

Exploring The Teachers' Organizational Commitment and Turnover in High School

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Abstract

Organizational commitment plays a vital role in determining the turnover rate of teachers within educational institutions. Teachers who possess a profound feeling of dedication to their organization are more inclined to stay in their current positions for longer durations. This dedication can be nurtured through numerous approaches, including offering chances for professional growth, acknowledging and incentivizing exceptional performance, and establishing an encouraging work atmosphere. Studies have shown that teachers who exhibit high levels of organizational commitment are less likely to leave their jobs, which leads to various benefits for schools, such as enhanced stability and continuity in the learning environment. On the other hand, when teachers have low levels of commitment to the institutions, it might result in a higher number of employees quitting, which subsequently leads to disturbances in the classroom setting and additional expenses associated with the recruitment and orientation of new teachers. This conceptual paper aims to discover the variables contributing to the turnover rate of teachers and explore the correlation between organizational commitment and turnover rates in high schools, based on a comprehensive evaluation of previous studies.

Keywords: Organizational Commitment, Teachers' Turnover, Psychological Capital, Staff Retention.

Introduction

Nowadays, thirty percent of teachers prefer to resign from their educational institution upon the completion of their contracted tenure (Rosenberg & Anderson, 2021). Wang et.al (2020) discovered that this issue is more commonly encountered in high schools than in elementary schools, with a rate of prevalence that is 46% higher. According to Goldhaber and Theobald (2023), the impact of this primarily falls on teachers involved in Special Education, Science, Mathematics, and English teaching.

One typical dissatisfaction expressed by teachers who choose to leave their jobs is a perceived absence of commitment to their schools. Organizational commitment is often viewed as a constant motivation to actively engage in the organization, particularly is accomplished by staff members engaging with their leaders, colleagues, subordinates, and

clientele (Diliberti & Schwartz, 2023). Employees who demonstrate low organizational commitment are more likely to be involved in absences from work, be untimely in delivering work, exhibit unsatisfactory daily performance, and end up with resignations or job transfers (Rohim et al., 2023). Moreover, the departure of teachers could provide difficulties in preserving a positive school atmosphere. This phenomenon takes place when teachers face restrictions in their contact with co-workers along with when they are not given adequate chances to participate in organizational decision-making processes (den Brok et al., 2017). Working environments that provide numerous chances for employees to share their skills cultivate a supportive atmosphere favourable to productivity and growth.

The education sector is currently facing the problem of meeting the demands of teachers in order to achieve the fourth Sustainable Development Goal (SDG), which is to ensure high-quality education. Indonesia is presently confronted with an alarming scenario, the BPS - Statistics Indonesia (2022) reported a decrease in the teacher number in Indonesia, specifically in private schools, across all educational levels during the 2021/2022 academic year compared to the previous academic year. Schools encounter the challenge of keeping highly skilled teachers due to the impact of globalization and the wide range of work opportunities (Tran et.al., 2020). Failure to take prompt action could result in a projected shortfall in meeting the demand for teachers in year 2030. This phenomenon can be linked to the swift expansion of the population of high schools, which has not been adequately met by the rate at which teachers quit their positions and the insufficient recruitment efforts (UNESCO, 2016).

Numerous educational institutions, including a vocational school in Jember Arsih et al (2018) and an elementary school in East Jakarta Prasetya (2021), have had a notable frequency of staff turnover. In addition, some schools have a low percentage of teacher turnover, however, the teachers who quit are those who offer specific expertise in teaching. The management of the school aims to retain highly experienced teachers to maintain stability within the school. This requires a thorough analysis of the factors that impact a teacher's decision to stay or quit, which can be referred to as voluntary turnover. Voluntary turnover might serve as a significant reason for the shrinkage of the teacher workforce; and the shortage of teachers in private educational institutions has been aggravated by intense competition for incentives and remuneration (Baker, 2021).

Moreover, teachers have reported an erosion in their working conditions, which include inadequate financial backing, their belief that the teaching profession has become progressively more complex and demanding, and an overall decline in public acknowledgement of teaching. Factors such as the presence of greater career opportunities, job dissatisfaction, disagreement with supervisors, lack of motivation, or difficulties with work planning may also contribute to teacher turnover (Manthi et al., 2018). When a teacher chooses to resign from their position, they carefully evaluate the long-term aspects such as their justifications, motivations, and risks associated with the capabilities needed for a significant transition.

