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The Influence of Self-Efficacy, Work-Life Balance, and Perceived Organizational Support Towards Teachers' Turnover Intention at XYZ School in West Jakarta

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Abstract

This study aims to analyze the influence of Self-Efficacy, Work-Life Balance, and Perceived Organizational Support on teachers' Turnover Intention at XYZ School, West Jakarta. Despite growing evidence on determinants of turnover intention, studies integrating these three variables within a single model in the context of Indonesian primary school teachers remain limited. Using a quantitative approach, this study employed a census method involving all 31 teachers at XYZ School. Data were collected through a structured questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0. The results indicate that Self-Efficacy (β = −0.181), Work-Life Balance (β = −0.423), and Perceived Organizational Support (β = −0.330) negatively influence teachers' Turnover Intention. In addition, Self-Efficacy (β = 0.493) and Perceived Organizational Support (β = 0.282) positively influence Work-Life Balance. These findings suggest that reducing teachers' turnover intention requires organizational efforts to promote work-life balance, foster self-efficacy, and enhance perceived organizational support. This study contributes to the literature by providing empirical evidence that integrates psychological and organizational factors within the Theory of Planned Behavior to explain teachers' turnover intention in the Indonesian primary education context.

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Keywords: Perceived Organizational Support; Self-efficacy; Turnover Intention; Work-Life Balance

INTRODUCTION

Teacher turnover intention has become a critical challenge for educational institutions because it threatens instructional continuity, organizational stability, and the long-term sustainability of educational quality (Barros & Deco, 2025; Holme et al., 2024). Although curricula, infrastructure, and educational policies provide the structural foundation for education, maintaining educational quality depends largely on competent and committed teachers (Sallis, 2015). As the most proximal predictor of actual turnover, turnover intention reflects teachers' declining psychological attachment to their schools and often manifests through withdrawal behaviors such as absenteeism, tardiness, and reduced work engagement (Colquitt et al., 2021; Suyono et al., 2020). These behaviors disrupt instructional continuity, weaken teacher collaboration, drain institutional memory, and hinder talent management, ultimately undermining schools' capacity to sustain educational quality (Barros & Deco, 2025; Holme et al., 2024).

The importance of reducing teacher turnover intention extends beyond organizational concerns to student learning outcomes. Previous studies consistently demonstrate that high teacher turnover negatively affects students' academic achievement and school effectiveness. For example, Gibbons et al. (2021) found that teacher turnover exceeding 10% was associated with measurable declines in students' academic performance, while Menzies (2023), Sorensen and Ladd (2020), and Farahmandpour and Voelkel (2025) reported that frequent teacher replacement disrupts instructional continuity, delays teachers' adaptation, and lowers student achievement, particularly in mathematics and language learning. These findings indicate that teacher’s turnover intention should be regarded not merely as a human resource issue but as a strategic determinant of educational quality.

This issue is particularly relevant at XYZ School in West Jakarta, Indonesia. Internal organizational records indicate teacher turnover rates of 19.61%, 24.49%, and 20.00% over the past three academic years, consistently exceeding the 10% threshold associated with adverse educational outcomes reported in previous studies. The high turnover rate has also affected instructional continuity and teacher collaboration, as newly recruited teachers require time to adapt to the school's culture and instructional practices. These conditions underscore the need

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to identify both psychological and organizational factors that may explain teachers' intentions to leave the school.

To better understand the organizational context, preliminary interviews were conducted with the school principal and three teachers before the survey was administered. The interviews indicated that teachers generally perceived themselves as capable of performing their professional responsibilities, appreciated the supportive organizational climate established by the school, and considered the relatively manageable workload beneficial for balancing professional and personal responsibilities. Consistent with these preliminary findings, previous literature has identified several psychological and organizational antecedents of turnover intention. Drawing upon the Theory of Planned Behavior (Ajzen, 1991), this study focuses on self-efficacy, work-life balance, and perceived organizational support because they represent perceived behavioral control, attitudes, and subjective norms, respectively.

