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How Distributed Leadership and Teachers' Psychological Capital Influence Turnover Intention? Understanding The Mediating Role of Trust in Principal and Work Engagement

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This study examined the relationships among school principals' distributed leadership, teachers' psychological capital, trust in the principal, work engagement, and turnover intention. The research sample consisted of 397 primary and secondary school teachers. The study employed a cross-sectional survey design using quantitative methods. Distributed Leadership Scale, Psychological Capital Questionnaire-Short Form, Utrecht Work Engagement Scale-Ultra short version, Trust in the Principal Scale, and Teachers' Intent to Move to Another School Scale were used to gather the data. Multiple mediator analysis in structural equation modeling (SEM) with the bootstrapping method was used to analyze the direct and indirect effects of dependent variables on teachers' turnover intentions. 95 % confidence intervals were calculated using 2000 samples to examine the mediating effects. The results indicated that the direct effects of distributed leadership and psychological capital on teachers' turnover intentions are insignificant. Psychological capital negatively and indirectly affects turnover intentions through work engagement while distributed leadership negatively and indirectly influences turnover intentions via work engagement and trust in principal. The study emphasized the role of job and personal resources in understanding teachers' turnover intentions. Based on the results, principals are recommended to demonstrate distributed leadership behaviors to build trust and use intervention strategies to strengthen teachers' psychological capacities if they want to lower teachers' turnover intentions.

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Introduction

Teachers' turnover intentions, retaining teachers, or weakening the negative impact of reluctant teacher stayers on educational outcomes continues to be a primary focus of government policies worldwide. Even in countries whose education system is praised and valued internationally, nearly half of the total teachers are reported to have turnover intentions (Räsänen et al., 2020), which is a severe problem for student outcomes, teacher performance, and school leadership (Gibbons et al., 2021; Hanushek et al., 2016). Hence, there is a growing scientific emphasis on the possible factors related to teacher turnover or transfer (Johnson, 2021).

In addition to the growing number of teachers in Türkiye, rapid and continuous changes in the education system, increasing and diversifying roles of teachers, and growing opportunity gaps between schools mean new heavy burdens for Turkish teachers (Gür, 2014; Özoğlu et al., 2013; Yurdakul et al., 2016). All these circumstances can be asserted to impel teachers to search for new schools where they might find an easy-to-work environment and relieve this growing burden, which causes teacher turnover to be a common phenomenon, especially in particular regions and provinces (Özoğlu, 2015; Turhan & Memduhoglu, 2022). As a result, teacher circulation at the schools, particularly in hard-to-staff regions and provinces, is one of the most critical subjects of complaint for families, school administration, and the general public (Kiziltaş, 2021; Özoğlu et al., 2013; Yapar, 2019). On the other hand, the teachers who cannot find a way to change their workplace continue to work reluctantly in their current school. Moreover, this circulation of teachers in schools negatively influences students' academic achievement (Gibbons et al., 2021; Hanushek et al., 2016) and causes behavioral and adaptation problems (Yıldız, 2015). Therefore, it is crucial to investigate why teachers intend to leave their current school and the personal and organizational variables that might influence this intention.

In the relevant literature, many different organizational, personal, or contextual variables have been noted regarding the antecedents of teachers' turnover intentions (Demir, 2019; Demir Yıldız, 2018; Gökaslan, 2018; Grissom et al., 2016; R. Li & Yao, 2022; Qin, 2019; Rubenstein et al., 2018; Şahin & Doğan, 2020; Tekingündüz, 2017; Ünal, 2019). Moreover, job demands-resources theory (Bakker & Demerouti, 2007; Demerouti et al., 2001) and contemporary research to enrich it with personal resources (Xanthopoulou et al., 2007) have provided a valuable research base for scholars to investigate possible antecedents of turnover intentions (W. B. Schaufeli & Bakker, 2004). According to the job demands-resources theory, working conditions can be classified into two groups—demands and resources—associated with different work outcomes (Demerouti et al., 2001). Job demands referring to a job's physical, social, or organizational facets may include variables such as workload, noise, or time pressure. Whereas job resources indicating the physical, psychological, social, or organizational variables which facilitate reaching organizational goals and support personal growth and development include variables such as autonomy, leadership, and performance feedback (Bakker & Demerouti, 2007).

Studies conducted in the Turkish context also indicate the importance of some job resources in predicting turnover intentions. In that respect, it has been revealed that the healthy and unsupportive school culture and climate, besides the physical facilities, are among the reasons teachers change their schools (Şahin & Doğan, 2020). Furthermore, Tekingündüz (2017) stated that low leadership competencies of school principals are more likely to be related to teachers' turnover intentions compared to a school's physical facilities. Similarly, the attitudes and behaviors of the school administration have an important place among the reasons for

choosing to work in a school, especially for experienced teachers (Yildiz, 2018). The fair and supportive attitudes of the leader and the quality of communication among colleagues are among the prominent reasons in this context (Ünal, 2019). Moreover, study findings from different countries suggest that the human resource practices of the school principal are an effective variable in predicting teachers' TIs (Vekeman et al., 2018). Additionally, job embeddedness, organizational commitment, and work engagement (WE) significantly predict teachers' intention to leave (Gökaslan, 2018). On the other hand, there are noteworthy studies both in educational and other settings revealing the significant connections between psychological capital (PsyCap), which is an important personal resource, and employees' turnover intentions (Avey et al., 2010; Karakus et al., 2019; Karatepe & Avci, 2017; Polizzi & Claro, 2019). Besides, Saks (2019) emphasizes that WE is a vital variable mediating the relationships between different job or personal resources and turnover intentions, that is also emphasized in research on job demands-resources theory (Bakker & Demerouti, 2007, 2008; W. B. Schaufeli & Bakker, 2004).