Turnover intention is a reliable predictor and a substitute metric for actual employee turnover. It has been integrated into various employee turnover models (Cho & Lewis, 2012). A study performed in Indonesia concluded that job pressure had a substantial influence on

teachers' likelihood of quitting their professions (Saragih et al., 2021). Nevertheless, the organizational commitment of teachers as members of the school supports their tendency to leave their positions. A study conducted by Arsih et al (2018) demonstrated that teachers who hold a profound commitment and devotion to their school are less inclined to quit their jobs. Kontoghiorghes (2016) claims that enhancing job motivation can enhance organizational commitment. School managements may effectively reduce teachers' tendency to resign by encouraging motivation and nurturing organizational commitment. Furthermore, by boosting organizational commitment and lowering turnover intention, motivation for work may help reduce the workplace stress that teachers encounter. Workplace anxiety could be reduced if schools provide support to teachers in attaining their work-related aspirations.

Teachers' Turnover

Based on data from the National Centre for Education Statistics (NCES) (Hussar & Bailey, 2020), teachers are quitting their jobs claiming they have too much work, poor working conditions, unfulfilled payment expectations and lack of sufficient support from administrators, particularly among international teachers. The resignation of teachers from high schools has a detrimental effect on both the academic performance of students and the school's capacity to spend resources for hiring replacements (Glassow, 2024).

Teacher retention rates can be significantly enhanced by allocating resources towards professional training and development programmes for high school teachers. Having access to these possibilities enables teachers to uphold their identity as educators and greatly enhances their enthusiasm for working with students. The acquisition of enhanced information, abilities, mindsets, and principles through professional development programmes has been proven to be effective and efficient (Rosenberg & Anderson, 2021). Therefore, it is vital to prioritise professional development to ensure that teachers retain knowledge and skills over the course of their careers. This can be achieved by proactively including teachers in the development of these programmes, taking into account their input, feedback, and identified requirements, approaches, and content (Diliberti & Schwartz, 2023).

According to Costan et al (2022), the Philippines experiences an average annual net loss of 132 teachers when comparing the number of teachers leaving the profession to the number of new teachers joining. To assess market imbalances Esman et al (2023), minimise hiring challenges, enhance school improvement initiatives, and ensure consistent class sizes or the continuation of classes, it is crucial to acquire crucial knowledge about the impact of teacher turnover on school expansion and growth (Costan et al., 2022). The behaviours of staff members are consistently linked to psychological processes, specifically perspectives and the development of attitudes and views. Employees hold particular needs and preferences when it comes to their work environment. If their expectations and ideals are fulfilled, they are far more likely to remain with the organization. If these expectations are not fulfilled, the employee is likely to expressing dissatisfaction and disconnection from their job, potentially resulting in their resignation. Likewise, teachers have particular expectations concerning their classrooms and offices. If their expectations aren't fulfilled, they are prone to search for job elsewhere. The findings of this study provide considerable support for Expectancy Theory (Buckman, 2021).

Factors of Turnover

Compensation and bonuses have been acknowledged as a crucial element in retaining teachers in their current roles. Inadequate remuneration and the absence of incentives might encourage teachers to pursue employment elsewhere (Carver-Thomas & Darling Hammond, 2019). Similarly, if teachers observe an imbalance in sufficient resources or support, they have the option to resign from their present role (Alonso-García, et al., 2019; Caena & Redecker, 2019; Podolsky et al., 2019; Agormedah et al., 2020).

Teachers, similar to all other staff members, are ought to be entitled to be paid appropriate remuneration for their efforts. Teachers who regard the wages they receive as inequitable or insufficient are probably more inclined to search for employment elsewhere (Salin et al., 2020). Studies have shown that there can be substantial disparities in teacher compensation among educational institutions and districts, which might have a substantial impact on a school's capacity to keep their current teaching professionals (Aulia & Haerani, 2022). Additionally, teachers with unsatisfactory incomes may be tempted to seek employment elsewhere, particularly where they perceive that their current post does not provide sufficient income to meet their expenditures, while a higher-paying job would enable them to do so (Pham et al., 2021). Furthermore, Bukhari et al (2023) explored that the insufficient availability of healthcare, retirement, or other necessary benefits may also increase the likelihood of teachers quitting from their current teaching positions.

Likewise, teachers who are well-remunerated may have lower intentions to explore alternative employment opportunities. This can be linked to individuals observing their current pay as adequate compensation for their job-related duties (Agirreazkuenaga, 2019; Soares et al., 2021). Aside from monetary remuneration, rewards and the sense of backing from their company may also have a role in fostering a teacher's tendency to remain in their current role (Alonso-García, et al., 2019; Caena & Redecker, 2019; Bukhari et al., 2023). Besides, when assessing the elements that impact teacher retention rates, it is vital to keep in mind of the educational institution or district's culture (Yun et al., 2020). A study conducted by Ferrer Cascales et al (2019) revealed a direct relationship between the rate at which teachers stay in their jobs and the establishment of an atmosphere that promotes respect and admiration for teachers. Moreover, To create an ideal school atmosphere, it is important to provide teachers with the required resources, encourage collaborative effort, and recognize and appreciate their achievement (Kaden, 2020).

