

## Job Stress and Turnover Intention in Generation Z Teachers: Resilience as a Moderator

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**Abstract.** Teaching is a demanding profession that can jeopardize the physical and mental health of teachers. Generation Z teachers, born between 1995 and 2009, are innovative, flexible, and adaptive in the teaching approach but dislike complicated rules and tend to change job, resulting to increased turnover intention. One of the predictors affecting turnover intention is job stress, an aspect that has not been previously explored. Therefore, this correlational quantitative study aimed to investigate the role of resilience in determining the magnitude of the effect of job stress on turnover intention. The participants were 170 Generation Z teachers from private elementary schools in District X Medan. The study instrument included job stress scale adapted from Dinyati (2019), turnover intention scale adapted from Bothma and Roodt (2013), and resilience scale adapted from Connor and Davidson (2003). The Structural Equation Model (SEM) test results showed that resilience played a crucial role in determining the strength of the effect of job stress. The effect of stress on turnover intention decreased with increase in resilience and vice versa.

**Keywords:** Generation Z, job stress, resilience, turnover intention

## Stres Kerja dan *Turnover Intention* pada Guru Generasi Z: Resiliensi sebagai Moderator

Mengajar adalah profesi yang menuntut dan dapat membahayakan kesehatan fisik dan mental guru. Guru Generasi Z, yang lahir antara tahun 1995 dan 2009, bersikap inovatif, fleksibel, dan adaptif dalam pendekatan pengajaran tetapi tidak menyukai aturan yang rumit dan cenderung berganti pekerjaan, sehingga meningkatkan niat untuk berpindah (*turnover intention*). Salah satu prediktor yang mempengaruhi niat berpindah adalah stres kerja, sebuah aspek yang belum pernah dieksplorasi sebelumnya. Oleh karena itu, penelitian kuantitatif korelasional ini bertujuan untuk mengetahui peran resiliensi dalam menentukan besarnya pengaruh stres kerja terhadap niat berpindah. Partisipan penelitian ini adalah 170 orang guru Generasi Z dari SD swasta di Kecamatan X Medan. Instrumen penelitian meliputi skala stres kerja yang diadaptasi dari Dinyati (2019), skala *turnover intention* yang diadaptasi dari Bothma dan Roodt (2013), dan skala resiliensi yang diadaptasi dari Connor dan Davidson (2003). Hasil uji Structural Equation Model (SEM) menunjukkan bahwa resiliensi berperan penting dalam menentukan kuatnya pengaruh stres kerja. Pengaruh stres terhadap niat berpindah menurun seiring dengan peningkatan ketahanan, dan sebaliknya.

**Kata Kunci:** Generasi Z, resiliensi, stres kerja, *turnover intention*

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Teachers, as crucial components in educational activities and the learning process (Lestari, 2018), are essential in achieving educational quality (Ratnasari, 2019). A perfect curriculum, advanced educational facilities, or detailed academic regulations do not significantly affect students success without teachers support in the learning process (Pardede, 2019). Teachers at the elementary school (SD) level, central in providing early education to students (Akbar & Tahoma, 2018), commonly face monotonous nature of teaching (Sari, 2021), where the same students are taught from morning to the end of the school day with various scheduled subjects (Akbar & Pratasiwi, 2017). This necessitates the improvement of the quality of elementary school teachers to enhance the education quality (Aliyyah et al, 2019).

Teachers are considered to have quality by possessing four competencies, namely professional, pedagogical, social, and personal (Ahmad, 2019; Dudung, 2018; Heristyan et al, 2021; Sari & Setiawan, 2020). Competencies can be observed in the teaching quality across different ages, with younger teachers specifically having high expectations and ambitions (Budiarti et al, 2022), more enthusiastic about bringing new changes to the school (Waluyo, 2019), and creative or innovative (Elvirada et al, 2021). Generation Z teachers are considered to be in a productive phase and are perceived to have a better command of technology than previous

generation (Firdausi, 2022). In 2022, the Ministry of Education and Culture recorded 514.233 teachers aged 20 to 29 years, with Indonesia recording approximately 3.988 (Jayani, 2022).