Although TI does not necessarily lead to actual turnover behavior, it has been acknowledged as a strong predictor of actual turnover rate (Sun & Wang, 2017). Also, examining teachers' TI and its antecedents is critical not only for depicting potential movers but also for understanding reluctant stayers (Hom et al., 2012). Teachers who intend to leave their current school but cannot because of different personal, administrative, or legal reasons continue to stay at the school reluctantly, which can negatively impact teacher, school, and student performance (Qin, 2019). Meta-analysis of studies regarding teachers' TIs suggests further research to investigate the contributions of various antecedents by taking into account the associations between these antecedents (R. Li & Yao, 2022). Despite a growing body of studies on teachers' TIs, little is known about the influence of organizational and personal variables on teachers' intent to leave the school (Johnson, 2021). Hence, in this study, we aimed to address this gap in existing research by focusing on organizational (distributed leadership, trust in principal) and personal resources (psychological resources and work engagement) using the knowledge base regarding the job demands-resources theory.

Literature Review and Hypothesis Development

Distributed Leadership, Work Engagement and Trust in Principal

Possible associations between principals' leadership behaviors and teachers' attitudes and behaviors towards their work and leaders have long been the focus of the relevant literature (Wahlstrom & Louis, 2008). As indicated in the job demands-resources theory (Bakker & Demerouti, 2007), leadership is a critical job resource producing positive teacher behaviors and attitudes such as WE. Recent studies on WE also support the positive link between different leadership types and WE (Bakker & Demerouti, 2007; Decuyper & Schaufeli, 2020, 2021; Koçak & Küçük, 2021; Zhou et al., 2022). On the other hand, leadership not only supports the employees' positive attitudes towards their work but is also a significant variable in shaping their relationship with their administrator. Research regarding this link shows that positive leadership behaviors can build employees' trust in their leaders (Burke et al., 2007; Goodwin et al., 2011; Koçak & Küçük, 2021). Studies conducted on educational settings support this association (Atik & Çelik, 2020; Bird et al., 2009; Kars & Inandi, 2018; Zhou et al., 2022). Nonetheless, among the leadership types, distributed leadership (DL) is the least researched one in terms of its relationship with WE and trust

(Quek et al., 2021); therefore, we do not know much about the specific effect of DL on WE and trust in principal (TinP).

DL, which has recently started to attract scholarly attention (Bektaş et al., 2022), is different from traditional leadership styles in that it does not put the school principal at the center of leadership roles at school. Although there is a discussion that DL is nothing but the re-labeling of previous leadership concepts (Storey, 2004), it has been acknowledged as a new and unique form of leadership that promotes DL functions among team members (Yukl, 2019). Considering the growing research attention on DL, in this study, we have tried to link DL with two positive outcomes—namely WE and TinP—and hypothesized that:

H1: Principals' DL will be positively related to (a) teachers' WE and (b) TinP.

Psychological Capital, Work Engagement and Trust in Principal

PsyCap is depicted as an emerging and vital personal resource manifested by four components—namely self-efficacy, hope, resilience, and optimism (F. Luthans, Youssef, et al., 2007). PsyCap has been empirically proven to be associated with various employee attitudes and behaviors (B. C. Luthans et al., 2014). Sweetman and Luthans (2010) highlighted that PsyCap, both as a composite factor and with its four components individually, has a great potential to increase employee WE. Research on leadership suggested that PsyCap is also a significant mediator in the relationship between leadership and WE (Y. Li et al., 2018). At the same time, employees with a high PsyCap develop stronger trust toward their administrators (Clapp-Smith et al., 2009). Trust in the supervisor and PsyCap also predicted employees' extra-role behavior together (Yildiz, 2019). Therefore, we hypothesize that:

H2: Teachers' PsyCap will be positively related to teachers' (a) WE and (b) TinP.

Antecedents of Turnover Intentions and Mediator Effects

Turnover intention is accepted as an employee's reported willingness to leave his/her organization in a given period of time (Carmeli & Weisberg, 2006). Similarly, teacher turnover intention is commonly defined as a teacher's intention to leave the profession. In contrast, another meaning of TI includes teachers who favor staying in the teaching profession but moving to another school (Boe et al., 2008). In our study, teachers' TI refers to teachers' intention to leave or change their current school, not their profession. We can also name the former as a quit intention while the latter as a transfer intention. Both these leavers and movers are acknowledged to have a similar impact on schools (Grissom et al., 2016).

Research on the TIs demonstrated that different demographic, organizational, personal, and contextual variables could lead to TI (Demir, 2019; Gökaslan, 2018; Grissom et al., 2016; R. Li & Yao, 2022; Qin, 2019, 2021; Rubenstein et al., 2018; Şahin & Doğan, 2020; Vekeman et al., 2017, 2018). For instance, various leadership types—such as authentic, paternal, shared, and transformational leadership—have been examined as important predictors of employees' intent to quit or turnover intentions (Promchart & Potipiroon, 2020; Quek et al., 2021). Additionally, the human resources orientation of the principal moderates the relationship between teachers' job satisfaction and intention to move to another school (Vekeman et al., 2018). However, a detailed examination of the literature indicated a research gap regarding the influence of DL on teachers' TIs. Furthermore, there lacks nuanced empirical evidence on