Conversely, a poor school atmosphere characterised by teachers feeling unappreciated or ignored may increase the likelihood of staff turnover (O'Sullivan et al., 2021; Karlberg & Bezzina, 2022). For instance, teachers may experience a sense of exhaustion as a consequence of various factors, which include an excessive amount of work, inadequate support, and restricted chances for professional development (Tawalbeh et al., 2020). Teachers may choose to pursue employment elsewhere if they are struggling to feel valued and supported in their current role. Educational institutions and administrations should give top priority to fostering a safe and positive school environment that provides significant support to teachers (Alonso-García, et al., 2019; Caena & Redecker, 2019; Maynard et al., 2019; O'Sullivan et al., 2021). The school's climate often substantially impacts teachers'

decision to stay or resign. Creating a favourable school environment that promotes a feeling of belonging and support for teachers has led to higher teacher retention rates.

Collaboration and interaction among teachers is easily developed through multiple approaches implemented within high schools (Mhlanga & Moloji, 2020). A potential strategy is offering incentives for teachers to engage in collaborating and exchanging resources. To attain this, teachers could create professional learning communities where they can exchange experiences, resources, and teaching techniques. Educational authorities and individual high schools may assist teachers by providing them with access to professional development resources and programs (Brunzell et al., 2019). Besides, Garcia-Martinez et al. (2019) demonstrated that cultivating mutual encouragement and cooperation among teachers can boost teachers' motivation, job fulfilment, and promote a more favourable environment at work. High schools can also maximize teacher retention and promote student learning through nurturing a culture of unity and cooperation among teachers.

Teachers' decision to pursue employment as teachers may be greatly impacted by their personal and familial conditions. Teachers who place emphasis on work security and stability are more likely to opt for full-time employment, whereas those who prioritize flexibility in their schedules may select part-time or substitute teaching roles. Hence, when developing programs to retain teachers in their teaching jobs, high schools ought to factor in the potential effect of personal and familial concerns (Grant et al., 2019). Likewise, teachers possess the freedom to change their current teaching offer if they are relocating if they are facing personal or family issues. Personal and familial problems are impacting a teacher's decision to stay in or leave the profession (Caena & Redecker, 2019). Especially when teachers with younger children or additional family commitments may have an increased tendency to quit their positions to seek employment with greater flexibility in regard to hours of work or locations (Grant et al., 2019).

To improve teacher retention while creating a more stimulating learning environment for children, schools ought to devote priority to the needs and preferences of teachers. Studies on teacher turnover and retention indicate that these matters are multifaceted and impacted by several factors. To effectively address the issue of teacher retention and turnover, and to ensure teachers are equipped with the requisite resources to carry out their responsibilities proficiently, it is imperative to acquire an extensive knowledge of these factors (Caena & Redecker, 2019).

Organizational Commitment and Turnover Among Teachers

According to Becker (1960), organizational commitment refers to an individual's tendency to actively participate in various tasks and responsibilities within an organization. Becker suggested that this commitment strengthens as the individual's dedicated efforts towards the organization increase. Additionally, O'Reilly and Chatman (1986) stated that organizational commitment is interpreted as a set of established rules that direct behaviours. When employees connect their incentives with the objectives of the organization, their behaviours grow increasingly coherent with management's aims (Wiener, 1982). Allen and Meyer (1990) propose an overview of organizational commitment as "the psychological disposition of an individual towards their relationships with the organization, comprising the tendency to continue working with the organization." Furthermore, Meyer and Allen (1991) outline three distinct components of organizational commitment

including affective commitment, continuation involvement, and normative dedication. This emphasizes that the commitment of employees to their organizations is an essential aspect for attaining organizational success (Mathieu & Zajac, 1990). The commitment of employees to the organization is determined by their perspectives, actions, and leadership approaches (Islam et al., 2018). Organizational commitment, as defined by Allen and Meyer (1990), refers to an individual's cognitive perspective on being associated with an organization, particularly their determination to continue serving in the organization.

Ongoing staff retention and turnover reduction have grown into vital issues for organizations nowadays (Top & Ali, 2021). According to Shim (2010), the most ideal form of employee turnover takes place when talented, skilled, and capable personnel voluntarily leave their jobs, despite their employers' objections. Turnover intention is the term applied by Porter et al. (1974) to describe employees' refraining from leaving their current position. Turnover rates are influenced by both expected and unforeseen departs (Shepherd et al., 2020). Extensive research implies that there is a favourable correlation between departing behaviour and established desired outcomes. Teachers who have an intense desire to leave the schools are regarded as being less productive and more likely to make the decision to leave the schools compared to other teachers. Anwar and Qadir (2017) argue that organizations may lower expenses by shifting their concentration from addressing actual turnover and subsequently to work to prevent employees from having a desire to leave.

