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# Analysis of Private Teacher Turnover in Yogyakarta City

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**Abstract**

*This study aims to analyze the phenomenon of teacher turnover in private schools in Yogyakarta by examining the causes, the impacts, and the role of school policies in addressing turnover among private school educators in Yogyakarta, specifically at TK X and SMP Y. The research informants are teachers who have experienced turnover. Data was collected through in-depth interviews, observations, and documentation, and then analyzed using an interactive model. Miles, et al., (2014) which includes data condensation, data display, as well as conclusion drawing/verification. The study shows that teacher turnover is influenced by multidimensional factors, including economic pressure, disproportionate workload, value conflicts, family demands, and career opportunities. Although compensation is a source of economic pressure, teachers' decisions to stay or leave are also affected by supportive leadership, professional development support, work flexibility, and alignment of professional values with the school environment. Turnover impacts the increased workload of remaining teachers, work stress, and reduced school effectiveness due to disrupted learning continuity and organizational stability. This study concludes that teacher turnover is the result of a complex interaction between structural, psychological, and professional factors, so retention strategies need to be designed comprehensively through improvements in compensation policies, workload management work, supportive leadership, and professional development for teachers.*

**Keywords: turnover; private schools; case study; supportive leadership; educational management.**



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## INTRODUCTION

In the 2024/2025 school year, there are 626 active private schools in Yogyakarta City (Kemendikbudristekdikti, 2024). This number shows that private schools play an important role in providing education and also serve as workplaces for thousands of teachers. However, most small to medium-sized private schools still rely on student fees as their main source of funding. This situation affects the management of human resources, especially in terms of compensation, workload, work facilities, and teachers' professional development. Teachers in private schools face various challenges, such as non-competitive pay, multiple assignments, limited facilities, and internal policies that are not standardized. These conditions increase the risk of teacher turnover, which is when teachers leave or move from the school due to various organizational or personal factors. High turnover not only increases the workload for the teachers who stay, but also disrupts the continuity of learning, lowers the quality of education services, raises recruitment costs, and reduces the stability of the school organization. (Camelo & Ponczek, 2021; Lei, et al., 2024).

Various studies show that teacher turnover is influenced by a variety of factors. Camelo & Ponczek (2021) finding that financial incentives play a role in reducing teacher turnover. Hadush & Katheriyar (2023) shows that high working conditions and workload increase teachers' intention to leave. Fekih-Romdhane, et al. (2024) explaining that economic pressure drives turnover through burnout and job satisfaction, while Zhang, et al. (2024) It was found that excessive workloads increase teachers' desire to leave their profession. However, most of these studies were conducted outside Indonesia and mostly used quantitative approaches, so they haven't been able to deeply explain teachers' experiences in making decisions to stay or leave their schools. In Indonesia, especially in private schools, research on teacher turnover is still relatively limited, particularly in the post-Covid-19 context. Changes in work systems, increased administrative demands and technology use, as well as shifting priorities between work and family life, are suspected to bring up new factors influencing teacher turnover. In addition, most previous studies have focused more on individual factors, while the role of school leadership, organizational culture, and internal policies as teacher retention strategies has not been studied comprehensively. Based on these conditions, this study aims to analyze the factors that influence teacher turnover in private schools in Yogyakarta, its impact on workload and school effectiveness, as well as the role of internal school policies in reducing turnover. The research results are expected to provide empirical contributions for the development of human resource


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management in private schools, especially in designing more effective teacher retention strategies.

## RESEARCH METHODE

This research uses a qualitative approach with a case study type of research to deeply understand the phenomenon of turnover among honorary teachers at two private schools in Yogyakarta, namely TK X and SMP Y. The case study approach was chosen because it allows researchers to examine the turnover phenomenon in the real organizational context, so the relationship between school policies, working conditions, and teachers' experiences can be understood comprehensively. (Yin, 2018). The research was conducted at two private schools, namely TK X located in Kelurahan Warungboto, Umbulharjo District, and SMP Y Yogyakarta, located in Kotagede District. The research data consisted of primary data obtained through semi-structured in-depth interviews and non-participatory observation, as well as secondary data in the form of school documents, such as staffing data, teacher resignation archives, and school policies related to compensation, workload, and human resource development. Data collection was carried out through observation, in-depth interviews, and document studies.