the critical role of some personal and organizational factors in the relationship between teachers' turnover intention and its antecedents, such as principal leadership and PsyCap. Although there are studies investigating the link between leadership and WE (Decuyper & Schaufeli, 2021) or WE and TI (Gökaslan, 2018; Rafiq et al., 2019), the existing literature does not provide much evidence about the mediating role of WE in the relationship between leadership and TIs. Previous research (Al-Mahdy & Alazmi, 2021) indicated the importance of principals' supervisory role and support on the level of teachers' TI. Some other research (Eberly et al., 2017; Sun & Wang, 2017) has also emphasized the mediating role of different job or personal resources in the relationship between leadership and TIs. Promchart and Potipiroon (2020) revealed that transformational leadership reduces Thai teachers' TIs by promoting their perceived safety and job satisfaction. Nonetheless, Saks (2019), in his revisited model for the antecedents and consequences of employee engagement, asserted that engagement could mediate the association between antecedents, including leadership, fit perceptions and personal resources, and consequence variables such as turnover intention, extra-role behavior, etc. Therefore, future research might focus on the mediating and moderating roles of WE.

Evidence, although limited, can be seen regarding the mediating role of employee trust in a supervisor or organization (Rafiq et al., 2019). Trust in management has been found to moderate the relationship between employee psychological well-being and TI (Naim & Ozyilmaz, 2022). A study including Turkish participants and others from three different countries (Costigan et al., 2012) showed that trust in supervisors significantly predicted employees' TIs. Since trust is accepted as a protector against negative experiences in organizations, employees trusting their leaders are more unlikely to leave their organization (Bligh, 2017). A study conducted with beginning teachers (Tiplic et al., 2015) also shows that strong relational trust between the principal and teachers decreases teachers' TIs. Although any decrease in turnover intentions is also accepted as a distal outcome of trust in leaders (Burke et al., 2007), meta-analysis studies (R. Li & Yao, 2022) emphasize that the contribution of trust to teachers' TIs is under-researched and future studies should work on it. Moreover, we have seen that trust as a mediator in the relationship between principal leadership and teachers' TI has not been examined sufficiently in the literature.

Similarly, PsyCap has been revealed to negatively affect employees' intention to quit or change their current organization (Agarwal, 2018; Avey et al., 2010; Karatepe & Avci, 2017). Studies on educational settings have also proved the significant negative effect of PsyCap on TIs (Karakus et al., 2019; Polizzi & Claro, 2019; Salam, 2017; Shahzad et al., 2022). In contrast with the research indicating PsyCap's direct effect on TI, Yan et al. (2021) stress its indirect effect in their research. Similarly, Çelik (2018) demonstrated that PsyCap has a significant indirect effect on TI through work stress. Studies with employees from different sectors (Gupta & Shaheen, 2017; Karatepe & Avci, 2017) discovered that WE significantly mediated the link between PsyCap and TI. Moreover, empirical evidence demonstrates the mediating role of WE between some components of PsyCap—namely self-efficacy and optimism—and TI (Kim & Hyun, 2017). A study on teachers in Türkiye (Karakus et al., 2019) found that PsyCap negatively influences teachers' TIs through job satisfaction. Additionally, WE and TinP are acknowledged as predictors of job satisfaction. Besides these links between different antecedents and turnover intentions, a recent meta-analysis of teacher turnover intentions (R. Li & Yao, 2022) emphasizes that associations among the antecedents should be examined based on their impact on TIs. All these findings of the related literature lead us to think about the existence of a significant relationship between teachers' PsyCap and

TIs, and the mediation of WE in this relationship. Hence, as demonstrated in Figure 1, considering the existing literature based on the studies mentioned above, we posit that:

H3: Principals’ DL has a negative direct effect on teachers’ TIs.

H4: Principals’ DL has a negative indirect effect on teachers’ TIs through (a) WE and (b) TinP.

H5: Teachers’ PsyCap has a negative direct effect on their TIs.

H6: Teachers’ PsyCap has a negative indirect effect on their TIs through (a) WE and (b) TinP.

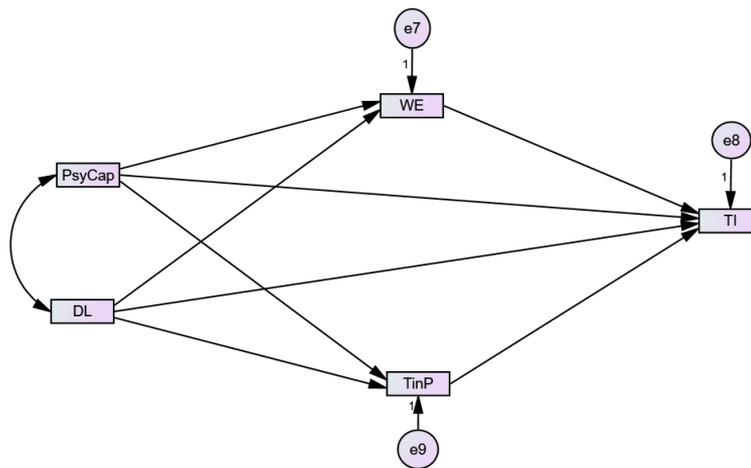


Figure 1: Hypothesis Model

As depicted in Figure 1, we have a multiple mediator model, in which two independent variables (PsyCap and DL) are proposed to have direct and indirect effects on the dependent variable (TI) through two mediator variables (WE and TinP).

