

TURNOVER Intentions as Influenced by Organizational Support and Work-Life Balance of Gen Z Public School TEACHERS

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ABSTRACT

This study determined the significant influence of organizational support and work-life balance on the turnover intentions of Gen Z public school teachers using a quantitative research approach, specifically the descriptive-correlational design. Stratified quota sampling technique was used in selecting the public elementary school teachers as respondents for this study. Three adapted questionnaires validated by experts and tested for reliability and were used to gather the needed data for this study. The statistical tools used were mean, standard deviation, Pearson r, and multiple regression analysis. Results showed that the level of organizational support and work-life balance was high. The turnover intention of Gen Z public school teachers was low. Also, organizational support, work-life balance, and the turnover intentions of Gen Z public school teacher had a negative and significant relationship. Moreover, multiple regression analysis results revealed that organizational support and work-life balance were significant predictors of turnover intentions among Gen Z public school teachers. This means that every increase in organizational support and work-life balance had a corresponding decrease in the turnover intentions of Gen Z public school teachers.

KEYWORDS: *Educational Management, organizational support, work-life balance, turnover intentions, descriptive-correlational, Philippines*

INTRODUCTION

Gen Z young professionals are quickly rising in percentage in the labor force comprising of almost half (46%) of the workforce (O'Boyle, Ed, 2021). However, turnover intentions in keeping and hiring them is an increasing

problem (Lewis-Spector, 2016; Garcia & Weiss, 2019). In Spain, turnover intention in the education sector had an average incidence of 21 percent in 2018 which were attributed to lack of professional development, poor working environment, or lack of identification with the company's objectives (Taudien, 2019). Likewise, the teaching profession in Ghana was affected with the highest turnover and has become a significant threat to the effectiveness of the educational sector (Kosi et al., 2015). The same was also true in Sri Lanka with the level of turnover among Gen-Z employees was high (Marron, 2015).

A local party list, Alliance for Concerned Teachers, reported that teachers and education workers in the Philippines are underpaid and overworked (Symeonidis, 2015) leading to greater intention to leave. Meanwhile, Kukano (2017) and Sapsal et al. (2019), found that poor work environment, lack of organizational support, unreasonable fringe benefits, lack of collegial support, unreasonable workload, opportunities outside, lack of appreciation, and unfair treatment were the standard and significant challenges in successfully retaining teachers in private schools in Davao del Sur and Davao City.

Gen Z teachers in particular, posed a significant challenge in the education sector. Lack of support of the organization greatly affects turnover intention. (Räsänen et al., 2020). Likewise, Bufquin et al. (2017) turnover intention happens when workers are not satisfied with their work. More so, Timms et al. (2015) revealed organizational support and turnover intention having significant relationship. Also, Alcover et al. (2018) revealed that Gen Z teachers will not leave their organization when there is a high organizational support on job satisfaction manifested when the employer values their well-being and views their participation in achieving organizational goals favorably.

In addition, according to Afzal et al. (2019) when an organization provides organizational support, the teachers are more devoted. Also, Akgunduz and Sanli (2017) and Wang and Wang (2020) mentioned that elevated levels of organizational support not only fulfill the needs for validation, deference, and social identity but also set high standards for achievement, ensure above-and-beyond behavior within the organization, and express gratitude.

Moreover, studies also reveal the link of work life balance and turnover intention. Work-life balance is the state in which employees can effectively manage their personal and professional lives (Rahmawati & Gunawan (2020). Work-life balance boost workers' dedication, engagement, and output leading to

low turnover intention (Jaharuddin et al., 2019). Likewise, Susanto et al. (2022) emphasizes that work-life balance enhances productivity because a happy, engaged workers are less likely to leave their positions.

The influx of Gen Z in organizations managed by older generations, faced difficulties in retaining talented individuals due (Paulin & Griffin, 2016). Studies also revealed that Gen Z teachers are more likely to relocate when they find dissatisfaction in organizational support and work life balance (Csiszárík et al., 2018). For the reason of better opportunities, better job or return to education with seasonal work, shift from temporary to a more stable job, or are unhappy with their previous job (Csiszárík-Kocsír & Garia-Fodor, 2018).

Teachers in public school, in particular, are given overwhelming tasks and responsibilities. They even need to be in school during the weekend. This balancing work and life situation now became an issue because tasks are overlapping (Patriarca, 2022). Nadhiya and Umma (2022) revealed that in a workplace where conflicting responsibilities and commitments are piling up, balancing between life and work sets a dominant issue which became increasingly demanding once a person is given greater responsibilities.

