



Teacher Turnover: Impact of School Leadership and Other Factors

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ABSTRACT

The frequency at which teachers leave the teaching profession is significantly higher than the corresponding rate in any other domain. Studies have shown that teaching is a stressful career, which often lead to teacher burnout and hence turnover. The purpose of this study was to explore the impact of selected factors from the literature on teachers' turnover in schools. The selected factors included: (a) leadership both transformational and transactional; (b) career stress; and (c) personality characteristics. Surveying was employed to collect data from 176 teachers, such that almost 75% of those teachers were teaching in private schools and approximately 25% were enrolled in public schools. SPSS 18.0 was employed to support descriptive and analytical statistical analysis of data. Findings of this study indicate that (a) Leadership style has significant influence on career stress; (b) Career stress bears positive relationship with turnover intention; (c) Leadership style has negative influence on turnover intention; (d) Personality characteristic has no moderating effect on the relationship between leadership style and career stress; (e) Personality characteristic brings no moderating effect on the relationship between career stress and turnover intention; (f) Career stress possesses a mediation effect on the relationship between leadership style and turnover intention.

Keywords : Leadership Style, Career Stress, Personality Characteristic, Turnover Intention.

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INTRODUCTION

Teachers across the globe are quitting teaching at an alarming rate (Hanushek, 2007; Ingersoll, & Smith, 2003). Teacher turnover is a global problem that impacts very negatively on student achievement and that is a highly costly phenomenon (NCES, 2008). As far as cost is concerned, the literature indicates two kinds of costs: direct and indirect. Direct costs include expenditures incurred on the selection, recruitment, induction and training of new employees (Staw, 1980). Indirect costs relate to cost of learning, reduced morale and pressure on the existing employees (Dess and Shaw, 2001). Student achievement is impacted negatively by teacher turnover not only because less qualified teachers often replace experienced ones in schools (Bryk & Schneider, 2002). In fact, the quality of relationships (trust) between teachers, and between teachers and students; which are often disrupted by virtue of turnover; is related to student achievement (Bryk & Schneider, 2002). Teacher turnover has a broader, harmful influence on student achievement since it can reach beyond just those students of teachers who left or of those that replaced them (Ronefeldt, 2011).

Of the many factors underlying teacher turnover, school leadership seems to be playing a precarious role (Thornton et al., 2007; Gonzales et al., 2008). Under school leadership, the international literature enlists a long list of matters including mistrust between teachers and school principals (Hirsch and Emerick, 2007); lack of situational support for novice teachers (Easley, 2006); negative school climates Beteille et al. (2009); stress exerted by school principals (Kreig, 2006); and negative leadership styles (Hirsch, 2005). In her famous book, 'Keeping Good Teachers', Darling-Hammond's (2003) suggests that reducing teacher attrition reduction has to do a lot with how school principals lead their schools and how they deal with teachers based on their personal characteristics. Personal characteristics of teachers and career stress are closely related (Lambert et al., 2006). In fact, teaching has been considered as a profession that is "emotionally taxing and potentially frustrating" (Lambert et al., 2006, p. 105).

This research study explores the relationships among the school principals' leadership styles, teachers' personality characteristic, career stress, and turnover intention. Specifically, research objectives addressed in this study are: (1) to explore the influence of leadership style on teachers'

career stress; (2) to explore the influence of career stress on teachers' turnover intention; (3) to explore the influence of different leadership styles on teachers' turnover intention; (4) to explore the moderating role of personality characteristic on leadership style and career stress respectively; (5). to explore the mediating effect of personality characteristic and career stress respectively.

LITERATURE REVIEW

Leadership

Leadership is one of the critical and important factors in enhancing an organizational performance (Riaz, 2010). Lambert (2003) suggests "that leadership is the cumulative process of learning through which we achieve the purposes of the school" (p.3). According to Kotter (1999), leadership is about setting a direction or developing a vision of the future together with the necessary strategies for producing the changes needed to achieve this vision. Bennis and Nanus (1985) explain that "Leadership is an influence relationship among leaders and followers to perform in such a way to reach a defined goal or goals" (p.21). Leadership, therefore, is an important element for the success of an organization, regardless of its nature of activities, profit or charity orientated, private or government linked organizations.

A summary of the skills and attributes that distinguish leaders are listed in the Table 1.