Observation is used to watch the work environment and how teachers carry out their activities, while interviews aim to explore teachers' experiences, perceptions, and reasons for staying or leaving the school. Documentation is used to support the findings from interviews and observations. Data validity is ensured through source and method triangulation, meaning comparing information from different informants and confirming interview results with observation and document data. (Pritandhari, 2016). Data analysis is done interactively using a model Miles, et al., (2014) which includes data condensation, data display, and conclusion drawing/verification. The analysis process takes place in a cycle from data collection until consistent findings are obtained and data saturation is reached.

## THEORETICAL FRAMEWORK

Teacher turnover is a complex phenomenon influenced by individual, organizational, and psychological factors. To explain why teachers decide to leave their schools, this study draws on turnover theory and related perspectives, including organizational commitment, job satisfaction, and the Conservation of Resources theory. These theories provide a foundation for understanding the factors that shape turnover intention and actual teacher turnover.


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Turnover is a process where staff leave the school and their job positions need to be filled by someone else (Mathis & Jackson, 2021). Meanwhile, Jewell & Siegall (1998) stating that turnover is a function of an individual's strong interest in various other job alternatives outside of school or as an 'exit' from the current job that is unsatisfying and stressful. The concept of teacher turnover explains the reasons why teachers leave a school or job due to various internal and external factors.

In the turnover model theory, many school and psychological factors that influence a teacher's decision to stay or leave their job are discussed. The factors that will be discussed include age, work environment, education level, school commitment, job satisfaction, and school culture. (Mobley, 1977; Skaalvik & Skaalvik, 2011). 1) Age: Younger staff tend to have higher turnover rates because they have more opportunities to try different types of jobs and find the workplace that suits them best. 2) A comfortable and harmonious work environment can improve staff stability. Meetings and activities that encourage collaboration among staff can help create a positive work atmosphere. 3) Education level: This affects staff turnover. Higher education paired with a suitable position can influence staff retention. On the other hand, if education doesn't match the desired position, it can also contribute to higher turnover. 4) School commitment, when low, can increase turnover intention. Staff who don't feel like they want to contribute optimally to the school are more likely to leave. Attachment to the school has a negative and significant relationship with turnover intention. According toLum, Et al., (1998) Organizational commitment is defined as the level of an individual's identification with and attachment to a particular school, reflected in characteristics such as: (a) having strong belief in and acceptance of the school's values and goals, and (b) having a definite desire to maintain participation in the school. 5) Job satisfaction, which reflects the difference between the wages a worker receives and the wages they should be getting, also shows that the more dissatisfied a worker is with their job, the more likely they are to switch. (Robbins & Judge, 2008). 6) School culture, this shows that a solid school culture has a significant impact on staff behavior and directly lowers turnover rates. In a strong culture, a school's core values are firmly upheld and ingrained in all its staff.

Applied turnover theory refers to models or theories used to explain why individuals, especially staff or teachers, have the intention to leave their job (turnover intention) or actually leave (actual turnover). In the context of teachers, these theories help explain why teachers feel dissatisfied, stressed, or unable to cope. Based on Fekih-Romdhane, Et al., (2024) Some applied


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theories about teacher turnover are explained and used as a basis for designing a research model. The turnover process starts with job dissatisfaction, which then develops into an intention to leave, and eventually becomes the decision to actually leave the job.

If teachers feel unhappy with their job because of reasons like low pay or financial pressure, they start thinking about leaving and will actually quit if nothing is done. (Mobley, 1977). According to the Conservation of Resources theory, individuals try to maintain and protect their resources like energy, time, and health (Hobfoll, 1989). When work causes fatigue and drains resources due to economic pressure and workload, teachers can experience job burnout (physically, mentally, and emotionally). In such situations, the decision to 'leave' the job can be seen as a form of self-protection. Job Satisfaction Theory explains that job satisfaction is a key predictor of the intention to stay or leave. The more satisfied someone is with their job, the less likely they are to want to leave. (Zembylas & Papanastasiou, 2004). Teachers who are not satisfied with work conditions like salary, recognition, and management support are more likely to have turnover intentions. (Njiru, 2014).

