



Turnover Intention among Private School Teachers in Madura: Empirical Evidence of the Mediating Role of Organizational Commitment

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ABSTRACT

High turnover intention among private school teachers poses a serious challenge to educational continuity, particularly in regions with limited retention capacity such as Madura Island. This study examines the effects of resilience and life demands on turnover intention, with organizational commitment as a mediating variable. Using a quantitative explanatory approach, data were collected through a structured survey of 100 private school teachers selected via proportional random sampling across four regencies on Madura Island. Data were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM). The findings reveal that organizational commitment significantly reduces turnover intention and fully mediates the effects of resilience and life demands. These results underscore the critical role of organizational commitment in shaping teachers' retention decisions.

INTRODUCTION

The sustainability of education quality is highly determined by the stability and competence of human resources, particularly teachers as the primary actors in the learning process. In private schools, teacher turnover intention has become a critical issue because it directly affects learning continuity, recruitment costs, and the quality of educational services (Anse et al., 2025). Turnover intention is understood as an individual's psychological tendency to voluntarily leave an organization and has been proven to be a strong predictor of actual exit behavior (Mobley, 1982).

Madura Island has unique socio-economic and cultural characteristics, marked by relatively diverse welfare levels, limited alternative employment opportunities, and strong social collectivism (Iswahyudi, 2022). Private school teachers face dual pressures from work demands and life demands outside of work (van Daalen-Visscher et al., 2025). High life demands, including economic needs, family responsibilities, social pressures, limited time, and health conditions, potentially deplete teachers' psychological resources and increase their turnover intention (Bakker et al., 2022; Greenhaus & Beutell, 1985).

On the other hand, resilience is viewed as an individual's psychological capacity to withstand, adapt, and recover when facing pressure and difficulties (Luthans, 2011; Masten et al., 2021). Teachers with high resilience tend to manage work stress and life demands more adaptively, thereby maintaining psychological attachment to the organization. Several studies have shown that resilience is negatively associated with turnover intention and positively related to organizational commitment (Liu, 2024; Smith et al., 2020; Zhang et al., 2020; Zhao et al., 2021).

Organizational commitment is a crucial psychological mechanism that explains an individual's decision to remain or leave the organization. Meyer & Allen (1991) emphasized that organizational commitment consists of affective, continuance, and normative components, which consistently reduce turnover intention across sectors and cultural contexts. In this regard, organizational commitment potentially serves as a mediating variable bridging the influence of resilience and life demands on turnover intention.

Although studies on teachers' turnover intention have been widely conducted, research integrating resilience and life demands with organizational commitment as a mediating variable remains relatively limited, particularly in the context of private education in island regions such as Madura. Therefore, this study aims to examine the influence of resilience and life demands on turnover intention through the mediation of organizational commitment among private school teachers in Madura. This research is expected to provide empirical contributions to the human resource management literature in the education sector and practical implications for private school administrators in designing teacher retention strategies

THEORETICAL REVIEW

Resilience

Resilience refers to an individual's psychological capacity to withstand, adapt, and recover when facing pressures, difficulties, or changes in life and work (Luthans, 2011; Masten et al., 2021). Resilience is considered a personal resource that enables individuals to manage stress effectively, maintain performance, and sustain organizational attachment even under high-demand conditions (Zhu et al., 2025).

In this study, resilience is conceptualized as a multidimensional construct reflected through social support systems, problem-solving ability, emotional regulation, optimism about the future, and independence. Social support provides emotional strength and a sense of security, while problem-solving skills and emotional regulation help individuals respond adaptively to stress (R. Li et al., 2025; Yeo et al., 2025). Optimism and independence reinforce individuals' belief that challenges can be faced autonomously and constructively (Bellibaş et al., 2025; Ge, 2025).

Resilience acts as a protective mechanism that mitigates the negative impact of work stress and life demands. Teachers with high resilience are more likely to maintain organizational commitment, thereby reducing the tendency to develop turnover intentions (Munezero et al., 2026).

Life Demands

Life demands refer to various external pressures arising from both work and non-work roles that individuals must simultaneously manage. Within the framework of the Job Demands-Resources Theory, life demands are conceptualized as aspects requiring sustained physical and psychological effort, which may result in fatigue, stress, and decreased well-being (Bakker et al., 2022).

In this study, life demands include work, family, financial, social, health, and time demands. Work demands, such as workload and time pressure, can disrupt work-life balance. Family and social demands require role adjustments that often drain emotional energy, while financial and health demands create psychological stress related to life stability and productivity maintenance. Furthermore, limited time intensifies inter-role conflicts and heightens perceived fatigue (Greenhaus et al., 2019).