Method

Research Model

In this cross-sectional correlational research, we investigated the direct and indirect effects of DL and PsyCap through WE and TinP on teachers’ TI in a structural equation modeling (SEM) (see Figure 1). SEM is a statistical method which allows researchers to examine a model of associations between many variables using regression and factor analysis simultaneously. It is possible to get evidence of the directionality and significance of the hypothesized direct and indirect relationships in SEM. It is also more flexible and robust than multiple regression (Collier, 2020). We defined DL and PsyCap as independent, WE and TinP as mediators, and TI as dependent variables in our research.

Participants and Data Collection Method

Research participants were composed of 397 teachers chosen from two provinces based on convenience sampling. However, to ensure socioeconomic diversity for the provinces where the participants reside, the socioeconomic development levels of the provinces were taken into consideration based on the SEGE-2017 report (Acar et al., 2019) prepared by the Turkish Ministry of Industry and Technology. The report categorized all the provinces and districts in Türkiye into six levels (first is the highest, sixth is the lowest) as a result of the evaluation based on the eight groups of variables which are demographics, employment, education, health, competitive and innovative capacity, accessibility, life quality, and economics. Therefore, primary and secondary school teachers from Ankara, which is in the first socioeconomic development level, and Şanlıurfa, in the sixth socioeconomic development level, were included in the study. Teachers from different districts of the provinces were chosen to ensure the diversity of the development levels at the district level as well.

Data were collected through an online form delivered to teachers via an instant messaging application. The school administrators in each province were contacted and asked to invite their teachers to fill in the online data collection form voluntarily. Nonetheless, an informative form was presented at the beginning of the data collection form, which explained the purpose and scope of the study, the exploitation of data, and the security of personal information. Data collection process lasted nearly three weeks.

For the total number of the participants, thirty-eight percent of them were women. Most of the participants had bachelor's degrees (85%). Nearly half of them (49%) had less than ten years of experience while 22% worked more than twenty years in the teaching profession. Additionally, based on the required criteria of 10 responses for each item (Hair et al., 2019), 397 valid responses for 33 items were considered satisfactory for data analysis.

Measures

We used five different scales to collect the research data. Following an informative form, we added a section including questions about the gender, age, professional experience, and educational status of the participants. Detailed information regarding the scales is presented below.

Distributed Leadership Scale

We measured principals' DL using a 12-item scale developed by (Özer & Beycioğlu, 2013). All the items were measured on a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree), and they were gathered around one dimension. CFA results did not indicate a good fit ($\chi^2/df= 5000$, RMSEA=.103, GFI=.925, CFI=. 960, NFI=.951, TLI=.940). Based on the modification indices, items nine, eleven, and twelve were deleted because their error terms indicated a high correlation with others. After repeating the CFA for nine items, we reached acceptable fit indices ($\chi^2/df= 3,954$, RMSEA=.088, GFI=.945, CFI=. 975, NFI=.967, TLI=.961). A sample item is "Our school administrators strive to create a school environment based on sharing". The reliability of the scale is high (Cronbach's Alpha= .94). Factor loadings of the items ranged from .61 to .90.



Psychological Capital Questionnaire-Short Form

The scale used to assess the teachers' PsyCap was a 12-item short form (Avey et al., 2011) of 24-item PsyCap Questionnaire (PCQ) developed by Luthans, Avolio et al. (2007). The short form was adapted to Turkish culture by Oruç (2018). The questionnaire was composed of four sub-scales—namely self-efficacy (3 items), hope (4 items), resilience (3 items), and optimism (2 items). CFA results regarding the Turkish form show an acceptable fit (GFI=0.88, RMSEA=0.075, CFI=0.95, AGFI=0.81, NFI=0.87). Second-order CFA analysis conducted in this study indicated that all the items could be used as a single form as well ($\chi^2/df= 2,864$, RMSEA=.070, GFI=. 940, CFI=.955, NFI=.933, TLI=.938). The reliability of the whole instrument is high (Cronbach's Alpha= .87). Factor loadings of the items ranged from .40 to .86.

Utrecht Work Engagement Scale-Ultra Short version

Teachers' work engagement level was gauged by the Utrecht Work Engagement Scale-Ultra Short version [UWES-3] (W. B. Schaufeli et al., 2019). The UWES originally developed by Schaufeli et al. (2002) consisted of 17 Likert-type items and three sub-scales—namely, vigor, absorption, and dedication. After the development of a 9-item short version (Schaufeli vd., 2006), a single-factor ultra-short version with three items based on a seven-point Likert scale (1 = never to 7 = always) was introduced. Turkish adaptation of the UWES-3 was made by Güler et al. (2019) and indicated a good fit ($\chi^2/df= 2.405$, RMSEA=.057, CFI=.923, NFI=.877, TLI=.905). A sample item is “At work, I feel burst of energy”. CFA results based on the research data showed that the scale had a perfect fit ($\chi^2/df= 1,184$, RMSEA=.022, GFI=. 998, CFI=1.000, NFI=.988, TLI=.999). The reliability for the UWES-3 was high (Cronbach's Alpha= .87). The factor loadings of the items were between .73 and .96.

Teachers' Intent to Move to Another School Scale

Teachers' turnover intention was tapped by a 3-item single factor scale, which was originally developed by Mobley et al. (1978), adopted by Vekeman et al. (2017) to the school context. The Turkish version of the Teachers' Intent to Move to Another School Scale, adopted by Toprak et al. (2021), was used in this study. Responses to the items were measured on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). A sample item is “I think a lot about leaving my current school”. CFA analysis conducted in this study showed a perfect fit ($\chi^2/df= 1,557$, RMSEA=.038, GFI=. 995, CFI=.999, NFI=.997, TLI=.999). The Cronbach's alpha for the scale was 0.95, and the factor loadings of the items ranged from .95 to .92.