Table 1. Leadership Attributes and Skills

Leadership Attributes / Skills	Reference
Leaders are visionary.	Leithwood & Riehl (2003)
"Leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction."	Leithwood & Riehl (2003, p.3)
Leaders unite members and strengthen group cohesiveness around a common goal.	Stogdill, R. (1974)
Leadership depends on trust.	Johnson (1998)
Leaders foster and synthesize knowledge, trust and power.	Zand (1997)
Leaders are skilful at emotional coping.	Fullan (1998).
Leaders act as role models for their teams where their actions translate the set vision.	Leithwood & Riehl (2003)
Effective leaders have a high degree of what is known as emotional intelligence.	Goleman (1998)
Leadership is multidimensional: transformational and facilitative.	Lashway (1996)
Leadership Attributes / Skills	Reference
Leaders demonstrate effective human relations & interpersonal skills such as communication.	Bulach et al. (1998)
Leaders are community servants, organisational architects, social architects and moral educators.	Murphy (1997)
Leaders lead from the centre: ensure collaboration, delegate responsibilities, enable and support teacher success, manage reform and extend the school community.	Murphy (1997)
Effective leaders contribute to the formulation of professional learning communities in their schools.	Leithwood & Riehl (2003)
Leaders promote school reform and positive student learning outcomes.	Hill (1996)
School leaders secure environments where equity and justice dominate.	Leithwood & Riehl (2003)
Leaders emphasize commitment and enthusiasm to lifelong and continuous learning.	Sarros & Butcharsky (1997)
Leaders provide situational assistance for their group members.	Leithwood & Riehl (2003)
Leadership requires total quality management skills.	Smialek (1995)
Leaders are visionary, believe that schools are for learning, value human resources, communicate and listen effectively, are proactive and risk takers.	Mendez-Morse (1999) Leithwood & Riehl (2003)
Effective leaders demonstrate covert leadership.	Mintzberg (1998)
Leaders encourage teamwork and shared leadership.	Wallace & Wildy (1995)
Leaders influence their school cultures	Deal & Peterson (1998) Leithwood & Riehl (2003)

Leadership versus Management

Block (1987) defines leadership as "the process of translating intentions to reality". It is a kind of the ability to fulfill objectives successfully and smoothly. Gardner (1990, p.1) suggests that leadership is "the process of persuasion or example by which an individual (or leadership team) includes a group to pursue objectives held by the leader or shared by the leader and his or her followers." (Gardner, 1990, p.1). In effect, it is the ability to combine individuals along with different resources so that the

outcome would be virtually impossible to accomplish alone. The leader's role based on this definition of leadership, seems to target efforts to change, improve and transform the organization (Burns, 1987). Tosi (2006) suggests that "leading is an influence process". Leaders are then the catalysts for change and transformations. The term "manager" on the other hand may be reserved for individuals who "hold a directive post in an organization presiding over the resources by which the organization functions, allocating resources prudently and making the best possible use of people" (Gardner, 1990, p.3). In agreement, Tosi (2006, p.233) sees management as "the act of making choices about the form and structure of those factors that fall within the boundaries of managerial discretion". Moreover, Burns (1978) distinguished "the role of a manager, as the one who negotiates with employees to obtain balanced transactions of rewards for employee efforts". In other words a manager is a person who has very little input to the process of change. He/She manages what is there, whereas a leader brings about what is there to be managed by the manager. Managers focus on mastering routines and systems and making sure that everything is running the right way. On the other hand, leaders are people who effectively strive to do the right thing, focusing on vision. Burns (1978) distinguished the role of a leader as the one who targets efforts to change, improve and transform the organization.

Researches in educational management have shown that there is always a belief that managers are the leaders. Manasse (2008) expresses that view by saying "we expect both leadership and management from the same individual" Manasse (2008, p.83). However, this might not be true, in many instances. In fact, leadership is not restricted to people occupying critical positions such as principals, superintendents and school board members. Anyone who possesses the skills and attributes of leadership is a leader. Anyone who can "translate intentions into reality" as Block (1987, p.98) asserts is a leader. In that sense, a teacher could be a leader, a student could be a leader, and faculty staff may be a leader, when functioning as a leader. Murphy (2004, p.655) agrees by rejecting the fact that only administrators are leaders and claims that this assumption "ignores the invisible leadership of lower-level staff members". Busher (2001) confirms that teachers are the ones who actually lead their students in classrooms, labs and other educational settings and practices.