For private school teachers, the accumulation of high life demands may reduce work focus and organizational attachment. When such demands are not balanced with sufficient resources, individuals are likely to seek alternative employment better able to meet their life needs. Therefore, life demands are considered a risk factor that increases turnover intention directly or indirectly by reducing organizational commitment (Sam-Mensah et al., 2025; Ten Hoeve et al., 2020).

Organizational Commitment

Organizational commitment reflects the psychological attachment of individuals to their organization, indicated by the desire to remain part of it (Meyer & Allen, 1991). It plays a crucial role in explaining employees' decisions

to stay or leave, as individuals with high commitment demonstrate loyalty and a strong intention to maintain membership.

In this study, organizational commitment is understood as a multidimensional construct comprising affective, continuance, and normative commitment. Affective commitment relates to emotional attachment, pride, and a sense of belonging to the organization. Continuance commitment is based on perceived costs and risks associated with leaving the organization, while normative commitment reflects a moral obligation to stay (Harris, 2025).

Organizational commitment serves as an essential psychological mechanism bridging the influence of resilience and life demands on turnover intention. Teachers with high organizational commitment are more likely to withstand work pressures and life demands, thereby reducing the tendency to develop turnover intentions (Bhatia & Jain, 2024).

Turnover Intention

Turnover intention is an individual's psychological tendency to voluntarily leave an organization and is considered the strongest predictor of actual exit behavior (Khaw et al., 2023; Mobley, 1982). Turnover intention does not emerge suddenly but develops through cognitive and affective processes influenced by work experiences, organizational conditions, and life pressures.

In this study, turnover intention is conceptualized as a multidimensional construct reflected through thoughts of quitting, desire to leave the job, and intention to search for another job. Thoughts of quitting represent the initial stage when individuals begin to doubt job continuity. The desire to leave reflects a stronger affective intention to exit, while intention to search for another job is demonstrated by actively seeking alternatives outside the current organization (Junça Silva & Rodrigues, 2024; Pelly, 2023).

Turnover intention is influenced by limited well-being, work stress, and unmanaged life demands. Low resilience and weak organizational commitment strengthen the tendency to develop turnover intentions, whereas organizational commitment acts as a restraining factor that suppresses such intentions. Therefore, turnover intention is a crucial indicator for educational organizations in designing sustainable teacher retention strategies.

Resilience and Turnover Intention

Resilience is an individual's capacity to withstand, adapt, and recover when facing stress and difficulties (Luthans, 2011; Masten et al., 2021). Previous studies indicate that teachers with high resilience are able to manage stress and cope with life demands, which influences their decisions to remain or leave the organization (Zhao et al., 2021; Smith et al., 2020).

H1: Resilience has a significant effect on turnover intention.

Life Demands and Turnover Intention

Life demands include pressures from work, family, finances, social obligations, health, and time, requiring continuous physical and psychological effort (Bakker et al., 2022; Greenhaus et al., 2019). Previous studies found that accumulated life demands are significantly related to turnover intention among professionals, including teachers, due to reduced well-being and attachment to the organization (Sam-Mensah et al., 2025; Ten Hoeve et al., 2020).

H2: Life demands have a significant effect on turnover intention.

Resilience and Organizational Commitment

Resilience helps individuals cope with stress and pressures adaptively (Luthans, 2011; Masten et al., 2021). Previous research shows that resilience is significantly related to organizational commitment, where resilient individuals tend to remain attached to their organization (Liu, 2024; Zhang et al., 2020).

H3: Resilience has a significant effect on organizational commitment.

Life Demands and Organizational Commitment

High life demands, such as pressures from work, family, and social obligations, can deplete psychological resources and reduce individual attachment to the organization (Bakker et al., 2022; Sam-Mensah et al., 2025). Therefore, life demands are expected to have a significant effect on teachers' organizational commitment.

H4: Life demands have a significant effect on organizational commitment.

Organizational Commitment and Turnover Intention

Organizational commitment, including affective, continuance, and normative components, has been proven to influence decisions to stay or leave the organization (Meyer & Allen, 1991; Bhatia & Jain, 2024). Previous studies show that teachers with high commitment tend to restrain turnover intention (Junça Silva & Rodrigues, 2024).

H5: Organizational commitment has a significant effect on turnover intention.