Trust in Principal Scale

We measured teachers' trust in their principal using the 5-item single-factor Trust in Principal Scale developed by Louis et al. (2010). The 5-point Likert-type items, ranging from 1 (never) to 5 (always), were adapted into the Turkish language and educational context by the researchers using the translation and back translation method (Brislin, 1970). After obtaining permission from the developers of the scale via email, the items were translated into Turkish by two independent language experts. The translated items were evaluated by the researchers, and they were brought into a single form with minor adjustments in terms of their

suitability for the Turkish education system. The item was sent to two independent and different language experts for back translation. All the translators had a good command of both languages and cultures. We then compared and evaluated the forms returned from back translation. No significant difference has been detected between translated and back-translated forms. Only one item (*I will inform the school in advance when I cannot come to the school*) was clarified and strengthened with an additional statement (*"I will inform the school administration in advance when I cannot come to the school."*). Finally, the items were sent to a Turkish language expert to be evaluated in terms of Turkish language expression. The scale was given its final form by making minor adjustments based on the evaluation of the Turkish language expert. The CFA results indicate a good fit ($\chi^2/df= 2.330$, RMSEA=.059, GFI=.990, CFI=.996, NFI=.992, TLI=.989). The reliability for the UWES-3 was high (Cronbach's Alpha= .90). The factor loadings of the scale items ranged from .67 to .89.

Data Analysis Procedure

After ensuring that no missing values were in the data set, we computed Mahalanobis Distances to meet the multivariate normality assumption (Byrne, 2013). Eighteen outliers ($p<.01$) were excluded from the data set. Further, the skewness (<3) and kurtosis (<5) values for each variable indicated that the data comply with the assumption of normal distribution (Kline, 2015). Multicollinearity analysis revealed that there were no tolerance values of less than .10, a VIF value of above 10, or a CI value of above 30, which showed that we did not violate the multicollinearity assumption (Hair et al., 2019). Then, we computed mean, standard deviation, alpha reliability values, and bivariate correlations among the study variables using SPSS 21.

For the validity of the instruments, confirmatory factor analysis was employed. We investigated the direct and indirect effects based on a multiple mediators model depicted in Figure 1, in which DL and PsyCap were defined as independent, WE and TinP as mediators, and TIs as dependent variables. Although scholars have recently started to prefer regression-based methods in mediation analysis, Hayes (2022) expresses that whether you use SEM or regression-based methods (such as PROCESS) will not significantly affect the results. Moreover, testing all the relationships simultaneously in PROCESS is difficult if the model includes multiple independent variables and mediators. Hence, we conducted the Structural Equation Modeling analysis using AMOS 23 to investigate these structural relations among the latent variables. For the model fit both in CFA and SEM, we used χ^2/df , RMSEA, GFI, CFI, NFI, and TLI values. A χ^2/df value of smaller than 3 (Kline, 2015), RMSEA of smaller than .08, and GFI, CFI, NFI, and TLI of greater than .90 indicate that the model fits the data (Hu & Bentler, 1999). To estimate the size, bias-corrected confidence intervals, and significance levels for the direct and indirect effects, we conducted the bootstrapping method with 2000 samples (Preacher & Hayes, 2008). To estimate the three specific indirect effects (1:PsyCap-We-TI, 2:DL-WE-TI, and 3:DL-TinP-TI), we used a syntax-based function named user-defined estimand in AMOS 23 (Collier, 2020).

Results

We first calculated the descriptive statistics (means, standard deviations, skewness, and kurtosis values) and bivariate correlations for each variable (Table 1). Teachers' responses differed highest in their turnover intentions ($SD=.1.237$). As shown in Table 1, all



bivariate correlations among the study variables are significant ($p < .01$). The highest correlation is between WE and TinP ($r = .81$), while the lowest correlation is between TI and PsyCap ($r = -.25$). The variable which has the highest correlation with the dependent variable (TI) is DL ($r = -.37$).

Table 1 Bivariate Correlations and Descriptive Statistics

Variables	1	2	3	4	Mean	SD	Skewness	Kurtosis
1. DL	-				3.85	.71	-.52	.01
2. PsyCap	.43**	-			4.99	.56	-.24	-.13
3. WE	.43**	.64**	-		5.75	.93	-.42	-.38
4. TinP	.81**	.37**	.31**	-	3.89	.88	-.93	.61
5. TI	-.37**	-.25**	-.28**	-.38**	2.52	1.24	.57	-.66

** $p < .01$; DL=Distributed leadership, PsyCap=Psychological capital, WE=Work engagement, TinP=Trust in principal, TI= Turnover intention, SD=standard deviations

After calculating the descriptive statistics and correlations, we tested the proposed structural model (see Figure 2) using AMOS 23. The model fit results did not indicate an acceptable fit ($\chi^2/df = 4,270$; RMSEA=.093, $p > .01$; GFI=.996; AGFI=.933; CFI=.996; NFI=.995; TLI=.958) although some of the indices pointed to good fit. When we examine the significance levels of the path coefficients, we have seen that the direct effects of PsyCap on TinP ($\beta = .02$, $SE = .04$, $p > .01$) and TI ($\beta = -.03$, $SE = .07$, $p > .01$), and the direct effects of DL on TI ($\beta = -.09$, $SE = .08$, $p > .01$) were not statistically significant. Hence, we modified the model by removing these insignificant paths and tested the revised model. The fit indices related to the revised model (see Figure 3) showed a perfect fit ($\chi^2/df = 1,523$; RMSEA=.037, $p < .01$; GFI=.994; AGFI=.997; CFI=.997; NFI=.992; TLI=.993). Since the insignificant paths demonstrating the direct effects of PsyCap on TinP and TI were removed, we rejected H2b, H3, and H5. Moreover, the insignificant direct effect of PsyCap on TinP suggested that there could not be an indirect effect of PsyCap on TI via TinP ($\beta = -.00$, $SE = .02$, $p > .01$), rejecting H6b.