Previous studies explored the Gen-Z's productivity, performance, and motivation at work have all been found to be influenced by work-life balance (Naini & Riyanto, 2023; Khairuddin, 2018; Wolor et al., 2020). The studies of Jones et al. (2017), Amponsah Tawiak et al. (2016) focused on factors that influence satisfaction at work that might lead to turnover intention. Despite that several studies on turnover have been conducted, literature on Gen-Z teachers' intent to leave and linking it to organizational support and work-life balance are scarce. Thus, this study shall contribute to the existing research studies focusing on the organizational support and work-life balance in turnover intention.

The findings of this study provided relevant information to the schools' division superintendent, school heads, and teachers who were at the forefront of teaching and assessment. Further, this study may also lead the organization to check the level of organizational support and work-life balance of the Gen Z teachers in the organizations leading to turnover intentions. Furthermore, the researcher plans to disseminate the study's findings in district, local, national, and international research presentations and publish the same to renowned international journals for a wider dissemination.

Theoretical Lens

This study is anchored from the lens of Planned behavior by Ajzen (1991) and Organizational support theory by Eisenberger et al. (2011). First, the theory of planned behavior by Ajzen aims to explain human behavior by considering the influence of beliefs, attitudes, subjective norms, and perceived behavioral control. This theory holds that an individual's intention to engage in a behavior determines how they feel about the behavior, how the behavior affects their intention and outcome, what important people think about the behavior (subjective norms), and whether they believe they have control over the behavior (perceived behavioral control).

In this study, it is postulated that work-life balance has impact on the teachers' intentions to leave the organization. If teachers experience both work and life demands, then teachers would likely remain in the organization. For teachers, it is important to spend time with family and have a job. Work and life balance plays a crucial role in maintaining teacher's goal while performing their tasks.

Likewise, perceived behavioral control is a measure of the factors that may promote or inhibit a specific behavior related to teachers' work-life balance. This balance encompasses various aspects of teachers' time management and juggling their personal and professional responsibilities. In this study, it is assumed that teachers who have a good work-life balance will have lower intentions of leaving the organization, while those who have poor work-life balance will have higher intentions.

The second theory is the organizational support theory by Eisenberger et al. (2011). The theory holds the overall impression of how much the organization supports the teachers and is concerned about their welfare. If a teacher feels valued and favored at work, they are more likely to engage in the activities that the organization wants them to, such as helping others, learning a lot, staying longer with the organization.

In this study, it is postulated that organizational support has an impact on the teachers' intentions to leave the organization. If organizations can provide support to the teachers like professional growth, incentive, recognition, and acknowledgement, they are most likely motivated to perform well and is optimistic of the future.

Based on this theory, if teachers feel that the organization is supporting them more, the teachers develop more optimistic outlooks towards their organization. For example, the organization cares for the well – being of the teachers and help them to perform to the best of their ability, supporting their goals and values and the organizations will be proud of their accomplishment at work, encourage the teachers to stay in the organization. Strong organizational support is thought to influence feelings of trust and a sense of belonging within the organization. Particularly, organizational support fosters a strong desire to stay in the organization.

METHODS

Research Design

This study utilized quantitative methods, specifically a descriptive-correlational design. According to Babbie (2018) the main goal of quantitative research is to collect numerical data and generalize it to different populations. Moreover, Creswell (2014), defined quantitative approach entails gathering, assessing, analyzing, and documenting the study's findings. In the same way, Coghlan and Brydon-Miller (2014) defined quantitative research as a systematic investigation of events through gathering measurable data and using statistical, mathematical, or computational methodologies.

Similarly, according to Cohen et al. (2007) defined quantitative research employs as a predetermined design that predetermines the research question and a data collection and analysis procedure. This research approach used numbers and anything measurable to systematically investigate events and their links. Some of the examples that are frequently used with statistical associations are surveys and observations.

Further, the researcher used a descriptive-correlational design to understand the phenomena' features and aspects and explain the relationship between them. The change in one is the cause of or what brings about the change in the other. This method assessed the relationships between and among two or more variables. Furthermore, descriptive research was designed to create an impression or view of individuals' behavior, feelings, and thoughts (Stangor & Walinga, 2014).