Organizational Commitment Mediates Resilience and Turnover Intention

Organizational commitment can function as a psychological mechanism bridging the effect of resilience on turnover intention (Meyer & Allen, 1991; Zhang et al., 2020). Previous studies indicate that organizational commitment mediates the relationship between personal factors, such as resilience, and turnover intention (Munezero et al., 2026).

H6: Organizational commitment mediates the effect of resilience on turnover intention.

Organizational Commitment Mediates Life Demands and Turnover Intention

In addition to personal factors, life demands are also influenced through the mediating mechanism of organizational commitment (Bhatia & Jain, 2024; Zhang et al., 2020). Previous research shows that teachers facing high life demands can maintain attachment and reduce turnover intention through organizational commitment.

H7: Organizational commitment mediates the effect of life demands on turnover intention.

Conceptual Model

The conceptual model of this study is developed to explain the effects of resilience and life demands on turnover intention of private school teachers with organizational commitment as a mediating variable. Resilience is considered a psychological resource enabling teachers to cope with work pressure and life

demands, while life demands represent external pressures from both work and non-work roles.

In this model, resilience and life demands are assumed to have a direct effect on turnover intention. Additionally, both variables influence organizational commitment, reflecting teachers' psychological attachment to the school. Organizational commitment functions as a mediating mechanism bridging the effects of resilience and life demands on turnover intention.

This model emphasizes that teachers' turnover intention is not only directly influenced by individual factors and life pressures but also through the level of organizational commitment. Therefore, enhancing resilience and managing life demands are expected to strengthen organizational commitment and reduce turnover intention sustainably.

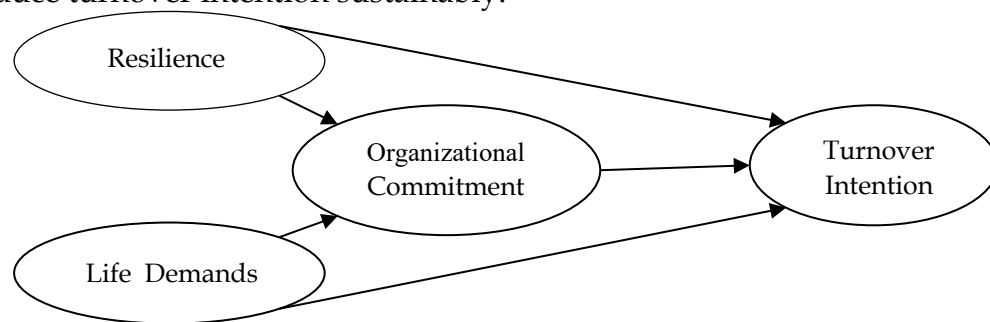


Figure 1. Conceptual Model of the Study

In this model, resilience and life demands are assumed to have a direct effect on teachers' turnover intention. Both variables also influence organizational commitment, which reflects teachers' psychological attachment to their schools. Organizational commitment functions as a mediating mechanism that bridges the effect of resilience and life demands on turnover intention.

This model emphasizes that private school teachers' turnover intention is influenced not only directly by individual factors and life pressures but also through the level of organizational commitment formed. Therefore, strengthening resilience and managing life demands are expected to enhance organizational commitment while sustainably reducing turnover intention

METHODOLOGY

This study employs an explanatory quantitative approach aimed at examining the significant relationships between resilience and life demands on turnover intention, mediated by organizational commitment among private school teachers in Madura Island. Data collection was conducted using a structured questionnaire survey, which was distributed both in person and online to ensure accessibility and higher response rates.

Conceptual Model

The research variables include resilience (X1) and life demands (X2) as independent variables, organizational commitment (Z) as a mediating variable, and turnover intention (Y) as the dependent variable. All variables were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), which allows respondents to express their level of agreement with each item.

The research instrument was developed based on widely used and validated indicators in previous studies, then adapted to fit the context of private school teachers. Each variable is operationalized through multiple dimensions, reflected in specific indicators and statement items, ensuring construct validity and clarity for the respondents. The operationalization of variables, indicators, and corresponding statement items is presented in Table 1.

