



Contents lists available at [Journal IICET](#)
JPPI (Jurnal Penelitian Pendidikan Indonesia)
ISSN: 2502-8103 (Print) ISSN: 2477-8524 (Electronic)
Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



The influence of role conflict, job satisfaction, and organizational commitment to turnover intention on female teacher

Reny Martha Linda, Ani Muttaqiyathun^{*}

Faculty of Economics and Business, Universitas Ahmad Dahlan, Indonesia

Article Info

Article history:

Received Jun 10th, 2024
Revised Aug 20th, 2024
Accepted Aug 26th, 2024

Keyword:

Organizational commitment,
Job satisfaction,
Role conflict,
Turnover intention

ABSTRACT

The role of women's transition as laborers actively participates in economic activities (earning a living) in various activities following the skills and education they have as well as available job opportunities. No exception is a kindergarten teacher. This study aims to determine the effect of role conflict, job satisfaction, and organizational commitment on the turnover intention of working women, in this case, the kindergarten teacher ABA Full Day in Yogyakarta. The sampling technique uses saturated sampling. The sample was 56 people—data collection using a questionnaire survey method. Test the instrument using a validity test and reliability test. Data analysis using regression test. The result of the research concludes that role conflict and organizational commitment have a significant effect on turnover intention. In contrast, job satisfaction has no significant effect on turnover intention. However, role conflict, job satisfaction, and organizational commitment significantly affect turnover intention. These findings provide a thought-provoking insight into the difficulties encountered by female teachers, underscoring the vital need to tackle these factors in order to cultivate a supportive and nurturing educational atmosphere.



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Corresponding Author:

Ani Muttaqiyathun,
Universitas Ahmad Dahlan
Email: animtq@mgm.uad.ac.id

Introduction

Along with the times and advances in technology and information, the knowledge, expertise, and level of human ability are also increasing. Since the emergence of the term women's emancipation, in its development many women have colored various roles in life. One simple form of women's emancipation today is that they feel able to be more independent and not depend on others for their lives. The role of women in the development of life continues to change with the times. Women today do not only play a single role because many are entering the world of work to support the needs of daily life. In Islam, there is no prohibition against women working, but there are job criteria that a Muslim woman can do. Among the criteria is that the work is safe and comfortable for women and is not immoral or disgraceful.

The dual role becomes a phenomenon in the world of work that we often encounter, not a few women who participate in the world of work today. Women's participation demands equal rights and is related to its very important function meaningful for development in Indonesian society. Women's participation concerns the role of tradition and transition. Traditional or domestic roles include women as wives, mothers, and household managers. At the same time, the transitional role includes understanding women as workers, members of society, and developing humans. The transitional role of women as workers is actively involved in economic

activities (earning a living) in various activities by, their skills and education, and the available job opportunities. Carrying out two roles simultaneously, as a worker and a housewife, is not easy. It can often lead to role conflict. Sometimes, this can lead to an intention/desire to leave or a turnover intention from work. Based on the findings of several previous studies, many Factors that influence a worker's intention to leave/turnover intention from work include role conflict, job satisfaction and organizational commitment compensation, workload, work environment, and others. However, there is still debate about these factors related to the type of work.

One of the noble jobs is to become an educator or teacher. Female teachers can contribute to income and improve family welfare (Firdausya, 2017). Female teachers play a very important role in supporting the family's economy by working as teachers to increase their family income. Multiple roles are also classified by their ability to carry out their roles daily (Sari & Ulfah, 2015). Kindergarten teachers generally only study for a few hours or half a day. However, in the kindergarten teacher profession that implements the Full Day system, teachers have to work until the afternoon and even wait until all the students are picked up. A teacher who should interact with many people, both inside and outside the organization, with diverse desires and expectations will experience role pressure. Role conflict is quite influential and can cause discomfort at work and work stress (Panjaitan et al., 2021), affect spirituality (Jatmika & Utomo, 2019), and reduce work motivation. That can negatively impact teacher behavior, such as the emergence of work tension and decreased job satisfaction it can reduce overall teacher performance and the emergence of a desire to leave work.

Job satisfaction is one of the factors that can influence the teacher's intention to leave or turnover intention. Job satisfaction is important to note for teacher self-actualization. Teachers who do not get job satisfaction will find it difficult to achieve psychological maturity. In turn, they will become frustrated and have the intention to leave their workplace or turnover intention. Teacher job satisfaction has a significant negative effect on teacher turnover intention (Arsih et al., 2018; Butar Butar, 2019; Suryani et al., 2014). However, Yuningsih et al. (2021) state that job satisfaction does not affect turnover intention. Every school manager certainly hopes to have teachers with a high commitment to the school.

Teachers who have a high commitment are expected to be able to participate in advancing the school so that the goals to be achieved by the school can be realized. According to Robbins & Judge in Kawiana et al. (2018), organizational commitment is a behavior component. Organizational commitment is a condition in which a member of the organization sides with an organization that participated in the struggle to achieve its goals and intends to maintain its membership. Organizational commitment can also mean that employees feel suitable and willing to support the goals, values, and attributes attached to the organization they follow. Many research findings conclude that organizational commitment hurts turnover intention including (Firdaus & Lusiana, 2020; Khoir, 2020; Poeh & Soehari, 2017). However, there are conflicting findings from (Safitri & Nursalim, 2013), which state that organizational commitment does not affect turnover intention.