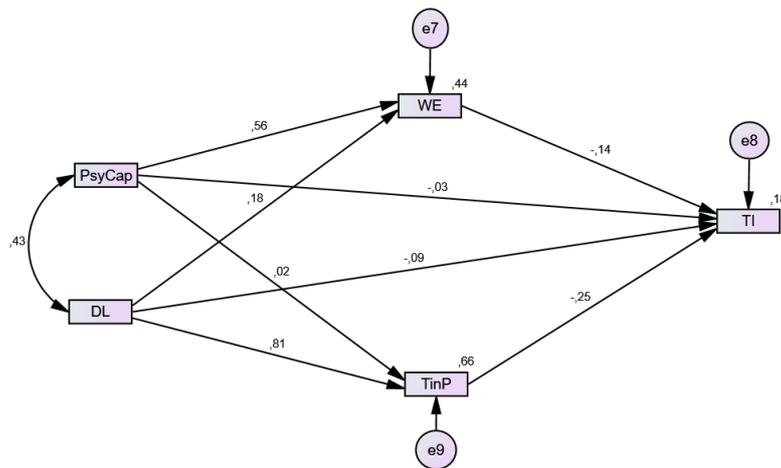


Figure 2. Standardized coefficients of the initial structural model

Further, as seen in Figure 3, the revised model reflects a full mediation model, in which, in contrast to the proposed initial model, there were no direct effects of the independent variables on teachers' TIs. The revised model emphasizes our mediators' importance.

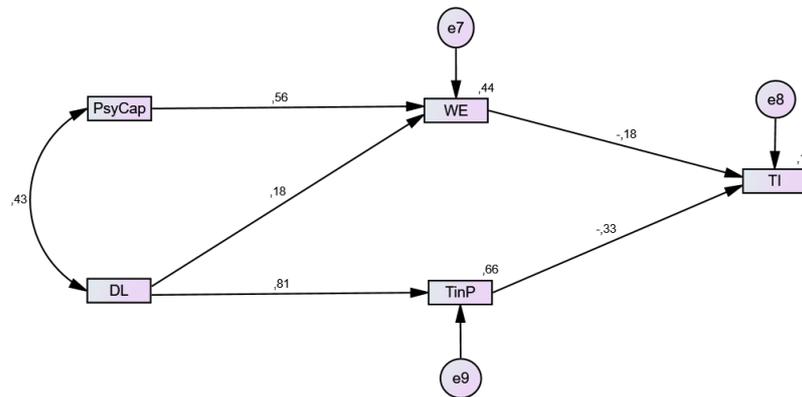


Figure 3. Standardized coefficients of the revised structural model

As shown in Table 2, principals' DL significantly and positively predicted both teachers' WE ($\beta=.18, p<.01$) and TinP ($\beta=.81, p<.01$). These results confirmed our H1a and H1b. Supporting H2a, teachers' PsyCap significantly and positively predicted their WE ($\beta=.56, p<.01$). Additionally, as expected, both teachers' WE ($\beta=-.18, p<.01$) and TinP ($\beta=-.33, p<.01$) significantly and negatively predicted their TIs.

Table 2 Results for the Direct Effects of Variables in the Revised Model

Paths	Estimates	SE	Two tailed (<i>p</i>)
PsyCap-WE	.56	.04	.002
DL-WE	.18	.04	.001
DL-TinP	.81	.02	.001
WE-TI	-.18	.06	.002
TinP-TI	-.33	.06	.001

Following the confirmation of the revised model (Figure 3), we investigated the significance of the specific indirect effects in the model by calculating the 2000-sample bootstrapped confidence intervals. Table 3 reports the specific indirect effects (with the 95% bias-corrected confidence intervals) in the revised model.

Table 3 Bootstrapping Results for the Specific Indirect Effects of Variables in the Revised Model (95% CI)

Paths	Estimates	SE	LLCI	ULCI	Two tailed (<i>p</i>)
PsyCap–WE–TI	-.22	.07	-.36	-.08	.002
DL–WE–TI	-.06	.02	-.11	-.02	.001
DL–TinP–TI	-.47	.09	-.64	-.29	.001

N = 379; unstandardized coefficients are reported for indirect effects. 95% CI= 95% confidence interval
LLCI=Lower level confidence intervals, ULCI=Upper level confidence intervals,

As depicted in Table 3, principals' DL significantly and negatively predicted teachers' TIs through both their WE ($\beta=-.03$, $p<.01$,) and TinP ($\beta=-.27$, $p<.01$). These results confirm our H5a and H5b. However, teachers' PsyCap ($\beta=-.10$, $p<.01$) significantly and negatively predicted TI only through WE. Therefore, we only confirmed H6a while rejecting H6b. To sum up, the results demonstrated that WE significantly mediated both the relationship between DL and TI, and the relationship between PsyCap and TI. On the other hand, TinP significantly mediates the link between DL and TI.