Table 1. Variable Operational Definitions

Variables	Indicator	Sub-Indicator	Source
Resilience (X1)	Strong Social Support System (X1.1)	Support in difficulties (X1.1.1)	Masten et al., (2021)
		Access to sharing (X1.1.2)	
		Support from close relations (X1.1.3)	
	Problem-Solving Ability (X1.2)	Solution formulation (X1.2.1)	
		Decision selection (X1.2.2)	
		Perseverance (X1.2.3)	
	Emotional Regulation (X1.3)	Calmness under pressure (X1.3.1)	
		Anger control (X1.3.2)	
		Emotional restraint (X1.3.3)	
	Optimism and Future Hope (X1.4)	Positive expectations (X1.4.1)	
		Future orientation (X1.4.2)	
		Learning orientation (X1.4.3)	
	Independence (X1.5)	Autonomous decisions (X1.5.1)	
		Task autonomy (X1.5.2)	
		Self-confidence (X1.5.3)	
Life Demands (X2)	Work Demands (X2.1)	Developmental challenges (X2.1.1)	Cheng et al., (2021); Herman et al., (2020); Kunzelmann & Rigotti (2021); Pedersen et al., (2020); Perry-Jenkins & Gerstel (2020); Tham & Kåreholt (2023)
		Time pressure (X2.1.2)	
		Work-life interference (X2.1.3)	
	Family Demands (X2.2)	Family-related adjustment (X2.2.1)	
		Family interference (X2.2.2)	
		Personal resource strain (X2.2.3)	
	Financial Demands (X2.3)	Income insufficiency (X2.3.1)	
		Financial insecurity (X2.3.2)	
		Cost-of-living pressure (X2.3.3)	
	Social Demands (X2.4)	Social obligations (X2.4.1)	
		Emotional burden (X2.4.2)	
		Social fatigue (X2.4.3)	
	Health Demands (X2.5)	Health maintenance (X2.5.1)	
		Presenteeism (X2.5.2)	
		Rest deprivation (X2.5.3)	
	Time Demands (X2.6)	Time scarcity (X2.6.1)	
		Work-life balance effort (X2.6.2)	
		Personal time postponement (X2.6.3)	
Organizational Commitment (Z)	Affective Commitment (Z1.1)	Organizational pride (Z1.1.1)	Meyer & Allen (1991)
		Positive advocacy (Z1.1.2)	
		Emotional bond (Z1.1.3)	
		Workplace collaboration (Z1.1.4)	

Variables	Indicator	Sub-Indicator	Source
Turnover Intention (Y)	Continuance Commitment (Z1.2)	Organizational centrality (Z1.1.5)	Mobley (1982)
		Perceived job value (Z1.2.1)	
		Stability risk (Z1.2.2)	
		Exit risk (Z1.2.3)	
		Job suitability (Z1.2.4)	
	Normative Commitment (Z1.3)	Perceived loss (Z1.2.5)	
		Moral obligation (Z1.3.1)	
		Role significance (Z1.3.2)	
		Reciprocal obligation (Z1.3.3)	
		Retention norm (Z1.3.4)	
	Thoughts of quitting (Y1.1)	Social obligation (Z1.3.5)	
		Quit ideation (Y1.1.1)	
		Long-term doubt (Y1.1.2)	
		Career mismatch (Y1.1.3)	
		Organizational misfit (Y1.1.4)	
Intention to quit (Y1.2)	Non-career orientation (Y1.1.5)		
	Exit desire (Y1.2.1)		
	Motivational decline (Y1.2.2)		
	Low retention motive (Y1.2.3)		
	Job change intention (Y1.2.4)		
Intention to search for another job (Y1.3)	Immediate exit intent (Y1.2.5)		
	Active job search (Y1.3.1)		
	Job information seeking (Y1.3.2)		
	Work environment exploration (Y1.3.3)		
	Opportunity openness (Y1.3.4)		
		Networking activity (Y1.3.5)	

Source: Processed Data (2025)

The population of this study comprises all permanent teachers at private schools across elementary (SD), junior high (SMP), senior high (SMA), and vocational high school (SMK) levels in Madura Island, including Pamekasan, Sampang, Sumenep, and Bangkalan Regencies. According to the Ministry of Primary and Secondary Education Data Portal (2025), the total population of private school teachers in the region is 12,182 individuals.

The sample size was determined using Slovin’s formula, which is commonly applied in social science research for large populations when a specific margin of error is considered. Slovin’s formula is expressed as follows:

$$n = \frac{N}{1+N(e)^2} \dots\dots\dots (1)$$

Where *n* is the sample size, *N* is the population size, and *e* is the research error margin.

In this study, a margin of error of 10% (0.10) was applied, considering the limited access to respondents across regions and the relatively homogeneous characteristics of the population in the context of private school teachers. Based on this, the sample size was calculated as follows:

$$n = \frac{12.182}{1+12.182(0,10)^2} \dots\dots\dots (2)$$

$$n = \frac{12.182}{1+121,82} \dots\dots\dots (3)$$

$$n = \frac{12,182}{122,82} = 99,2 \dots\dots\dots (4)$$

The calculated sample size was rounded up, resulting in a total of 100 respondents.