Despite this growing body of evidence, three important limitations remain. First, previous studies have predominantly examined self-efficacy, work-life balance, and perceived organizational support independently rather than simultaneously within a single analytical framework. Second, empirical evidence integrating these psychological and organizational factors among teachers remains limited, particularly within Indonesian private primary schools. Third, little is known about how these antecedents jointly explain teachers' turnover intention in this educational context. Addressing these gaps is important because examining these variables simultaneously provides a more comprehensive understanding of how individual psychological resources and organizational conditions collectively shape teachers' intentions to leave their schools.

Accordingly, this study investigates the influence of self-efficacy, work-life balance, and perceived organizational support on teachers' turnover intention at XYZ School in West Jakarta. By integrating these psychological and organizational antecedents within a unified model grounded in the Theory of Planned Behavior, this study extends the application of the theory to teacher turnover intention and provides empirical evidence from the underexplored context of Indonesian private primary education. The findings are expected to contribute to the literature on teacher retention while offering practical insights for developing organizational strategies that reduce teachers' turnover intention and the long-term sustainability of educational quality.

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THEORY OF PLANNED BEHAVIOR

The Theory of Planned Behavior is a social psychological theory developed by Icek Ajzen (1991), which posits that individual behavior is preceded by the formation of behavioral intention. Intention is the result of a cognitive process in which individuals integrate information, past experiences, and rational evaluations before deciding to engage in a particular behavior. The strength of an individual's intention reflects their readiness to exert effort toward performing the behavior and serves as the most immediate predictor of actual behavior.

According to the framework of the theory, behavioral intention is determined by three key constructs: attitude, which reflects an individual's evaluation of a behavior; subjective norm, which represents perceived social support or pressure from significant others; and perceived behavioral control, which refers to an individual's belief in their capability and control over performing the behavior. The stronger these three determinants, the stronger the individual's intention to perform the behavior. Based on this framework, the present study conceptualizes self-efficacy, work-life balance, and perceived organizational support as antecedents of teachers' turnover intention.

TURNOVER INTENTION

Turnover intention refers to an individual's conscious intention to leave their current organization and seek employment elsewhere as a result of evaluating their work experiences (Colquitt et al., 2021; Liu et al., 2023; Mobley, 1977). It is widely recognized as the most proximal predictor of actual turnover. Turnover intention may be influenced by various internal and external factors, including self-efficacy, job stress, job satisfaction, perceived organizational support, compensation, and work-life balance (Do et al., 2023; Nguyen et al., 2023). It remains an important issue because it can reduce organizational effectiveness through the emergence of withdrawal behaviors (Barros & Deco, 2025; Colquitt et al., 2021) and, in educational settings, undermine the sustainability of quality management and school improvement efforts (Holme et al., 2024).

According to Mobley (1977) and Robbins and Judge (2018), turnover intention develops through three sequential stages: (1) thinking of quitting, (2) intending to search for alternative employment, and (3) intending to leave the organization. These three stages serve as the indicators of turnover intention in this study. Furthermore, turnover intention is conceptualized

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as behavioral intention within the Theory of Planned Behavior, implying that lower turnover intention corresponds to a lower likelihood of actual turnover.

SELF-EFFICACY

Within Social Cognitive Theory, self-efficacy refers to an individual's belief in their capability to perform actions necessary to achieve specific goals (Bandura, 1997). This concept explains why individuals with comparable knowledge and opportunities may demonstrate different levels of performance. In educational settings, teachers with high self-efficacy tend to be more confident in their instructional practices and more capable of coping with professional challenges, perceiving them as opportunities for growth rather than obstacles (Bandura, 2018, 133; Capone et al., 2023, 2; Ullah et al., 2021, 235).

