

Teachers Turnover Intention: The Role of Work Motivation, Job Stress, and Organizational Commitment

Azkiya Banata¹, Nurmala Katrina Pandjaitan², Amir Tengku Ramly³

¹Management Science, Postgraduate School, IPB University, Indonesia

²Departement of Communication Science and Community Development, Faculty of Human Ecology, IPB University, Indonesia

³Departement of Magister Management, Faculty of Postgraduate, Ibnu Khaldun University, Indonesia

Email: azkiyabanata@gmail.com

Keywords

Work Motivation, Job Stress, Organizational Commitment, Turnover Intention, Teacher.

ABSTRACT

The phenomenon of teacher decline happens in all stages of education in 2021/2022. Continuous situations would hinder the school's objectives, cause a drop in academic achievements, and disrupt the talent management process during the leadership turnover among others. Teacher turnover can be predicted through turnover intention, which can be affected by work motivation, job stress, and organizational commitment. This research aims to determine the effect of work motivation on job stress, organizational commitment, and turnover intention and the impact of job stress and organizational commitment on turnover intention. This research was conducted in SMA (senior high school) and SMK (vocational school) PKP Jakarta Islamic School, which involved 77 respondents, from March 2022 to June 2023. SEM-PLS is used to process and evaluate the research hypotheses. The results show work motivation does affect job stress, organizational commitment, and turnover intention, and job stress and organizational commitment do affect teacher turnover intention.

INTRODUCTION

The world of education is currently faced with the target of meeting the needs of teachers to achieve the fourth SDGs, namely quality of education. Indonesia itself is at a worrying stage, where it is estimated that it will only be able to fulfil the need for teachers after 2030 if urgent changes are not immediately implemented as a result of the increasing growth of the secondary school-age population, which is disproportionate to the number of teachers leaving their jobs and the low rate of recruitment (UNESCO, 2016). The number of teachers in Indonesia, especially in private schools, has decreased at every level of education in the 2021/2022 academic year from the previous year (BPS, 2022). The challenge for schools is to retain the best teachers in the face of globalization and the diversity of employment opportunities (Iqbal et al., 2014).

One of the causes of teacher number decline could be voluntary turnover. Teacher turnover percentage at a school in Tangerang ranged from 10-16% in the 2013-2016 (Poeh & Soehari, 2017). A school in Jakarta ranged from 2-7% in the 2005-2013 (Suryani, 2014) and 20-29% in 2013-2015 (Suharno et al., 2017). Some schools stated a high turnover, such as one of the vocational schools in Jember (Arsih et al., 2018) and an elementary school in East Jakarta (Prasetya, 2021). There are also schools where teacher turnover is low, but the teachers who leave are those who have special skills (Zulistiawan, 2014). Other research also states that more teachers leave than those who enter in the same year (Saragih et al., 2021; Zamzamy et al., 2021).

The school management's desire to retain qualified teachers to maintain organizational stability and certainty certainly requires attention to the important factors influencing the teacher's decision to stay or move to another place, which can be defined as voluntary turnover. Teachers experienced that their working conditions are changing negatively, such as a lack of financial resources, a teaching profession perceived as much more complicated and under pressure, and less public appreciation for teaching. Teacher turnover can also be caused by problems with work planning, lack of motivation, dissatisfaction with their job or supervisors, or the presence of other better job opportunities (Manthi et al., 2018; Waititu, 2013).

A teacher's final decision to leave their job usually involves long-term considerations regarding reasons, motives, and risks related to the required resources for significant turnover (Clandininet al. 2009), preceded by turnover intention, which can be called the initial phase and the strongest predictor of the real turnover (Clandinin et al., 2009; Locke, 1968). Turnover intention has been seen as a powerful predictor and an alternative measure of behavior turnover, which is real and has been included in many models of employee turnover (Cho & Lewis, 2012; Medina, 2012).

Research on teachers in Indonesia shows that job stress can significantly increase teachers' intention (Butar Butar, 2019; Poeh & Soehari, 2017; Prasetya, 2021; Saragih et al., 2021). Turnover intention can be suppressed through teachers' organizational commitment as members of school organizations. Research shows that teachers with high organizational commitment will have low turnover intention (Arsih et al., 2018; Aryani et al., 2021; Kartika & Purba, 2018; Poeh & Soehari, 2017; Ridho, 2018).

Work motivation can increase organizational commitment (Kontoghiorghes, 2016; Salleh et al., 2016; Tran et al., 2020). With motivation and organizational commitment, employees' desire to leave their jobs can be reduced (Bonenberger et al., 2014). Apart from positively affecting organizational commitment and declining turnover intention, work motivation can also reduce the job stress that employees experienced. Job stress can decrease if the organization can support the achievement of employees work motivation (Novia et al., 2022).

