
Teacher Workload and Organizational Culture as Predictors of Turnover Intention among Junior High School Teachers

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ABSTRACT

Teacher turnover intention has become an important concern in educational institutions because it may affect instructional continuity and school effectiveness. Drawing on the Job Demands–Resources (JD-R) framework, this study examined the relationships between teacher workload, organizational culture, and turnover intention among public junior high school teachers in Indonesia. A quantitative cross-sectional survey was conducted involving 180 teachers from public junior high schools in Samarinda Ulu District, selected through proportionate random sampling. Data were collected using structured questionnaires and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results indicated that teacher workload and organizational culture jointly explained 59.3% of the variance in turnover intention ($R^2 = 0.593$). Teacher workload was positively associated with turnover intention ($\beta = 0.484$, $p < 0.001$), whereas organizational culture was negatively associated with turnover intention ($\beta = -0.332$, $p < 0.001$). Workload demonstrated a stronger contribution to turnover intention than organizational culture. These findings suggest that both job demands and job resources are important factors associated with teachers' intentions to remain in or leave their schools. The study contributes to the application of the JD-R framework in the context of Indonesian public junior high schools and highlights the importance of managing teacher workload while fostering a supportive organizational culture to strengthen teacher retention.

Keywords: Teacher workload, Organizational culture, Turnover intention, Teacher retention, JD-R model

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INTRODUCTION

Teacher retention has become an increasingly important issue in educational systems worldwide. Schools depend on qualified and committed teachers to maintain instructional quality, support student achievement, and achieve educational goals (Ackah-Jnr et al., 2022; Ismail & David, 2024). However, many countries continue to experience difficulties in retaining teachers due to increasing work demands, changing educational policies, and challenging workplace conditions (Ismail & David, 2024; Mu'aziyah & Isnawati, 2023). Teacher turnover creates substantial organizational costs, disrupts instructional continuity, and may negatively affect student learning outcomes. Consequently, understanding the factors that contribute to teachers' intention to leave their organizations has become a critical concern for educational researchers and policymakers (Arnold & Rahimi, 2025; Conley & You, 2017; Schaack et al., 2022).

Turnover intention refers to an individual's conscious and deliberate willingness to leave an organization and is widely regarded as the most immediate antecedent of actual turnover behavior (Ahmad, 2018; Wong & Cheng, 2020; Zaheer et al., 2019). In educational contexts, turnover intention is particularly concerning because it reflects declining psychological attachment to the school and may signal future teacher shortages. Previous studies have shown that teachers who experience stronger intentions to leave often demonstrate lower organizational commitment, reduced work engagement, and weaker professional motivation (Park & Johnson, 2019; Pourtousi & Ghanizadeh, 2020). Therefore, identifying organizational and occupational factors associated with teachers' turnover intention is essential for developing effective teacher retention strategies.

One of the most influential frameworks for explaining employee well-being and withdrawal behavior is the Job Demands-Resources (JD-R) model proposed by Bakker & Demerouti (2007) dan Demerouti & Bakker (2011). The JD-R model suggests that every occupation contains two broad categories of working conditions: job demands and job resources (Li et al., 2023; Radic et al., 2020). Job demands refer to physical, psychological, social, or organizational aspects of work that require sustained effort and may generate strain when excessively high. In contrast, job resources refer to organizational conditions that help employees achieve work goals, reduce job demands, and stimulate professional growth and motivation. According to the JD-R model, excessive job demands tend to activate a health-impairment process that increases stress, exhaustion, and withdrawal intentions, whereas adequate job resources stimulate a motivational process that strengthens organizational attachment and reduces intentions to leave (Bakker & Demerouti, 2007; Li et al., 2023; Radic et al., 2020).