This research not only explores the complex emotions of female educators but also highlights an important gap in current knowledge that requires further investigation. This study brings a fresh perspective by examining the interplay between role conflict, job satisfaction, and organizational commitment in relation to turnover intention among female teachers. It highlights an important area that has been previously neglected. It is crucial to thoroughly explore this unexplored area in order to develop specific interventions and policies that can have a positive impact on the retention and well-being of female educators. The interconnected factors at play highlight the importance of understanding and addressing this issue. In this study, the researcher aims to re-examine the findings of previous studies, as described above, by taking the object of women who work as Full Day Kindergarten teachers. So specifically, the objectives of this research are: wanted to know the effect of role conflict, job satisfaction, and organizational commitment on turnover intention of ABA Full Day Kindergarten teachers in the city of Yogyakarta.

Turnover Intention

Turnover intention or the intention to leave is an individual's desire to leave the organization and look for other alternative jobs. The intention to leave this job leads to the final reality faced by the organization in the form of employees leaving the organization. The desire to change jobs refers to an individual's evaluation of the continuation of the relationship with the organization. However, it has yet to show any certainty about leaving the organization. Turnover intention is a form of employee behavior that shows a desire to leave their job (Zahroh & Sudibya, 2016). Referring to the existing literature, turnover intention is influenced by many factors, including job dissatisfaction, compensation, career opportunities, work environment, and personal and family needs.

Role Conflict

Role conflict is a condition in which a person feels divided by the conflicting demands of those around him. Employees often face conflicting demands between work and family. In general, women experience greater role conflict between work and family than men, as women continue to carry out most household and child-rearing

responsibilities. Role conflict can also be experienced when internalized values, ethics, or personal standards collide with the expectations of others. Difficult ethical choices can mean personal turmoil, a conflict between personal, and even resignation (Kreitner & Kinicki, 2013). Role conflict significantly affects turnover intention (Fahmi, 2020;Khoir, 2020;Saputra, 2020). Referring to the theory and findings of several previous studies, it can be hypothesized as follows:

H1: role conflict has a significant positive effect on turnover intention

Job satisfaction

Greenberg & Baron in Dali & Mas'ud (2014) describe job satisfaction as a positive or negative attitude that individuals do toward their work. The causes of job satisfaction according to (Kreitner & Kinicki, 2013), five factors can affect the emergence of job satisfaction, namely as follows:

Need fulfillment

This model is intended that satisfaction is determined by the level of job characteristics that provide opportunities for individuals to fulfill their needs.

Discrepancies

This model states that satisfaction is a result of meeting expectations. The fulfillment of expectations reflects the difference between what is expected and what the individual gets from the job. If expectations are greater than what is received, people will be dissatisfied. On the other hand, it is estimated that individuals will be satisfied if they receive benefits above expectations.

Value attainment

The idea of value attainment is that satisfaction results from the perception that work fulfills important individual work values.

Equity (Justice)

In this model, it is intended that satisfaction is a function of how fairly individuals are treated at work. Satisfaction results from people's perceptions that the comparison between work results and inputs is relatively more profitable than the comparison between leaving and entering other jobs.

Dispositional/Genetic Components

Some coworkers or friends are satisfied with the variety of work environments, while others seem dissatisfied. This model is based on the belief that job satisfaction is partly a function of personal traits and genetic factors. The model implies that individual differences only have significance for explaining job satisfaction as well as characteristics of the work environment. The results of research by (Butar Butar, 2019; Firdaus & Lusiana, 2020; Amri et al., 2017; Jaya & Widiastini, 2021; Khoir, 2020) show that job satisfaction has a significant effect on turnover intention. Based on the description above, the following hypothesis can be proposed.

H2: job satisfaction has a significant negative effect on turnover intention

Organizational Commitment

Organizational commitment is defined as the desire on the part of workers to remain members of the organization (Colquitt et al. in Abadi, 2021). Organizational commitment affects whether employees stay as members or leave the organization looking for a new job. In this case, turnover occurs. Regarding the factors influencing organizational commitment, Heller in W. Saputra & Wibowo (2017) views organizational commitment as organizational loyalty. The way to build organizational commitment is through: (1) Justice and support (justice and support). Affective commitment is higher in organizations that fulfill their obligations to workers and live by humanitarian values such as honesty, honor, willingness to forgive, and moral integrity. Organizations that support worker welfare tend to reap higher levels of loyalty. (2) Shared value (shared value). Affective commitment shows people's identity in the organization, and identification reaches its highest level when workers believe their values align with the organization's dominant values. Workers' experiences are more comfortable and predictable when they agree with the values underlying corporate decisions. (3) Trust (trust). Trust indicates one person's positive expectations of another in situations involving risk. Trust means placing fate in another person or group. To receive trust, we must also show trust. Employees identify with and feel obligated to work for the organization only if they trust their leader. (4) Organizational Comprehension (organizational understanding). Organizational understanding shows how well employees understand the organization, including strategic direction, social dynamics, and physical layout. This concern is an important prerequisite for affective commitment because it is difficult to identify with something we do not know well. (5) Employee involvement (employee involvement). Employee involvement increases affective commitment by strengthening the worker's social identity with the organization. Employees feel they are part of the organization when they participate in decisions that shape their

future. Employee involvement also builds loyalty because giving this power demonstrates the organization's trust in workers.