PKP Jakarta Islamic School (JIS) is a private school under the auspices of the Pondok Karya Pembangunan DKI Jakarta Foundation, which consists of KB/TK, TPQ, MI, MTs (full day and Modern Islamic Boarding Schools), MA (Modern Islamic Boarding Schools), SMA (Senior High School), and SMK (Vocational School). Initial observations found that in the 2022/2023 school year, there were teachers who had resigned, some of whom had been prepared for further leadership cadre formation, such as becoming Vice Principal of Curriculum. This research will focus on PKP JIS senior high school and vocational school teachers with total population of 77 teachers. Initial observations through secondary data show that there was a spike in teachers who resigned in 2017/2018 (24 teachers) and began to increase again in 2021/2022 (11 teachers) and 2022/2023 (9 teachers). Therefore, it is necessary to carry out further research and management immediately. Apart from a decrease in the quantity of teachers, there has also been a decrease in the quality of teachers, as indicated by teachers who have resigned after working for more than 5 to 12 years. Teachers with this tenure have equipped with abilities and competencies formed by the school's characteristics and culture.

Teachers have an important role in the implementation and productivity of the educational process, especially in knowledge sharing as an intangible asset. Studies on teacher turnover intention will support school stability in achieving educational goals. If calculated based on the ratio with the number of existing teachers, the average percentage of teachers who resigned for the 2022/2023 academic year reaches around 12% of the total PKP JIS senior high school and vocational school teacher. The ideal employee turnover standard is not greater than 10% per year (Satwari et al. 2016; Putra & Utama 2018), but to retain the organization's sustainability, particularly concerning the formation of the teacher cadre, which is closely tied to school culture and differentiation, the number of teacher turnover needs to be kept as small as possible so that the opportunity to develop existing resources will be more efficient when compared to the chance to retrain new resources from beginning.

In terms of efforts to resolve turnover problems and prevent further increases in turnover, based on the background that has been stated, the problem in this research is as follows: 1) how to reduce the turnover intention of PKP JIS senior high school and vocational school teachers through the variables of work motivation, job stress and organizational commitment; and 2) what are the recommendations for managing turnover intention involving work motivation, job stress, and organizational commitment for high school and vocational school teachers at PKP Jakarta Islamic School. Therefore, this research is needed to predict turnover intention based on work motivation, job stress, and organizational commitment.

METHODS

The research conducted at SMA (senior high school) and SMK (vocational school) PKP Jakarta Islamic School (JIS) commenced with a comprehensive approach that included observations, preliminary interviews, and an extensive review of relevant literature beginning in March 2022. The subsequent phase involved collecting questionnaire data, executed in June 2023. The primary data collection method employed was the use of questionnaires, adopting the census method to encompass all members of the population. The population, in this case, comprised 46 high school teachers and 31 vocational school teachers, and the census method was chosen due to the relatively smaller population size, facilitating the inclusion of all individuals as samples or research respondents, as advocated by Sahir (2021).

The questionnaire has two parts, the first part is composed of statements about the respondent's demographics while the second part is statements related to the research variables. Statements about research variables in the form of teacher perceptions about motivation, job stress, organizational commitment, and turnover intention at SMA and SMK PKP Jakarta Islamic School. The questionnaire was prepared based on literature studies from previous research which were modified and adjusted according to the needs and variables in the research. The questionnaire was created using Google Form and contains items with one to four Likert scale.

The study employed Structural Equation Modelling with Partial Least Squares (SEM-PLS) to address the hypothesis and research objectives. This analytical approach facilitates the examination of the direct influence of both exogenous and endogenous variables, as Hair et al. (2019) indicated. SEM-PLS involves two distinct models: the measurement model, elucidates the relationship between latent variables and their corresponding measurement indicators, and the structural model, which delineating the relationships between latent variables (Hair et al., 2020; Riyanti, 2018).

The measurement model evaluates the reliability and validity of the indicators associated with research variables, aligning with established methodologies (Hair et al., 2019; Legate et al., 2021; Sarstedt et al., 2021; Henseler et al., 2015). It encompasses a comprehensive examination of the instrument's ability to accurately measure the intended constructs, thereby ensuring the fidelity of the data collected. Conversely, the structural model evaluates the relevance and predictive capacity of the overall model, involving sequential steps to assess the predictive and explanatory elements (Legate et al., 2021). This multifaceted analytical approach enhances the rigor and depth of the research, allowing for a nuanced exploration of the relationships between variables and contributing to the overall robustness of the study.

RESULTS

Respondent Characteristics

The respondents in this research were 77 SMA (senior high school) and SMK (vocational school) PKP Jakarta Islamic School (JIS) teachers. The characteristics of respondents in this study consisted of age, gender, educational background, marital status, number of dependents, work unit, tenure, employment status, teacher certification, and net income per month. Most respondents work at the high

school level (60%), while the remaining are employed in vocational school (40%). PKP JIS high school and vocational school teachers typically hold permanent teacher status (51%) and are predominantly female (58%). The age group over 40 constitutes the largest percentage, accounting for 35%. This suggests that senior teachers are the majority at PKP JIS high school and vocational school. Furthermore, 84% of PKP JIS high school and vocational school teachers have a bachelor's degree, with some holding master's degrees (13%) and a few having doctorates (1%).