Within the teaching profession, workload represents one of the most significant job demands. Contemporary teachers are expected not only to conduct classroom instruction but also to complete administrative tasks, curriculum documentation, student assessment, extracurricular supervision, and various professional responsibilities (Abidin, 2024; Hadisaputra et al., 2024; Merino-Soto, 2018; Mu'aziyah & Isnawati, 2023). These increasing demands have intensified teachers' workloads and reduced the time available for instructional preparation and professional reflection. Excessive workload can generate stress, emotional exhaustion, and work-life imbalance, ultimately encouraging teachers to consider leaving their organizations (Abidin, 2024; Shah et al., 2024; Wei & Ye, 2022). Empirical evidence consistently supports this relationship. Studies have shown that heavier workloads contribute to higher turnover intention among teachers by increasing occupational strain and reducing job satisfaction (Hung et al., 2025; Zang et al., 2022). From the JD-R perspective, workload functions as a job demand that may trigger withdrawal responses when the demands exceed teachers' available resources (Faiz Rasool et al., 2024; Pansini et al., 2023).

In contrast, organizational culture can be conceptualized as a critical job resource. Organizational culture encompasses shared values, norms, beliefs, and practices that shape interactions and behavior within an organization (Bogale & Debela, 2024; Evangeline, 2021). In school settings, a positive organizational culture is characterized by supportive leadership, collaborative relationships, mutual trust, open communication, and recognition of teachers' contributions (Abidin, 2024; Nurharini et al., 2024; Plaku & Leka, 2025). Such organizational conditions provide psychological and social resources that help teachers cope with occupational

demands and strengthen their sense of belonging to the school. Previous studies have demonstrated that positive organizational culture contributes to stronger organizational commitment and lower turnover intention because teachers perceive their work environment as supportive and meaningful (Boudouaia et al., 2024; Sarpong et al., 2021; Van Tran et al., 2023). Within the JD-R framework, organizational culture serves as a job resource that may buffer the negative effects of job demands and reduce withdrawal tendencies (Li et al., 2023; Pansini et al., 2023; Radic et al., 2020).

In the Indonesian educational context, teachers have experienced increasing administrative and professional demands associated with curriculum reforms, performance reporting systems, school accreditation requirements, and educational accountability policies. Besides carrying out instructional duties, teachers are often required to complete extensive documentation, student assessment reports, extracurricular supervision, and various administrative responsibilities (Hatimah, 2023; Purwanto, 2023). These conditions may intensify workload and influence teachers' intentions to remain in their schools. At the same time, schools differ considerably in terms of leadership practices, collegial relationships, communication patterns, and organizational culture, which may shape teachers' perceptions of their work environment (Britton, 2018; Sanchez et al., 2022). Despite these challenges, empirical evidence examining turnover intention among teachers in Indonesian public schools remains relatively limited, particularly at the junior high school level.

The issue is particularly relevant in Samarinda Ulu District, East Kalimantan, where public junior high schools face increasing expectations to improve educational quality while managing diverse organizational and administrative demands. Teachers are expected to adapt to changing educational policies, maintain instructional effectiveness, and simultaneously fulfill numerous non-teaching responsibilities. These conditions create a context in which both workload and organizational culture may play important roles in shaping teachers' turnover intention (Rahimi & Arnold, 2025; Sanchez et al., 2022). However, empirical studies investigating these relationships in Samarinda Ulu remain scarce, creating a need for evidence-based research to support local educational management and teacher retention strategies.

Although teacher turnover intention has attracted considerable scholarly attention, several gaps remain in the existing literature. First, previous studies have frequently examined workload, organizational commitment, burnout, job satisfaction, or organizational culture independently as predictors of turnover intention (Brown et al., 2019; Mansour & Abu Sharour, 2021; Wang et al., 2020). Consequently, limited attention has been devoted to simultaneously examining workload and organizational culture through the integrated lens of the JD-R framework. Second, while the JD-R model has been widely applied in organizational and occupational psychology, empirical studies that explicitly position teacher workload as a job demand and organizational culture as a job resource in predicting turnover intention remain relatively limited in educational settings (Faiz Rasool et al., 2024; Li et al., 2023; Pansini et al., 2023; Radic et al., 2020). Third, evidence from Indonesian public junior high schools is still scarce despite increasing concerns regarding teacher shortages, administrative burdens, and organizational challenges faced by schools (Mu'alimin et al., 2026; Rahyasih et al., 2025). These limitations indicate the need for further research that integrates occupational and organizational factors within a coherent theoretical framework.