Organizational commitment significantly negatively affects turnover intention (Khoir, 2020). Firdaus & Lusiana (2020); Jaya & Widiastini (2021) based on the theory and the results of previous research, the following hypotheses can be proposed:

H3: organizational commitment has a significant negative effect on turnover intention

Method

This study employs a quantitative approach by administering a structured survey to assess role conflict, job satisfaction, organizational commitment, and turnover intention. An analytical approach, such as regression analysis, will be utilized to determine significant predictors. The subject in this study was married female teachers of ABA Full Day Kindergarten in Yogyakarta. The sampling process uses a cluster sampling technique. The data collection method used an instrument in the form of a questionnaire with a Likert scale of 1-5 which had been tested for validity and reliability. Data analysis technique using regression analysis

Results and Discussions

The results of the data analysis are presented in table 1. below:

Table 1. Regression Analysis Results

Variable	T count	T table	Significance	Information
Role conflict	3,577	2.010	0.001	H0 rejected
Job satisfaction	1.020	2.010	0.313	H0 accepted
Organizational commitment	-4.608	2.010	0.000	H0 rejected

Based on the data analysis shown in table 1, the value of t arithmetic is $3.577 > t$ table 2.01, and the significant value of sites is 0.001. These results indicate that role conflict significantly positively affects turnover intention. This means that the higher the role conflict, the higher the turnover intention will be. These results follow the theory presented by (Kreitner & Kinicki, 2013) and the findings of previous studies (Fahmi, 2020; Khoir, 2020; A. Saputra, 2020). The results of this study can be understood because the respondents are full-day kindergarten teachers who, of course, are mothers who have busy households. Every day they have to allocate the best time to work from morning to evening while dividing it with household chores. If problems/conflicts in the family or work cannot be resolved properly, this can lead to a desire to leave work.

Next, data analysis tests the hypothesis of the effect of job satisfaction on turnover intention. The analysis results obtained the value of t arithmetic $1.020 < t$ table 2.010, and the significant value is 0.313. These results indicate that job satisfaction has no significant effect on turnover intention. In other words, the level of job satisfaction perception in this study's respondents will not affect turnover intentions. This finding supports (Yuningsih et al., 2021), where job satisfaction does not affect turnover intention. This can be reflected in the respondents' answers that the ups and downs in their duties as kindergarten teachers make them feel comfortable and happy with their students and co-workers. Although sometimes tired, irritated, and angry with students' misbehavior, they immediately vanished to see their cuteness and innocence.

The results of the third hypothesis test obtained a t value $-4.608 > t$ table 2.010, and the significant value is 0.000. These results indicate that organizational commitment harms turnover intention. This means that the higher the organizational commitment, the lower the turnover intention. The results of this study support the research findings that have been carried out by (Firdaus & Lusiana, 2020; Jaya & Widiastini, 2021; Khoir, 2020). Commitment here is closely related to the suitability of teachers to values, culture, beliefs, and involvement in organizations that can increase loyalty to the organization so that they never think of leaving the organization.

Regression testing obtained a calculated F value of 14.535 with a significance value of $0.000 < 0.05$ probability. These results indicate that role conflict, job satisfaction, and organizational commitment simultaneously affect turnover intention. Based on the coefficient of determination R square results, the three variables studied, namely role conflict, job satisfaction, and organizational commitment, can explain the turnover intention of $0.487 = 48.7\%$. At the same time, the remaining 51.3 % is explained by other variables.

The results of this study There are research limitations that need to be considered, including: (1) They were collecting data in this study by entrusting the questionnaire so that the return of the questionnaire was different from the number of times the questionnaire was distributed for various reasons. Moreover, some questionnaires

were not filled out completely, so they could not be used. (2) The research data obtained is only based on the respondent's answer instrument; this will have real consequences if the respondent's perception does not match the actual situation. (3) This study only uses the results of the questionnaires that have been processed so that the conclusions are only based on the existing answers.

Conclusions

The results showed that role conflict, and organizational commitment significantly affected the turnover intention of ABA Full Day Kindergarten teachers in Yogyakarta. Meanwhile, job satisfaction has no significant effect on turnover intention. However, simultaneously there is a significant influence of role conflict, job satisfaction, and organizational commitment on turnover intention. Further research is necessary to add other variables that have not been studied, increase the number of respondents and compare teachers who teach in schools with the full-day system with the regular one.

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