Leadership Styles

Bass & Avolio (1990) proposed transactional and transformational leadership theory. Through transactional leadership, leaders encourage subordinate performance through incentives. It focuses on the exchange relationship between the leader and the subordinate (Fry, 2003). On the other hand, transformational leadership enhances staff's trust and respect for the leader. It works on altering intrinsic work value and faith of staff at the same time in order to elicit work proficiencies.

Burns (1978) describes managers as transactors and leaders as transformers. Transactional leadership occurs when "leaders approach followers with an eye to exchanging one thing for another.... Such transactions comprise the bulk of the relationships among leaders and followers" (Burns, 1978, p. 4). Transactional leaders, through their transactions, make use of "model values such as honesty, trustworthiness, reliability, reciprocity, [and] accountability" (Burns, 1978, p. 15). It is built on reciprocity, the idea that the relationship between leader and their followers develops from the exchange of some reward, such as performance ratings, pay, recognition, and praise.

Transformational leadership, on the other hand, occurs when a leader "looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. "The result.... is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (Burns, 1978, p. 4). It is a form of leadership that occurs when leaders "broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and the mission of the group and when they stir their employees to look beyond their own self-interest for the good of the group" (Bass & Avolio, 1990, p.43). Transformational leaders, unlike transactional leaders, employ larger "end values such as order, liberty, equality, justice, [and] community" (Burns, 1978, p. 15). It is concerned with engaging the hearts and minds of others. It attempts to produce greater motivation, satisfaction and a greater sense of achievement. It requires trust, concern and facilitation rather than direct control.

Transformational leadership is considered by Leithwood (1994) and Silins (1994) as a major contributor for initiative restructuring. While transactional leaders motivate followers by appealing to their self-interest, transformational leaders facilitate the process of transcending their own

immediate self-interest for the sake of the organizational vision (Burns, 1978). In line with this Block (1987) distinguishes leadership as being the process of translating intentions to reality. Peterson & Deal (1998) consider school leaders as models, potters, poets, actors, healers, historians, anthropologists, visionaries and dreamers. Bennis (1984) identified five competencies which transformational leaders possess. These include: vision; communication and alignment; persistence and consistence; empowerment and organizational learning.

Transformational leadership basically means that those who are practising it would change the realities of their particular world to more nearly conform to their values and ideals. Transactional leadership, on the other hand, focuses on an efficient interaction with the changing realities. Obviously, both kinds of leadership are necessary (Bass, 1985). But transformational leadership must be the parent as it provides the frame of reference, the strategic boundaries within which transactions take place. Without an overarching system of values and goals and without a clear picture of what kind of transformation is needed, executives and their managers will tend to operate on social and political agendas and timetables (Bass, 1985).

In short, transformational leadership subsumes transactional leadership (Leithwood, 1990) and places increased emphasis on the actualization of followers. Through role modelling, leaders transmit values, collaboratively set, and serve as catalyst for influencing followers to transform themselves and the social environment (Bass, 1985). Thus, constituents are empowered and able to predict the consequences of their behaviours.

Relationships between Leadership and Organizational Effectiveness

Some efforts have been made to study the relationship between leadership, particularly transformational leadership, and organizational effectiveness. But there is still controversy over whether transformational leadership has a positive impact on organizational effectiveness. For example, Weese's (2006) article studying the relationships between transformational leadership, organizational culture, and organizational effectiveness revealed that there was no significant relationship between transformational leadership and organizational effectiveness. Similarly, Weese (2006), Lim and Cromartie (2001) also found that transformational leadership was not significantly related to organizational effectiveness. They suggested that subordinates play an important role in the determination of an organization's effectiveness.

Interestingly, Weese (2007) pointed out in an earlier article that many leadership scholars provided "convincing evidence" for the importance of leadership to the "success and survival" of an organization. He noted that transformational leaders, especially, "have a positive impact on employee satisfaction, productivity, and organizational effectiveness" (Weese, 1994, p.188).

In addition, both studies, Weese (2007) and Lim and Cromartie (2001), recognized the fact that there exists a significant relationship between transformational leadership and organizational culture while they rejected the argument that transformational leadership has an impact on organizational effectiveness. They also recognized that organizational culture has a great influence on organizational effectiveness (Lim and Cromartie, 2001; Weese, 2007). This implies that they at least recognize, although implicitly, that transformational leadership and organizational effectiveness are indirectly related with each other.