This study addresses these gaps by applying the Job Demands-Resources framework to examine turnover intention among public junior high school teachers in Samarinda Ulu District. Specifically, the study conceptualizes teacher workload as a job demand and organizational culture as a job resource that predict teachers' turnover intention. The contribution of this study is threefold. First, it extends the application of the JD-R framework to the context of Indonesian public junior high schools, a setting that has received limited empirical attention. Second, it simultaneously examines teacher workload and organizational culture within a single predictive model of turnover intention. Third, it provides empirical evidence from Samarinda Ulu District, a local educational context that has been largely overlooked in previous teacher retention studies.

The findings are expected to contribute to the teacher retention literature and provide practical implications for school leaders and educational policymakers seeking to strengthen teacher retention. Based on the theoretical framework and empirical evidence presented above, the following hypotheses are proposed:

1. H1: Teacher workload positively predicts turnover intention among junior high school teachers.
2. H2: Organizational culture negatively predicts turnover intention among junior high school teachers.

METHOD

Research Design

This study employed a quantitative approach using a cross-sectional survey design. The study aimed to examine the predictive relationships between teacher workload, organizational culture, and turnover intention among public junior high school teachers. A quantitative design was considered appropriate because the study sought to test theoretically derived hypotheses and evaluate relationships among latent variables within the Job Demands–Resources (JD-R) framework. Data were collected at a single point in time, making the cross-sectional approach suitable for examining associations among variables within the existing educational context.

Population and Sample

The population of this study consisted of all teachers employed in public junior high schools in Samarinda Ulu District, Samarinda City, East Kalimantan, Indonesia. Based on Dapodikdasmen data (2025), the total population comprised 313 teachers distributed across seven public junior high schools. Table 1 presents the distribution of the teacher population.

Table 1. Distribution of Teacher Population

No	School	Number of Teachers
1	SMPN 1 Samarinda	65
2	SMPN 22 Samarinda	56
3	SMPN 24 Samarinda	25
4	SMPN 39 Samarinda	12
5	SMPN 4 Samarinda	57
6	SMPN 5 Samarinda	46
7	SMPN 7 Samarinda	52
Total		313

Source: Dapodikdasmen (2025).

The sample was selected using proportionate random sampling to ensure that each school was represented according to its proportion within the total population. The sampling process involved identifying the teacher population in each school, determining the proportional allocation of respondents, and randomly selecting participants from teacher lists provided by the respective schools. A total of 180 teachers participated in the study. This sample size exceeded the minimum requirements for Partial Least Squares Structural Equation Modeling (PLS-SEM) and was considered sufficient for hypothesis testing. Participants were required to be actively employed as teachers during the data collection period and willing to participate voluntarily. Questionnaires containing substantial missing data or incomplete responses were excluded from the final analysis.

Research Instruments

Data were collected using a structured questionnaire consisting of three constructs: teacher workload, organizational culture, and turnover intention. All questionnaire items were measured using a four-point Likert scale ranging from 1 (Never) to 4 (Always). The four-point scale was

selected to reduce the tendency of respondents to choose neutral responses and to encourage clearer expression of perceptions regarding each statement. The questionnaire was developed through adaptation and synthesis of indicators reported in previous studies on teacher workload, organizational culture, and turnover intention. Teacher workload was operationalized through five indicators: quantity of work, time pressure, job complexity, capability fit, and administrative roles. Organizational culture was measured using four dimensions adapted from the organizational culture model proposed by Denison & Mishra (1995), namely involvement, consistency, adaptability, and mission. Turnover intention was measured through three dimensions commonly employed in turnover intention studies: thinking of leaving, searching for alternative employment, and intention to leave. The operational definitions of the variables are presented in Table 2.