The sampling technique employed in this study was proportional cluster sampling, with clusters based on regency areas. This approach was applied to ensure fair and proportional representation of respondents from each regency, according to the population distribution of private school teachers in each area.

Research Sample Distribution

The sample distribution was conducted proportionally using the formula:

$$n_i = \frac{N_i}{N} \times n \dots\dots\dots (5)$$

where n_i is the sample size for each cluster, N_i is the population of the cluster, N is the total population, and n is the total sample size.

The results of the proportional sample distribution are presented in the following table:

Table 2. Research Sample Distribution

District	Population	Sample
Pamekasan	3.191	26
Sampang	3.300	27
Sumenep	3.080	25
Bangkalan	2.611	22
Total	12.182	100

Source: Processed Data (2025)

This distribution indicates that each region has an equal opportunity for representation according to its population proportion, ensuring that the research results are expected to comprehensively reflect the condition of private school teachers across Madura Island.

Data Analysis Technique

Data analysis was conducted using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS). This method was selected because it allows for the simultaneous examination of direct and indirect relationships between variables and is suitable for models with mediation variables and a moderate sample size.

Data analysis was conducted using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS-SEM) to evaluate the measurement model and the structural model. The data processing was performed using SmartPLS software.

RESULTS

Respondent Characteristics

The respondents of this study consisted of 100 full-time private school teachers in Madura, representing all educational levels, including elementary (SD), junior high (SMP), senior high (SMA), and vocational schools (SMK). Table 3 presents the demographic distribution of respondents based on gender, teaching experience, school level, and district.

Table 3. Respondent Characteristics

Characteristics	Category	Frequency (n)	Percentage (%)
Gender	Male	42	42%
	Female	58	58%
Teaching Experience (Years)	1 - 5	20	20%
	6 - 10	25	25%
	11 - 15	18	18%
	16 - 20	22	22%
	>20	15	15%
School Level	SD	27	27%
	SMP	31	31%
	SMA	21	21%
	SMK	21	21%
District	Pamekasan	26	26%
	Sampang	28	28%
	Sumenep	24	24%
	Bangkalan	22	22%

Source: Processed Data (2025)

Measurement Model Evaluation (Outer Model)

The measurement model evaluation was carried out to assess the validity and reliability of the research constructs, which included resilience, life demands, organizational commitment, and turnover intention.

Convergent Validity

Convergent validity was assessed through the loading factor values of each indicator on their respective latent constructs. The analysis results indicated that all indicators had loading factor values above the minimum threshold of 0.70, confirming that all indicators were valid in reflecting the constructs being measured.

The analysis involved evaluating the measurement model (outer model) through tests of validity and reliability, as well as the structural model (inner model) to examine the significance of relationships among variables and the mediating role of organizational commitment.