Career Stress

Career stress imply burden that badly affects the psychological and physical condition of teachers (Geving, 2007). Peng (1998) states that psychological stress endangers the individual health. When the individual feels job stress, it usually comes along with following symptoms: (1) psychological aspect--- passive, disconsolate, anxious and anger; (2) physical aspect--- imbalance incretion, headache, sleepless and disturbed; (3) behavioral aspect--- change of living behavior, decrease of job involvement, absence from work, and turnover.

Many factors contribute to high levels of teacher stress. Geving (2007) suggests student behavior as an increasing factor of the stress. Blase, Blase, & Du (2008) consider the lack of parental support and even parental disrespect to teachers, as a source of stress to teachers. Yet Lambert et al. (2006) the pressure exerted by school administration tops the list of factors impacting teachers negatively in terms of career stress. Such pressure includes the plethora of tasks assigned to them including parent conferences, bus monitoring, hallway duty, staff meetings, bathroom duty, cafeteria supervision, and a plethora of other tasks assigned to teachers. However, more importantly, the disrespectful approach of school principals to teachers seems to be of greatest negativity to teachers.

Personality Characteristics

Personality characteristic means one's psychological and physical phenomenon. The literature assures that teachers' personality characteristic influences the degree to which they seek social support when confronted by a stressful event (Houston & Zola, 1991). Female teachers have been identified to suffer stress more than males do (Arroba and James). Baghy and Rector (1998) classify personality characteristics into type A and B. Type A shows exuberant ambition and aggression. Type B has more patience and pays less attention to competition and sense of achievement.

Wang (1990) conducted a research study on the relationship between employee with A-type personality characteristic, leader's leadership style, and teachers' career stress and found that people with A-type personality characteristic perceive more career stress than those with B-type, while ones with B-type feel apparently more career stress at low self-respect post than those of A-type.

Turnover Intention

Teacher turnover intention refers to those teachers who are considering and thinking to quit their career (Firth *et al.*, 2004). Teachers could make their minds to quit their positions voluntarily (Wells and Peachey, 2010). Alternatively, teachers may leave their jobs involuntarily. By this, involuntary turnover is referred to the situation in which the organization asks teachers to do that (Wells and Peachey, 2010). Voluntary turnover is usually dysfunctional and can be most detrimental to the organization. Teachers who leave the organization are those most talented and smartest employee within the group. Their valuable experiences, talent, skills and knowledge will leave with them and resulted in deteriorating efficiency (Watrous *et al.*, 2006). Involuntary turnover is normally functional to the organization as it removes the low performing teachers (Watrous *et al.*, 2006).

IMPORTANCE OF THE STUDY

As stated earlier, teachers' turnover is quite worrying (Hanushek, 2007; Ingersoll & Smith, 2003), is a highly costly phenomenon (NCES, 2008) and impacts negatively on student achievement (Hanushek, 2007; Ingersoll & Smith, 2003). It is estimated that one third to one half of the number of teachers leave the teaching profession during the first five years (Hanushek, 2007; Ingersoll & Smith, 2003), thus making this vulnerable time as "an opportunity lost for the health of the teaching profession" (National Council on Teacher Quality, 2008, p. 3). This has resulted in a national epidemic of teacher departure in countries such as the United States of America (McCarthy *et al.*, 2009). So the importance of this research study lies in the fact that it sheds light on a very crucial topic being addressed extensively in the international literature, yet no single published study has been detected by the authors within the Lebanese context. It is hoped that this study would constitute a foundation for more studies in this area. The knowledge of the various variables that affect teacher attrition is expected to help minimize it if practitioners and policy-makers take into account the findings of this study.