Discussion and Conclusions

Teacher turnover severely impacts instruction quality, school administration, student academic and behavioral outcomes, and student or teacher engagement (Räsänen et al., 2020). The related literature stresses the importance of the job and personal resources in the understanding of the (teachers') TIs from different sectors, including education (Johnson, 2021; Kim & Hyun, 2017; R. Li & Yao, 2022; Schaack et al., 2020; W. B. Schaufeli & Bakker, 2004; Shahpouri et al., 2016). As a valuable empirical contribution to this existing literature, this study provides in-depth analyses of how various job and personal resources might be associated with teachers' TIs. Using the data obtained from teachers in two socioeconomically different provinces of Türkiye, we estimated the direct and indirect effects of various organizational and personal antecedents -namely DL, PsyCap, WE, and TinP- on teachers' TIs in a multiple mediators model, which is a valuable empirical contribution to this existing literature. The study results indicated that job and personal variables follow different paths to shape teachers' TIs, such that DL and PsyCap do not have a significant direct effect on teachers' TIs while their indirect effects via WE and/or TinP are significant.

First, the study revealed that principals' DL affected teachers' WE and TinP positively and significantly. Our results regarding the first hypothesis is in line with the results of the studies investigating leadership's effect on employee positive attitude and behaviors, such as WE (Decuyper & Schaufeli, 2021; Quek et al., 2021) and trust in leader (Akar, 2018; Goodwin et al., 2011). Confirming the previous research on the impact of different leadership types—namely transformational leadership (Y. Li, 2019), servant leadership (Zhou et al., 2022), paternalistic leadership (Koçak & Küçük, 2021), engaging leadership (Rahmadani et al., 2020; W. Schaufeli, 2021)—on WE, we have found that DL of school principals have a

significant effect on teachers' WE. Additionally, recent studies confirmed that empowering (Atik & Çelik, 2020), instructional and transformational leadership (Karacabey et al., 2022) affected teacher trust positively and directly. A meta-analysis of the trust research in educational settings (Akar, 2018) in Türkiye demonstrates that teachers' organizational trust is affected by work-related variables, including leadership, organizational justice, and organizational support. It also has a significant impact not only on positive outcomes such as organizational commitment, organizational citizenship behaviors, motivation, or job satisfaction but also on negative ones like organizational cynicism. Correspondingly, our results demonstrate that when principals exhibit more DL behaviors, teachers trust them more and experience more WE at school.

Our second hypothesis claiming a positive effect of PsyCap on WE and TinP has been partially confirmed. Agreeing with cumulating evidence that points to the influence of PsyCap on WE (Y. Li, 2019; Sweetman & Luthans, 2010), we found that teachers' PsyCap has a moderate and positive effect on their WE. In other words, as a positive personal resource, teachers having a higher level of PsyCap are more likely to engage in their work. Our correlational analysis also showed a positive relationship between PsyCap and TinP. However, in contrast with similar studies indicating a positive impact of PsyCap on TinP (Çelik & Bilginer, 2018; Kun & Gadanez, 2022), our results based on SEM showed no significant impact of PsyCap on teachers' TinP. The nonsignificant effect of PsyCap on TinP could be attributed to the different functions of PsyCap's four facets, which deserves further research. Specifically, self-efficacy, optimism, hope, and resilience might have unique relations with teachers' trust in their principals. Similarly, Özler and Yildirim (2015) found that trust in the leader significantly predicts hope, while it does not have any significant relationship with other components of PsyCap—namely self-efficacy, optimism, and resilience.

In our third hypothesis, we have posited that principals' DL directly and negatively influences teachers' TIs, while the fourth hypothesis suggested an indirect negative effect of DL on TIs via WE and TinP. Study results provided empirical evidence for H4a and H4b, but not for H3. In other words, teachers' WE and TinP significantly mediate the link between DL and TI. To the best of our knowledge, no studies have investigated the direct and indirect impacts of DL on teachers' TIs together, especially as in the proposed model. Nevertheless, quantitative (Player et al., 2017) and qualitative studies (Redding et al., 2019) conducted with teachers confirmed the predictive role of principal leadership on teachers' actual turnover. Moreover, a noteworthy amount of related research (Eberly et al., 2017; Promchart & Potipiroon, 2020; Sun & Wang, 2017) also indicated an indirect effect of leadership on TI through some organizational, relational, or personal variables, instead of a direct link, which supports the indirect relationships between DL and teachers' TIs revealed in our research. Based on the job demands-resources model, Schaufeli and Bakker (2004) state that WE plays a mediating role in a motivational process initiated by job resources such as leadership and turnover intentions.

Studies regarding the teachers' TIs demonstrate that participation in school decision-making processes and experiencing more autonomy in the classroom lower TI (Grissom et al., 2016). Therefore, we can say that principals distributing their power and sharing leadership roles might help teachers experience less TI. However, our study results regarding the mediating effects suggested that the effect of DL is not a direct one. Principals' distributed leadership contributes to their teachers' WE and strengthens their TinP, which results in less teacher TIs. Correspondingly, Al-Mahdy and Alazmi (2021) stated that supportive leadership of principals negatively and indirectly affects teachers' TIs. Research conducted with Turkish teachers

(Akın Kösterelioğlu & Duran, 2017; Kazak, 2021) also indicates that school management is one of the most important reasons for teachers to change their schools. Teachers plan to change their schools due to their administrators' negative and unsupportive attitudes and behaviors. Therefore, it is clear that effective principal leadership is crucial to retain high-performing teachers and prevent teacher mobility (Grissom et al., 2016). Moreover, the impact of principal leadership on teacher TI is greater in schools with more disadvantaged students (Grissom, 2011). Hence, policymakers should find ways to attain and retain the best principals, especially for more disadvantaged schools.