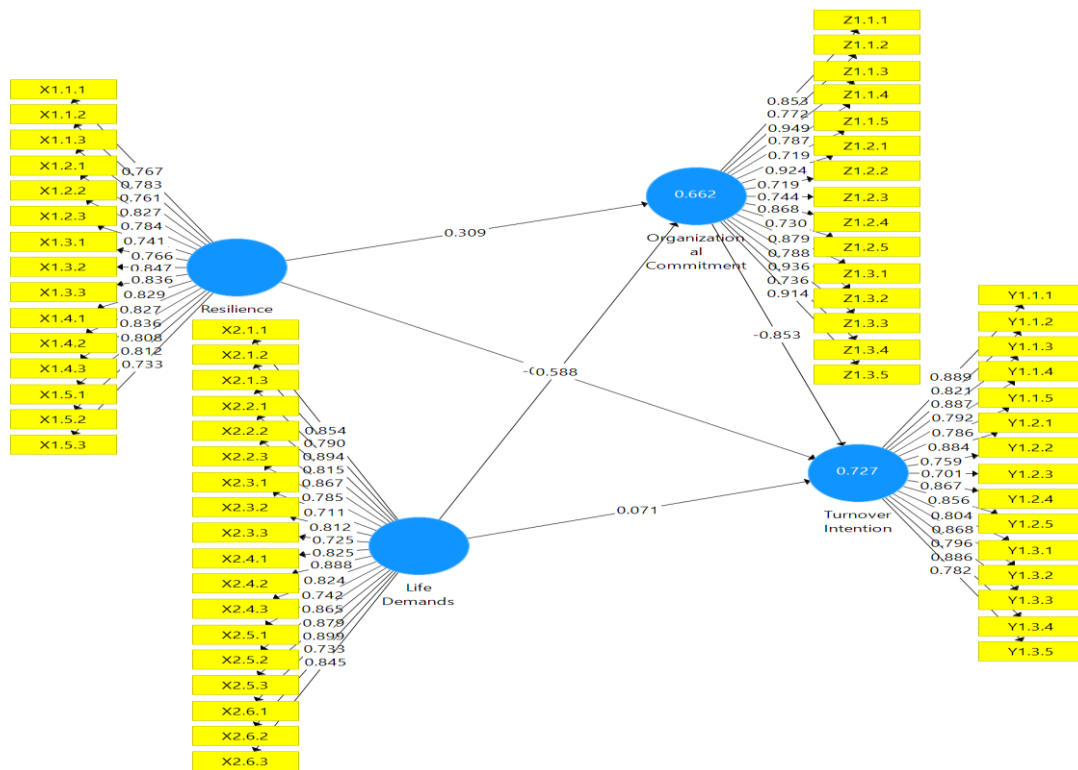


Figure 2. Outer Model

Additionally, convergent validity is supported by the Average Variance Extracted (AVE) values. All constructs have AVE values above 0.50, indicating that each construct is able to explain more than half of the variance of its indicators.

Table 4. Average Variance Extracted (AVE) Values

Variables	Average Variance Extracted (AVE)
Organizational Commitment	0,681
Turnover Intention	0,684
Resilience	0,637
Life Demands	0,675

Source: Processed Data (2025)

Discriminant Validity

Discriminant validity was tested using cross-loading values. The results indicate that each indicator has the highest loading on its respective construct compared to other constructs. Therefore, all constructs in this study meet the discriminant validity criteria.

Table 5. Indicator Cross-Loading Values

Sub Indicator	Resilience	Life Demands	Organizational Commitment	Turnover Intention
X1.1.1	0,767	0,451	0,474	-0,438
X1.1.2	0,783	0,556	0,563	-0,510
X1.1.3	0,761	0,414	0,547	-0,481
X1.2.1	0,827	0,437	0,464	-0,443
X1.2.2	0,784	0,441	0,486	-0,450

Sub Indicator	Resilience	Life Demands	Organizational Commitment	Turnover Intention
X1.2.3	0,741	0,557	0,514	-0,484
X1.3.1	0,766	0,448	0,618	-0,563
X1.3.2	0,847	0,455	0,509	-0,471
X1.3.3	0,836	0,510	0,561	-0,486
X1.4.1	0,829	0,436	0,474	-0,448
X1.4.2	0,827	0,497	0,560	-0,472
X1.4.3	0,836	0,423	0,479	-0,454
X1.5.1	0,808	0,521	0,566	-0,463
X1.5.2	0,812	0,462	0,513	-0,482
X1.5.3	0,733	0,601	0,572	-0,523
X2.1.1	0,385	0,854	0,572	-0,433
X2.1.2	0,484	0,790	0,688	-0,647
X2.1.3	0,457	0,894	0,628	-0,504
X2.2.1	0,362	0,815	0,598	-0,480
X2.2.2	0,566	0,867	0,662	-0,465
X2.2.3	0,581	0,785	0,691	-0,597
X2.3.1	0,626	0,711	0,617	-0,543
X2.3.2	0,328	0,812	0,542	-0,452
X2.3.3	0,579	0,725	0,610	-0,536
X2.4.1	0,313	0,825	0,534	-0,452
X2.4.2	0,535	0,888	0,670	-0,484
X2.4.3	0,627	0,824	0,722	-0,604
X2.5.1	0,603	0,742	0,631	-0,551
X2.5.2	0,369	0,865	0,599	-0,479
X2.5.3	0,386	0,879	0,612	-0,492
X2.6.1	0,535	0,899	0,658	-0,502
X2.6.2	0,568	0,733	0,663	-0,590
X2.6.3	0,501	0,845	0,651	-0,502
Z1.1.1	0,541	0,552	0,853	-0,717
Z1.1.2	0,522	0,648	0,772	-0,603
Z1.1.3	0,568	0,687	0,949	-0,841
Z1.1.4	0,683	0,709	0,787	-0,615
Z1.1.5	0,613	0,667	0,719	-0,576
Z1.2.1	0,522	0,662	0,924	-0,810
Z1.2.2	0,651	0,582	0,719	-0,582
Z1.2.3	0,484	0,620	0,744	-0,596
Z1.2.4	0,521	0,575	0,868	-0,728
Z1.2.5	0,466	0,625	0,730	-0,642
Z1.3.1	0,516	0,645	0,879	-0,832
Z1.3.2	0,569	0,703	0,788	-0,642
Z1.3.3	0,543	0,660	0,936	-0,830
Z1.3.4	0,517	0,619	0,736	-0,636
Z1.3.5	0,540	0,647	0,914	-0,792
Y1.1.1	-0,596	-0,586	-0,819	0,889