RESEARCH METHOD

Research Framework and Hypotheses

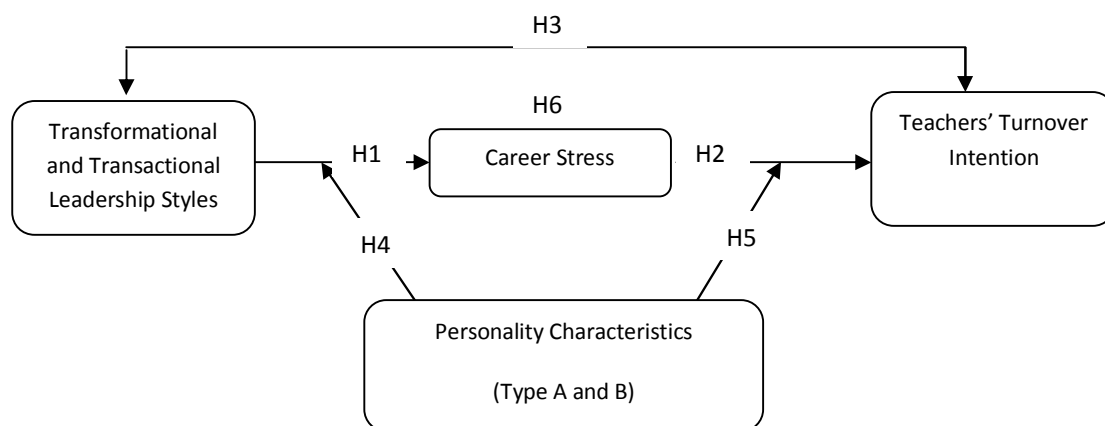


Figure 1. Research Framework

The purpose of this research study is to explore the relationships among leadership styles of school principals and teachers' career stress, their turnover intention; and the role of teachers' personality characteristic and teacher career stress respectively (Figure 1).

The reviewed literature confirmed that school principals' leadership styles have significant influence on the teachers' career stress and turnover intention (Thornton et al., 2007; Gonzales et al., 2008). So the following hypotheses are developed:

H₁ Leadership style has significant influence on career stress

H_{1a} Transformational leadership has positive influence on career stress

H_{1b} Transactional leadership has negative influence on career stress

On the other hand, the reviewed literature has assured that career stress is strongly related to teacher turnover (Geving, 2007; Lambert et al., 2006). So the following hypotheses are developed:

H₂ Job stress has positive influence on turnover intention.

Lambert et al. (2006) confirm that the transformational leadership style is negatively connected with turnover, while transactional leadership is positively connected with turnover. Therefore, the following hypotheses may be developed:

H₃ Leadership style has significant influence on turnover intention.

H_{3a} Transformational leadership has negative influence on turnover intention.

H_{3b} Transactional leadership has positive influence on turnover intention.

Finally, as the literature reviewed has shown that personality characteristics play a role in the degree that leadership styles exhibited by school principals affects their career stress (Wang, 1990), the following hypotheses may be developed:

H₄ Personality characteristic has moderating effect on the relationship between leadership style and career stress.

H₅ Personality characteristic has moderating effect on the relationship between career stress and turnover intention.

H₆ Career stress has mediation effect on the relationship between leadership style and turnover intention.

Research Instrument, Pilot Study and Participants

A questionnaire was developed consisting of 20 items addressing transformational leadership style, 5 items addressing transactional leadership style, 8 items addressing career stress, 14 items addressing personality characteristics and 5 items assessing turnover intention. The instrument was piloted with 27 mixed group of teachers, each being enrolled in a different private school in Lebanon. Piloted teachers were enrolled in MA classes with the researchers. This pilot study assessed content and readability of the instrument. Based on the pilot study, minor changes were introduced to questionnaire items to render it further clearer.

220 copies of the questionnaire, along with informed consent forms, were distributed to teachers, during a local conference held in one university in Beirut for K-12 school teachers. In fact, the conference was hosting around 400 teachers. The researchers and their assistants proposed the questionnaire to almost all participants in the conference; yet only 220 teachers were willing to accept to take it and complete it. They were asked to kindly submit it back to the research assistants at the main gate of the university as they leave the campus by the end of the conference day. Only 203 completed questionnaires were returned, of which only 176 were valid. Thus the return rate was approximately 80%.

DATA ANALYSIS

Data was processed using the Statistical Package for the Social Sciences (SPSS), version 18.0. Descriptive and analytical statistical measures were employed.

Descriptive Statistics

Demographics of the Sample

Table 2 represents the demographics of the sample involved in the study.

