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Strategy to Suppress Intention to Leave with Stress Impact Analysis, Workload and Conflict in The Workplace A Study of Educational Staff in Bogor City

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Abstract:
This research aims to analyze the impact of job stress, workload, and work conflict on the intention to leave (ITL) among education personnel in private elementary schools in Bogor City, Indonesia. Employing an explanatory sequential mixed-methods design, this study quantitatively tests Gibson et al.'s stress model on a sample of educational personnel, followed by qualitative exploration to enrich the understanding of the quantitative findings. The research results indicate that excessive workload and unresolved work conflict significantly contribute to increased levels of job stress among the education personnel. Furthermore, path analysis reveals that job stress plays a crucial mediating role between workload and work conflict with the intention to leave. In other words, workload and work conflict indirectly increase the desire to leave the job by increasing the experienced stress. The practical implications of these findings lead to the formulation of intervention strategies aimed at reducing intention to leave through the management of organizational stressors. Private elementary schools need to focus on alleviating unrealistic workloads, minimizing sources of internal conflict, and developing effective stress management programs to enhance the retention of their educational personnel. This study provides valuable insights for school management in creating a more conducive and sustainable work environment.

Keywords: intention to leave; job stress; workloads; work conflict; education personnel.

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INTRODUCTION

Intention to leave among education personnel is a crucial issue that can disrupt the stability and quality of education services, especially in private elementary schools (Adittya et al., 2023; Allen & Sims, 2018; Anwar, 2017). This phenomenon is often triggered by various stress factors in the work environment, including high levels of stress, excessive workloads, and unmanaged interpersonal and organizational conflicts. Education personnel in private elementary schools in Bogor City, as the front line in the learning process, are not immune from the potential to experience these conditions (Anwar, 2017; Armstrong & Taylor, 2019; Brown & Davis, 2021). Therefore, a deep understanding of the dynamics of these factors is essential to formulating effective intervention strategies (Budiasa, 2021; Chen & Wang, 2020).

This study aims to comprehensively analyze the impact of work stress, workload, and workplace conflict on the intention to leave of private elementary school education personnel in Bogor City (Cohen et al., 2018; Colquitt et al., 2019). By adopting Gibson et al.'s Job Stress Model as a theoretical basis, this study examines how organizational stressors trigger stress, which then influences an individual's decision to stay or leave the institution. Through a mixed-methods approach, this study seeks not only to identify the relationship between variables but also to explore the underlying mechanisms, in order to formulate practical strategies to suppress intention to leave (Gibbons et al., 2021; Haque, 2020; Hwang & Fitzpatrick, 2021; Imran et al., 2020).

The theory that will be the main foundation in this study is the Job or Organizational Stress Model proposed by James L. Gibson, John M. Ivancevich, and James H. Donnelly Jr. (2012). This theory comprehensively explains how various factors in the work environment can trigger stress in individuals. Furthermore, this model describes the process of how stress then affects various individual and organizational outcomes, including the intention to leave the job, which is the central focus of this empirical study on educational personnel (Luthans et al., 2021; Mathis & Jackson, 2016).

Gibson et al.'s (2012) model identifies three main categories of stressors, namely environmental stressors, organizational stressors, and individual stressors. Organizational stressors, such as work overload and role conflict, are particularly relevant to this study. The theory also distinguishes stress as a psychological and physiological condition with consequences that can include dysfunctional behaviors such as decreased performance or a desire to leave. Understanding the interaction of these elements is crucial for a thorough analysis of the phenomenon under study (Diez et al., 2019; Norton, 2021).

In the context of this study, workload and work conflict experienced by educational staff will be analyzed as significant organizational stressors based on the Gibson et al. model. Work stress arising from both stressors is an individual response that is then predicted to influence the intention to leave. This theory provides a framework for understanding how perceptions of workload and conflict systematically contribute to stress levels and ultimately to the decision to stay or leave an educational institution. The use of Gibson et al.'s Job Stress Model allows researchers to not only identify the factors that cause stress but also understand the mechanisms by which stress impacts the intention to leave of educational staff. Thus, this theory becomes a strong analytical basis for formulating effective intervention strategies. Interventions designed based on this theoretical understanding are expected to help private elementary schools manage job stress and ultimately reduce the number of intention to leave among their educational staff.

