suggest that turnover intention tends to reduce employee performance. Studies by (Cristiana & Fadili, 2023), and (Mulyana et al., 2024) consistently have shown a significant negative relationship between turnover intention and employee performance. Furthermore, Lee (2018) demonstrated that turnover intention significantly mediates the link between job satisfaction and employee performance. However, research findings remain mixed. For instance, Jamal et al. (2021) found that although turnover intention is negatively related to employee performance, the relationship was not statistically significant. Based on this description, the following hypothesis is obtained:

H5: Turnover intention has a negative and significant effect on employee performance.

Based on theoretical studies and previous research, a research framework was developed consisting of two independent variables (organizational justice and career development), one mediating variable (turnover intention), and one employee performance.

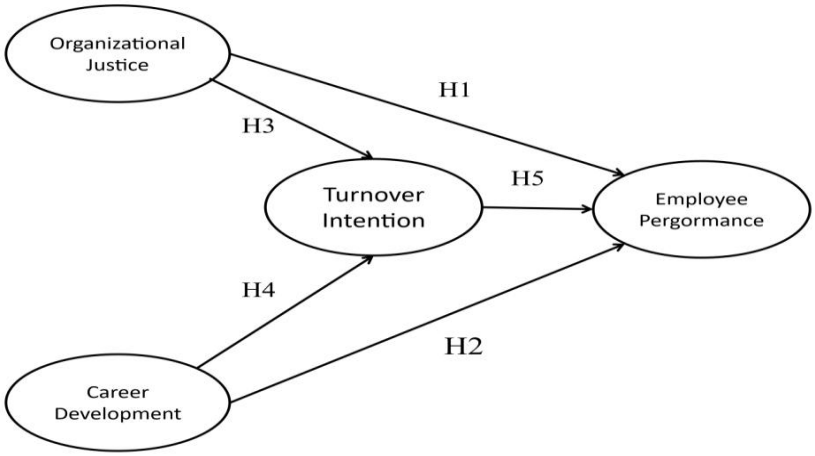


Figure 1. Research Framework

2.1. Direct Effect

1. Organizational justice positively and significantly influences employee performance.
2. Career development has a positive and significant impact on employee performance.
3. Organizational justice significantly reduces employees' turnover intention.
4. Career development has a significant negative effect on turnover intention.
5. Turnover intention negatively and significantly affects employee performance.

2.2. Total Effect

1. Turnover intention mediates the effect of organizational justice on employee performance.
2. Turnover intention mediates the effect of career development on employee performance.

3. Methods

This study applied a quantitative approach using an explanatory survey design. The research was carried out at Mercu Buana University, Jakarta, and the data collection process took place over a period of one year, starting with the identification of the problem phenomenon, developing the research proposal, collecting data, and processing the results. The next step was compiling a research report and writing a scientific article, which was then submitted to a journal.

According to (Sugiyono, 2019), a population consists of a group of individuals or objects that share specific characteristics determined. Based on this definition, the population in the present study included all permanent educational support staff employed at Mercu Buana University, as many as 261 people as population. Probability sampling was applied in this study, giving all population members the same opportunity to be selected. The minimum sample size was determined based on Structural Equation Modeling (SEM) recommendations. Following Hair et al.

(2022), SEM generally requires a minimum sample of 100–200 respondents to produce stable parameter estimates, while Kline (2023) recommends a sample size of at least 150 for covariance-based SEM models with moderate complexity. Therefore, the final sample of 158 employees met these methodological requirements and was considered adequate for SEM analysis using AMOS.

Data for this study were obtained through a field survey served as the primary data collection instrument, consisting of a series of questions that respondents completed to provide the information required for the study. The questionnaire is a closed-ended questionnaire presented with a series of alternatives, and respondents simply cross out, circle, or tick (as requested) the answer they deem appropriate.

The data were analyzed using SEM with AMOS. In this study. The first is the measurement model, which explains how each latent variable is represented by its indicators. The second is the structural model, which examines the relationships among the latent variables, including the effects of exogenous variables (Haryono, 2010).

4. Result and Discussion

4.1 Respondent Characteristics

Table 1 summarizes the respondents' demographic profiles, including gender, age, educational background, and years of service. Female respondents made up the larger proportion of the sample, accounting for 53.8%. These results indicate that most educational support staff have an undergraduate educational background. Based on years of service, the largest group of respondents had been employed for 5–10 years, representing 43% of the total sample.