Table 2. Sample Demographics

Characteristic		No.	%
Sex	Male	71	40.3
	Female	105	59.7
School Type	Private	129	73.3%
	Public	47	26.7%
Age	Under 20	0	0
	21-30	74	42.0
	31-40	65	40.5
	41-50	29	16.5
	Over 50	7	4.0
Education	Lebanese Baccalaureate or Equivalent	4	2.3
	University Degree in Education	60	34.1
	University Degree (not Education)	106	60.2
	Masters or higher degree	6	3.4
Marital Status	Married	102	58.0
	Single (including divorced, widowed)	74	42.0
Experience	First year of teaching	35	19.9
	2-4 years	61	34.7
	5-7 years	31	17.6
	8-10 years	18	10.2
	More than 11 years	31	17.6

Analytical Statistics

Factor analysis of leadership styles, followed by reliability and regression analysis were carried out. Leadership style construct comprises of 33 measurement items. Two factors were extracted and factor's loading was over 0.7 and the cumulative explained variation is 67.19%. These two factors are transformational and transactional leadership. After factor analysis, 25 items were selected. Reliability means accuracy of measurement tool. This research adopted Cronbach's α to verify the internal consistency. Cronbach's α value in between 0.79 and 0.96 indicates high reliability. For the reliability analysis carried out within this research study, table 3 represents Cronbach's α values obtained for various variables addressed in the study. As shown in table 3, reliability of each construct is over 0.8, which means this research is highly reliable and trustworthy.

Table 3. Cronbach's α of Constructs

Construct		No. of Items	Cronbach's α
Leadership Style		25	.962
Leadership -	transformational	20	.975
Leadership -	transactional	5	.833
Career stress		8	.891
Personality Characteristic		14	.882
Turnover Intention		5	.864

Moreover, regression analysis was carried out to study the relationships between predictive and criterion variables. Regression analysis results are represented in table 4, which shows that leadership style has significant relationship with career stress. Therefore, the hypothesis H_1 is accepted. Furthermore, results reflect that transformational leadership is positively related to career stress. H_{1a} is therefore accepted as shown in table 5. The positive influence of transactional leadership on career stress is not significant, so H_{1b} is rejected as shown in table 6.

Table 4. Regression of Leadership Style on Career Stress

Model	Unstandardized Regression Coefficient		Standardized Regression Coefficient	t value	Significance	R ²
	B	Std. Error	Beta			
Constant	2.967	.288		10.317	.000	
Leadership Style	-.166	.076	-.163	-2.178	.031	.027

Table 5 Regression of Transformational Leadership on Career Stress

Model	Unstandardized Regression Coefficient		Standardized Regression Coefficient	t value	Significance	R ²
	B	Std. Error	Beta			
Constant	3.038	.263		11.560	.000	
Transformational Leadership	-.181	.068	-.198	-2.669	.008	.039

Table 6 Regression of Transactional Leadership on Career Stress Analysis

Model	Unstandardized Regression Coefficient		Standardized Regression Coefficient	t value	Significance	R ²
	B	Std. Error	Beta			
Constant	2.069	.232		9.350	.000	
Transactional Leadership	.055	.067	.062	.816	.416	.004

Regression analysis of career stress on turnover intention as shown in table 7 indicates that career stress has positive relationship with turnover intention, **H₂** is thus accepted. It means that the more the career stress, the more the turnover intention.

Table 7 Regression of Job Stress on Turnover Intention

Model	Unstandardized Regression Coefficient		Standardized Regression Coefficient	t value	Significance	R ²
	B	Std. Error	Beta			
Constant	.612	.144		4.247	.000	
Job Stress	.287	.058	.350	4.930	.000	.123

Regression of leadership styles on turnover intention as shown in table 8 indicates that career stress has negative relationship with turnover intention that is not significant. So **H₃** is rejected. It means that leadership style has no positive impact on turnover intention. So, no further testing and discussion about **H_{3a}** and **H_{3b}** are necessary.

Table 8. Regression of Leadership Style on Turnover Intention

Model	Unstandardized Regression Coefficient		Standardized Regression Coefficient	t value	Significance	R ²
	B	Std. Error	Beta			
Constant	1.719	.237		7.258	.000	
Leadership Style	-.117	.063	-.139	-1.858	.065	.019

Analysis is carried out with personality characteristics, leadership style and career stress. Findings indicate that the interaction effect of personality characteristics against leadership style is not significant. In other words, personality characteristics have no interfering effect on the relationship of leadership style and career stress as shown in table 9. Therefore, the hypothesis **H₄** is rejected.