Sub Indicator	Resilience	Life Demands	Organizational Commitment	Turnover Intention
Y1.1.2	-0,432	-0,518	-0,650	0,821
Y1.1.3	-0,530	-0,530	-0,686	0,887
Y1.1.4	-0,460	-0,541	-0,693	0,792
Y1.1.5	-0,428	-0,494	-0,681	0,786
Y1.2.1	-0,550	-0,547	-0,820	0,884
Y1.2.2	-0,442	-0,505	-0,650	0,759
Y1.2.3	-0,480	-0,414	-0,473	0,701
Y1.2.4	-0,521	-0,537	-0,672	0,867
Y1.2.5	-0,550	-0,574	-0,798	0,856
Y1.3.1	-0,409	-0,515	-0,630	0,804
Y1.3.2	-0,542	-0,507	-0,679	0,868
Y1.3.3	-0,445	-0,524	-0,684	0,796
Y1.3.4	-0,593	-0,578	-0,838	0,886
Y1.3.5	-0,461	-0,513	-0,651	0,782

Source: Processed Data (2025)

Construct Reliability

The reliability of the constructs was assessed using Composite Reliability and Cronbach's Alpha values. The results indicate that all constructs have Composite Reliability and Cronbach's Alpha values above 0.70. This suggests that the research instruments exhibit good internal consistency and are reliable.

Table 6. Composite Reliability and Cronbach's Alpha Values

Variables	Cronbach's Alpha	Composite Reliability
Organizational Commitment	0,966	0,969
Turnover Intention	0,967	0,970
Resilience	0,959	0,963
Life Demands	0,971	0,974

Source: Processed Data (2025)

Based on the results of validity and reliability tests, it can be concluded that the measurement model in this study meets the adequacy criteria and can proceed to structural model testing.

Structural Model Evaluation (Inner Model)

The structural model evaluation was conducted to examine the relationships between latent variables and to assess the predictive capability of the model. The results indicate that all hypothesized relationships among the research variables are significant. Resilience, life demands, and organizational commitment were found to have a significant effect on turnover intention. In addition, resilience and life demands also significantly influence organizational commitment.

The coefficient of determination (R^2) values show that resilience and life demands explain a moderate proportion of the variance in organizational commitment. Meanwhile, the combination of resilience, life demands, and organizational commitment explains turnover intention with a satisfactory level of predictive power.

Table 7. R-Square Values of Endogenous Constructs

Variables	R Square	R Square Adjusted
Organizational Commitment	0,662	0,655
Turnover Intention	0,727	0,719

Source: Processed Data (2025)

The results of the analysis indicate that resilience and life demands explain the variance in organizational commitment, with an R² value of 0.662 and an adjusted R² of 0.655. This means that 66.2% of the variance in organizational commitment can be explained by resilience and life demands, while the remaining 33.8% is influenced by other factors outside the research model.

Furthermore, resilience, life demands, and organizational commitment explain the variance in turnover intention, with an R² value of 0.727 and an adjusted R² of 0.719. This shows that 72.7% of the variance in turnover intention is accounted for by the variables in the model, while 27.3% is explained by other factors not included in this study.

According to PLS-SEM evaluation criteria, these R² values indicate that the research model has a strong explanatory power and is adequate to explain the phenomenon of turnover intention among private school teachers

Structural Relationship Testing Results

The structural relationship testing was conducted to evaluate the direct effects among latent variables in the research model. The bootstrapping analysis revealed variations in significant and non-significant effects across the structural paths.

Direct Effects Among Variables

The structural relationships among variables were analyzed using PLS-SEM bootstrapping to obtain path coefficients, t-statistics, and p-values. This test aimed to determine the significance of direct effects among latent variables in the research model. The results of the direct effect testing are presented in Table 8.