In this study, teachers' self-efficacy is measured using four indicators: (1) confidence in personal abilities, (2) confidence in facing difficulties, (3) confidence in overcoming challenges, and (4) confidence in meeting performance goals. Self-efficacy is conceptualized as a representation of internal perceived behavioral control, as teachers who believe they are capable of managing professional challenges are expected to exhibit lower turnover intention.

WORK-LIFE BALANCE

Work-life balance refers to a condition in which individuals are able to balance their time, energy, involvement, and satisfaction between work and personal life, enabling both domains to function harmoniously and support one another (Faqih et al. 2025, 323; Gragnano et al. 2020, 15; Waworuntu et al. 2022, 296). In the educational context, work-life balance is particularly important because teachers' professional responsibilities often extend beyond formal working hours and affect their personal lives. Maintaining this balance contributes to psychological well-being while enhancing life satisfaction and job performance.

In this study, work-life balance is measured using three indicators: (1) time balance, (2) involvement balance, and (3) satisfaction balance in managing work and personal life demands. Work-life balance is conceptualized as a representation of attitude, as it reflects teachers' evaluation of whether remaining in the organization supports their overall well-being. More positive evaluations are expected to be associated with lower turnover intention.

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PERCEIVED ORGANIZATIONAL SUPPORT

Perceived organizational support refers to employees' perception that their organization values their contributions and genuinely cares about their overall well-being (Cahyo & Prabowo 2022, 199; Colquitt et al. 2021, 78, 699). According to Organizational Support Theory, such organizational support fosters employees' emotional attachment to the organization and motivates them to reciprocate through greater commitment and contribution (Eisenberger et al. 2020, 207).

In this study, perceived organizational support is measured using three indicators: (1) valuing employee contributions, (2) caring about employee welfare, and (3) providing organizational support. Perceived organizational support is conceptualized as a representation of subjective norm, as it reflects teachers' perceptions of social support provided by the organization. Higher perceived organizational support is therefore expected to reduce teachers' turnover intention.

THE CURRENT STUDIES

Previous studies have demonstrated that individuals with high self-efficacy and strong perceived organizational support are more likely to view workplace challenges as opportunities for growth rather than obstacles (Hatfield & Kuvaas, 2026; Mondo et al., 2022; Shao et al., 2022). They are also more likely to accomplish their work objectives effectively, enabling them to maintain a healthier balance between their professional and personal lives (Alves et al., 2024; Husniati et al., 2024; Syuzairi et al., 2023). Furthermore, employees who perceive greater organizational support tend to develop more positive attitudes toward their organization, thereby reducing their intention to leave (Jing & Yan, 2022; Liu et al., 2023; Zahira & Satya, 2024). Empirical evidence further suggests that individuals with high self-efficacy who receive adequate organizational support are better able to complete their work responsibilities efficiently, allowing them to preserve the time, energy, and psychological resources necessary to maintain work-life balance (Andra et al., 2022; Harris et al., 2025; Rhizenda et al., 2023; Sabri & Sumardin, 2025; Shobirin et al., 2023).

Based on the theoretical framework and previous empirical findings, this study proposes the following five hypotheses and research model that illustrates the hypothesized direct relationships among the study variables:

1. H1: Self-efficacy negatively influences teachers' turnover intention

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2. H2: Work-life balance negatively influences teachers' turnover intention
3. H3: Perceived organizational support negatively influences teachers' turnover intention
4. H4: Self-efficacy positively influences teachers' work-life balance
5. H5: Perceived organizational support positively influences teachers' work-life balance

