

Antecedents of School Teacher's Turnover Intention

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Abstract

This study aims to analyze what factors influence the turnover intention of teachers in private schools. The type of research used is library research with a descriptive approach. Sources of data from secondary data and data collection techniques using sources from various reference books and journal articles. To obtain correct and precise results in analyzing the data, the author uses content analysis techniques. The results of the study found that the turnover intention of private school teachers was influenced by factors: young age, gender, shorter tenure, organizational culture, leadership style, compensation, job satisfaction, work motivation, career development, job insecurity, employee relations, opportunities career, salary, benefits and bonuses (compensation), task and job design, working conditions and work responsibilities, organizational commitment and social integration, formal communication, employee centralization, work routines that tend to burnout, redundant roles or tasks, opportunities promotion and career development, general training, supervisor support, peer support, and fair distribution, management style, job mismatch, scheduling/flexibility.

Keywords

turnover intention; teacher; school



I. Introduction

Quality human resources will be born from quality education systems and processes, and vice versa to be able to realize quality education, quality human resources are also needed. So human resources are active elements, while these elements are passive elements that can be changed by human creativity. Therefore, with the management of quality human resources, it is hoped that it will be able to condition other elements so that they can support the formation of quality education. The position of human resources in this context becomes a priority point to cut the cycle of problems that surround the world of education. This must be done because otherwise, it will be very difficult to initiate efforts to improve the quality of education.

The school is an organization that is engaged in services, so it requires employees to join and work together in achieving organizational goals and individual goals. The employees who join become educators or teachers who are responsible for providing quality educational services. Quality education services can be achieved if the employee is skilled and reliable. To achieve this, many organizations do not hesitate to provide various trainings in accordance with the skills currently required by teachers in order to achieve quality educational services. Schools also try to provide an attractive work environment, provide assignments that are in accordance with the abilities of teachers and provide positive appreciation and feedback so that teachers do not leave school. However, it all seems not enough to keep teachers working at schools. Schools also experience problems with employee turnover rates (turnover intention) like other organizations (Mariana, Satrya & Elu, 2021).

Human Resources (HR) is the most important component in a company or organization to run the business it does. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired (Shah et al, 2020). The development of human resources is a process of changing the human resources who belong to an organization, from one situation to another, which is better to prepare a future responsibility in achieving organizational goals (Werdhiastutie et al, 2020).

Labor turnover or labor turnover (turn-over) from the organization is an important phenomenon in organizational life. There are times when the change of workforce has a positive impact. However, most of the workforce turnover has an unfavorable effect on the organization, both in terms of costs and in terms of lost time and opportunities to take advantage of opportunities (Iskarim, 2017).

Employees who leave the organization are then replaced by new employees and continue to be a serious problem in the field of human resources (Yin-Fah, Foon, Chee-Leong, & Osman, 2010). Employees, especially those who are skilled and reliable, will determine whether or not the pulse of organizational life is good or not. If this very important part leaves the organization, the life of the organization will automatically be disrupted and if not addressed it will cause problems. The most prominent factor influencing employees to leave the organization is the desire to get a better job or career or because they are dissatisfied with some aspect of their teaching job (Ingersoll & May, 2012).

Based on these reasons, the researcher is interested in conducting research using a literature review regarding what factors affect the turnover intention of teachers in private schools.

II. Research Method

The type of research used in this research is library research with a descriptive approach. Data sources come from secondary data and data collection techniques using sources from various reference books and journal articles. To obtain correct and precise results in analyzing the data, the author uses content analysis techniques. Where after all the data is collected, the researcher analyzes the data so that a conclusion can be drawn. Content analysis is research that is an in-depth discussion of the content of written or printed information in the mass media.

III. Results and Discussion

Turnover intention arises from the thought of leaving the company with the aim of finding a better alternative job (Faslah, 2010). The desire to move due to various factors is an early signal of turnover. This needs to be a concern for the Organization because high turnover can interfere with the activities and productivity of the Institution. The desire of teachers to change jobs can disrupt the stability of operations and incur potential costs (Toly, 2001), as a consequence and negative effect of increasing the costs of recruiting and selecting new teachers and the costs of retraining new teachers.