Teachers with more than 16 years of tenure (22%) have the highest percentage compared to teachers with lesser year of tenure, while teachers with less than one year of tenure have the lowest rate, namely 6%. This condition must be maintained so that the number of new teachers is not larger to that of teachers who have longer tenure. The majority of PKP Jakarta Islamic School high school and vocational school teachers (75%) stated that they carried out additional duties, for example, supervising student activities such as OSIS (student council), extracurricular and religious activities, laboratory or IT coordinator; head of the vocational program; head of the library; staff in the curriculum fields, student affairs, and infrastructure; or responsible in the ISO 9001:2018 structure.

Measurement Model Testing (Measurement Model/Outer Model)

The measurement model (outer model) tested through outer loadings, internal reliability consistency, convergent validity, and discriminant validity are summarized in Figure 1. The variables included in the measurement model analysis are:

1. The job stress (JS) variable consists of task demands (JS1), role demands (JS2), interpersonal demands (JS3), organizational structure (JS4), and organizational leadership (JS5).
2. The organizational commitment (OC) variable consists of affective commitment (OC1), normative commitment (OC2), and continuous commitment (OC3).
3. The turnover intention (TI) variable consists of thinking about quitting (TI1), intention to looking for a new job (TI2), and intention to leave the job (TI3).

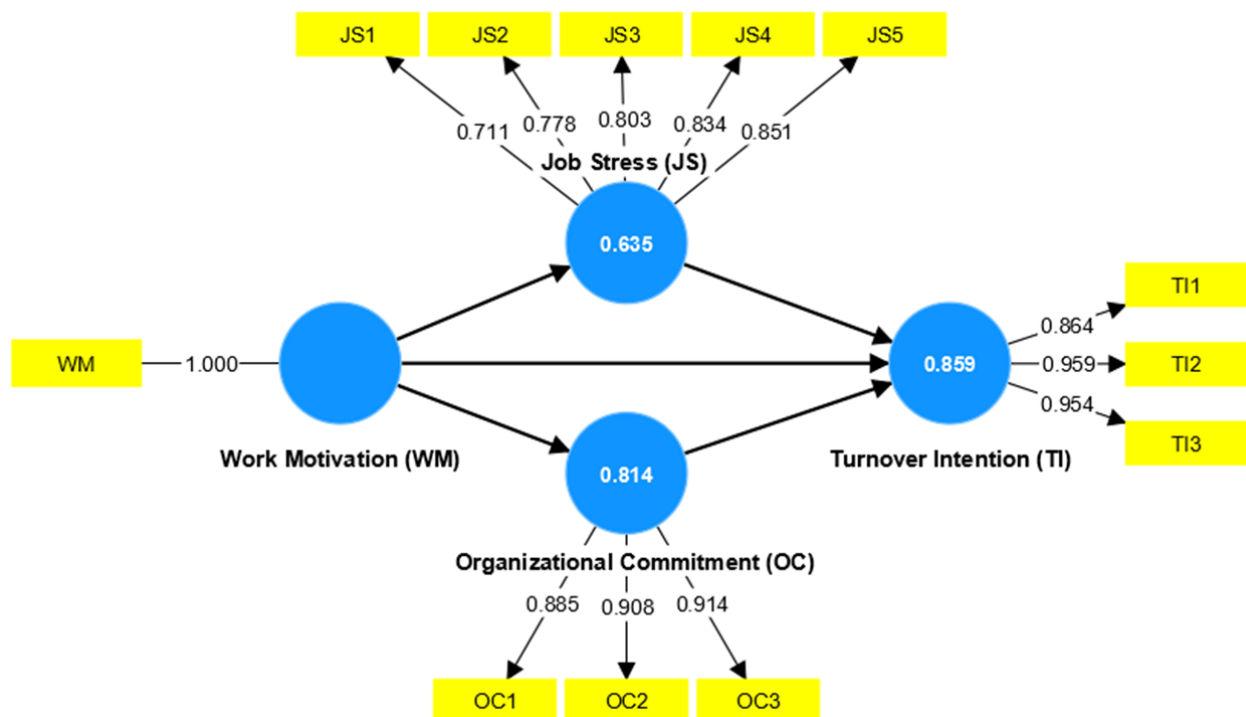


Figure 1. Measurement model test results (outer model): outer loading values

The work motivation (WM) construct is separate from the measurement model assessment because it is a single-item construct. For this type of construct, indicator data and latent variables are identical. Therefore, the work motivation (WM) variable does not have a measurement model that can

be tested using standard evaluation criteria (Legate et al., 2021; Sarstedt et al., 2021). Figure 1 shows the outer loading of each manifest variable (indicator) of all latent variables valued $\geq 0,708$, in accordance with the recommended loadings values (Hair et al. 2019; Legate et al. 2021; Sarstedt et al. 2021), so there is no indicator eliminated from the model. This value indicates that the construct explains more than 50% of the indicator variance and shows that all indicators have a satisfactory level of item reliability (Hair et al. 2019).