Generation Z, born between 1995 and 2009, are often called the technology generation (Luhulima et al, 2016; Septania & Proborini, 2020). Bencsik et al. (2016) stated that Generation Z included those born between 1995 and 2010, while BPS (Statistic Indonesia) in 2021 showed Generation Z spanned from 1997 to 2011 (BPS, 2020). The current study specifically focused on those between 1995 and 2009. The 2021 BPS data showed that a significant portion of Indonesia population was Gen Z, constituting 27.94% of the total (BPS, 2021). Furthermore, characteristics of Generation Z include enjoying online activities, multitasking ability, preferring images over text, viewing job as an interesting game, expecting recognition, and being satisfied with instant or randomly accessible materials (Aulia et al, 2021).

Generation Z as the youngest generation which recently entered the workforce, has different traits and characteristics than the previous X and Y generations. In the workplace, Generation X shows characteristics of adaptability, resilience, independence, loyalty, hard work, and acceptance of change (Putra, 2016). Generation Y has a working understanding that transcends meeting basic life needs, specifically prioritizing meaningful

or creative activities, achieving satisfaction, and receiving recognition for changing the world. The primary reason for this persistence in the workplace is the perception that job holds meaning (Paramitha & Ihalauw, 2018).

Generation Z tend to dislike complex regulations within a company, and will resign when rules do not conform with their preferences (Kusumawati et al, 2021). This is the primary reason for switching from one job to another, also known as turnover (Purba & Ananta, 2018). Eventually, this situation becomes a key factor contributing to the high turnover rates among Generation Z (Wijoyo et al., 2020). Prayogi et al. (2019) stated that age significantly affected turnover intention. The younger a worker becomes, the higher the turnover intention (Dodanwala & Santoso, 2022).

Surveys conducted in 42 countries showed that 53% of Generation Z preferred to change workplaces within two years, while 21% within five years (Deloitte, 2018). Turnover percentage for Generation Z in Indonesia was higher (51.83%) than other generations (48.17%) (Afandi et al, 2022). An investigation showed teachers turnover rate ranging from 10-16% between 2013 and 2016 in Tangerang (Poeh & Soehari, 2019), and 2-7% from 2005 to 2013 (Suryani et al, 2014), and 20-29% from 2013 to 2015 in Jakarta (Suharno et al, 2017). SMK (Vocational School) in Jember (Arsih et al, 2018) and an elementary school in East Jakarta (Juanita R & Prasetya, 2021) specifically

reported high turnover. Some had a low turnover rate, although the leaving teachers possessed specific expertise (Zulistiawan, 2014). Other studies also showed that more teachers left than entered in the same year (Gragnano et al, 2020; Saragih, 2021). The PGRI (Indonesian Teachers Union) Foundation in Cipayung Branch showed a 19% turnover rate in 2018 (Mariana et al, 2021).

Turnover intention is when employees consciously prioritize alternative employment in a different organization (Susilo & Satrya, 2019). The desire to quit job for certain reasons is a normal and acceptable aspect of the working world. However, a high turnover intention can negatively affect the company, leading to instability in costs, time, opportunities to leverage, the loss of experienced employees, and a decrease in the working atmosphere (Dalgiç, 2022). Turnover rate needs to be well-managed up to a certain level to avoid disrupting business operations and achieving company objectives.

Turnover intention can be classified into three dimensions, namely the thought of quitting, the desire to leave, and the desire to find another job (Mobley, 2011). This can manifest as resignation, relocation, leaving the organization, termination, or employee death (Prawitasari, 2016). The emergence of turnover intention is affected by various factors such as compensation, job stress, job satisfaction, organizational commitment, new job opportunities, seniority, position, and

workplace pressure (Sa'adah & Prasetya, 2018). Based on these factors, job stress is a frequently investigated topic (Collie, 2023; Yang et al, 2017; Zeng et al, 2021).

Job stress is a condition of tension that affects emotions, thought processes, and physical condition during job activities (Dinyati, 2019). The current study specifically measured job stress based on four aspects, namely psychological, behavioral, cognitive, and physiological symptoms. It arises due to increasing external and internal job demands as well as tense situations where employees feel unsupported by superiors and colleagues when facing job challenges (Mullai, 2018).