Similarly, Lin et al. (2022) stated that if administrators aspire to retain their employees, they should invite them to participate in decision-making processes and support them with positive feedback. Besides, Schaack et al. (2020), in their study on early childhood teachers' turnover intentions, revealed the importance of job demands and resources in predicting teachers' TIs, such that collegiality and shared vision significantly and negatively affected TIs. In that relationship, they also emphasized the mediating role of burnout, which is accepted as a negative antipode of WE (Schaufeli & Bakker, 2004).

Related literature states that improving dedication which is a component of WE can lead to lowering TIs in organizations, and sustained leadership is a critical factor in accomplishing this (Saks, 2019). Studies conducted with Turkish teachers also revealed that job embeddedness and WE (Gökaslan, 2018), affective commitment (Karaca & Şenel, 2022), ethical climate (Demir, 2019), organizational support and organizational trust (Uzun, 2018) have significant negative effects on their intention to quit the profession. Knight et al. (2017), in their meta-analysis of the interventions for WE, asserted that any steps to increase job resources could help foster WE. Another comprehensive meta-analysis study on TI (Rubenstein et al., 2018) indicated that work engagement is a crucial antecedent of TI, like many other job and personal resources. A recent study with Turkish teachers (Bektaş et al., 2022) also revealed that DL significantly affects teachers' TinP, and TinP also mediates the relationship between DL and teacher professional learning. In addition, Ağalday (2022) suggested that principals who respect all teachers, include them in decision-making, create an inclusive climate, and acknowledge their contribution increase TinP at school. Parallel with this accumulating literature, our study results cleared the associations between principals' DL and teachers' TIs using two different mediators.

Plenty of research in the related literature indicated the impact of teachers' PsyCap on their TIs (R. Li & Yao, 2022; Polizzi & Claro, 2019). In other words, teachers who are more resilient or have strong self-efficacy are less likely to leave their school. Additionally, related literature indicated that different organizational or personal variables could mediate the negative link between PsyCap and TI (Karakus et al., 2019; Karatepe & Avci, 2017; Kim & Hyun, 2017). Besides, Shahpouri et al. (2016) stated that job or personal resources do not directly influence TIs. Furthermore, Kim and Hyun (2017). revealed that personal resources—self-efficacy, self-esteem, or optimism—significantly impact TI via WE. Consistent with these previous studies, we have found that teachers' PsyCap indirectly affected their TIs through WE; yet, there was no significant direct effect. PsyCap is composed of four different facets, and not all of them might not influence TIs negatively. For instance, when analyzed as a separate variable, high self-efficacy was found to strengthen employees' TIs (Kim & Hyun, 2017), which might be the reason for the insignificant direct effect revealed in our study. Therefore, we can assert that our study results related to H6(a) are supported by the existing literature, while H6b is not. However, despite the proven association of trust with PsyCap (Clapp-Smith et al., 2009) and TIs (Bligh, 2017; Costigan et al., 2012; Tiplic et al., 2015), we

could not justify the mediating role of TinP in the relationship between PsyCap and TIs. We believe that the introduction of DL as an independent variable and its high correlation with TinP can lead to this result. Therefore, study results might suggest the existence of different pathways that organizational and personal resources follow regarding their relationship with TI.

Implications

In the light of the current study results, some theoretical and practical implications can be noted. First, we believe that the current study is a significant attempt to uncover the influence of job and personal resources on teachers' TIs in a multiple mediator model. More specifically, it advances our understanding of how principals' DL and teachers' PsyCap might affect teachers' TIs and to what extent WE and TinP mediate this relationship.

Second, as a novel contribution of the current research, despite the studies indicating a direct link between leadership and TIs or PsyCap and TIs, we revealed that WE and TinP have a full mediation effect in those relationships. In other words, DL and PsyCap do not directly affect teachers' TIs when WE and TinP are included in the model, justifying Saks's (2019) model of employee engagement.

From a practical perspective, if the antecedents of teachers' TIs and their impact on TIs can be well identified, then education systems can adopt convenient intervention strategies to lower TIs and decrease the number of reluctant stayers, which might contribute to the overall teacher and school performance. Our study results offer a model to education policymakers and school principals to minimize teachers' rates of TI. Based on the results, we can propose that intervention strategies, including enhancing principals' distributed leadership qualities and building supportive and trustworthy relationships/environments to sustain teachers' PsyCap and WE can be employed to lower teachers' TIs. Finally, we believe the study results could be useful for school leaders. Results regarding mediating effects suggested that principals should build trustworthy relationships if they wanted their leadership behaviors to influence teachers' TIs.

Limitations and Future Research

Several limitations of this study should be noted. First, because the study is cross-sectional, we cannot draw a direct causal relationship between the variables. More rigorous analysis using longitudinal data from different sources might help get more causal inferences. In addition, we have chosen teachers only from two provinces at two different socio-economic development level. We recommend future researchers to diversify the sample by including participants from cities of every socio-economic level.

Leadership behaviors are generally accepted as a school-level variable, necessitating a multilevel analysis to get more reliable results. However, we got only individual-level data. We asked for the provinces and districts, but we did not ask for teachers' schools to ensure confidentiality in the data collection form. Further research might get school-level data and compare them with individual-level data.

Last, as explained before, the current study employs only job and personal resources. We suggest testing more complex models investigating TIs by including more organizational, personal, or cultural/contextual variables. In determining the TIs, the related research has also



reported the importance of job demands (Räsänen et al., 2020; Schaack et al., 2020). Thus, we advise future scholars to develop new models, including job (and even personal) demands in addition to the resources.

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