Internal consistency and convergent validity are tested through composite reliability, Cronbach's α , and Average Variance Extracted (AVE). Table 1 shows that the values for these three parameters are at the recommended values (Hair et al., 2019; Legate et al., 2021; Sarstedt et al., 2021). Composite reliability and Cronbach's α which meet these recommendations, reflect that the internal consistency of all variables and the reliability of all indicators in this research model are in the ideal category. All AVE values in this study show that the construct can explain at least 50% of the variance originating from the indicator items (Hair et al., 2019; Legate et al., 2021; Sarstedt et al., 2021). Overall assessment results show that the research instruments used have good reliability and validity.

Table 1. Internal Consistency Reliability Measurement Values

Variable	Composite Reliability		Cronbach's α	AVE
	(ρ_A)	(ρ_C)		
	>0,70	>0,70		
Job stress (JS)	0,867	0,896	0,856	0,635
Organizational commitment (OC)	0,901	0,929	0,887	0,814
Turnover intention (TI)	0,933	0,948	0,917	0,859

Structural Model Testing (Structural Model/Inner Model)

Based on the data in Table 2, the multicollinearity of all constructs is within the acceptable range ($VIF < 3$), which indicates that the results of the structural model are not negatively affected by multicollinearity (Sarstedt et al., 2021; Legate et al., 2021). All paths show a significant effect (p -value $< 0,05$) with small and medium effect size. The path coefficients of JS to TI ($\beta = 0,281$) and OC to TI ($\beta = -0,275$) are weaker than the other path coefficients but still within the acceptable range due to the small sample size ($n = 77$) (Legate et al., 2021). The results of the structural model show that WM ($\beta = -0,337$, $f^2 = 0,190$) is the most important predictor of turnover intention, followed by OC ($\beta = -0,275$, $f^2 = 0,078$) and JS ($\beta = 0,281$, $f^2 = 0,075$). Overall, the model explained 23% of the variance in JS ($R^2 = 0,234$), 17% of the variance in OC ($R^2 = 0,166$), and 55% of variance in TI ($R^2 = 0,547$).

Table 2. Structural Model Test Values

Path	VIF	β	p-value	R ²		f ²	
				Value	Category	Value	Category
WM → JS	1,000	-0,484	0,000	0,234	Weak	0,306	Medium
WM → OC	1,000	0,406	0,000	0,166	Weak	0,199	Medium
WM → TI	1,317	-0,337	0,002			0,190	Medium
JS → TI	2,330	0,281	0,029	0,547	Moderate	0,075	Small
OC → TI	2,139	-0,275	0,034			0,078	Small

Hypothesis test

Analysis of the influence of each variable in this research was carried out to test the research hypothesis. Hypothesis testing aims to assess the significance of the influence between variables which is indicated by the path coefficient (β), p -value $< 0,05$, and t -value $\geq 1,960$ with a confidence level of 95%. The results of the direct influence obtained from testing the structural model are in Table 3 below.

Table 3. Hypothesis Testing Results

Hypothesis	Path	β	STDEV	p-value	H ₁
H1	Work Motivation → Job Stress	-0,484	0,091	0,000	Accepted
H2	Work Motivation → Organizational Commitment	0,406	0,106	0,000	Accepted
H3	Work Motivation → <i>Turnover Intention</i>	-0,337	0,108	0,002	Accepted
H4	Job Stress → <i>Turnover Intention</i>	0,281	0,129	0,029	Accepted
H5	Organizational Commitment → <i>Turnover Intention</i>	-0,275	0,130	0,034	Accepted

H1: Work motivation has a significant effect on job stress

Table 3 shows the significance test results where the p-value is 0,000 which is less than $\alpha = 0,05$. A decision can be made to reject H_0 , that is there are sufficient evidence suggests that work motivation ($\beta = -0,484$) can significantly reduce the job stress felt by PKP JIS high school and vocational school teachers. This is supported by Fahmi et al. (2022), which states that work motivation influences the reduction of job stress felt by teachers and employees of SMKN 9 Bekasi. More specifically, extrinsic work motivation can reduce the job stress felt by employees. Individuals who are motivated to work tend not to handle stress at work (Ariani, 2021).

H2: Work motivation has a significant effect on organizational commitment

Table 3 shows the results of the significance test where the p-value is 0,000, which is less than $\alpha = 0,05$, then a decision can be made to reject H_0 . That is, there is sufficient evidence to conclude that work motivation ($\beta = 0,406$) can significantly increase the organizational commitment of PKP JIS high school and vocational school teachers. This indicates that PKP JIS high school and vocational school teachers experienced that increasing work motivation will encourage them to be more committed to their organization.

In increasing organizational commitment, increasing work motivation is a significant antecedent. This is proven in front-line employees in retail and mall (Al-Madi et al., 2017), SMEs (Loor-Zambrano et al., 2022), engineering company (Salleh et al., 2016), and supply chain management companies (Kontoghiorghes 2016). The influence of work motivation on organizational commitment also occurs in employees who work in the educational sector, namely the educational staff of the Faculty of Agribusiness at Brawijaya University (Nawang Sari et al., 2023) and secondary school teachers in Manila (Manalo et al., 2020).