Job stress is often experienced by teachers (Galanakis et al, 2020), specifically endangering their physical and mental health, hindering professional development, and leading to a high intention to switch job (Brady et al, 2023; Chan, 2002). Stress in teachers consequently affects performance and worsens social relationships among colleagues, students, and parents (Abdullah & Ismail, 2019). It can also affect productivity, resulting in a lack of commitment to the job, redirect aggression toward students, and disruption of the workplace (Yusuf et al, 2015).

Teachers job stress is attributed to a lack of support from colleagues, insufficient recognition of professions, limited professional development, and lack of experience (Polimeropoulou et al, 2015). It can also arise due to dissatisfaction, delayed salary payments,

and inadequate school facilities. Other factors include high job demands, roles, interpersonal relationships, career development, organizational structure, and work-life balance (Asih et al, 2018). The accumulation of workload, social jealousy among teachers treated discriminatively, completing tasks within specific deadlines, and extra job than designated hours also contribute to high job stress (Jalil, 2020). The sources of stress for elementary and secondary school teachers are mainly high workload demands and inadequate rewards (Zhao et al, 2022).

Several investigations have been conducted on stress and turnover intention in Indonesia. Juanita R and Prasetya (2021) specifically showed a significant positive effect of job stress on turnover intention. This was in line with (Dewi & Sriathi, 2019), showing that high levels of job stress could generate a strong desire to resign. Ibrahim and Suhariadi, (2021), and Kurniawati et al (2018) explained that job stress did not influence turnover intention. However, Putra and Mujiati (2019) showed a significant effect effect of 87.5%. Some other studies showed that secondary school teachers face increased job stress, leading to turnover and a reduced number of teachers (Xu et al, 2023). In essence, these results varied with different data. The current study aimed to investigate the psychological factors influencing the strength of job stress on turnover intention, specifically resilience.

Resilience is the ability of an individual experiencing stress to endure in job and achieve a high quality of work life. It is also a personal quality that enables one to face challenges (Connor & Davidson, 2003). Therefore, a resilient individual can mitigate feelings of job stress (Hakim & Rizky, 2021). Resilience is often shown by individuals facing challenging job situations, enduring difficulties, and successfully adapting to changes (Steven & Prihatsanti, 2017). As a key factor for recovery and growth, enabling workers to perform optimally (Aula et al, 2022), the potential should be explored to reduce the negative effects of stressors (Lanz & Bruk Lee, 2017).

Resilience can be classified into five dimensions, namely personal competence, trust in instincts, positive acceptance of change, control, and spiritual effect (Basith, 2020). Personal competence is the ability of a resilient individual to always strive to achieve set objectives (Prihartono et al, 2018), without hesitating to make unpopular or difficult decisions (Mahmudah & Wibowo, 2022). Positive acceptance of change is the ability to be flexible in facing changes or incoming problems (Apriani & Listiyandini, 2019), and have self-control (Sarhini et al, 2021). Resilient individuals also have faith in God or destiny (Suprpto, 2020).

The quality of resilience varies among individuals (Firdiansyah & Pandapotan, 2022), with the youth tending to have lower resilient levels than the elderly (Sewasew et al, 2017).

The results also showed a negative correlation between resilience and job stress.

Based on the discussion above, the effect of job stress on turnover intention cannot be conclusively determined due to varying empirical evidence. Moreover, there is currently no study explaining how job stress affects turnover intention in Generation Z teachers. This has prompted study experts to investigate the factors influencing the strength of the effect of job stress on turnover intention. On the other hand, resilience has a negative effect on job stress (Nastasia, 2022; Tampombebu & Wijono, 2022), and significantly affects turnover intention (Liu et al, 2021). Based on these considerations, the study aimed to examine the role of resilience and job stress on turnover intention in Generation Z teachers. The assumption is that when resilience is high, the effect of job stress on turnover intention becomes significant. In contrast, when resilience is low, the effect of job stress becomes low on turnover intention in teachers.