Moreover, Creswell (2014) pointed out that descriptive-correlational research is a quantitative, non-experimental methodology in which the degree of correlations between various variables or scores are evaluated and quantified using correlational statistics. He explained that correlational designs are a subset

of quantitative research methods that gauge the strength of a relationship between two or more variables using correlational analysis, a statistical method.

As such, the use of a descriptive-correlational design is appropriate for this study to establish the relationship between organizational support, work-life balance, and turnover intentions. It also established the strength of the relationship between variables and determined the influence of organizational support and work-life balance on the individual turnover intentions of Gen Z teachers. Likewise, determine that organizational support and work-life balance influence the turnover intentions of Gen Z teachers. Thus, a descriptive-correlational design was utilized to determine and measure the level of organizational support, work-life balance, and turnover intentions and to quantify if there is a relationship among organizational support, work-life balance, and turnover intentions among the Gen Z teachers in Davao City Division by examining the degree of correlation, which was represented as a number, one can evaluate whether two variables are related or whether one can predict the other.

The schools, A, B, and C are contemporary campuses and furnished with various amenities, such as classrooms, laboratories, libraries, and auditoriums. They also have a canteen where students can easily buy food and drinks during breaks and a covered court for sporting events. Following the Department of Education 's vision and mission, the teachers are committed to work in school and prioritize establishing a welcoming and safe learning environment for the learners and putting policies in place to stop bullying and other violent acts in the school. Their goal is to provide learners in the community with a top-notch education to grow into responsible and valuable members of society.

Statistical tools

The collected data were treated using descriptive correlation design, among others, mean, standard deviation, Pearson r and the multiple regression Analysis. Mean, was used to determine the levels of organizational support, work-life balance, and turnover intentions of the respondents. Standard Deviation was used to determine, the variability or disparity of the organizational support, work-life balance, and turnover intentions of the respondents. Pearson r was used to determine the relationship between organizational support and work-life balance on turnover intentions of respondents. Multiple Regression Analysis was aimed to determine the

independent variables organizational support and work-life balance significantly influence towards on turnover intentions.

RESULTS

Level of Organizational Support of Gen Z Public School Teachers

Table 1

Level of Organizational Support of Gen Z Public School Teachers

Indicators	Mean	SD	Description
Valuing Employee Contribution	3.76	0.77	High
Concern for Employee Well-being	3.78	0.78	High
Overall Mean	3.77	0.64	High

The overall mean is 3.77 which is high described as oftentimes manifested. This finding show that the organization oftentimes manifest support to the Gen Z teachers. This result implies that the organization value the contribution of their employees and is concern with their well-being. In addition, the overall standard deviation is 0.64, which indicates that respondents have ratings that are practically almost the same, implying the same consistency in the responses.

The indicator valuing employee contribution got a category mean score is 3.76 described as a high described as oftentimes manifested. The mean for this indicator range from 1.88 – 2.75. The result is aligned with the study of Neves and Eisenberger (2018) who posited that organization value the Gen Z teachers through various measures such as granting a reasonable request for their working conditions, show concern for them, appreciate their value as a teacher, and supportive management practices.

Meanwhile the indicator concern for employee well-being got a category mean score is 3.78 which means high described as oftentimes manifested. The mean for this indicator range from 3.65 – 3.90. The result corroborates the study of Spector et al. (2014) that teachers feel cares of the organization. Likewise, the result also supports the study of Khoreva et al. (2019) who claimed that promoting teachers' well-being, encourages goal persistence, helps teachers take advantage of opportunities for continuous improvement, improves their ability to handle complex situations, fosters warm, trusting relationships with others, and helps the organization function effectively shows that the organization increases

the support of the teachers.

Level of Work-Life Balance of Gen Z Public School Teachers

Table 2

Level of Work-Life Balance of Gen Z Public School Teachers

Indicators	Mean	SD	Description
Work Interference with Personal	3.27	0.75	Moderate
Personal Life Interference with Work	3.77	0.82	High
Work/Personal Life Enhancement	3.51	0.60	High
Overall Mean	3.51	0.60	High

The overall mean is 3.51 which is high described as oftentimes observed. This shows that organizations give them time to set personal lives, by allowing the Gen Z teachers to rest properly and to achieve a better mood in work, engage in activities that is not relative to work, spending time with their personal enhancements to make them happy and for personal satisfaction. In addition, the overall standard deviation is 0.60, which indicates that respondents have ratings that are practically almost the same, implying consistency in the responses.