Table 9. Regression Analysis with Interactive Effect on Career Stress

Source	Type III Sum Of Squares	df	Mean Square	F value	Significance
Constant					
Personality Characteristic	17.639	37	.477	1.606	.247
Leadership Style	42.581	59	.722	2.431	.090
Personality Characteristic* Leadership style	33.064	70	.472	1.591	.249

R. Squared = .880 (Adjusted R. Squared = .481)

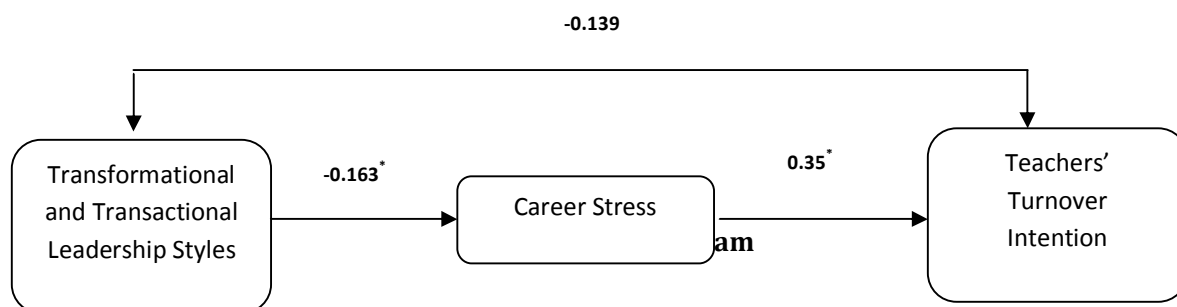
Finally, analysis was carried out on personality characteristics, career stress and turnover intention. Findings indicate that the interaction effect of personality characteristics with career stress is not significant. In other words, personality characteristic has no moderating effect on the relationship between career stress and turnover intention as shown in table 10. Therefore, **H₅** is rejected.

Table 10. Regression Analysis with Interactive Effect on Turnover Intention

Source	Type III Sum Of Squares	df	Mean Square	F value	Significance
Constant					
Personality Characteristics	9.350	38	.246	.853	.680
Career Stress	18.939	27	.701	2.431	.011
Personality Characteristics*					
Job Stress	26.408	82	.322	1.116	.382

R. Squared = .880 (Adjusted R. Squared = .481)

According to path diagram shown in figure 2, the result indicates $(-0.163) \times (0.35) > -.0139$. This entails that the indirect effect of career stress on leadership style and turnover intention is larger than direct effect, meaning that career stress possesses a mediating effect on the relationship of leadership style and turnover intention. So hypothesis **H₆** is accepted.



CONCLUSIONS AND SUGGESTIONS

Conclusion

Findings of this study suggest that transformational leadership style has negative influence on career stress, whereas transactional leadership bears positive influence on it. In other words, transformational leadership is favorable at minimizing work stress as it ensures more consideration and encouragement. On the other hand, career stress bears positive relationship with turnover intention. Career stress usually results in psychological and physical discomfort, and hence turnover intention increases. Results have also shown that there is no interfering effect on the relationship between personality characteristics and leadership style and career stress. Moreover, personality characteristics bring no moderating effect on the relationship between career stress and turnover intention. Finally, findings indicate that career stress has more important indirect effect on leadership style and turnover intention than the direct effect. So, career stress has mediation effect on relationship between leadership style and turnover intention.

This study assures that school principals have a great amount of responsibility towards teacher retention. They should be able to demonstrate transformational leadership through which school principals display people skills. By this they should act as good listeners within their schools, and express care about staff. The quality of relationships should thus be a priority. Only through this particular leadership style, positive energy would be generated.

Implications for School Principals

Leadership style can have profound effects on an organization and its staff members, and can determine whether the organization is effective or not. School principals are highly encouraged to

demonstrate transformational leadership with teachers. Teachers need to feel valued and that their opinions are solicited and incorporated into decisions or policies. They are called to foster the collaborative process, and to empower teachers. They should invest in trusting relationships with staff. Principals should distill the values and hopes and needs of teachers into a vision, and then encourage and empower followers to pursue that vision. They should conceive leadership as helping people to create a common vision and then to pursue that vision until it's realized.

Suggestions for Future Research

It is recommended that future research address the same topic, yet qualitatively. Through qualitative interviewing, the researchers could get a clearer and more thorough understanding of the impact of the various variables addressed in this study on teacher turnover.

Future research could also address the impact of organizational culture and departmental sub-cultures in schools, on teacher turn over.

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