Psychological capital, introduced by Luthans et al (2005), describes the gradual development of an individual's positive characteristics over time. Alternatively, psychological capital centers on the psychological basis of an individual, consisting of the following components: self-worth, optimism, faith, and resilience (Gooty et al., 2009). In detail, optimism is an upbeat attitude that might not accurately reflect a person's capabilities; whereas self-worth refers to an individual's perspective or belief in their capabilities Luthans et al (2007); Resilience can be defined as one's capacity to withstand and overcome challenges, reflect quickly and continue in striving for achievement (Luthans et al., 2007); Hope comprises dedication to a desired outcome, along with the ability to proactively modify one's strategy towards that desired result (Gooty et al., 2009). Peterson et al (2011) conducted study that proved the motivation of individuals, intellectual processing, endeavour success, and accomplishments in the workplace are all driven by a common underlying ability called psychological capital. When employees perceive that their employer appreciates their contributions, they are more inclined to continue working with the organization for a prolonged amount of time (Aube et al., 2007). Furthermore, favourable work experiences contribute to the development of employees' emotional capacities (Hui et al., 2014). The positive correlation between organizational commitment and psychological capital, as evidenced in previous research by Yildiz (2018); Nguyen and Ngo (2020); Setiawan et.al (2023), further reinforces the close connection between these two elements. Nonetheless, there is no evidence to support the idea that organizational commitment directly impacts psychological capital.

Conclusion

To effectively stabilise replacement teachers through concentrated support, it is necessary to fully understand and evaluate teachers' psychological capital status throughout the

beginning stages of their employment. To further improve the success rate of the intervention programmes, it is recommended that researchers have ongoing knowledge of the shifts in the psychological resources of substitute teachers and leverage their routines as a data source. According to Islam et al (2013), HR benefits the most from initiatives designed to encourage a supportive and learning culture with regard to organizational commitment. To reduce the high turnover rate of replacement teachers, educational institutions and schools need to strengthen their organizational commitment via the following measures. Firstly, it is imperative to prioritise the expansion and advancement of replacement teachers, ensuring them greater possibilities for professional learning and development. The training received by teachers, whether through official or informal means, is capable of having a significant influence on the learning outcomes of their students (Rad et al., 2022). Training positively impacts employee loyalty to the schools, leading to a reduction in turnover and the likelihood of an employee leaving their job (Bodjrenou et al., 2019). Secondly, schools must offer opportunities for both new and experienced teachers to participate in educational exchanges and share their knowledge and expertise. Also, it is extremely important to establish a supportive environment where teachers can benefit from school-based and extracurricular training programmes aimed at strengthening their professional skills, proficiency in teaching, and student academic achievements. Knowledge sharing supports active social engagement with the goal of mutual benefits, hence enhancing organizational commitment among teachers (Curado & Vieira, 2019). Furthermore, fostering an upbeat working atmosphere can be achieved by providing both financial and emotional rewards to teachers as an appreciation of their devoted efforts. Employees value the opportunities and opportunities provided to them by their employers (Nazir et al., 2018). The professional experience of teachers plays an important role in fostering emotional commitment during the initial months of employment. According to Shanks et al (2020), providing organizational onboarding support to teachers has been shown to help improve teacher retention. Newcomer teachers ought to receive additional assistance from the institution. In this regard, newly hired teachers have the opportunity to engage in a diverse array of social and team-building activities. In summary, the study on teachers' organizational commitment and turnover in high school settings demonstrates the complex relationship between individual devotion and institutional phenomena. Gaining insight into the variables that impact teachers' commitment and likelihood of resigning from their roles is essential for cultivating a nurturing and consistent educational setting. By resolving difficulties regarding organizational commitment and turnover, schools may implement particular approaches that enhance teacher satisfaction, loyalty and ultimately, the standard of education offered to students. Ongoing studies and diligent efforts are necessary for creating a favourable and satisfying professional environment for high school teachers. This research could extend theories of organizational commitment by applying them specifically to the context of high school teachers. This can include examining specific factors that influence teachers' commitment differently than other professions. It can also expand on turnover theories by identifying unique predictors of turnover intentions among high school teachers, such as educational policies, work-life balance, and student-teacher relationships. By addressing issues related to teacher turnover, the research is highly relevant given the ongoing teacher shortages in many regions. This study can be an eye-opener for educational policies aimed at improving teacher retention and commitment, thus enhancing the overall quality of education. Teacher commitment and turnover directly affect

student learning and outcomes. Thus, understanding these dynamics can help improve educational strategies and student performance. The high turnover rates can destabilize school communities. Research in this area can contribute to more stable and effective school environments. Linking organizational behavior and educational psychology could provide a comprehensive understanding of teachers' experiences. The insights can also be valuable for HR practices within educational institutions, contributing to better recruitment, training, and retention strategies. This study can be directly applied to improve school administration policies and practices aimed at increasing teacher retention and commitment.

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