The indicator work interference with personal life got a category mean score is 3.27 which is moderate described as sometimes observed. The mean for this indicator range from 2.42 – 3.07. The result is similar to the study of Abu Nasra and Arar (2020) where organizations need to ensure teachers' happiness by providing integrative social contracts in their classrooms, where adherence to moral and ethical principles is rewarded and recognized for a positive reinforcement. Meanwhile the indicator personal life interference with work got a category mean score is 3.77 which is high described as oftentimes observed. The mean for this indicator range from 2.02 – 2.36. The result is congruent with the study by Meenakshi et al. (2013) when they claimed that the current challenge that faces Gen Z teacher is the competition between personal life and work. This may cause adverse effects on the work-life balance of employees, such as being too tired to work due to personal life issues and their works suffers because of their personal life. The last indicator work/personal life enhancement got a category mean score is 3.66 which is high described as oftentimes observed. The mean for this indicator range from 3.46 – 3.90. The result is similar to the study of Deloitte (2022) wherein he posited that that work/personal life enhancement is when teachers enjoy the freedom and flexible work

schedules in addition to a reduced workweek because it gives them better mood at work due to the quality time spent in their personal life which is very essential in their life.

Level of Turnover Intentions of Gen Z Public School Teachers

Table 3

Level of Turnover Intentions of Gen Z Public School Teachers

Indicators	Mean	SD	Description
Subjective Social Status	2.63	0.57	Moderate
Organizational Culture	2.37	0.98	Low
Personal Orientation	2.18	0.91	Low
Expectation	3.05	0.85	Moderate
Moderate Career Growth	2.62	0.88	Moderate
Overall Mean	3.51	0.60	High

The overall mean for this indicator is 2.54 which is low described as seldom evident. This shows that the organization has less turnover intentions of Gen Z teachers. In addition, the overall standard deviation is 0.72, which indicates that respondents have ratings that are practically almost the same, implying the same consistency in the responses. This also indicates that the organization exhibits a supportive culture by respecting the time personal lives of Gen Z teachers, where the Gen Z teachers place a high value on their personal lives which leads to low turnover rates. In addition, the overall standard deviation is 0.72, which indicates that respondents have ratings that are practically almost the same, implying consistency in the responses. The result aligns with the finding of Bufquin et al. (2017) who claimed that teachers are contented with their work and show attachment to the organization if the organization keeps their promise to them, have a clear organizational culture in terms of policies and practices, opportunities for professional growth, and compensation are provided which leads to lower turnover rates of the Gen Z teachers.

The indicator subjective social status got a category mean score is 2.63 which is moderate described as sometimes evident. The mean for this indicator range from 1.97 – 3.56. The result is also similar to the investigation of Iorgulescu (2016) who claimed that retention tactics for this group of teachers is to provide them career opportunities, acquire new skills, and gain knowledge from peers and leaders helpful in keeping them in the organization. The

indicator organizational culture got a category mean score is 2.37 which is low described as seldom evident. The mean for this indicator range from 2.32 – 2.41. The result aligns with the research of Mahmoud et al. (2021) who claimed that Gen Z teachers infuse their values and beliefs, their practices and policies in the organization that might cause a change in organizational structured thus, it is evident that the institution's long-standing traditions is not in conflict with them. The lowest indicator personal orientation got category mean score is 2.18 which is low described as seldom evident. The mean for this indicator range from 1.94 – 2.45. The result validated the study of Liou and Tsai (2016) that when organizations honor their promises to the teachers that will guarantee their bright future, it will result to low level of turnover intentions in the organization. The indicator Expectation got a category mean score is 3.05 which is moderate described as sometimes evident. The mean for this indicator range from 2.70 – 3.75. The result corroborates with the study of Arasli and Arici (2019) who claimed that the lack of respect and recognition at work can lead to unfair and unjust customs raises teachers’ turnover rates, however, if teachers work hard and exhibit exceptional skills and they were appreciated and recognized by the organization, it can decrease their turnover rates. The last indicator career growth got a category mean score is 2.54 which is low described as seldom evident. The mean for this indicator range from 2.26 – 2.94. This result support the assertion made by Magano et al. (2020) that turnover intentions of Gen Z teachers is less when they are advancing in their careers and finding fulfillment. These are vital aspects in their working lives because there is an opportunity for professional advancement provided by the organization.