Table 1. Respondent Characteristics

No.	Characteristics	Dimensions	Prosentage	Cumulative Prosentage
1	Gender	Male	46,2	46,2
		Female	53,8	100,0
		Total	100,0	
2	Age (years)	<25	5,7	5,7
		>25 - 30	14,6	20,3
		>30 - 40	51,9	72,2
		>40 - 50	24,7	96,8
		> 50	3,2	100,0
		Total	100,0	
3	Education	High School	0,6	0,6
		Diploma	1,3	1,9
		Undergraduate	70,3	72,2
		Graduate	27,8	100,0
		Total	100,0	
4	Tenure (years)	<2	4,4	4,4
		>2 - 5	26,6	31,0
		>5 - 10	43,0	74,1
		>10 years	25,9	100,0
		Total	100,0	

Source: Processed Research Data (2025)

4.2 Confirmatory Factor Analysis

CFA was applied to assess construct validity by examining whether the indicators adequately represent the latent variables, including the exogenous, mediating, and endogenous constructs. An indicator is considered valid when its loading factor exceeds 0.50. In addition, CFA was also used to evaluate construct reliability, which reflects the consistency of the measurement instrument in producing stable results across repeated measurements. In this study, reliability was determined using CR, where a value greater than 0.70 indicates that the construct is reliable. The construct reliability test uses the construct reliability formula as follows:

$$Construct\ Reliability = \frac{(\sum standardized\ loading)^2}{(\sum standardized\ loading)^2 + \sum \varepsilon j}$$

Table 2. Construct Validity and Reliability

No	Variable/Indicator	Loading Factor	Validity	Costruct Reliability	Reliability
Organizational Justice					
1	Just1	0.848	Valid		
2	Just2	0.822	Valid		
3	Just3	0.836	Valid	0.924	Reliable
4	Just4	0.816	Valid		
5	Just5	0.817	Valid		
6	Just6	0.771	Valid		
Career Development					
1	Career5	0.991	Valid		
2	Career4	0.652	Valid		
3	Career3	0.642	Valid	0.882	Reliable
4	Career2	0.517	Valid		
5	Career1	0.992	Valid		
Turnover Intention					
1	ITO4	0.772	Valid		
2	ITO3	0.677	Valid		
3	ITO2	0.788	Valid	0.840	Reliable
4	ITO1	0.775	Valid		
Performance					
1	Perform1	0.815	Valid		
2	Perform2	0.777	Valid		
3	Perform3	0.692	Valid	0.858	Reliable
4	Perform4	0.681	Valid		
5	Perform5	0.731	Valid		

Source: Processed Research Data (2025)

Table 2 shows that all measurement indicators meet the validity requirement, with loading factor values above 0.50. The results also indicate satisfactory reliability, as each construct has a CR value exceeding 0.70. These findings suggest that all research variables were measured using valid and reliable indicators, making them appropriate for further analysis.

4.2.1 Normality Assumption

The normality test can be determined by observing the critical ratio of skeweeness and curtosis values in the Assessment of Normality output. Data are considered normal if the multivariate curtosis value is <2.58. Based on this criterion, the normality assumption is met. The outlier test is used to determine whether observations in the data have very unique characteristics and differ significantly from other observations, appearing as extreme observations. This test can be identified by the highest Mahalanobis distance value. If the highest Mahalanobis distance value is less than the chi-square value with a df of 0.001, which is 42,979, it can be concluded that there are no multivariate outliers among the respondents.

4.2.2 Goodness of Fit Index

Table 3, it can be concluded that the research model generally demonstrates a good level of fit and is suitable for further analysis. This is reflected in the RMSEA value of 0.056, which is below the maximum limit of 0.08, indicating a low model approximation error. Furthermore, the CMIN/DF value of 1.498 also meets the ⩽ 2 criterion, indicating that the

model strikes a good balance between complexity and fit to the empirical data. Parsimony indices, such as the PNFI (0.629) and PGFI (0.547), are also above the minimum limit of 0.5, indicating that the model is structurally efficient.