## Method

This study adopted a quantitative correlational approach. The independent variable was job stress, the dependent was turnover intention, and resilience served as moderating variable. The participants were 170 private elementary school teachers in District X, Medan City, born between 1995 and 2003, with a minimum job experience of one year.

The study instruments included psychological scales comprising job stress, resilience, and turnover intention scales. A Likert scaling model was adopted, consisting of five response options ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), to 5 (Strongly Agree). The job stress scale comprised 58 items adapted from (Dinyati, 2019) referring to four aspects of symptoms, namely psychological, behavioral, cognitive, and physiological.

Turnover intention scale was 15 items adapted from Bothma and Roodt (Bothma & Roodt, 2013) referring to three aspects outlined by Mobley and comprising, namely intention to leave, intention to find other job, and thoughts of quitting. Resilience, which was the third scale, consisted of 25 items, and used a framework developed by Connor and Davidson (2003), focusing on five aspects, namely personal competence, belief in instincts, positive acceptance of change, control, and spiritual influence.

The study instrument was tested using the Structural Equation Model (SEM) through the Partial Least Square (PLS) program called the outer model evaluation. Outer model measurement was carried out to assess the validity and reliability of the model (Syahrir et al, 2020). The validity test could be classified into convergent and discriminant. The convergent validity test was carried out to measure the correlation of the manifest variables of a construct, and assessed based

on the AVE value  $> .50$ , stating whether a construct was valid or invalid. Meanwhile, discriminant validity was carried out by comparing the root AVE value of each construct with the root AVE correlation value of other constructs or variables. Good discriminant validity was showed by the root AVE value of a construct greater than the root AVE correlation value of other constructs. Reliability testing was conducted in two ways, namely with Cronbach Alpha and Composite Reliability. The construct is declared reliable when the Cronbach Alpha value is  $> .60$  and the Composite Reliability value is  $> .70$  (Haryono, 2016).

Data were obtained by sharing the three scales through a Google form link to the participants. The participants gave information about this study and expressed their consent in writing and filling out the form as well as possible. Meanwhile, the distribution of the link was assisted by the principal and PIC (Person in Charge) from the school. The data were subsequently analyzed using smart PLS software version 3.0. The outer model was used to determine construct validity and reliability. The significance test of the effect is presented in the subsequent stage.

## Results

The respondents were 170 Generation Z teachers in District X of Medan City, grouped based on demographic data presented in Table 1.

**Table 1**

*Demographic Data*

Characteristic	N	%
Gender		
Male	16	9.41
Female	154	90.58
Birth year		
1995	42	24.70
1996	26	15.29
1997	30	17.64
1998	33	19.41
1999	22	12.94
2000	8	4.70
2001	3	1.76
2002	2	1.17
2003	4	2.35
Length of service		
1 Year	39	22.94
2 Years	38	22.35
3 Years	20	11.76
4 Years	30	17.64
5 Years	43	25.29

**Table 2**

*Convergent Validity Test Results based on AVE value*

Variable	AVE
Resilience (M)	.849
Job Stress (X)	.814
Turnover Intention (Y)	.761
X*M	1.000

According to convergent validity test results the three variables showed AVE values > .5, showing that the validity requirements were met

**Table 3**

*Discriminant Validity Test Results based on The AVE Root Value on The Study Variables*

Variable	Resilience (M)	Job Stress (X)	Turn Over Intention (Y)	X*M
Resilience (M)	$\sqrt{AVE_M} = .922$			
Job Stress (X)	.255	$\sqrt{AVE_X} = .902$		
Turnover Intention (Y)	.283	.470	$\sqrt{AVE_Y} = .872$	
X*M	-.339	-.111	.024	$\sqrt{AVE_{X*M}} = 1.000$

The square root value of AVE for each latent variable was greater than the correlation value between the latent variable

and other latent variables, showing that the scale used met the discriminant validity requirements.

**Table 4**

*Reliability Test Results of Resilience Scale, Job Stress and Turn Over Intention based on Composite Reliability (CR) and Cronbach Alpha (CA)*

Variable	Composite Reliability	$\alpha$
Resilience (M)	.993	.993
Job Stress (X)	.996	.996
Turnover Intention (Y)	.979	.977
X*M	.000	1.000

Based on the Cronbach alpha test, the three variables showed CA > .7,

meaning that the reliability requirements were met.