Research by Wibowo and Wahyuni (2021) demonstrated that work stress significantly influences turnover intention among contract teachers in private schools in Yogyakarta, with workload and lack of recognition identified as primary triggers. Similarly, the study by Novitasari et al. (2022) revealed that unresolved workplace conflict can accelerate teachers'

decisions to leave, particularly in competitive and unsupportive work environments. However, both studies lacked an integrated theoretical framework to explain the psychological mechanisms linking organizational stressors and intention to leave. This study offers a novelty by employing the Job Stress Model by Gibson et al. (2012) as its main theoretical foundation, systematically analyzing how job stress—arising from workload and work conflict—contributes to turnover intention. Using a mixed-methods approach, this research aims to evaluate in depth the relationships among variables and develop theory-based intervention strategies to reduce intention to leave among educational personnel in private elementary schools in Bogor City. The practical benefit of this study is to provide actionable recommendations for school management to design more effective and sustainable work stress management policies, while also contributing scientifically to the human resource management literature in the education sector.

RESEARCH METHOD

The study adopted a mixed methods approach with a sequential explanatory strategy, beginning with quantitative data collection and analysis, followed by a qualitative phase to deepen the understanding of the initial findings. Researchers first identified and measured relationships between variables quantitatively, then enriched these findings with qualitative insights. The quantitative phase formed the basis for instrument development and participant selection for the qualitative stage, aiming to provide a comprehensive understanding of how work stress, workload, and workplace conflict contributed to education personnel's intention to leave.

In the first phase, quantitative research with an explanatory design tested hypotheses about the influence of work stress, workload, and work conflict on the intention to leave among education personnel in private elementary schools in Bogor City. Data were gathered using structured questionnaires based on a five-point Likert scale, and statistical techniques such as regression and path analysis were employed to examine the relationships between variables. In the second phase, qualitative research was conducted through in-depth semi-structured interviews with selected participants—particularly those with high or low scores on key variables—to uncover underlying psychological and organizational mechanisms contributing to turnover intentions.

The integration of both quantitative and qualitative findings marked a crucial step in this sequential explanatory design. Qualitative insights were used to confirm, elaborate, and contextualize the quantitative results. Thematic analysis was conducted to identify patterns and themes from interview transcripts, enhancing the interpretation of statistical relationships. This methodological triangulation provided a holistic understanding of how organizational stressors like workload and conflict impacted educators' decisions to stay or leave. Ultimately, the study produced evidence-based strategies for managing workplace stress and reducing turnover in private elementary school environments.

RESULTH AND DISCUSSION

Descriptive Analysis of Respondent Characteristics and Research Variables

Participants in the quantitative phase of this study, totaling 179 education personnel from 18 private elementary schools in Bogor City, were mostly women with a productive age range and an average work experience of over five years. The respondents' education level was generally a bachelor's degree, in accordance with the standard qualifications for education personnel. This demographic distribution provides a representative picture of the profile of permanent education personnel in private elementary schools, which is the main focus of the analysis of the impact of work stressors on the intention to leave the institution.

Descriptive analysis of the research variables shows that the average scores of workloads (X1) and work conflict (X2) are in the medium-to-high category. This indicates that educational staff generally feel pressure from the volume of work and the potential for conflict in the work environment. The average score for the work stress variable (Y) also shows a fairly significant level, implying that the burden and conflict contribute to the stressful conditions experienced by respondents in carrying out their daily professional duties.

The dependent variable, intention to leave (Z), shows an average score at a moderate level, which indicates that there are a number of education personnel who have thoughts or desires to leave their current jobs. The distribution of data for the four variables shows sufficient variation for further analysis. This initial picture strengthens the suspicion that the organizational stressors studied are indeed important factors that have the potential to trigger intention to leave among education personnel in private elementary schools in Bogor City.

Results of Path Analysis of the Influence of Workload and Work Conflict on Work Stress and Intention to Leave

The results of the path analysis conducted showed that the variables of workload (X1) and work conflict (X2) significantly have a positive effect on work stress (Y) experienced by educational staff. The path coefficient from workload to work stress shows a substantial contribution, as does the path from work conflict to work stress. These quantitative findings confirm that both organizational stressors are important predictors that significantly increase stress levels among respondents, in line with the theoretical framework of Gibson et al.

Furthermore, path analysis also revealed that job stress (Y) has a positive and statistically significant effect on intention to leave (Z). This means that the higher the level of stress felt by educational staff, the greater their intention to leave the institution where they work. This finding supports the research hypothesis that job stress acts as a direct antecedent of intention to leave, underscoring the importance of stress management interventions in private elementary school environments.