Significance of the Relationship between Organizational Support and Work-Life Balance and Turnover Intentions

Table 4

Significance of the Relationship of Organizational Support, Work Life Balance to Turnover Intention

Turnover Intentions	R	Sig.	Decision
Organizational Support	-0.452	0.000	Significant
Work-life Balance	-0.634	0.000	Significant

Shown in Table 4 is the relationship of the independent variables; organizational support and work-life balance of public elementary school Gen Z teachers towards turnover intentions. The result shows that the relationship of

organizational support and turnover intentions of public school teachers is statistically significant with a p-value of 0.000, which is lesser than the 0.05 level of significance ($r = -0.452$, $p = 0.05$).

This further implies that organizational support significantly influences the turnover intentions. However, the relationship is negative which means that when organizational support increases turnover intention decreases. In the same way when work-life balance increases the turnover intentions decreases. It only implies that if the organization continually supports the Gen Z teachers in terms of valuing employee contribution and concern for employee well-being they less likely wanted to leave the organization.

The result confirmed the Theory of Organizational Support of Eisenberger et al. (2011) where teachers feel that the organization is supporting them thus, they are optimistic towards their future in the organization. Specifically, the organization cares for the well-being of the teachers and help them perform to the best of their abilities, supporting their goals and values, and recognize their accomplishments at work that encourages them to stay in the organization. Hence, strong organizational support influences feeling of trust and sense of belongingness in the organization. More so that organizational support fosters a strong desire to stay with the organization and less inclined to look for work elsewhere.

The result corroborated those of Alcover et al. (2018) who discloses the high organizational support on job satisfaction. With this, Gen Z teachers persist when they believe their employer values their well-being and views their participation in achieving organizational goals favorably. As a result, they feel satisfied in their jobs and will not leave the organization. In addition, the results agree with the findings of Akgunduz and Sanli (2017); Wang and Wang (2020) who posited that elevated levels of organizational support not only fulfill the needs for validation, deference, and social identity but also set high standards for achievement, ensure above-and-beyond behavior within the organization, express gratitude, and decrease turnover intentions.

Additionally, shown in Table is the relationship of work-life balance and turnover intentions of public elementary school Gen Z teachers is statistically significant, having a p-value of 0.000, which is less than the 0.05 level of significance ($r = -0.634$, $p = 0.05$). This further implies that the turnover intention is decreased if work-life balance increases.

Moreover, if the organizations create a program or activities that promote work-life balance the turnover intentions decreases. Thus, to reduce the likelihood of Gen Z teachers leaving the school, it is imperative that the school provide a means of handling activities where they can relate to work/personal life interference, personal life interference with work, and work/personal life enhancement.

The result support the Planned Behavior Theory of Ajzen (1991) where the teachers' intentions to demonstrate high degree of work-life balance and reduce their intentions to leave their organization. It is for this reason that organization support like providing strategies or conditions where teachers be able to balance work and life demands is important. This supports the finding of Chemirmir et al. (2017) who claimed that work and family are the two most important areas to an employee's life. As a result, when an employee cannot manage these two critical areas, stress arises, which frequently results in the intention of the employee to leave the organization.

Significance of the Influence of Organization Support and Work-Life Balance of Gen- Z Public School Teachers towards Turnover Intentions

Table 5

Significance of the Influence of Organizational Support, Work Life Balance to Turnover Intention

Predictor	Standardized Coefficients Beta	T	p-value	Remarks
Organizational Support	-0.238	-2.901	0.005	Significant
Work-life Balance	-0.539	-6.573	0.000	Significant

Note: R = .670, R-square = .450, F= 39. 605, p < .05

Shown in Table 5 is the result of the multiple regression analysis. Moreover, the standardized beta coefficients and t-statistics result of the influence of the independent variables, namely organizational support and work-life balance, and the dependent variable, which is turnover intention, are presented. The level of significance is set at $\alpha = 0.05$. A t-statistics with a

p-value of < 0.05 supports the decision to reject the null hypothesis, indicating that the coefficient of the variable is not equal to zero. On one hand, the standardized beta coefficient of organizational support is $-.238$, with t-statistics of -2.901 , and p-value of $.005$. This indicates that in an individual capacity, organizational support is a significant predictor of turnover intention. Thus, for every unit increase in the organizational support, there is a corresponding decrease of $-.238$ units in the turnover intention.