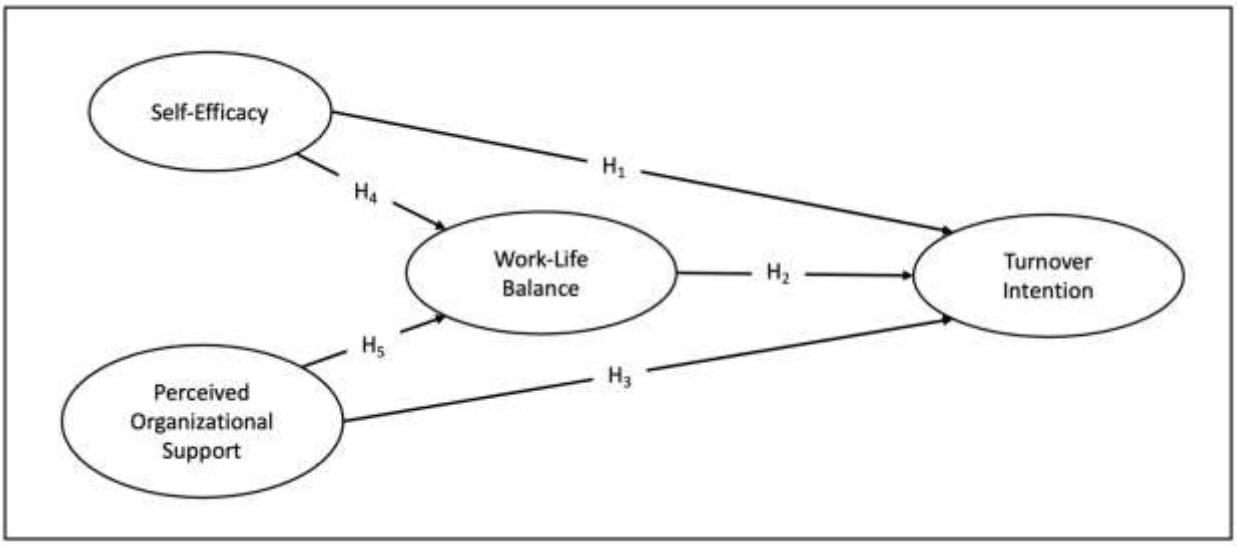


Figure 1. Hypothesized Model

RESEARCH METHOD

This study employed a quantitative survey design to measure and analyze the influence of self-efficacy, work-life balance, and perceived organizational support on teachers' turnover intention at XYZ school in West Jakarta. The quantitative approach was selected as it allows theory-driven hypotheses concerning relationships among the social sciences variables to be tested statistically (Creswell & Creswell, 2018). The study relied on primary quantitative data collected from all 31 teachers through a census sampling approach, as the population was relatively small (Hardani et al., 2020). The questionnaire was developed by adapting the items from previous studies and operationalizing the conceptual definitions of each construct into measurable indicators. The instrument blueprint for each variable was presented in Table 1.

Data collection began with preliminary interviews with the principal and three teachers to understand the school context, followed by the administration of a structured five-point Likert-scale questionnaire adapted from validated instruments. The collected data were analyzed using

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PLS-SEM with SmartPLS 4.0. The measurement model was first evaluated to establish construct validity and reliability using the Average Variance Extracted (AVE), Heterotrait-Monotrait Ratio (HTMT), and Composite Reliability (Hair et al., 2021, 76). Subsequently, the structural model was assessed using the Variance Inflation Factor (VIF), path coefficients, coefficient of determination (R^2), and effect size (f^2) (Hair et al., 2021, 116).

Table 1. Blueprint of Each Study Variable

No.	Indicator	Code	Statement	Source
1.	Thinking of quitting	TI1	I am considering working elsewhere.	Jing and Yan (2022)
2.		TI2	I am thinking about leaving next year.	
3.	Intending to search for alternative employment	TI3	I plan to explore job opportunities at other schools next year.	
4.		TI4	I am preparing to apply for positions at other schools.	
5.	Intending to leave the organization	TI5	I would seriously consider leaving if a good opportunity comes up next year.	
6.	Confidence in personal abilities	ED1	I am able to complete my daily work tasks as a teacher according to the expected standards.	Nazir et al. (2022)
7.		ED2	I adapt well to changes in my work environment.	
8.	Confidence in facing difficulties	ED3	I am able to maintain my self-control during unforeseen difficulties.	
9.		ED4	I am able to find alternative solutions when my first approach does not work.	
10.	Confidence in overcoming challenges	ED5	I am able to handle and resolve work-related problems.	
11.		ED6	I am able to make appropriate decisions even in difficult situations.	
12.	Confidence in meeting performance goals	ED7	I can achieve the performance goals set for me.	
13.		ED8	I am capable of handling demanding tasks.	
14.	Time balance	WLB1	I work beyond my official hours.	Kamara et al. (2023)
15.		WLB2	I adjust my personal plans to get my work done.	