Table 3. Goodness-of-Fit Index

No.	Parameter	Result of Model Analysis	Standard Value	Model Fit
1	RMSEA	0.056	≤ 0.08 (0.08–1: Poor Fit)	Good Fit
2	CMIN/DF	1.498	≤ 2	Good Fit
3	PNFI	0.629	≥ 0.5	Good Fit
4	PGFI	0.547	≥ 0.5	Good Fit
5	NFI	0.934	≥ 0.9 (0.8–0.9: Poor Fit)	Good Fit
6	CFI	0.977	≥ 0.9 (0.8–0.9: Poor Fit)	Good Fit
7	IFI	0.977	≥ 0.9 (0.8–0.9: Poor Fit)	Good Fit
8	TLI	0.965	≥ 0.9 (0.8–0.9: Poor Fit)	Good Fit
9	RFI	0.902	≥ 0.9 (0.8–0.9: Poor Fit)	Good Fit
10	GFI	0.898	≥ 0.9 (0.8–0.9: Poor Fit)	Poor Fit
11	AGFI	0.832	≥ 0.9 (0.8–0.9: Poor Fit)	Poor Fit

Source: Processed Research Data (2025)

4.2.3 Hypothesis Testing Results

The proposed relationships were tested using SEM regression weights, with significance evaluated based on the CR and p-values.

Hypothesis testing consists of testing the direct and indirect effects. The results of the hypothesis testing are presented in Table 4.

Table 4. Hypothesis Test Results

Research Hypothesis	Estimate	S.E.	C.R.	P
Employee Performance ← Organizational Justice	0.336	0.106	3.177	0.001
Employee Performance ← Career Development	0.621	0.119	5.221	***
Turnover Intention ← Organizational Justice	-0.486	0.084	-5.810	***
Turnover Intention ← Career Development	-0.273	0.094	-2.913	0.004
Employee Performance ← Turnover Intention	-0.037	0.131	-0.286	0.775

Source: Processed Research Data (2025)

a. Direct Effects

1) Organizational justice has a positive and significant effect on employee performance.

The results indicate that organizational justice has a positive and significant effect on employee performance. Employees who perceive greater fairness in the organization tend to perform better. Therefore, the first hypothesis is supported.

(Septiani & Herminingsih, 2025) reported that distributive, procedural, and interactional justice are positively associated with job performance in higher education institutions. These findings suggest that universities should maintain fair treatment across organizational practices to encourage better employee performance and improve the quality of services provided to students. Similar evidence was reported by (Lee, 2018) and (Jamal et al., 2021). The study found that procedural and interactional justice positively and significantly affect employee performance, while distributive justice only shows a positive but non-significant effect. Suprani et al. (2022) also reported that employees who experience fair procedures and interactions tend to be more satisfied with their jobs, resulting in better task and contextual performance.

2) Career development has a positive and significant impact on employee performance.

The findings indicate that career development has a positive and significant effect on employee performance. Employees who have better career development opportunities tend to show higher performance. Therefore, the second hypothesis is supported.

According to (Soelton et al., 2021), a career refers to the series of positions or roles an employee may hold throughout their employment, while a career goal represents the highest position that an individual expects to achieve within an organization. The organization provides clear and fair career development opportunities, they are more likely to be motivated and perform their jobs effectively. This finding is consistent with the study by (Putra & Melinda, 2022), which reported that career development positively contributes to employee performance. Similar results were also found by (Alfano, 2024), (Arif, 2018), (Akhtar et al., 2022), and (Zhao et al., 2024), further supporting the positive role of career development in improving employee performance.

3) Organizational justice has a negative and significant effect on turnover intention.

The results show that organizational justice has a significant negative effect on turnover intention. Employees who perceive greater fairness in the organization are less likely to consider leaving their jobs. Therefore, the third hypothesis is supported.

The findings are in line with previous studies on organizational justice and turnover intention. Earlier research suggests that employees who perceive unfair treatment are more likely to feel dissatisfied and develop a stronger intention to leave the organization. This relationship was reported by (Kee & Chung, 2021), who found that perceived injustice increases employees' desire to resign. Similar conclusions were also reached by (Sarwary et al., 2023) and (Jonatan & Wardoyo, 2022), showing that employees' perceptions of organizational justice significantly influence turnover intention. In addition, (Hayati & Caniago, 2023) demonstrated through linear regression analysis that higher levels of organizational justice can significantly reduce employees' turnover intention.

4) Career development has a negative and significant effect on turnover intention.

The findings show that career development has a significant negative effect on turnover intention. Employees who see better career development opportunities are less likely to leave the organization. Therefore, the fourth hypothesis is supported.

Employees generally expect opportunities for career growth during their employment. When career advancement is uncertain or limited, they may become less motivated and begin looking for better opportunities elsewhere. According to (Suryani, 2019), inadequate career development can increase employees' intention to leave the organization. This finding is in line with previous studies by (Purnama, 2024), and (Katharina & Dewi, 2020).

5) Turnover intention has a negative and significant effect on employee performance.

The results indicate that turnover intention has a negative but insignificant effect on employee performance. This suggests that turnover intention does not directly influence employee performance in this study. Therefore, the fifth hypothesis is not supported.

Although the direct effect is insignificant, previous studies have suggested that turnover intention may reduce employees' concentration and commitment at work because it reflects their willingness to leave the organization and search for alternative employment. Employees with higher turnover intention often begin thinking about resigning, exploring other job opportunities, evaluating potential employers, and preparing to leave their current organization. Earlier studies by (Mamun et al., 2020), (Saad, 2023), and (Bos-Nehles et al., 2023) reported a negative and significant relationship between turnover intention and employee performance. In addition, (Widyani et al., 2019) found that turnover intention mediates the relationship between job satisfaction and employee performance.

The present findings, however, are more consistent with (Jamal et al., 2021), who also reported that turnover intention has a negative but statistically insignificant effect on employee performance. This insignificant direct effect suggests that turnover intention alone is insufficient to explain variations in employee performance. Instead, its influence may operate indirectly through other organizational or psychological mechanisms. If the mediation analysis demonstrates that the indirect effect is significant while the direct effect remains insignificant, this would indicate full mediation, meaning that turnover intention affects employee performance entirely through the mediating variable. Conversely, if both the direct and indirect effects are significant, the relationship would represent partial mediation, indicating that turnover intention influences employee performance through both direct and indirect pathways. Thus, the insignificant

direct effect observed in this study should not be interpreted as evidence that turnover intention has no impact on performance, but rather that its influence may be transmitted through intervening variables.

From a practical perspective, organizations should not disregard employees' turnover intention despite the absence of a significant direct effect. A high intention to leave may increase the risk of losing experienced and high-performing employees, making it essential for management to implement retention strategies and strengthen organizational conditions that can mitigate the indirect consequences of turnover intention on employee performance.

b. Indirect Effects

The indirect effects were examined using the SEM model to test the proposed mediation hypotheses. Their significance was evaluated through the bootstrapping procedure by referring to the corresponding p-values. The results of the indirect effect analysis are presented as follows:

1. Turnover intention mediates the effect of organizational justice on employee performance.

Table 5. Indirect Effect of Organizational Justice

	Career	Justice	ITO	Perform
ITO				
Perform	,009	,022		

Source: Processed Research Data (2025)

The bootstrapping analysis indicates that organizational justice has a significant indirect effect on employee performance through turnover intention. This finding confirms that turnover intention acts as a significant mediating variable in the relationship between organizational justice and employee performance. Therefore, the mediation hypothesis is supported.

2. Turnover intention mediates the effect of career development on employee performance.

Table 6. Indirect Effect of Career Development

	Career	Justice	Perform	ITO	Z
Perform	...	...	...	...	...
ITO	...	...	...	...	...
Z	,009	,003	...	...	...

Source: Processed Research Data (2025)

The bootstrapping results show that career development has a significant indirect effect on employee performance through turnover intention. This finding indicates that turnover intention serves as a significant mediating variable in the relationship between career development and employee performance..

Therefore, the mediation hypothesis is supported, suggesting that career development influences employee performance indirectly through turnover intention. These findings are consistent with previous studies that identified turnover intention as an important mediating variable in explaining the relationship between organizational factors and employee performance. Earlier research found that job satisfaction significantly reduces turnover intention, improves employee performance, and that turnover intention serves as a significant mediator between job satisfaction and performance. Similar conclusions were reported by (Cristiana & Fadili, 2023) and (Mulyana et al., 2024), who also concluded that turnover intention plays a mediating role in explaining employee outcomes.

5. Conclusion

This study concludes that organizational justice helps reduce turnover intention and improve employee performance. Career development also increases employee performance while lowering employees' intention to leave the organization. Although turnover intention has a negative relationship with employee performance, the direct effect is not significant. In addition, turnover intention significantly mediates the relationship between organizational justice, career development, and employee performance. Overall, these findings highlight that strengthening organizational justice and providing better career development opportunities are essential strategies for improving employee performance, both directly and indirectly through lower turnover intention.

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