Table 2. Operational Definition of Variables

Variable	Indicators	Number of Items	Source
Teacher Workload (X ₁)	Quantity of Work, Time Pressure, Job Complexity, Capability Fit, Administrative Roles	30	Adapted from workload literature
Organizational Culture (X ₂)	Involvement, Consistency, Adaptability, Mission	24	Denison & Mishra (1995)
Turnover Intention (Y)	Thinking of Leaving, Searching for Alternative Employment, Intention to Leave	18	Turnover intention literature

The questionnaire consisted of both favorable and unfavorable statements to minimize response bias.

Instrument Validation

Prior to data collection, the questionnaire was reviewed by experts in educational management and educational research to evaluate the relevance, clarity, and contextual appropriateness of the items. Revisions were made based on expert feedback to improve wording and ensure suitability for the Indonesian public school context. The measurement properties of the constructs were subsequently evaluated using PLS-SEM procedures. Convergent validity was assessed through outer loading values and Average Variance Extracted (AVE), whereas reliability was evaluated using Cronbach's Alpha and Composite Reliability coefficients. Discriminant validity was assessed using the Heterotrait–Monotrait Ratio (HTMT) criterion.

Research Procedure

The study was conducted in four stages. First, the research instruments were developed and adapted from relevant theories and previous empirical studies. Second, questionnaires were distributed to teachers in public junior high schools in Samarinda Ulu District. Third, the completed questionnaires were screened, coded, and prepared for analysis. Finally, the data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to test the proposed hypotheses. The conceptual framework guiding this study is presented in Figure 1. The framework positions teacher workload as a job demand and organizational culture as a job resource that predict turnover intention among teachers within the Job Demands-Resources (JD-R) framework.

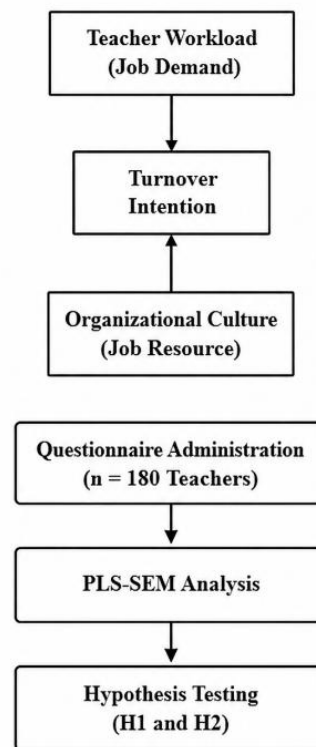


Figure 1. Research Framework and Procedure

Ethical Considerations

Participation in this study was voluntary. Prior to completing the questionnaire, respondents were informed about the purpose of the study, the confidentiality of their responses, and their right to withdraw from participation at any stage. No personally identifiable information was collected, and all responses were used solely for academic research purposes.

Data Analysis

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4 software. PLS-SEM was selected because it is appropriate for predictive research, theory extension, and analysis involving latent constructs measured through multiple indicators (Sarstedt et al., 2022). In addition, PLS-SEM enables simultaneous assessment of measurement and structural models and is particularly suitable for exploratory and predictive studies in educational research. The analysis was conducted in two stages.

The first stage involved evaluating the measurement model (outer model). Convergent validity was assessed using outer loading values (> 0.70) and Average Variance Extracted (AVE > 0.50). Reliability was evaluated using Cronbach's Alpha and Composite Reliability coefficients (> 0.70), while discriminant validity was assessed using the Heterotrait–Monotrait Ratio (HTMT < 0.90). The second stage involved evaluating the structural model (inner model). The assessment included path coefficients, coefficient of determination (R^2), effect size (f^2), and collinearity diagnostics. Hypothesis testing was conducted using a bootstrapping procedure with 5,000 resamples and two-tailed significance testing. Statistical significance was evaluated using t-values and p-values. The structural model focused on examining the predictive effects of teacher workload and organizational culture on turnover intention.