H3: Work motivation has a significant effect on turnover intention

Table 3 shows the results of the significance test where p-value is 0,002, which is less than $\alpha = 0,05$, then a decision can be made to reject H_0 . That is, there is sufficient evidence to conclude that work motivation ($\beta = -0,337$) can significantly reduce the desire of PKP JIS high school and vocational school teachers to leave their jobs. Setyanto & Hardianto (2021) stated that improving the physical and professional teaching environment would increase teacher work motivation, ultimately reducing the teacher's intention to quit. In order to reduce teacher turnover intentions, it is essential to boost work motivation by improving remuneration, providing development opportunities, offering promotion prospects, and enhancing working conditions (Ekabu, 2018). Work motivation can also be a moderator of the influence of job satisfaction on turnover intention (Suharno et al., 2017).

H4: Job stress has a significant effect on turnover intention

Table 3 shows the results of the significance test where p-value is 0,029, which is less than $\alpha = 0,05$, then a decision can be made to reject H_0 . That is, there is sufficient evidence to conclude that job stress ($\beta = 0,281$) can significantly increase turnover intention among teachers at PKP JIS high school and vocational school. Job stress is often caused the turnover intention employees in the services sector, such as nurses (Labrague et al., 2020), doctors (Lu et al., 2017), and airport security officers (Chung et al., 2017). It cannot be separated from education sector employees such as school counselors (Ghandi

Azkiya Banata¹, Nurmala Katrina Pandjaitan², Amir Tengku Ramly³ et al., 2017), educational field consultants (Arief et al., 2022), post-doctoral (Dorenkamp & Weiß, 2018), and teachers (Butar Butar, 2019; Seo & Lee, 2021; Hwang & Lee, 2021; Poeh & Soehari, 2017; Prasetya, 2021; Saragih et al., 2021; Yang et al., 2018).

Job stress in the form of workload, conflict with superiors, and friction with colleagues are related to matters of turnover intention (Lee & Kim, 2020). At the teacher level, the type of work pressure that leads to turnover intention can be burnout, the consequence of stress or technology (Califf & Brooks, 2020), burnout psychological stress due to job stress (Hwang and Lee, 2021), job stress resulting from organizational incivility (Seo & Lee, 2021), role stress in the form of role conflict, role ambiguity, overload role both quantitatively and qualitatively (Yang et al., 2018). As for reducing the influence of job stress on turnover intention, teachers can do this by increasing their sense of gratitude (Seo & Lee, 2021; Hwang & Lee, 2021) and subjective well-being in the form of a sense of happiness (Yang et al., 2018).

H5: Organizational commitment has a significant effect on turnover intention

Table 3 shows the results of the significance test where the p-value is 0.034, which is less than $\alpha = 0.05$, then a decision can be made to reject H_0 . That is, there is sufficient evidence to conclude that organizational commitment ($\beta = -0,275$) can significantly reduce the desire of high school and vocational school teachers at PKP Jakarta Islamic School to leave their jobs. This is in line with research on university academics (Alzubi 2018), teachers (Dwiyanti et al., 2022), and managers in the pharmaceutical industry (Mahfudhoh et al., 2023).

One of the things that indicates a lack of organizational commitment by teachers can trigger this turnover intention is the feeling of being stuck in the same situation, the desire to try new things, and the lack of opportunities for career advancement. These experiences also impacted teachers' perceptions of professional identity: optimism and hope were gradually replaced by pessimism and cynicism towards the profession and, in turn, resulted in frustration between future career aspirations and everyday realities. As a result, a lack of commitment leads to considering a new career, study, or retirement (Räsänen et al., 2020).

Appropriate personal selection, performance evaluation techniques, promotion opportunities, training and development, career opportunities, and talent management, as well as functional virtues such as strong communication, trust, and fairness, will not only strengthen organizational commitment but also attract talented individuals into the organization and ensure employees retention (Guzeller & Celiker, 2020). Organizational commitment can be increased by managing job satisfaction, job stress, and burnout (Wang et al., 2020).

CONCLUSION

This research highlights the relationship between work motivation, job stress, organizational commitment, and turnover intention among high school and vocational school teachers at PKP Jakarta Islamic School. The findings emphasize the significance of enhancing teachers' work motivation and organizational commitment while alleviating perceived job stress to mitigate turnover intentions. It is recommended that school management conducts regular evaluations, including income adjustments, career path clarifications, and the creation of a healthy work environment both physically and mentally to encourage healthy interpersonal relationships. By addressing these factors, the teaching profession can be transformed into a secure, stable, and fulfilling occupation, fostering self-actualization for each individu. The research outcomes serve as a valuable foundation for decision-making to prevent significant turnover in the upcoming academic year and can inform the development of teacher retention strategies at SMA and SMK PKP Jakarta Islamic School. Further research is needed to capture variance between different school characteristics such as public or private school, school segmentation, and national or international school. school with religious culture and more comprehensive research could be built on different variables.