Furthermore, the results of the mediation test showed that work stress (Y) significantly mediated the relationship between workload (X1) and intention to leave (Z), as well as the relationship between work conflict (X2) and intention to leave (Z). The indirect effect of both organizational stressors through work stress was statistically significant. This implies that workload and work conflict not only have a direct impact, but also indirectly increase the intention to leave through the escalation of stress experienced by educational personnel.

Qualitative Findings Regarding Stress Experiences, Workload, Conflict, and Intention to Leave of Educational Personnel

In-depth interviews with education personnel confirmed that high workloads, especially related to administrative demands outside of teaching hours and complex lesson preparation, were the main sources of stress. Informants consistently expressed feelings of pressure due to the volume of work that often exceeded the capacity of available time, causing physical and mental exhaustion. This experience was perceived as a dominant factor that disrupted work-life balance and directly increased the level of stress they experienced in carrying out their daily professional duties at school.

Furthermore, qualitative findings indicate that workplace conflict, although not always overt, significantly contributes to stress. Informants described how disagreements over school policies, unfair distribution of tasks, or lack of support from coworkers and superiors created an uncomfortable work environment. These interpersonal tensions were perceived as draining psychological and emotional energy, which in turn exacerbated stress and decreased overall job satisfaction among education personnel.

Furthermore, informants explained that the accumulation of stress due to workload and prolonged conflict gradually gave rise to and strengthened the intention to leave the institution. When efforts to overcome stressors did not produce results or organizational support was felt to be minimal, thoughts of looking for a better work environment began to emerge. This desire to leave was often driven by feelings of being unappreciated, emotional exhaustion, and loss of motivation to contribute optimally to the school where they worked.

Integration of Quantitative and Qualitative Findings

Quantitative findings showing a significant influence of workload and work conflict on increasing work stress among education personnel are supported by qualitative data. In-depth interviews reveal in detail how excessive administrative demands and negative interpersonal dynamics are actually felt as psychological pressure. Subjective experiences of informants regarding work volume and work relationship tensions provide contextual validation of the statistical significance found, explaining the concrete mechanisms behind the figures and deepening understanding of the sources of stress.

The path analysis results identifying job stress as a strong predictor of turnover intention were also confirmed through qualitative narratives. The interviewed education personnel explained that high and continuous levels of stress, stemming from burden and conflict, gradually eroded their commitment to the institution. Feelings of emotional exhaustion and loss of motivation, as expressed by the informants, became a psychological bridge that explained why accumulated stress led to the desire to seek alternative employment.

The mediating role of work stress in the relationship between workload and work conflict with turnover intention, which was identified statistically, received empirical support from qualitative findings. Informants consistently described how perceptions of heavy workload and unresolved conflict first triggered individual stress responses. Furthermore, these stressful conditions then prompted them to consider or actively plan to leave school, illustrating a process flow that is in line with the tested mediation model.

Discussion of Research Results and Strategic Implications for Reducing Intention to Leave

The findings of this study consistently confirm Gibson et al.'s Job Stress Model, where workload and work conflict are proven to be significant organizational stressors that increase the work stress of educational staff. This work stress experienced then becomes the main determinant that drives the emergence of intentions to leave the institution. The main implication is the importance of interventions that focus on managing stressors and stress itself in order to maintain quality human resources in private elementary schools.

Strategically, to reduce the intention to leave, schools need to design interventions that target the root of the problem, namely workload and conflict. Fairer workload management, adequate resource provision, and the creation of a conducive work climate through effective conflict resolution mechanisms and open communication are crucial. These steps are expected to reduce the exposure of education personnel to stressors, thereby reducing the level of stress they feel in the work environment.

Furthermore, given the central role of work stress as a mediator, institutional strategies should also include comprehensive stress management programs. This could include individual coping skills training, psychological support, and overall improvement of working conditions to create a psychologically healthier environment. Thus, the negative impact of stressors on turnover intentions can be minimized, contributing to the stability and quality of educational personnel in private elementary schools in Bogor City.

CONCLUSION

This study demonstrated that workload and work conflict were significant organizational stressors that increased work stress among private elementary school education personnel in Bogor City, with work stress serving as a key factor driving their intention to leave. Supported by both quantitative and qualitative data, the findings validated Gibson et al.'s *Job Stress Model*, highlighting the mediating role of work stress in the relationship between organizational stressors and turnover intention. The results underscored the importance of comprehensive intervention strategies, such as fair workload management, effective conflict resolution, open communication, and the implementation of stress management programs, to reduce turnover intention and retain quality educational staff. For future research, it is suggested to examine the long-term effectiveness of specific intervention programs and to explore additional factors, such as leadership style or organizational culture, that may influence work stress and retention in various educational settings.

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