Mobley (1986) states that external factors and internal factors cause the desire of employees to change jobs. External factors include environmental aspects and individual aspects. The environmental aspect of the availability of other jobs can be a factor in wanting to leave and individual aspects include: young age, gender, and shorter working

period, more likely to leave. Internal factors include: organizational culture, leadership style, compensation, job satisfaction, and career development.

Mathis and Jackson (2009) state that there are several components that determine employees in deciding whether to stay or leave the company. These components are as follows:

- (1) The organizational component, matters relating to the company's strategy in HR and employee job security (job insecurity).
- (2) Employee relations, including fair treatment and relations between co-workers.
- (3) Career opportunities, including career planning.
- (4) Awards, including salaries, allowances and bonuses (compensation).
- (5) Design of duties and work, working conditions and work responsibilities.

March and Simon in Chu and Son (2012) explain that turnover intention is the real start of a person leaving his job because of the two factors that influence his feelings to leave the organization, namely the concept of the organization as job satisfaction and organizational commitment itself. Price and Mueller in Chu and Son (2012) add their statement that turnover intention is influenced by organizational commitment and job satisfaction, including remuneration, social integration, formal communication, employee centralization, work routines that tend to burnout, excessive roles or tasks, promotion and career development opportunities, general training, supervisor support, peer support, and fair distribution. Mathis and Jackson (2001) also confirm and define job satisfaction which is one of the factors in the emergence of turnover intention, namely a positive emotional state from evaluating one's work experience. Job dissatisfaction arises when these expectations are not met.

Teaching is a profession with a fairly high workload. In carrying out their duties, teachers always deal directly with students and institutions, which are required to always be able to display positive emotions in front of students as representatives of the image of the organization, especially in private schools. On the other hand, services that involve emotions are also very important for professional workers in the field of education in helping to improve the quality of Human Resources. Teachers are not only required to be technically reliable and experienced (Wysong, 2009; Kinman & Leggetter, 2016), but are also expected to be able to manage their emotions well in performing as part of a work role (Hochschild, 1983).

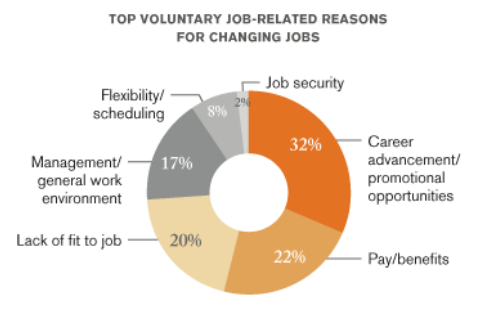
Attention to job satisfaction has become important for organizations in an effort to improve working conditions (Hofmann & Stokburger-Sauer, 2017) and improve performance and ability to meet demands related to job quality (Rose & Glass 2010; Chou, Hecker & Martin, 2012).

Schools with high turnover, will affect school operations at a macro level, work atmosphere is not pleasant, damage the image of the school, and in the end the most undesirable thing happens: injuring the teaching and learning process. As the results of research by William Sanders in Teachers Magazine (2000), students who study in schools that have teacher retention abilities will feel comfortable and able to improve academic achievement.

Based on a lot of research conducted in management fields such as money by Gallup <http://www.gallup.com/businessjournal/106912/turning-around-your-turnover-problem.aspx>, it turns out that money is not the main reason for high turnover.

Why People Change Jobs

Contrary to what many managers might think, most of their employees who voluntarily leave the company aren't doing so for better pay or benefits. About a third of employees (32%) choose to leave for career advancement or promotional opportunities, while 22% cite pay and benefits as the reason they're heading for the door. One in five (20%) depart because of a lack of fit to their role. And managers who experience a rash of turnover might want to take a hard look at their own management style: 17% of employees leave because of management or the general work environment.



Source: Gallup

Graphic by Tommy McCall

Apparently, monetary reasons only got a share of 22%. The remaining 78% are divided into several reasons such as job security, career path, management style, job mismatch, and scheduling/flexibility. These five things are caused by management's incompetence in analyzing and managing the talents of the organization. Within the scope of schools, school management includes every manager who is a decision maker, both strategic and operational. This means, in this case, the school management includes the chairman and members of the foundation, the principal, the deputy principal, and the coordinator. All of these decision makers are primarily responsible for the high turnover rate. No part can wash hands because good coordination starts with self-analysis and admitting mistakes.