## RESULT AND DISCUSSION

### RESULT

### Factors That Affect Teacher Turnover

Research identified six factors that influence teacher turnover: compensation and welfare, workload and dual roles, role and career ambiguity, mismatch of organizational values and vision-mission conflicts, emotional pressure and family demands, and limited facilities and professional development. Compensation is the most dominant factor. At SMP Y, salaries are irregular and depend on government incentive disbursements, causing economic pressure, especially for teachers with families. On the other hand, TK X teachers stay despite earning less because they get a more supportive and flexible work environment. These findings show that compensation is important, but it’s not the only factor that determines whether teachers stay or leave. Beban kerja yang tidak proporsional juga mendorong turnover. Teachers at SMP Y take on various tasks beyond teaching, like administration, extracurricular activities, TPPK, and developing learning media, while teachers at TK X previously faced high administrative burdens and minimal rest time. This situation triggers both physical and mental fatigue. Unclear roles and career paths also influence teachers' decisions. Teachers at SMP Y often teach outside their area of expertise due to a shortage of educational staff, while teachers at TK X experience a mismatch


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between job demands and their professional identity. This situation creates career uncertainty and role conflict. Additionally, a mismatch of values with the organization becomes a reason for job changes. Changes in leadership and the school's vision that no longer align with teachers' professional values create value conflicts, pushing them to look for institutions that fit better. Emotional stress and family demands are also important factors. Teachers choose schools with flexible working hours so they can meet family responsibilities, especially when supporting young children. Lastly, limited facilities and professional development support affect job satisfaction. Teachers at SMP Y have to pay for training themselves due to budget constraints, while TK X provides training according to teachers' needs, which boosts their sense of being valued and professional growth opportunities.

**The Impact Of Turnover On Workload, Work Stress, And School Effectiveness.**

Teacher turnover affects an increase in the workload for the teachers who stay. At Y Middle School, the shortage of teachers leads to a redistribution of teaching and additional tasks, reducing preparation time for lessons. A similar situation also happens at X Kindergarten when teachers leave, causing the administrative workload of other teachers to increase. This increased workload results in work-related stress. Teachers experience fatigue due to a combination of multitasking demands, economic pressures, non-teaching work, and family responsibilities. This affects their psychological well-being and the quality of task execution. At the organizational level, turnover disrupts school effectiveness because the recruitment and adaptation of new teachers take time, hinder learning continuity, and reduce the quality of educational services. Losing experienced teachers also means losing social capital, relationships with students, and understanding of the school culture, which can decrease organizational stability and parent trust. For teachers, turnover becomes a way to reduce previous work pressures, but at the same time brings challenges of adaptation and career uncertainty.

**The Role Of Schools And Internal Policies In Handling Turnover.**

Research found four main forms of retention strategies implemented by schools, namely supportive leadership, a family-like work culture, professional development support, and work flexibility. Principals in both schools were seen as communicative, democratic, and providing room for negotiation regarding teachers' personal needs. This kind of leadership boosts a sense of appreciation and strengthens teachers' commitment to the school. A family-like culture is also


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an important retention factor. Close relationships between the principal, teachers, and coworkers create a safe and supportive work environment.

At SMP Y, solidarity among teachers helps to manage the increased workload, while at TK X, personal attention from the principal enhances work comfort. In terms of professional development, TK X provides training based on teachers' needs by bringing in resource persons, while SMP Y still gives opportunities to attend training even though most of it is self-funded by the teachers. This support is seen as a way to honor teachers' professionalism. Both schools also implement flexible working hours for teachers with young children by adjusting teaching schedules or leaving times, which helps balance work and family life. Nevertheless, the effectiveness of retention policies is still limited by constraints. Structural, such as budget limitations, the absence of clear compensation standards, minimal supporting facilities, and the lack of a structured career path. These conditions cause teachers to still face uncertainty regarding recognition and career continuity even though various retention strategies have been implemented.