**Table 5**

*Path Coefficient & Significance of Effect Test Results*

Variable	Original Sample (O)	M	SD	T Statistics ( O/STDEV )	p
M -> Y	.223	.220	.075	2.986	.001
X -> Y	.429	.437	.071	6.064	.000
X*M -> Y	.116	.117	.067	1.715	.043

Note. M=Resilience; X=Job Stress; Y=Turnover Intention; M=Mean; SD=Standard Deviation

Table 5 shows that: (1) Resilience (M) had a significant effect on turnover intention (Y), with a p-value of .001 < .05 (Hypothesis Accepted). (2) Job stress (X) had a significant effect on turnover intention (Y), with a p-value of .005 < .05 (Hypothesis Accepted). (3) Resilience (M) significantly moderated

the effect of job stress (X) on turnover intention (Y), with a p-value of .043 < .05 (Moderation Hypothesis Accepted). The moderation coefficient value of X\*M was .116, showing that resilience (M) strengthened the effect of job stress (X) on turnover intention (Y).

**Table 6**

*R-Square and Q-Square Before Moderation*

Variable	R <sup>2</sup>	Q <sup>2</sup> (=1-SSE/SSO)
Turnover Intention (Y)	.220	.151

The R-Square value before moderation was .220, showing that the effect of job stress (X) on turnover intention (Y) was 22%. The Q-Square

value for turnover intention (Y) was .151. Because Q-Square = .151 > 0, job stress (X) had predictive relevance for turnover intention (Y).



**Table 7**

*R-Square and Q-Square After Moderation*

Variable	R <sup>2</sup>	Q <sup>2</sup> (=1-SSE/SSO)
Turnover Intention (Y)	.268	.182

The R-Square value of turnover intention after moderation (Y) was .268, showing job stress (X) and resilience (M) could collectively affect turnover intention (Y) by 26.8%. The Q-

Square value for turnover intention (Y) was .182. Since Q-Square = .182 > 0, job stress (X) and resilience (M) had predictive relevance for turnover intention (Y).

**Table 8**

*Goodness of Fit Model Testing*

Estimated Model	
SRMR	.086

Based on the goodness of fit test as shown in Table 8, the SRMR value was

.086 < .1, showing that the model was FIT.

**Table 9**

*Empirical and Hypothetical Values*

Variable	Empirical Value				Hypothetical Value			
	Score		M	SD	Score		M	SD
	Min	Max			Min	Max		
Resilience	25	125	93	27.2	25	125	75	16.7
Job Stress	58	290	193.88	72.01	22	132	174	38.7
Turnover Intention	30	75	40	18	15	75	45	10

Note. N=170; M=Mean; SD=Standard Deviation

Based on the effect on resilience variable, the empirical mean value was higher than the hypothetical mean value, specifically 93 > 75. This showed resilience of participants was higher than the general population. The results of the empirical and the hypothetical values on job stress variable showed the empirical mean value was higher than the hypothetical mean value, namely 193.88 > 174. This showed job stress of participants was higher than in the general population. The results of the empirical and the

hypothetical values on turnover intention variable showed the empirical mean value was lower than the hypothetical mean value, namely 40 < 45. This showed turnover intention of the participants was in the moderate category.

The results of comparing the hypothetical and empirical mean showed most of the participants had high resilience (108 people, 64%), high stress (89 people, 52%), and low turnover intention (77 people, 45%), as shown in Table 10.