Successful organizations or companies, whether engaged in services or goods, have a strategy to keep quality employees in order to stay in the company. The strategy is for example by providing good wages, an attractive work environment and a profit-sharing system or bonuses. Through good wages the company can attract qualified employees. An attractive work environment makes employees not feel bored and giving bonuses makes employees feel that their work is appreciated. Employees will continue to work in a company, if the company through its managers shows interest and concern for employees, employees know what is expected of them, are given tasks according to their abilities and receive recognition and positive feedback then they (the employee) will remain. work for the company (Maaitah, 2018).

Nowadays, employee turnover is a nightmare in many organizations (Lee et al, 2010). When an employee moves, the organization is more than affected by the costs of recruiting and training newcomers; organizations also lose work continuity and productivity, and suffer from poor organizational trust and reputation (Koh & Goh, 1995), (Balsam, Gifford, & Kim, 2007). It can be concluded that employee turnover can be a serious challenge for organizations, especially, when high-performing employees leave the organization and it is often difficult to replace them (Idiegbeyan-Ose, Opeke, & Nwokeoma, 2018).

If employees are satisfied with their work and experience positive emotions during work they perform their jobs better and choose to stay with the organization for a longer period of time (Colquitt, LePine, and Michael, 2011). Dissatisfaction is the key to

employees leaving the organization and many of the reasons employees are satisfied or dissatisfied are within the control of the leader (Hughes, Ginnett, & Curphy, 2012). A very important thing that managers can do to increase employee job satisfaction is to focus on the intrinsic part of the job itself, such as making the job challenging and interesting (Robbins & Judge, 2013).

The existence of supervisory behavior that pays attention to the interests of employees will result in work enthusiasm, enthusiasm for work, feeling comfortable and safe and this situation will create job satisfaction for employees and at the same time can reduce the level of turnover intention. This is in accordance with research conducted by (Mathieu et al, 2016), (Mahmood et al, 2015), (Adebayo & Ogunsina, 2011) which shows that supervisory behavior affects job satisfaction and turnover intention.

Efforts to increase teacher job satisfaction can be carried out by school management through an organizational culture that emphasizes teamwork and loyalty while encouraging innovation and entrepreneurship (Lund, 2003). Empowerment and teamwork is an important part of organizational culture. This is because having a team in the organization means that they are encouraged to design their own work activities. The ideas they present to management will be considered and followed by feedback. Achievement of work through this team increases employee job satisfaction (Usman, 2019). Thus, organizational culture has a positive impact on job satisfaction and can reduce employee intentions to leave (Usman, 2019), (Bosomtwe, T. E., & Screwdriver, 2018).

Besides supervisory behavior and organizational culture, teacher job satisfaction can also be achieved through motivation. Job satisfaction can be achieved when teachers are motivated to work on their own accord. Job satisfaction makes teachers more considerate and pay attention to the organization (Saleem, Mahmood, & Mahmood, 2010). Citing opinions (Saleem et al., 2010), training is a systematic development process of teachers' behavior, skills and knowledge in order to create motivation that leads to their job satisfaction. To keep teachers motivated, management can apply various methods to keep teachers motivated and retain skilled human resources. Thus teacher satisfaction will be created and will give the best of themselves (Hussain et al., 2018). The results of the research from these researchers explain that to retain teachers can be done by keeping teachers motivated so that teacher job satisfaction can be achieved.

V. Conclusion

The conclusion obtained from this study is that the study found that the turnover intention of private school teachers was influenced by factors: young age, gender, shorter tenure, organizational culture, leadership style, compensation, job satisfaction, work motivation, career development, job insecurity, employee relations, career opportunities, salary, benefits and bonuses (compensation), task and job design, working conditions and work responsibilities, organizational commitment and social integration, formal communication, employee centralization, work routines that tend to burnout, role or task overload, promotion and career development opportunities, general training, supervisor support, peer support, and fair distribution, management style, job mismatch, scheduling/flexibility.

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