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No.	Indicator	Code	Statement	Source
16.	Involvement balance	WLB3	I take care of personal issues while at work.	
17.		WLB4	Personal matters drain my energy at work.	
18.		WLB5	Personal matters make it difficult for me to focus at work.	
19.	Satisfaction balance	WLB6	I find it hard to switch off from work and feel relaxed during my free time.	
20.		WLB7	The work demands interfere with my personal life.	
21.	Valuing contributions	POS1	The school appreciates the contributions I make.	
22.		POS2	The school values my input.	
23.	Caring about employee welfare	POS3	The school cares about my well-being.	
24.		POS4	The school values the professional standards I uphold.	Siddiqi et al. (2024)
25.	Providing organizational support	POS5	The school supports me in achieving my professional goals.	
26.		POS6	I believe that the school is willing to help me when I need a special favor.	

RESULTS

Respondents Characteristics

The respondents' demographic profile indicates that the respondents wwere predominantly female (71%), primarily within the productive age group of 30–45 years (80.65%), and had a tenure of 1–3 years (51.61%), representing relatively short to moderate employment duration at XYZ School.

Descriptive Statistics

Descriptive statistics were conducted to describe the characteristics of the collected data before conducting further analysis. Overall, respondents reported relatively high levels of Self-Efficacy (M = 4.09, SD = 0.80), Work-Life Balance (M = 3.53, SD = 1.29), and Perceived Organizational Support (M = 4.00, SD = 0.91), indicating generally favorable perceptions across these constructs. In contrast, the mean score for Turnover Intention was comparatively lower (M = 2.62, SD = 1.34), although it remained within the neutral category, suggesting that teachers

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neither clearly intended to remain nor expressed a strong intention to leave the school. The results are presented in Table 2 below.

Table 2. Results of Mean and Standard Deviation of the Study Variables

No.	Variable	Mean	Standard Deviation
1.	Self-Efficacy	4,09	0.80
2.	Work-Life Balance	3,53	1.29
3.	Perceived Organizational Support	4,00	0.91
4.	Turnover Intention	2,62	1.34

Measurement Model Analysis

The validity test was conducted on the 26 questionnaire items consisting of 5 items for turnover intention, 8 items for self-efficacy, 7 items for work-life balance, and 6 items for perceived organizational support. The results show that all items were valid as the outer loading factors values are greater than 0.70, the AVE values are greater than 0.50, and the HTMT values were smaller than 0.90 (Hair et al., 2021, 77). Besides, the results also show that all items were reliable as the Cronbach's Alpha and Composite Reliability values are in the range of 0.80-0.90 (Hair et al., 2021, 80). These results indicated that obtained data were eligible to be analysed in the structural model analysis. The results are presented in Table 3 below.

Table 3. Results of Measurement Model Analysis

No.	Variables	AVE	HTMT				*Cronbach's Alpha*	*(rho_c)*
			ED	WLB	POS	TI		
1.	ED	0,697					0.927	0.941
2.	WLB	0,750	0,708		0,620		0.889	0.931
3.	POS	0,692	0,635				0.910	0.916
4.	TI	0,733	0,714		0,749		0.878	0.923

Structural Model Analysis

The multicollinearity assessment showed that all constructs met the multicollinearity assumption, with variance inflation factor (VIF) values below the recommended threshold of 5.0

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(Hair et al., 2021, 117). Accordingly, no constructs were excluded from the analysis. The results are presented in Table 4 below.