**Table 10**  
*Categorization of Resilience, Job Stress, and Turnover Intention*

Category	Score Range	N	%
Resilience			
Low	$X < 58$	24	14
Moderate	$58 \leq X < 92$	38	22
High	$X \geq 92$	108	64
Job Stress			
Low	$X < 135$	39	23
Moderate	$135 \leq X < 213$	42	25
High	$X \geq 213$	89	52
Turnover Intention			
Low	$X < 35$	77	45
Moderate	$35 \leq X < 55$	56	33
High	$X \geq 55$	37	22

## Discussion

This correlational quantitative study aimed to investigate the role of resilience in determining the magnitude of the effect of job stress on turnover intention. The results showed job stress had a positive and significant effect on turnover intention, showing that when teachers experienced high levels of stress, there was a higher tendency to have turnover intention. According to Juanita R and Prasetya (2021), job stress influenced turnover intention of Generation Z teachers. Butar et al. (2019) also showed the significant effect of job stress on turnover intention of teachers at Batari School Medan. Lestari and Mujiati (2018) discovered a positive and significant effect of job stress on turnover intention. Baskoro and Wardana (2017) showed a positive effect of job stress on turnover intention, while Dewi and Sriathi (2019) concluded that job stress increased with turnover intention.

The source of stress felt by teachers originated from the demands, including accumulated workloads, social jealousy among workers treated discriminatively, tasks with special deadlines, and additional responsibilities outside designated hours (Jalil, 2020). Supportive leadership tended to decrease teachers turnover intention (Habibi, 2020). This was in line with Ashar and Murgiyanto (2019), stating that efficient support corresponded to lower teachers turnover intention.

Resilience played a role in moderating the effect of job stress on turnover intention. This was supported by Elitharp (2005), showing that resilience served as a moderator between stress and turnover intention as it had a greater effect. The data specifically showed that resilience, before being moderated by job stress, could affect turnover intention by 22%, and by 26.8% after moderation.

The current study showed that job stress and resilience could affect turnover intention by 26.8%, with the remaining 73.2% being influenced by other factors not examined. Fauzi et al. (2022), and Muharni and Wardhani (2020) showed that demographic factors, such as gender, marital status, job satisfaction, organizational commitment, leadership model, and job attachment were potential contributors to turnover intention. The moderating effect of resilience in the relationship between job stress and turnover intention was further supported by the findings that, despite high teachers job stress, turnover remained in the moderate category. This could be attributed to the moderating effect of resilience, which was in the high category.

Approximately 108 participants, equivalent to 64% of the total participants, had a high level of resilience. Resilience of teachers in this study was higher than the general population. This was because the participants were Islamic private elementary school teachers, more diligent in religious practices, such as prayer, showing a close relationship with God. High religiosity can enhance resilience in facing task-related pressures (Suprpto, 2020). These results were supported by Tampombebu and Wijono (2022), who stated that resilience increased with decrease in job stress.

The current study provided valuable insights for schools aiming to reduce turnover intention among Generation Z teachers in

elementary schools. However, it was limited to Generation Z teachers from Islamic Private Elementary Schools in Medan, necessitating the generalization to a wider population. The sampling method was not drawn using a random method, potentially reducing sampling bias (Firmansyah & Dede, 2022). Data collection was carried out using scale method, facilitating social desirability that was addressed by providing informed consent and using an anonymous and private scale.

## Conclusions

This study aimed to examine the role of resilience and job stress on turnover intention in Generation Z teachers. In conclusion, resilience specifically increased with a decrease in the relationship between job stress and turnover intention, and vice versa. Moreover, the study provided valuable insights for government agencies and schools regarding the significance of resilience in shaping the impact of job stress on turnover intention. The results could serve as a basis for school principals to mitigate turnover intention by enhancing resilience and alleviating job stress among teachers. Generation Z teachers could also incorporate the results to uphold high resilience, ensuring that high job stress did not facilitate the desire to resign. Schools and government bodies might consider developing policies or programs aimed at maintaining high levels of employee resilience, thereby minimizing the effect of job stress on turnover intention.

## Suggestion

Future studies were recommended to investigate teachers from public schools or non-Islamic religious-based schools to enhance understanding of the moderating role of resilience in the relationship between job stress and turnover intention. In addition, Generation Z teachers in public schools, higher education levels, or in other cities of Indonesia could be included. Further investigations might also consider different age groups, such as Generation X and Y, explore the impact of job stress and resilience on turnover intention, taking into account factors like marital status, gender, and length of service to get a more accurate description.

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Received 31 January 2023

Revised 11 January 2024

Accepted 11 January 2024