REFERENCES

- Al-Madi, F. N., Assal, H., Shrafat, F., & Zeglat, D. (2017). The impact of employee motivation on organizational commitment. *European Journal of Business and Management*, 9(15), 134–145.
- Ariani, D. W. (2021). Job stress, motivation, and job performance: Direct and indirect relationship. *Journal of Human Resource Management*, 24(1), 1–11.
- Arief, S. W. H. S., Sudiro, A., & Djumahir, D. (2022). Work Stress and Work Motivation on Employee's Turnover Intention Mediated by Organizational Commitment. *Interdisciplinary Social Studies*, 2(1). <https://doi.org/10.55324/iss.v2i1.305>
- Arsih, R. B., Sumadi, S., & Susubiyani, A. (2018). Pengaruh Kepuasan Gaji, Kepuasan Kerja dan Iklim Organisasi Terhadap Komitmen Organisasi dan Turnover Intention. *Jurnal Sains Manajemen Dan Bisnis Indonesia*, 8(2).
- Aryani, R., Widodo, W., & Chandrawaty, C. (2021). How adversity quotient and organizational justice reduce turnover intention empirical evidence from Indonesia. *The Journal of Asian Finance, Economics and Business*, 8(6), 1171–1181.
- Bonenberger, M., Aikins, M., Akweongo, P., & Wyss, K. (2014). The effects of health worker motivation and job satisfaction on turnover intention in Ghana: a cross-sectional study. *Human Resources for Health*, 12, 1–12.
- BPS. (2022). Statistik Pendidikan 2022. BPS RI.
- Butar Butar, R. F. (2019). *Analisis Pengaruh Kepuasan Kerja dan Stres Kerja Terhadap Intensi Turnover pada Guru di Batari School Medan*.
- Califf, C. B., & Brooks, S. (2020). An empirical study of techno-stressors, literacy facilitation, burnout, and turnover intention as experienced by K-12 teachers. *Computers & Education*, 157, 103971. <https://doi.org/10.1016/j.compedu.2020.103971>
- Cho, Y. J., & Lewis, G. B. (2012). Turnover intention and turnover behavior: Implications for retaining federal employees. *Review of Public Personnel Administration*, 32(1), 4–23. <https://doi.org/10.1177/0734371X114087>
- Chung, E. K., Jung, Y., & Sohn, Y. W. (2017). A moderated mediation model of job stress, job satisfaction, and turnover intention for airport security screeners. *Safety Science*, 98, 89–97. <https://doi.org/10.1016/j.ssci.2017.06.005>
- Clandinin, D. J., Downey, C. A., & Huber, J. (2009). Attending to changing landscapes: Shaping the interwoven identities of teachers and teacher educators. *Asia-Pacific Journal of Teacher Education*, 37(2), 141–154. <https://doi.org/10.1080/13598660902806316>
- Dorenkamp, I., & Weiß, E.-E. (2018). What makes them leave? A path model of postdocs' intentions to leave academia. *Higher Education*, 75, 747–767. <https://doi.org/10.1007/s10734-017-0164-7>
- Dwiyanti, R., Rozana, M., Na'imah, T., & Rafiyana, G. (2022). Turnover intentions on teachers in Indonesia: The role of affective commitment, continuance commitment, and normative commitment. *Social Values & Society (SVS)*, 4(2), 30–36. <https://doi.org/10.26480/svs.02.2022.30.36>
- Ekabu, P. K. (2018). *Motivational factors and turnover intention of teachers in public secondary schools in Meru County, Kenya*.
- Fahmi, P., Sudjono, Parwoto, Supriyanto, Saluy, A. B., Safitri, E., Effiyaldi, Rivaldo, Y., & Endri, E. (2022). Work Stress Mediates Motivation and Discipline on Teacher Performance: Evidence Work from Home Policy. *Journal of Educational and Social Research*, 12(3), 80. <https://doi.org/10.36941/jesr-2022-0068>.
- Ghandi, P., Hejazi, E., & Ghandi, N. (2017). A study on the relationship between resilience and turnover intention: with an emphasis on the mediating roles of job satisfaction and job stress. *Bulletin de la Société Royale des Sciences de Liège*, 86, 189–200. <https://doi.org/10.25518/0037-9565.6659>