**DISCUSSION**

The research results show that teacher turnover in private schools in Yogyakarta is influenced by a combination of economic, psychological, family, professional value, and career opportunity factors. At Kindergarten X, the decision to leave is more influenced by a mismatch with the school's vision, high administrative workload, and the need for work flexibility after having children, whereas at Junior High School Y, leaving is more often triggered by opportunities to become a PPPK, following a partner, residential location, and uncertainty in compensation. These findings indicate that turnover is not only influenced by material factors but also by how teachers perceive their work and professional identity. These findings are in line with Bush & Glover (2014) which explains that a mismatch of values between teachers and the school can lower organizational commitment. In addition, motivation theory and research Skaalvik & Skaalvik (2018) explaining that the decision to leave a job arises when basic needs, such as financial security, family balance, and psychological well-being, are not met. Research Bedasso & Mendez Acosta (2025) It also shows that family mobility is one of the key factors pushing female teachers to leave their jobs. This study expands on previous findings by showing that teacher turnover in small private schools results from the interaction between economic pressure, value


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conflicts, family conditions, and limited school resources. In this context, the chance to get a more stable job, like PPPK, is seen by teachers as a way out of the recurring structural uncertainty.

Although compensation is the most frequently complained-about factor, this study shows that it is not the only determinant of teacher turnover or retention. SMP Y teachers stay even though they receive an unpredictable salary because they are loyal to the school and understand the institution's financial limitations. On the other hand, TK X teachers choose to stay because they get a more supportive work environment, even though they receive lower compensation compared to their previous school. These findings support research Camelo & Ponczek (2021) which states that increasing incentives can reduce teacher turnover. Research Fekih-Romdhane, et al. (2024) It also shows that insufficient salaries trigger financial stress and burnout, which eventually increases turnover intention. In this way, compensation not only serves as an economic resource but also as a form of the organization's recognition of teachers' professionalism. Besides compensation, an unbalanced workload becomes a major factor causing turnover.

Teachers at SMP Y have to handle various teaching and administrative tasks at the same time, while the teachers at TK X previously faced a heavy administrative workload with limited break time. This situation reflects role overload, which increases both physical and emotional fatigue. These findings are consistent with research. Zhang, et al., (2024) and Gundlach, et al., (2024) which shows that excessive workload is a strong predictor of teacher turnover. This phenomenon also aligns with the Conservation of Resources theory Hobfoll (1989), which explains that individuals tend to leave the workplace when personal resources are continuously drained without adequate support. From an organizational perspective, turnover reduces the effectiveness of schools because it disrupts learning continuity, prolongs the adaptation process for new teachers, and decreases the stability of school culture. Therefore, in small private schools, having double jobs is a consequence of limited resources that not only affects teachers' well-being but also the quality of educational services.

Supportive leadership is an important factor that encourages teachers to stick around. Teachers see the principal as someone communicative, flexible, and able to understand their personal and professional needs. Flexible working hours for teachers with young children are a real form of support that improves work-life balance. These findings are in line with Skaalvik & Skaalvik (2011) and Perera, et al., (2022) which explains that leadership support can improve psychological well-being, reduce burnout, and strengthen organizational commitment. In the


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context of small private schools, supportive leadership acts as a non-financial compensation mechanism that helps teachers cope with limited school resources. Research shows that support for professional development increases job satisfaction and teachers' willingness to stay. Kindergarten X teachers receive training facilitated by the school, while Junior High Y teachers generally take training on their own due to budget constraints.

These findings support the research Perera, et al., (2022) and Skaalvik & Skaalvik (2011) which states that professional development opportunities are a protective factor against burnout while also reinforcing organizational commitment. Thus, professional development not only enhances competence but also strengthens teachers' professional identity and the perception that the school is investing in their careers. Research shows that teachers' decisions to stay are not solely based on economic considerations but are also influenced by professional values and the meaning of their work. Teachers view their profession as a form of dedication and moral responsibility, so a school environment that appreciates these values can strengthen loyalty. These findings are in line with Lei, et al. (2024) which shows that value conflicts between teachers and the organization can increase turnover, as well as Perera, et al., (2022) which explains that a supportive work environment can restore psychological well-being and a sense of professional meaning. This study contributes by showing that in small private schools, appreciation for teachers' professional identity becomes an intrinsic factor that strengthens teacher retention, even when the school faces resource limitations.

## CONCLUSION

This study concludes that teacher turnover is the result of a complex interaction between structural, psychological, and professional factors. Therefore, teacher retention strategies need to be designed comprehensively through improvements in the compensation system, proportional workload management, supportive leadership, work flexibility, professional development support, and creating a school environment that values the importance and identity of the teaching profession.

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