RESULT AND DISCUSSION

Respondent Characteristics

The study involved 180 teachers from public junior high schools in Samarinda Ulu District, Samarinda City. The respondents represented diverse demographic backgrounds in terms of gender, age, educational qualification, and teaching experience. Such diversity provides a representative overview of teachers working in Indonesian public junior high schools and supports the robustness of the study findings.

Reliability and Convergent Validity

The measurement model was first assessed through reliability and convergent validity analyses. Reliability was evaluated using Cronbach's Alpha and Composite Reliability, whereas convergent validity was assessed using Average Variance Extracted (AVE).

Table 3. Reliability and Convergent Validity

Construct	Cronbach's Alpha	Composite Reliability	AVE
Teacher Workload	0.986	0.987	0.795
Organizational Culture	0.975	0.977	0.726
Turnover Intention	0.939	0.948	0.623

The results indicate that all constructs achieved AVE values above the recommended threshold of 0.50, confirming adequate convergent validity. Likewise, Composite Reliability and Cronbach's Alpha values exceeded the recommended value of 0.70, indicating satisfactory internal consistency. Nevertheless, the reliability coefficients for teacher workload ($\alpha = 0.986$) and organizational culture ($\alpha = 0.975$) were exceptionally high. While these values indicate excellent reliability, previous methodological literature suggests that coefficients exceeding 0.95 may also indicate redundancy among indicators (Zhu & Frangopol, 2012). Therefore, although the retained items adequately represented the theoretical dimensions of each construct, future studies may consider shortening the instruments by eliminating highly repetitive items while preserving conceptual coverage.

Discriminant Validity

Discriminant validity was assessed using the Fornell–Larcker criterion and the Heterotrait–Monotrait Ratio (HTMT).

Table 4. Discriminant Validity (Fornell–Larcker Criterion)

Construct	TW	OC	TI
Teacher Workload (TW)	0.892		
Organizational Culture (OC)	-0.774	0.852	
Turnover Intention (TI)	0.741	-0.706	0.789

The square root of AVE for each construct exceeded its correlations with the remaining constructs, indicating satisfactory discriminant validity according to the Fornell–Larcker criterion.

Table 5. Discriminant Validity (HTMT Ratio)

Construct Pair	HTMT
TW – OC	0.779
TW – TI	0.758
OC – TI	0.719

All HTMT values were below the recommended threshold of 0.90, providing additional evidence that the constructs measured conceptually distinct phenomena. Taken together, the results from

both approaches demonstrate that the measurement model satisfies the requirements for convergent validity, discriminant validity, and reliability.

Coefficient of Determination

Table 6. Coefficient of Determination

Endogenous Variable	R ²
Turnover Intention	0.593

The model explained 59.3% of the variance in turnover intention. According to commonly accepted guidelines, this value indicates moderate-to-substantial explanatory power. The finding suggests that teacher workload and organizational culture jointly provide a meaningful explanation of teachers' turnover intention.

Effect Size

Table 7. Effect Size (f²)

Path	f ²	Interpretation
Teacher Workload → Turnover Intention	0.231	Moderate
Organizational Culture → Turnover Intention	0.108	Small

Teacher workload demonstrated a moderate effect size, whereas organizational culture demonstrated a small effect size. This finding indicates that workload contributed more strongly to explaining turnover intention than organizational culture.

Hypothesis Testing

Hypothesis testing was conducted using a bootstrapping procedure with 5,000 resamples.