Table 8. Direct Effects Among Variables

	Original Sample (O)	T Statistics (O/STDEV)	P Values
Organizational Commitment -> Turnover Intention	-0,853	7,489	0,000
Resilience -> Organizational Commitment	0,309	3,416	0,001
Resilience -> Turnover Intention	-0,078	0,835	0,404
Life Demands -> Organizational Commitment	0,588	5,969	0,000
Life Demands -> Turnover Intention	0,071	0,562	0,574

Source: Processed Data (2025)

Organizational Commitment was found to have a significant effect on turnover intention, with a path coefficient of -0.853 and a t-statistic of 7.489 (p < 0.001). This finding indicates that higher levels of organizational commitment are associated with lower turnover intention among private school teachers. Resilience has a significant effect on organizational commitment, with a path

coefficient of 0.309 and a t-statistic of 3.416 ($p = 0.001$). This suggests that teachers' ability to cope with pressure and challenges contributes to strengthening their psychological attachment to the organization.

Life demands also show a significant effect on organizational commitment, with a path coefficient of 0.588 and a t-statistic of 5.969 ($p < 0.001$). This indicates that life demands play a role in shaping the level of organizational commitment among private school teachers. Conversely, resilience does not have a significant direct effect on turnover intention, as indicated by a t-statistic of 0.835 and a p-value of 0.404. This implies that the effect of resilience on turnover intention operates indirectly through other mechanisms within the model. Similarly, life demands do not have a significant direct effect on turnover intention, with a t-statistic of 0.562 and a p-value of 0.574. This suggests that life pressures do not directly increase teachers' turnover intention.

Indirect Effects

To test the mediating role of organizational commitment, the indirect effects were analyzed using the bootstrapping procedure in PLS-SEM. This test aims to determine the significance of the influence of resilience and life demands on turnover intention through organizational commitment. The results of the indirect effects are presented in Table 9.

Table 9. Indirect Effects Among Variables

	Original Sample (O)	T Statistics (O/STDEV)	P Values
Resilience -> Organizational Commitment -> Turnover Intention	-0,264	3,093	0,002
Life Demands -> Organizational Commitment -> Turnover Intention	-0,502	4,727	0,000

Source: Processed Data (2025)

Based on the analysis results, the indirect effect of resilience on turnover intention through organizational commitment was found to be significant, with a path coefficient of -0.264 and a t-statistic of 3.093 ($p = 0.002$). This finding indicates that resilience reduces the turnover intention of private school teachers by enhancing their organizational commitment.

Furthermore, life demands also exert a significant indirect effect on turnover intention through organizational commitment, with a path coefficient of -0.502 and a t-statistic of 4.727 ($p < 0.001$). This result suggests that the effect of life demands on teachers' turnover intention is fully mediated by organizational commitment.

Overall, these findings confirm that organizational commitment serves as a significant mediator in the relationship between resilience and life demands on the turnover intention of private school teachers in Madura Island.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that organizational commitment plays a central role in explaining turnover intention among private school teachers on Madura Island. Organizational commitment not only directly influences teachers' intentions to stay or leave but also functions as a key mechanism through which resilience and life demands affect turnover intention. While resilience and life demands significantly shape organizational commitment, they do not directly determine turnover intention, indicating that teachers' retention decisions are largely driven by their psychological attachment to the organization rather than by individual or contextual pressures alone.

Furthermore, organizational commitment fully mediates the relationship between resilience and life demands and turnover intention, underscoring its strategic importance in managing teacher retention. These findings suggest that efforts to enhance resilience and address life demands will be more effective in reducing turnover intention when they are aligned with initiatives that strengthen organizational commitment.

Based on these findings, school management is encouraged to prioritize strategies that foster organizational commitment through supportive work environments, resilience-building programs, and policies that help teachers manage professional and personal demands. Educational policymakers should also consider developing retention-oriented policies tailored to the socio-cultural context of private schools in Madura Island. Future research is recommended to incorporate additional explanatory variables and broader research designs to deepen understanding of teacher turnover intention and enhance the generalizability of findings.

FURTHER STUDY

Despite the contributions of this study, several limitations should be acknowledged. First, the research employed a cross-sectional design, which limits the ability to establish causal relationships between resilience, life demands, organizational commitment, and turnover intention. Longitudinal studies are needed to better capture changes in these variables over time.

Second, the study was conducted only among private school teachers on Madura Island, which may limit the generalizability of the findings to teachers in public schools or other regions with different socio-economic and cultural contexts. Third, data were collected using self-reported questionnaires, which may introduce common method bias or social desirability effects, potentially affecting the accuracy of responses.

Finally, although organizational commitment was confirmed as a full mediator in this study, other potential mediators or moderators, such as job satisfaction, leadership style, or work-life balance, were not examined. Future research could explore these variables to provide a more comprehensive understanding of turnover intention among teachers.

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