Table 4. Results of the Variance Inflation Factor Analysis

No.	Construct	ED	WLB	POS	TI	Interpretation
1.	ED		1,531		2,005	There were no collinearity issues.
2.	WLB				1,948	
3.	POS		1,531		1,686	

The hypotheses testing was examined by evaluating the path coefficients values (β). The results show that all research hypotheses were supported. Self-Efficacy (β = −0.181), Work-Life Balance (β = −0.423), and Perceived Organizational Support (β = −0.330) had negative effects on Turnover Intention. In addition, Self-Efficacy (β = 0.493) and Perceived Organizational Support (β = 0.282) exerted positive effects on Work-Life Balance Among the hypothesized relationships, the effect of Work-Life Balance on Turnover Intention was the strongest, whereas Self-Efficacy exhibited the largest positive effect on Work-Life Balance. The results of the path coefficient analysis are presented in Table 5 below.

Table 5. Results of the Path Coefficient Analysis

No.	Hypotheses	Paths	Path Coefficients	Interpretation
1.	H1	ED → TI	-0,181	Hypothesis accepted
2.	H2	WLB → TI	-0,423	Hypothesis accepted
3.	H3	POS → TI	-0,330	Hypothesis accepted
4.	H4	ED → WLB	0,493	Hypothesis accepted
5.	H5	POS → WLB	0,282	Hypothesis accepted

The coefficient of determination (R^2) results indicate that the proposed model demonstrates satisfactory explanatory power for the endogenous constructs. Turnover Intention achieved an R^2 value of 0.653, indicating that 65.3% of its variance is explained by Self-Efficacy, Work-Life Balance, and Perceived Organizational Support, while the remaining 34.7% is explained by other variables outside the research model. Meanwhile, Work-Life Balance achieved an R^2 value of 0.487, indicating that 48.7% of its variance is explained by Self-Efficacy and Perceived

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Organizational Support, with the remaining 51.3% is explained by other variables outside the research model.

The effect size is classified into three categories: small (≥ 0.02), moderate(≥ 0.15), and large (≥ 0.35) (Hair et al., 2021, 119). The effect size (f^2) analysis further revealed that Self-Efficacy exerted a large effect on Work-Life Balance (f^2 = 0.310) but only a small effect on Turnover Intention (f^2 = 0.047). Work-Life Balance had a moderate effect on Turnover Intention (f^2 = 0.265). In addition, Perceived Organizational Support exhibited a small effect on Work-Life Balance (f^2 = 0.101) and a moderate effect on Turnover Intention (f^2 = 0.186). The results of the effect size (f^2) analysis are presented in Table 6 below.

Table 6. Results of the Coefficient of Determination and Effect Size Analysis

No.	Construct	R^2	F^2				Interpretation
			ED	WLB	POS	TI	
1.	ED			0,310		0,047	ED → WLB: Large ED → TI: Small
2.	WLB	0,487				0,265	WLB → TI: Moderate
3.	POS			0,101		0,186	POS → WLB: Small POS → TI: Moderate
4.	TI	0,653					

DISCUSSION

The above results indicated that all proposed hypotheses were supported, and the findings were consistent with both the underlying theories and previous empirical studies. The relationships among the variables are discussed as follows.

Self-Efficacy had a negative effect on Turnover Intention (β = −0.181). This finding is consistent with previous studies (Hatfield & Kuvaas, 2026; Mondo et al., 2022; Shao et al., 2022) and supports Social Cognitive Theory (Bandura, 2018), which posits that individuals with higher self-efficacy are better able to cope with work-related pressures, thereby reducing their intention to leave the organization.

Work-Life Balance had a negative effect on Turnover Intention (β = −0.423). This finding is consistent with previous studies (Alves et al., 2024; Husniati et al., 2024; Syuzairi et al., 2023), indicating that a better balance between work and personal life strengthens teachers' attachment to their school and, consequently, reduces their intention to leave.