The result is in consonance with the study of Alcover et al. (2018) where they found that organizational support plays significant role in predicting turnover intentions. In other words, the higher level of organizational supports, the less likely the teachers are to leave the organizations. Moreover, the findings corroborate those of Afzal et al. (2019) whose findings underlined the significance of organizational support as a predictor of turnover intentions. Generally contending that teachers with higher levels of organizational support are less likely to leave the organization.

Thus, proving the claim of Lamm et al. (2015) that workers who obtain organizational support demonstrated greater contentment with their company and a reduced rate of teachers' turnover. On the other hand, the standardized beta coefficient of work-life balance is $-.539$, with a t-statistics of -6.573 and a p-value of $.000$. This indicates that work-life balance is a significant predictor of turnover intention. This means that for every unit increase in the work-life balance, there is a corresponding decrease of $-.539$ in the turnover intention.

The result is consistent with the investigation of Bushra (2014) who discovered that work-life balance such as concern for teachers, prioritizing teachers' interests, and flexibility are an antecedent for teachers to think of leaving the organization. Consequently, organizations that maintain high work-life balance enhances the productivity and job satisfaction of the teachers because they are happy and engaged workers and are less likely to leave their organization which is aligned with the claim of Susanto et al.'s (2022).

Meanwhile, the R-square value is reported at $.450$, indicating that 45 percent of the variability of turnover intention can be explained by the combined influence of organizational support and work-life balance. Relatively 55% percent of the variation in the turnover intention can be attributed to other factors or independent variables that are not included in this study.

The result of the study upheld the Organizational Support Theory of

Eisenberger et al. (2011) and the Theory of Planned Behavior of Ajzen (1991) wherein organizational support, and work-life balance influence turnover intentions. In other words, when teachers experienced that the organizational supports them and work-life balance is demonstrated they are less likely to leave the organization. This premise only suggests that Gen Z teachers think about what they are experiencing right now; they appreciate what the organization provided to them in terms of balancing life and work demands.

However, there are other factors that still influence a teacher in having an intention to leave. As claimed in the study of Geiger and Pivivarova (2018) other factors such as school leadership, workload in the organization, and influenced by motivation (Kuvaas et al., 2017; Miao et al., 2020).

CONCLUSION

Based on the findings of this study, the following conclusions were surmised: The level of organizational support of Gen Z public school teachers was described as high. This indicated that their organizational support is oftentimes manifested.. This shows that the organization values and cares about the well-being of the teachers and is committed to helping them in ways that go beyond their work duties. The level of work-life balance of Gen Z public school teachers was described as high. This means that among this group of Gen Z public school teachers, work-life balance is oftentimes observed. It implies that teachers had achieved a certain level of professional success and productivity despite occasional challenges in managing their personal lives within the work context; the Gen Z teachers manage well their personal issues that may affect their work. The overall level of turnover intentions of Gen Z public school teachers was low. This means that the teacher's turnover intention is seldom evident. This implies that the Gen Z public school teachers will not leave the organization. For some reasons, the Gen Z teachers are happy with the nature of their work in teaching, and they are satisfied in their working environment, the organization help their career growth by developing their professional growth, advancement and offer promotions to them. Further, in terms of the organizational culture, the organization creates strategic plan that is more flexible policies and practices that caters the values and beliefs of Gen Z teachers. There was a significant relationship between organizational support and work-life balance and turnover intentions of Gen Z public school teachers. Organizational support and work-life balance showed a significant negative association with turnover intentions. This means that the more organizational support and work-life balance the Gen Z teacher has, the lesser their turnover

intention will be. This implies that Gen Z teachers who possess higher levels of organizational support and work-life balance tend to be less likely to leave the organization. The data showed that the independent variables of organizational support and work-life balance together significantly influenced the turnover intentions of public school Gen Z teachers. However, the data showed that the independent variables, organizational support and work-life balance, significantly influenced the turnover intentions of Gen Z public school teachers. In the context of this study, organizational support and work-life balance were the best predictors of turnover intentions among Gen Z public school teachers. This implies that Gen Z public school teachers experienced organizational support and work-life balance in their organization, and they were less likely to leave the organization. The gen-z teachers think about what they are experiencing right now; they appreciate what the organization has provided them with in terms of balancing life and work demands. However, there are other combined factors that could significantly influence the turnover intentions of teachers that are not covered in this study.

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