Table 8. Hypothesis Testing Results

Hypothesis	Path	β	t-value	p-value	Decision
H1	Teacher Workload → Turnover Intention	0.484	5.936	< 0.001	Supported
H2	Organizational Culture → Turnover Intention	-0.332	4.187	< 0.001	Supported

The results indicate that teacher workload positively predicts turnover intention, whereas organizational culture negatively predicts turnover intention. Teachers experiencing higher workloads tended to report stronger intentions to leave their schools, while teachers perceiving a more supportive organizational culture tended to report lower turnover intention.

Discussion

Teacher Workload as a Job Demand Associated with Turnover Intention

The findings indicate that teacher workload is positively associated with turnover intention among public junior high school teachers. Teachers who reported higher workloads tended to exhibit stronger intentions to leave their schools. This finding is consistent with the Job Demands-Resources (JD-R) framework, which posits that excessive job demands can activate a health-impairment process characterized by strain, emotional exhaustion, and withdrawal tendencies (Bakker & Demerouti, 2014, 2017). Within this perspective, workload represents a critical job demand that consumes teachers' physical, cognitive, and emotional resources. The findings may also be interpreted through the Conservation of Resources (COR) Theory (Hobfoll & Shirom, 2000), which suggests that individuals strive to acquire, preserve, and protect valuable resources such as time, energy, and psychological well-being. When teachers face excessive workloads, they may perceive a continuous depletion of these resources, leading to stress and a desire to withdraw from the work environment. Consequently, turnover intention may emerge as a coping response to prolonged resource loss.

In the context of Indonesian public schools, teacher workload extends beyond classroom instruction. Teachers are often responsible for lesson planning, student assessment, curriculum documentation, administrative reporting, extracurricular supervision, and participation in various institutional programs. Such responsibilities may reduce the time available for instructional preparation, professional development, and personal recovery. The accumulation of these demands can increase occupational strain and weaken teachers' attachment to their schools. The present findings are consistent with previous studies reporting positive relationships between workload and turnover intention among teachers (Collie, 2023; Hung et al., 2025; Shah et al., 2024). Similarly, Wei and Ye (2022) found that excessive workload contributes to emotional exhaustion, which subsequently increases teachers' intentions to leave the profession. However, workload should not be interpreted solely as the amount of work assigned to teachers. The perceived burden of workload may also depend on organizational support, leadership practices, resource availability, and the degree of autonomy teachers experience in their work. Therefore, turnover intention may reflect not only high work demands but also how effectively those demands are managed within schools.

The effect size analysis further showed that workload exerted a moderate effect on turnover intention ($f^2 = 0.231$), indicating that it was the strongest predictor in the model. This finding suggests that workload management should be prioritized in teacher retention strategies. Efforts such as reducing administrative burdens, improving task allocation, providing administrative support personnel, and streamlining reporting requirements may help mitigate teachers' intentions to leave.

Organizational Culture as a Job Resource Associated with Turnover Intention

The findings also indicate that organizational culture is negatively associated with turnover intention. Teachers who perceived a more positive organizational culture tended to report lower intentions to leave their schools. This result supports the motivational process proposed by the JD-R framework, which emphasizes that job resources foster employee engagement, organizational commitment, and retention (Bakker & Demerouti, 2017). The relationship may also be explained through Social Exchange Theory (Yamao, 2024), which argues that employees tend to reciprocate positive organizational treatment with favorable attitudes and behaviors. When teachers perceive their schools as supportive, fair, collaborative, and respectful, they are more likely to develop trust and commitment toward the organization. As a result, they become less inclined to seek alternative employment opportunities.

A supportive organizational culture provides teachers with valuable social and psychological resources, including collegial collaboration, mutual trust, effective communication, shared values, and supportive leadership. These resources can strengthen teachers' sense of belonging and create a more positive work environment. In educational settings, collaborative cultures also facilitate knowledge sharing, peer learning, and collective problem-solving, all of which contribute to greater organizational attachment.