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Perceived Organizational Support had a negative effect on Turnover Intention (β = −0.330). This finding is consistent with previous studies (Jing & Yan, 2022; Liu et al., 2023; Zahira & Satya, 2024) and supports Organizational Support Theory (Eisenberger et al., 2020), which suggests that employees who perceive greater organizational support feel more valued and emotionally attached to the organization, thereby reducing their intention to leave.

Self-Efficacy had a positive effect on Work-Life Balance (β = 0.493). This finding is consistent with previous studies (Pratama & Surya, 2025; Rhizenda et al., 2023; Shobirin et al., 2023), indicating that individuals with higher self-efficacy are better able to manage job demands while maintaining a healthy balance between work and personal life.

Perceived Organizational Support had a positive effect on Work-Life Balance (β = 0.282). This finding is consistent with previous studies (Andra et al., 2022; Harris et al., 2025; Sabri & Sumardin, 2025), demonstrating that organizational support enhances employees' psychological well-being, enabling them to better balance work and personal life.

Overall, the findings indicate that higher levels of Self-Efficacy, Work-Life Balance, and Perceived Organizational Support are associated with lower Turnover Intention among teachers at XYZ School. Furthermore, higher levels of Self-Efficacy and Perceived Organizational Support contribute to improved Work-Life Balance, which in turn further reduces teachers' intention to leave the organization.

CONCLUSION

The results show that self-efficacy, work-life balance, and perceived organizational support have negative effects on teachers' turnover intention at XYZ School in West Jakarta. This finding supports the Theory of Planned Behaviour and previous studies that explain that the increase of these factors decreases the teachers' turnover intention. On the other hand, the results show that self-efficacy and perceived organizational support have positive effects on teachers' work-life balance at XYZ School in West Jakarta. This finding supports the previous studies that explain that the increase of self-efficacy and perceived organizational support will increase the teachers' work-life balance. The findings further indicate that reducing teachers' turnover intention depends not only on teachers' ability to maintain a balance between their professional and personal lives, but also on the school's capacity to foster work-life balance and provide organizational support at both the personal and professional levels. Furthermore, the

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results suggest that self-efficacy serves as an important mechanism through which teachers achieve better work-life balance, thereby reducing their intention to leave the school.

The findings of this study offer several managerial implications for XYZ School in its efforts to reduce teachers' turnover intention. Given the influence of work-life balance, perceived organizational support, and self-efficacy, school leaders and management should prioritize initiatives that enhance teachers' overall work experience. Specifically, the school should strengthen work-life balance by regularly evaluating teachers' workloads, optimizing the use of technology to reduce administrative tasks, and providing more human-centered support systems, such as mentoring and emotional support programs. In addition, management should ensure that organizational support aligns with teachers' needs through continuous evaluation of existing support initiatives, the establishment of safe and accessible channels for teacher feedback, and timely responses to workplace concerns. Finally, the school should foster teachers' self-efficacy by implementing relevant and competence-oriented professional development programs, establishing structured mentoring initiatives, and developing clear career progression pathways that encourage continuous professional growth and competence development.

FUTURE DIRECTIONS

Based on the research process and findings, several recommendations are proposed for future studies. Future studies are encouraged to include additional demographic variables, such as additional responsibilities at school, subject specialization, and marital status, to enable a more comprehensive interpretation of self-efficacy, work-life balance, and perceived organizational support across different teacher characteristics. Besides, the future studies are also encouraged to test the proposed model using larger and more diverse samples across different educational settings to determine whether the observed relationships are consistent across organizational contexts and educational levels, thereby enhancing the generalizability of the findings. Examining potential mediating and moderating variables, including organizational commitment, burnout, school leadership, and organizational culture is also encouraged to provide a more comprehensive understanding of teachers' turnover intention.

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