- Guzeller, C. O., & Celiker, N. (2020). Examining the relationship between organizational commitment and turnover intention via a meta-analysis. *International Journal of Culture, Tourism and Hospitality Research*, 14(1), 102–120. <https://doi.org/10.1108/IJCTHR-05-2019-0094>
- Hair, J. F., Page, M., & Brunsveld, N. (2019). *Essentials of business research methods*. Routledge.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43, 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Hwang, Y. K., & Lee, C. S. (2021). The Effect of Job Stress and Psychological Burnout On Child-Care Teachers' turnover Intention: A Moderated Mediation Model of Gratitude. *Perspectives of Science and Education*, 49 (1), 390–403. <https://doi.org/10.32744/PSE.2021.1.26>
- Iqbal, S., Ehsan, S., Rizwan, M., & Noreen, M. (2014). The impact of organizational commitment, job satisfaction, job stress and leadership support on turnover intention in educational institutes. *International Journal of Human Resource Studies*, 4(2), 181.
- Kartika, G., & Purba, D. E. (2018). Job satisfaction and turnover intention: The mediating effect of affective commitment. *Psychological Research on Urban Society*, 1(2), 100–106. <https://doi.org/10.7454/proust.v1i2.34>
- Kontoghiorghes, C. (2016). Linking high performance organizational culture and talent management: satisfaction/motivation and organizational commitment as mediators. *The International Journal of Human Resource Management*, 27(16), 1833–1853. <https://doi.org/10.1080/09585192.2015.1075572>
- Labrague, L. J., De Los Santos, J. A. A., Falguera, C. C., Nwafor, C. E., Galabay, J. R., Rosales, R. A., & Firmo, C. N. (2020). Predictors of nurses' turnover intention at one and five years' time. *International Nursing Review*, 67(2), 191–198. <https://doi.org/10.1111/inr.12581>
- Lee, E., & Kim, J. (2020). Nursing stress factors affecting turnover intention among hospital nurses. *International Journal of Nursing Practice*, 26(6), e12819. <https://doi.org/10.1111/ijn.12819>
- Legate, A. E., Hair Jr, J. F., Chretien, J. L., & Risher, J. J. (2021). PLS-SEM: Prediction-oriented solutions for HRD researchers. *Human Resource Development Quarterly*, 34(1), 91–109. <https://doi.org/10.1002/hrdq.21466>
- Locke, E. A. (1968). Toward a theory of task motivation and incentives. *Organizational Behavior and Human Performance*, 3(2), 157–189. [https://doi.org/10.1016/0030-5073\(68\)90004-4](https://doi.org/10.1016/0030-5073(68)90004-4)
- Loor-Zambrano, H. Y., Santos-Roldán, L., & Palacios-Florencio, B. (2022). Relationship CSR and employee commitment: Mediating effects of internal motivation and trust. *European Research on Management and Business Economics*, 28(2), 100185. <https://doi.org/10.1016/j.iedeen.2021.100185>
- Lu, Y., Hu, X. M., Huang, X. L., Zhuang, X. D., Guo, P., Feng, L. F., Hu, W., Chen, L., Zou, H., & Hao, Y. T. (2017). The relationship between job satisfaction, work stress, work-family conflict, and turnover intention among physicians in Guangdong, China: a cross-sectional study. *BMJ Open*, 7(5), e014894. <https://doi.org/10.1136/bmjopen-2016-014894>
- Mahfudhoh, A., Purwanto, S. E., & Kusumawati, E. (2023). The Impact of Interpersonal Interaction and Resistance to Advantages on the Motivation Levels of Elementary School Teachers in the Pondok Aren District. *International Journal of Educational Management and Technology (IJEMT)*, 1(1), 9–16. <https://doi.org/10.61398/ijemt.v1i1.15>
- Manalo, R. A., de Castro, B., & Uy, C. (2020). The mediating role of job satisfaction on the effect of motivation to organizational commitment and work engagement of private secondary high school teachers in Metro-Manila. *Review of Integrative Business and Economics Research*, 9, 133–159.
- Manthi, K. A., Kilika, J. M., & Kimencu, L. (2018). How do human resource management practices predict employee Turnover Intentions: An empirical survey of teacher training colleges in Kenya.

International Journal of Business Administration, 9(4), 201–213.
<https://doi.org/10.5430/ijba.v9n4p201>