The present findings are consistent with previous studies demonstrating that positive organizational cultures are associated with lower turnover intention and stronger organizational commitment among teachers (Alzubi, 2018; Opolot et al., 2026; Van Tran et al., 2023). Likewise, Sarpong et al. (2021) reported that supportive organizational cultures enhance job satisfaction and reduce teachers' intentions to seek alternative employment. Nevertheless, the influence of organizational culture may vary across educational contexts. In Indonesia, interpersonal relationships, collegiality, and leadership practices often play a particularly important role in shaping teachers' perceptions of organizational support. Therefore, caution should be exercised when generalizing these findings to educational systems with different cultural and organizational characteristics. Although organizational culture demonstrated a smaller effect size ($f^2 = 0.108$) than workload, its contribution remains practically meaningful. The findings suggest that strengthening organizational culture may complement workload-management initiatives in reducing turnover intention and promoting teacher retention.

Implications for the Job Demands-Resources Framework

A notable contribution of this study lies in extending the application of the Job Demands–Resources (JD-R) framework to the context of Indonesian public junior high schools. While previous JD-R studies have predominantly focused on outcomes such as burnout, work engagement, and occupational well-being, the present study demonstrates that the framework is also useful for explaining turnover intention among teachers (Collie, 2023; Granziera, 2022; Trocino et al., 2025). The findings indicate that turnover intention is associated with both job demands and job resources. Teacher workload, representing a job demand, was positively associated with turnover intention, whereas organizational culture, representing a job resource, was negatively associated with turnover intention. These findings support the central proposition of the JD-R framework that employee outcomes are shaped by the balance between demands and resources (Li et al., 2023; Radic et al., 2020)

An important finding is that workload exhibited a stronger predictive effect than organizational culture. This suggests that reducing excessive job demands may be more critical than enhancing organizational resources alone. In practical terms, school leaders and policymakers should not rely solely on culture-building initiatives but should also address structural sources of workload that contribute to teacher strain.

Several limitations should be considered when interpreting the findings. First, all variables were measured using self-reported questionnaires, which may introduce common method bias and social desirability bias. Second, the cross-sectional design limits the ability to draw causal conclusions regarding the relationships among variables. Third, the study focused on public junior high schools within a single district, which may limit the generalizability of the findings to other educational settings. Therefore, the results should be interpreted as evidence of significant associations rather than causal effects.

Future studies are encouraged to employ longitudinal or mixed-method approaches to examine how job demands and job resources influence turnover intention over time. Further research may also investigate potential mediating and moderating variables within the JD-R framework, such as burnout, work engagement, organizational commitment, psychological well-being, and perceived organizational support, to provide a more comprehensive understanding of teacher retention.

CONCLUSION

This study examined the relationships between teacher workload, organizational culture, and turnover intention among public junior high school teachers within the Job Demands-Resources (JD-R) framework. The findings indicate that teacher workload is positively associated with turnover intention, whereas organizational culture is negatively associated with turnover intention. In addition, workload emerged as the stronger predictor of turnover intention. These results suggest that both job demands and job resources play important roles in explaining teachers' intentions to remain in or leave their schools. The findings have practical implications for school management and educational policy. Efforts to reduce turnover intention should not focus solely on strengthening organizational culture but also on managing teachers' workloads.

Practical strategies may include conducting workload audits, redistributing administrative responsibilities, providing administrative support staff, strengthening teacher collaboration, implementing mentoring programs, and enhancing school leaders' capacity to foster supportive and participatory organizational cultures. Such initiatives may contribute to improving teacher well-being and strengthening teacher retention. This study is limited by its cross-sectional design, focus on public junior high schools in a single district, and reliance on self-reported data. Therefore, the findings should be interpreted as evidence of significant associations rather than causal relationships. Future research is encouraged to employ longitudinal designs, include broader educational contexts, and examine additional JD-R variables, such as burnout, work engagement, and organizational commitment, to provide a more comprehensive understanding of teacher retention.

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