- Medina, E. (2012). *Job satisfaction and employee turnover intention: what does organizational culture have to do with it?*
- Nawang Sari, E., Mintarti, M., & Sudjatno, S. (2023). Organizational Commitment Mediating the Influence of Training and Work Motivation on Employee Performance. *Interdisciplinary Social Studies*, 2(4), 1801–1815. <https://doi.org/10.55324/iss.v2i4.395>
- Novia, S., Haris, A., & Darmayanti, N. (2022). Pengaruh Motivasi dan Kepuasan Kerja terhadap Stres Kerja Karyawan PT. PLN (Persero) Pembangunan selama Masa Pandemi Covid-19. *Journal of Education, Humaniora and Social Sciences*, 5(1), 123–134. <https://doi.org/10.34007/jehss.v5i1.1143>.
- Poeh, G. C., & Soehari, T. D. (2017). Pengaruh Komitmen Organisasi, Kepuasan Kerja dan Stres Kerja terhadap Turnover Intention Guru Sekolah X di Tangerang. *Jurnal SWOT*, 7(2), 279–557.
- Prasetya, A. B. (2021). Pengaruh Motivasi Kerja, Stres Kerja dan Kepuasan Kerja Guru Milenial terhadap Turnover. *Jurnal Fusion*, 1(10), 554–567.
- Räsänen, K., Pietarinen, J., Pyhältö, K., Soini, T., & Väisänen, P. (2020). Why leave the teaching profession? A longitudinal approach to the prevalence and persistence of teacher turnover intentions. *Social Psychology of Education*, 23, 837–859.
- Ridho, S. (2018). Peran Dimensi Komitmen Organisasi terhadap Intensi Turnover pada Guru SMA Swasta. *JSHP: Jurnal Sosial Humaniora Dan Pendidikan*, 2(1), 64–68. <https://doi.org/10.32487/jshp.v2i1.293>
- Riyanti, A. (2018). SEM-PLS untuk Analisis Struktur Kemiskinan di Provinsi Jawa Tengah Tahun 2017. *Journal of Mathematics and Mathematics Education*, 8(1). <https://doi.org/10.20961/jmme.v8i1.25824>
- Sahir, S. H. (2021). *Metodologi Penelitian*. KBM Indonesia.
- Salleh, S. M., Zahari, A. S. M., Said, N. S. M., & Ali, S. R. O. (2016). The influence of work motivation on organizational commitment in the workplace. *Journal of Applied Environmental and Biological Sciences*, 6(58), 139–143.
- Saragih, C. T., Simbolon, H., & Brahmana, K. (2021). Pengaruh Stres Kerja Terhadap Turnover Intention pada Yayasan Perguruan Gajah Mada di Kota Medan. *Jurnal STINDO Profesional*, 7(6), 197–211. <https://doi.org/10.21608/pshj.2022.250026>
- Sarstedt, M., Ringle, C. M., & Hair, J. F. (2021). Partial least squares structural equation modeling. In *Handbook of market research* (pp. 587–632). Springer.
- Setyanto, E. & Hardianto. (2021). The Study of Causality of Teacher's Turnover Intention at Private Junior High School. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(6), 1431–1444. <https://doi.org/10.17762/turcomat.v12i6.2682>.
- Seo, D. H., & Lee, C. S. (2021). The Influence of Organizational Incivility and Job Stress On Childcare Teachers' turnover Intention: Moderated Mediation Effect of Gratitude. *Perspectives of Science and Education*, 51 (3), 417–429. <https://doi.org/10.32744/PSE.2021.2.29>
- Suharno, P., Ketut, S., Setyadi, S., & Farida, E. (2017). The effect of organizational commitment toward turnover intention at Narada school, Indonesia. *Russian Journal of Agricultural and Socio-Economic Sciences*, 62(2), 55–66. <https://doi.org/10.18551/rjoas.2017-02.07>
- Suryani, A. (2014). Pengaruh kepuasan kerja terhadap intensi turnover pada guru di Yayasan PGRI Cipayung Jakarta Timur. *Jurnal Pendidikan Ekonomi dan Bisnis (JPBE)*, 2(1), 1–22. <https://doi.org/10.21009/jpeb.002.1.4>
- Tran, K. T., Nguyen, P. V, Nguyen, T. D., & Ton, U. N. H. (2020). The impact of organisational commitment on the relationship between motivation and turnover intention in the public sector. *International Journal of Innovation, Creativity and Change*, 11(12), 1–25.

UNESCO. (2016). The World Needs Almost 69 Million New Teachers to Reach the 2030 Education Goals (Issue 39).

Waititu, G. M. (2013). An analysis of factors influencing turnover of teachers in public high schools in Limuru District, Kenya. *Kenyatta University*.

Wang, P., Chu, P., Wang, J., Pan, R., Sun, Y., Yan, M., Jiao, L., Zhan, X., & Zhang, D. (2020). Association between job stress and organizational commitment in three types of Chinese university teachers: mediating effects of job burnout and job satisfaction. *Frontiers in Psychology, 11*, 576768. <https://doi.org/10.3389/fpsyg.2020.576768>

Yang, C. C., Fan, C. W., Chen, K. M., Hsu, S. C., & Chien, C. L. (2018). As a happy kindergarten teacher: The mediating effect of happiness between role stress and turnover intention. *The Asia-Pacific Education Researcher, 27*, 431–440. <https://doi.org/10.1007/s40299-018-0403-4>

Zamzamy, A. S., Setiadi, I. K., & Nawir, J. (2021). Pengaruh Employee Engagement, Budaya Organisasi, dan Work Life Balance terhadap Turnover Intention Guru Secondary Jakarta Islamic School. *Prosiding BIEMA (Business Management, Economic, and Accounting National Seminar), 2*, 205–220.

Zulistiawan, R. (2014). Hubungan Antara Komitmen Organisasi dan Keadilan Organisasi Dengan Intensi Turn Over. *Jurnal Psikostudia Universitas Mulawarman, 3*(1), 12–23.

Copyright holder:

Azkiya Banata, Nurmala Katrina Pandjaitan, Amir Tengku Ramly (2023)

First publication rights:

International Journal of Social Service and Research (IJSSR)

This article is licensed under:

