

How to get through hard times: principals' listening buffers teachers' stress on turnover intention and promotes organizational citizenship behavior

Article

Accepted Version

Rave, R., Itzchakov, G. ORCID: <https://orcid.org/0000-0003-1516-6719>, Weinstein, N. ORCID: <https://orcid.org/0000-0003-2200-6617> and Reis, H. T. (2023) How to get through hard times: principals' listening buffers teachers' stress on turnover intention and promotes organizational citizenship behavior. *Current Psychology*, 42 (28). pp. 24233-24248. ISSN 1936-4733 doi: <https://doi.org/10.1007/s12144-022-03529-6>
Available at <https://centaur.reading.ac.uk/107008/>

It is advisable to refer to the publisher's version if you intend to cite from the work. See [Guidance on citing](#).

To link to this article DOI: <http://dx.doi.org/10.1007/s12144-022-03529-6>

Publisher: Springer

All outputs in CentAUR are protected by Intellectual Property Rights law, including copyright law. Copyright and IPR is retained by the creators or other copyright holders. Terms and conditions for use of this material are defined in the [End User Agreement](#).

www.reading.ac.uk/centaur

CentAUR

Central Archive at the University of Reading

Reading's research outputs online

**How to Get Through Hard Times: Principals' Listening Buffers Teachers' Stress on
Turnover Intention and Promotes Organizational Citizenship Behavior**

Roy Rave¹, Guy Itzchakov¹ Netta Weinstein² & Harry T. Reis³

¹University of Haifa, ²University of Reading, ³University of Rochester

*co-first authors

Word count: 7,050

Data availability statement: The data and code are available upon request from the corresponding author.

Author Note. Correspondence concerning this article should be addressed to Dr. Guy Itzchakov: gitzchako@univ.haifa.ac.il. Department of Human Services, the University of Haifa, Abba Khoushy Ave 199, Haifa, 349883, Israel. This research was funded by grant Number 1235/21 from the Israeli Science Foundation to Dr. Guy Itzchakov.

The authors have no conflict of interest.

Abstract

When principals listen to their teachers, they may foster an open and receptive work environment that helps teachers adapt during stressful times. Two studies examined the role of perceived principals' listening to teachers on workplace outcomes. Study 1 ($N = 218$) was conducted during the first nationwide lockdown in Israel. Study 2 ($N = 247$) was conducted during a later lockdown and controlled for social support to test the independent effects of the two distinct interpersonal experiences. Findings supported our hypothesis that principals' listening would relate to lower teacher turnover intention. In addition, in line with our hypothesis, teachers high on perceived stress generally reported higher turnover intentions. However, the detrimental effect of perceived stress was not observed when teachers evaluated their principals as good listeners. Finally, we anticipated and found that principal listening is associated with organizational citizenship behavior. Specifically, teachers were more likely to help one another when feeling listened to by their principals.

Keywords: Teachers, principals, listening, stress, COVID-19, turnover intentions, OCB

Introduction

Even in the best of times, teaching is a demanding profession that requires emotional and cognitive resources (Simbula, 2010). The COVID-19 pandemic brought about many changes in the education system, effectively increasing demands on teachers while reducing their available resources (Daniel, 2020; Donitsa-Schmidt & Ramot, 2020). Teachers were asked to adapt and re-adapt their teaching for online and masked in-person learning amidst economic and health uncertainties (Kim & Asbury, 2020). For example, when the COVID-19 pandemic began, teachers were asked to teach from their homes, although many did not possess a computer suited to their new needs or a webcam, were unfamiliar with video conferencing platforms, and received little or no technical assistance (Donitsa-Schmidt & Ramot, 2020; Hebebcı et al., 2020). They spent hours developing new lesson plans tailored to online teaching while maintaining daily contact with students and parents without receiving additional pay (Turner & Adame, 2020),

These changes were stressful (MacIntyre et al., 2020; Talidong & Toquero, 2020) and consequential for teachers (e.g., Kulikowski et al., 2022). According to the job demands-resource model, when psychosocial stressors at work are more substantial than the employee's resources, their turnover intention increases (Demerouti et al., 2001). During COVID-19, teachers' stress level has increased (Diliberti & Kaufman, 2020). Stress has been associated with adverse outcomes for teachers within the education context, notably including higher turnover intention (Califf & Brooks, 2020; Räsänen et al., 2020; Ryan et al., 2017; Skaalvik & Skaalvik, 2016). In practice, this process undermines the wellness of those responsible for delivering child education (i.e., the teachers) and the organization itself because turnover requires investing significant resources to recruit and train new educators and adjust to a changing workforce (Jackson, 2012).

Principals' Listening to Teachers

Teachers' stress comes at a great cost to them and, when they leave, to their schools. It is, therefore, worthwhile to identify ways to mitigate the detrimental outcomes of such, often unavoidable, workplace stress. The current paper aimed to do so by examining whether feeling listened to is a consequential source of relational support in the education workplace. We tested the notion that an important resource that may help teachers cope with pandemic-induced stress is experiencing high-quality listening from their school principals.

From the speakers' perspective, listening is a multidimensional construct (Kluger & Itzchakov, 2022; Worthington & Bodie, 2018) that includes attention, comprehension, and positive intention (Itzchakov & Kluger, 2017a). Attention includes non-verbal signals, known as backchannel communication (Bavelas et al., 2000), such as head-nodding, constant eye contact (Bavelas et al., 2002), and body orientation toward the other (Bodie et al., 2014), which convey that the listener is focusing on the speaker. Comprehension refers to the degree to which the listener understands the speaker's cognitive and emotional standpoint (Imhof, 2010) and is conveyed through verbal signals such as paraphrasing (Weger et al., 2010), reflecting back the speaker's feelings (Nemec et al., 2017), and asking open-ended questions (Van Quaquebeke & Felps, 2018). Finally, positive intention refers to the degree to which the listener promotes the needs of the speaker while avoiding a judgmental response (Rogers, 1951; Rogers & Roethlisberger, 1991/1952). The more listeners convey attention, comprehension, and positive intention, the more they signal their good listening to the speaker (Kluger & Itzchakov, 2022).

In the present research, we sought to examine whether the perceived listening quality of the school principal, an influential figure for teachers in their roles (e.g., Wahlstrom & Louis, 2008), serves as a buffer against one particularly harmful consequence of work stress, namely

turnover intentions and whether it can promote a desired organizational consequence—organizational citizenship behavior (hereafter, OCB). Although these links have not been studied outright, in the past, when principals listen well, they help their teachers feel supported, cared for, and more tolerant of their own negative emotions (Hanko, 2002). They are perceived as more respectful when encountering a conversation involving complaints (Robinson & Le Fevre, 2011). Moreover, teachers who perceive their principals as good listeners report higher job satisfaction (Falcione et al., 1977). Arguably, principals' listening quality promotes positive emotional change for teachers and enhances their ability to reframe negative events at work (Berkovich & Eyal, 2018). These theorizing and nascent results suggest that principals who are perceived as good listeners promote positive outcomes for teachers at work. We focus on two important outcomes: organizational citizenship behaviors, which foster a positive work environment (Bogler & Somech, 2004; Somech & Ron, 2007), and turnover intentions, which undermine the stability of the school (Pomaki et al., 2010).

Listening and OCB

Organizational citizenship behavior (hereafter OCB) is defined as a behavior that promotes the social and psychological environment at work, which can be directed toward individuals or the organization (Williams & Anderson, 1991). OCB usually refers to an employee's nonmandatory behavior, exceeds core obligations, and is performed due to personal choice and proactive initiative (Organ, 1988). Simply put, OCB can be thought of as voluntarily helping others and the organization. OCB enhances the organization's performance and success (Williams & Anderson, 1991).

Teaching is an intensive and multifaceted profession, and it is quite difficult to provide a clear definition of the many formal tasks that teachers undertake. Therefore, it can be unclear if

teachers' tasks and behaviors are part of their jobs or extend beyond their required role (e.g., Barnett, 1994). Therefore, the culture of schools is arguably distinct from most ordinary organizations because the teachers' job description is unclear regarding what constitutes mandatory behavior and OCB. Furthermore, in many circumstances, OCB is required to achieve the school's goals (Lev & Koslowsky, 2012; Zeinabadi, 2010). For example, school trips require multiple teachers to volunteer several times a year, whereas according to the job description, only the homeroom teacher is required to do so. Teachers' tendency to invest in school beyond their mandatory requirements contributes to school functioning and performance (e.g., Orr & Orphanos, 2011). Indeed, schools count on teachers going beyond the mandatory expectations and could not achieve their goals if teachers limit their contributions to only those specified in their job descriptions (Dipaola & Tschannen-Moran, 2001).

The original definitions of OCB treated it as an individual behavior of an employee (Organ, 1988; Williams & Anderson, 1991). However, later definitions expanded the construct to refer also to group behaviors or a climate of OCB that impacts the organization, which is termed Group OCB (Vigoda-Gadot et al., 2007; hereafter GOCB). There is reason to believe that principals' listening would promote GOCB (OCB culture) in schools. When individuals feel listened to, they are likely to feel a greater sense of loyalty to and engagement with their colleagues and the school in general. Principals are the leaders in their schools and play a large role in determining the school's values, norms, and organizational culture (Leithwood & Jantzi, 2006). Therefore, they can promote helping norms, thus enhancing the cooperation between teachers (Van Dick et al., 2007). School principals can also facilitate activities in the school that increase teachers' willingness to display OCB (Somech & Ohayon, 2019). Arguably, when school principals listen well to their teachers, they set an example to other teachers that such

listening quality and teachers' GOCB. It is therefore important to examine whether listening plays a role in OCB culture in the school workplace.

Hypothesis 1: Principals' listening quality will be positively associated with GOCB culture during the outbreak of the COVID-19.

Listening, Turnover Intentions, and the Moderating Role of Stress

We hypothesize that teachers who feel listened to and cared for are more likely to stay at their job even in a time of crisis, such as during COVID-19 lockdowns. Building from research in other work domains, good listeners facilitate high-quality connections (Stephens et al., 2012) and relational coordination at the workplace (Gittell, 2016). Relational coordination is characterized by mutual respect, shared goals, shared knowledge, and reduced turnover intentions (Falatah & Conway, 2019). The experience of high-quality listening signals to employees that they are cared for and accepted in the organization, making them more likely to stay with the organization (Morrison, 2009).

Empirical work supports the role of listening in reducing turnover intentions. Reynolds-Kueny and Shoss (2020) found that when employees experienced good listening when sharing negative emotions, their turnover intentions were reduced. On the other hand, when employees experienced negative listener reactions—for example, responses characterized by a judgmental nature or lack of interest—their turnover intentions increased. Of importance to the present study, Lloyd, Boer, Keller, et al. (2015) found negative associations between employees' perception of their supervisors' listening quality and turnover intentions, $r_s = -.66, -.53$. Yet, it is still unclear whether principals have similar effects on teachers in their schools and whether the model holds true during high-stress times, such as during the COVID-19 outbreak.

Hypothesis 2: Principals' listening quality will be negatively associated with teachers' turnover intention during the COVID-19 outbreak.

Alongside Hypothesis 2 regarding the main effects of principals' listening on turnover intention, we also anticipated a moderation effect wherein the relationship between principals' listening quality and teachers' turnover intentions would depend on teachers' stress levels at work. Specifically, the positive effects of listening have been theorized (Rogers, 1962; Rogers, 1980) and empirically found to operate through the reduction of speakers' anxiety (Itzchakov et al., 2016; Itzchakov et al., 2018; Itzchakov et al., 2017) or, relatedly, increasing their psychological safety (Castro et al., 2018). In the context of teachers' stress, when there is little stress to reduce, feeling listened to may not influence the speakers' burnout or commitment to the workplace, both proximal precursors of turnover intention (Nagar, 2012; Pretorius, 1993). On the other hand, we speculated that principals' listening would matter more when teachers were under high levels of stress. Supporting this view, (Itzchakov et al., 2017) found that high-quality listening had a larger effect on attitude change for speakers with high anxiety.

Hypothesis 3: Principals' listening quality will be negatively associated with teachers' turnover intentions and will be moderated by stress such that the effect will be stronger when the teacher's stress level is higher.¹

Figure 1 presents the entire theoretical model.

Overview of the Present Studies

¹ Note that we do not hypothesize a moderation effect on GOCB culture because we measured teachers' evaluations of their colleagues' behavior to avoid social desirability issues. Perceptions of colleagues' behavior should not vary by the stress levels of the teacher, who rates the extent to which the principal listens.

Little is known about the role of feeling listened to as a buffer of stress. However, there is reason to believe that perceiving significant others, especially managers in the workplace, genuinely listening to one would reduce the burnout associated with workplace stress and encourage OCB (prosocial behaviors) during stressful periods. Specifically, a recent longitudinal study suggests that managers who are perceived as good listeners strengthen their employees' perceived control, which consequently reduced affective job insecurity, a proxy of stress (Kriz et al., 2021). Affective job insecurity refers to distress over a potential job loss (Huang et al., 2012).

We conducted two field studies to test the research hypotheses to address this gap in our understanding and identify the potential role of perceived high-quality listening. Study 1 ($N = 218$) took place during the first nationwide lockdown in Israel. During this time, teachers of all grades were forced to move and adapt to online teaching quickly. Data collection for Study 2 took place during the third nationwide lockdown in Israel ($N = 247$). Teachers of all grades, once again, had to move from in-person to online teaching. In both studies, we examined all research hypotheses.

Study 1

Method

Participants and Procedure

Participants were 221 Israeli teachers from the center of Israel (Tel-Aviv metropolitan area). The first and second authors sent a redistributable link, programmed in Qualtrics, and an invitation to participate in a study about teachers' emotions and perspectives during the pandemic. Participation in the study was voluntary and anonymous. Out of those teachers, three were employees of kindergartens and were excluded from the data analyses (final sample size: $N = 218$, 78.5% female). The participants were teachers who taught in elementary schools (35.2%),

middle schools (14.2%), and high schools (50.7%). The average age of the teachers was $M = 43.41$ years, $SD = 10.87$, and the average seniority in teaching was $M = 13.28$ years, $SD = 10.40$. The data collection took place in the central area of Israel during the outbreak of the COVID-19 pandemic and the first nationwide lockdown. During this time, the teachers, for the first time, had to move most of their lessons to online platforms.

Teachers were able to observe their colleagues' OCB behaviors during the lockdowns in several ways: Phone conversations, meeting via Zoom, and other platforms for group chats, shared documents, and lesson plans in their educational cloud (e.g., Google drive, Google classroom OneDrive). School teaching is one of the few professions in Israel that did not close or move entirely online during the lockdown. Therefore, some classes were taught in a hybrid model, some in a hybrid model, and some entirely online. In addition, few meetings were held in person. Hence, teachers were able to observe the colleague's organizational citizenship behaviors during the lockdowns

Power analysis. Sensitivity analysis indicated that the smallest effect size for an interaction that this sample size can detect with a power of 80% was *Cohen's f* = .036, which is equivalent to $R^2_{\text{change}} = .001$. That is, the sample size had sufficient power to detect an interaction of a small magnitude (Faul et al., 2007).

Measures

All measures were administered in Hebrew, and ratings ranged from 1 (*not at all*) to 9 (*very much*) on a Likert-type scale.

Principal's listening quality. We assessed teachers' perceived listening quality of their principals with six items from the constructive listening behavior scale (Kluger & Bouskila-Yam, 2018). Example items were, "When my principal listens to me most of the time, he or she:

items were: “In the last month, how often have you felt nervous and 'stressed' because of something that happened at work?” and “In the last month, how often have you been upset because of something that happened unexpectedly at work?” ($\alpha = .88$).

Job security. Job security served as a control variable. The pandemic brought about financial uncertainty, which might be associated with our moderator, work stress (Kahn et al., 2006; Malik et al., 1991; Tang et al., 2001). Specifically, we asked the teachers if they had tenure, which is a proxy of job security in the education system. Out of the teachers in the sample, 72.6% had tenure.

Results

Table 1 presents the descriptive statistics and correlations among the variables in the study. As predicted, the correlation between the listening quality of the principals and organizational citizenship behavior was strong, positive, and significant, $r(216) = .49, p < .001$ (for updated correlational benchmarks in organizational behavior, see Bosco et al., 2015). Furthermore, as Table 2 shows, principals' listening quality was associated with group organizational citizenship behavior above and beyond job security (tenure), $\beta = .49, p < .001$. These results are consistent with Hypothesis 1 and suggest that as principals listening quality increases, teachers feel that their schools' OCB climate is better.

Second, as predicted, the listening quality of principals had a moderately negative and significant association with teachers' turnover intentions, $r(216) = -0.27, p < .001$.

Principals' listening quality was significantly associated with turnover intentions above and beyond stress, Listening \times Stress interaction, and job security, $b = -0.17, SE = .06, p = .006, 95\%CI [-0.30, -0.05]$, providing support for Hypothesis 2 regarding the main effect of listening on turnover intention.

As can be seen in Table 3, the Listening \times Stress interaction (with principals' listening and stress mean-centered) was also significant when turnover intentions was defined as a dependent variable, $F(1, 213) = 9.43$, $R^2_{\text{change}} = 0.04$, $b = -0.07$, $SE < .01$, $p = .002$, $95\%CI [-0.12, -0.03]$.

Following the interaction effect between principals' listening and teachers' stress, we examined the simple slopes with the recommendations by Hayes (2017) to probe the simple slopes at these percentiles to ensure that the probed points are always within the data's observed range (For example, see Goldstein et al., 2020; Holley et al., 2020; Morton et al., 2020).

The simple slope for teachers with low-stress levels (16th percentile) was not significant, $b = 0.04$, $SE = .10$, $p = .73$, $95\%CI [-0.17, 0.24]$. The simple slope for teachers with moderate levels of stress (50th percentile), was negative and significant, $b = -0.18$, $SE = .06$, $p = .005$, $95\%CI [-0.30, -0.05]$. The strongest simple slope was for teachers with high-stress levels (84th percentile), $b = -0.39$, $SE = .08$, $p < .001$, $95\%CI [-0.55, -0.23]$. As shown in Figure 2, perceived principals' listening quality was associated with a greater reduction in the turnover intention for teachers with high levels of stress than for teachers with low levels of stress. Moreover, the floodlight technique (Johnson & Neyman, 1936; Spiller et al., 2013) indicated that the interaction became significant when teachers' stress levels were higher than -0.57 SDs from the mean, $95\%CI [-0.28, -0.02]^2$. This result lends support to Hypothesis 3.

Auxiliary analysis

² This confidence interval, and all other confidence intervals which will be reported next to the floodlight analysis, represents the lowest value of stress from there the interaction became significant.

We examined hypothesis 3 when GOCB was added as an additional control variable. As Model 2 in Table 2 shows, the Listening \times Stress interaction remained significant when adding GOCB as a covariate, $\beta = -0.21, p = .001$. As in the original analysis, the association between principal's listening and teachers' turnover intentions was negative and significant for teachers with high-stress levels (84th percentile), $b = -0.33, SE = .08, p < .001$, but not for teachers with low stress levels (16th percentile), $b = 0.12, SE = .11, p = .27$. Floodlight analysis indicated that interaction became significant when teachers' stress levels were 0.319 SDs from the mean and above (56.88th percentile), 95% *CI* [-0.28, -0.01]. The main effect of the principal's listening was not significant, $p = .11$, as well as the main effect for GOCB, $p = .10$.

Study 1 provided support for all research hypotheses. The listening quality of school principals was associated with a higher organizational citizenship behavior climate in schools and reduced turnover intentions. Notably, the teachers' stress levels moderated the relationship between listening and turnover intention. A significant decrease emerged in teachers with high perceived stress when they perceived their principals to be good listeners. On the other hand, teachers with low perceived stress did not report a significant decrease in their turnover intentions when they perceived their principals as good listeners. These findings support a view of stress as an antecedent in turnover intentions (Liu & Onwuegbuzie, 2012). Specifically, listening had little or no effect on stress-related outcomes when there was no stress to reduce. This finding is consistent with previous research identifying the benefits of listening for reducing stress and its related aversive feelings such as state anxiety (Itzchakov, 2020), state social anxiety (Itzchakov et al., 2018; Itzchakov & Kluger, 2017b; Itzchakov et al., 2017), and negative affect (Lloyd, Boer, Kluger, et al., 2015). Although the magnitude of the interaction effect size, .04, is

small according to (Cohen, 1988), a 30-year review of 261 interaction effects in applied psychology and management indicates that it is in the 88.90th percentile (Aguinis et al., 2005).

Although our analyses with turnover intention as an outcome identified beneficial effects of principal listening to highly stressed teachers even when controlling for GOCB, Study 1 did not directly measure social support to account for its possible confounding effects on principal listening. It left an important question unanswered: Will supervisor listening still benefit teachers when controlling for the broader construct of social support? The link between teachers' stress and social support is well-established (Griffith et al., 1999), and relying on meaningful others is the most frequently used technique teachers use to cope with stress (Richards, 2012). Distinguishing listening from general social support is important because the two constructs, though conceptually and operationally distinct, are often highly correlated (Pines et al., 2002). Listening, by definition, includes social support. The reverse is not true; social support does not necessarily involve listening. Namely, listening requires a conversation between a speaker and a listener. In contrast, teachers can perceive social support without a conversation, for example, by offering a hug, helping a teacher with the burden of classwork, receiving a letter following a difficult event, or receiving a dinner when one is sick (for a review see; Weinstein et al., 2022). Thus, we cannot attribute the significance of listening by measuring perceived social support more broadly. Namely, it is impossible to infer the effects of listening by measuring global social support because it includes additional behaviors besides listening.

Study 2

The goals of Study 2 were threefold. First, we aimed to replicate the results of Study 1 during a later stage of the COVID-19 pandemic, after some adaptation to the pandemic had taken place, to test for generalizability of the effects across stressful situations. Therefore, this study

occurred in northern Israel during the third nationwide lockdown, when teachers were still under high strain and uncertainty but were more familiar with new teaching methods as compared to the first lockdown.

Second, we sought to test whether the main research hypotheses were supported when the sample included only full-time teachers. Study 1 data did not measure work status. This oversight meant that we could not distinguish those teachers likely to be most affected by both principals and by the transition to online teaching (i.e., full-time teachers). In order to address these questions, we conducted Study 2 with full-time teachers.

Finally, to account for the potentially confounding role of social support, we examined if principals' listening quality influences organizational-citizenship behavior climate in schools and teachers' turnover intentions above and beyond social support.

Method

Participants and Procedure

Data collection took place in northern Israel during the third nationwide lockdown. During this time, the teachers once again had to move from in-person to online teaching. We recruited 266 full-time employees who worked in educational institutions in northern Israel. Of these employees, 88.3% of the teachers had tenure. Nineteen were not schoolteachers (e.g., secretaries, custodial workers, kindergarten teachers, principals) and hence were not included in the analyses (final sample size: $N = 247$) ($M_{\text{age}} = 41.71$, $SD = 10.34$, 82.1% female).

Power analysis. Sensitivity analysis indicated that the smallest effect size for an interaction that such a sample size, $N = 247$, can detect with a power of 80% was *Cohen's* $f = .032$, equivalent to $R^2_{\text{change}} = .001$. As in Study 1, the sample size had sufficient power to detect a weak interaction effect (Faul et al., 2007).

Measures

All measures were administered in Hebrew and ranged from 1 (*not at all*) to 9 (*very much*) on a Likert-type scale. We used the same measures as in study 1: $\alpha_{\text{principals' listening}} = .97$, $\alpha_{\text{GOCB}} = .95$, $\alpha_{\text{turnover intentions}} = .90$, $\alpha_{\text{stress}} = .88$.

Social support. New to this study, we assessed teachers' perceived social support received from their colleagues at work as a control variable with three items from a scale developed by Zimet et al. (1988). The three items we used were: "I can share my joys and difficulties with my colleagues.", "When I have a problem, I have a colleague I can turn to for help." and "I get emotional help and support I need from my colleagues" ($\alpha = .94$).

Results

Table 5 presents the descriptive statistics and correlations among the variables in the study. In addition, the correlation between principals' listening and GOCB controlling for social support was positive and significant, $r_{\text{partial}}(245) = .22, p < .001$. Results (summarized in Table 6) were consistent with Study 1 findings. Listening was associated with GOCB when the effect size was smaller than in Study 1, when we controlled for job security, $\beta = .19, p < .001$. The effect held after controlling for social support as well. Principals' listening quality was significantly associated with organizational citizenship behavior above and beyond social support and job security (tenure).

Supporting Hypothesis 2, the correlation between principals' listening and turnover intention was negative and significant, $r(245) = -.19, p = .003$ (see Table 4). As Model 1 (Table 4) shows, similar to Study 1 principals' listening quality was associated with lower turnover intention when controlling for job security, $\beta = -.19, p = .003$. In Model 2, where social support and the Listening \times Stress were added as independent variables, the main effect of social support

was significant, $\beta = -0.27, p < .001$, whereas the main effect of principal's listening was no longer significant, $\beta = 0.02, p = .97$. There was a significant interaction between Principal Listening \times Stress, $\beta = -0.13, p = .027$, providing support for Hypothesis 3 (Table 7). Specifically, the simple slope for teachers with low-stress levels (16th percentile) was not significant, $b = 0.14, SE = .09, p = .15, 95\%CI [-0.05, 0.33]$. The simple slope for teachers with moderate levels of stress was also not significant, $b = 0.01, SE = .06, p = .89, 95\%CI [-0.11, 0.13]$. However, the simple slope for teachers with high-stress levels (84th percentile) was negative and marginally significant, $b = -0.14, SE = .07, p = .06, 95\%CI [-0.30, 0.00]$.

The floodlight technique (Johnson & Neyman, 1936; Spiller et al., 2013) indicated that the interaction became significant when the value of stress exceeded 3.39 SDs above the mean (87.04th percentile), $95\% CI [-0.326, -0.004]$. As shown in Figure 3, perceived principals' listening quality was negatively associated with turnover intentions for teachers with high levels of stress to a greater extent than turnover intentions for teachers with low levels of stress. This result lends support to Hypothesis 3.

Auxiliary analysis

As in Study 1, we tested Hypothesis 3 when adding GOCB as an additional control variable. As Model 2 in Table 8 shows, the Listening \times Stress interaction remained significant when adding GOCB as a covariate, $\beta = -0.15, p = .014$. Simple slope analysis indicated that, the association between principal's listening and teachers' turnover intentions was negative and marginally significant for teachers with high-stress levels (84th percentile), $b = -0.14, SE = .08, p = .08$, while being positive and marginally significant for teachers with low stress levels (16th percentile), $b = 0.19, SE = .10, p = .06$. Floodlight analysis (Johnson & Neyman, 1936) indicated that the interaction became significant when teachers' stress levels exceeded 3.68 SDs above the

mean (87th percentile) 95% *CI* [-0.35, -0.07]. The main effect of the principal's listening was not significant, $p = .65$. The main effect of GOCB was marginally significant, $p = .09$. Yet, the main effect of social support was significant, $p = .02$.

Convergent and discriminative validity

Because social support and GOCB are forms of helping others, we conducted convergent and discriminant validity analyses. Figure 4 presents the standardized factor loadings for each measure. The composite reliability (CR), which indicates the internal consistency of factors, was .93 for social support and .94 for GOCB, both well above the threshold of .70 for good reliability (Hair et al., 2010). The criterion for convergent validity is that the average variance extracted (AVE) is at least .50 and lower than CR. The AVEs for social support and GOCB were .82 and .80, respectively. Hence, the measures show convergent validity. The criterion for discriminant validity is that the AVE is higher than the maximum-shared squared variance (MSV) between constructs. As Figure 3 shows, the latent correlation between social support and GOCB is .71; thus, MSV is $.71^2 = .50$. The AVEs of social support and GOCB are greater than .50, indicating discriminant validity. Finally, the model fit indices indicated a good fit of the data to the model. The ratio between χ^2 and the *df* was 4.452. Hu and Bentler (1999) recommend a value of 5 or less as a benchmark for good fit, CFI = .985, TLI = .968, RMSEA = .074

In sum, the results of Study 2 were consistent with those of Study 1 and extended the model to a separate but still stressful workplace context: during a later pandemic stage, namely, a third nationwide lockdown. With this new sample, Hypothesis 2 concerning the relationship between principals' listening and teachers' turnover intentions was supported when controlling for job security, replicating Study 1. However, the main effect relation was no longer significant when controlling for social support. Conversely, Hypothesis 3 regarding the stress x listening

moderation replicated even when accounting for social support and showed that principals' listening related to lower turnover intention for highly stressed teachers.

The study also revealed that social support might be as important as or even more critical than the listening quality of principals. The study's findings indicate that listening has a unique role in facilitating organizational-citizenship behavior above and beyond social support. The study sheds light on the unique contribution of principals' listening, above and beyond the perception of general social support, to teachers with high-stress levels in reducing their turnover intentions during stressful times (see Table 9 for demographics data of participants across both studies).

General Discussion

Teachers face high demands, both in general and perhaps particularly so during the COVID-19 outbreak, when they have been required to redesign their work amidst economic and health uncertainties. Given the crucial role that teachers play in the lives of children, the importance of their own welfare, and the documented implications of supervisors' listening in other workplaces, this work explored the premise that listening is an important contributor to a positive climate within schools and teachers' own experiences. With this premise in mind, this study explored how schoolteachers' experiences of being listened to by their principals related to their turnover intention and OCB climate – the helping behaviors in their schools.

The results were largely in line with our three hypotheses in two field studies. Specifically, perceiving principal listening was associated with higher group organizational citizenship behavior in Study 1 and Study 2 when controlling for general social support. Moreover, teachers' perception of their principals' listening quality was associated with lower turnover intentions in both studies. Yet in Study 2, the listening-turnover relationship was no

longer significant when we controlled for social support. This is perhaps because, across stress levels, social support was a more proximal influence than listening that shaped satisfaction with the workplace experience and, therefore, turnover intention.

Despite this, in both field studies, the relationship between teachers' perception of their principals' listening and their turnover intentions was moderated by work stress. Specifically, teachers who felt high levels of stress benefited more with regard to their turnover intentions when they perceived their principals to be good listeners. On the other hand, teachers who reported low stress consistently had low turnover intentions and were therefore not benefited by listening, *per se*. This finding is consistent with the view that turnover intention most commonly reflects burnout caused by high-demand, low-resource teaching environments (Goddard & Goddard, 2006) and links teachers' stress to their turnover intentions (Liu & Onwuegbuzie, 2012; Ryan et al., 2017). Namely, perceived listening protected teachers from these increases in turnover intention under high stress. These interaction effects were evident in Study 1 and are still significant under more conservative analyses in Study 2 that controlled for social support alongside job security.

The independent effect of listening when teachers are high in stress should not be underestimated: turnover is consequential for teachers, who, when they change jobs, must pursue new economic opportunities, learn new skills when changing schools or professions, and lose familiar social contexts (Hanselman et al., 2016). Turnover is also consequential for schools, which must seek new teachers, train them, and assimilate them into the school's culture (Ingersoll, 2001). Our work suggests that principals – in their supervisory role – can promote teachers' commitment, a proxy of turnover intentions (Tett & Meyer, 1993), by listening to them. These findings align with and inform research in other organizational settings that link

supervisory listening to employee commitment and turnover intention (Lloyd, Boer, Keller, et al., 2015). It suggests that supervisors at the upper management level (in this case, principals, who are responsible for teachers throughout the school) can affect employee well-being (Castro et al., 2016; Study 7).

Across the two studies, we provided the results of the interaction effects with Hayes 'pick a point' approach and the floodlight analysis. The latter provides more specific detail on the interaction effects. The results of the floodlight analysis in Study 2 indicated that when controlling for social support, stress moderates the association between teachers' perception of their principal's listening quality and turnover intentions only for teachers with relatively high stress levels (from 3.61 SD above the mean).

In addition, we found that principal listening was linked to more of a culture of (group) organizational citizenship behaviors (GOCB). Teachers' organizational citizenship behavior is directed toward pupils, the staff, and the school, contributing to the school climate (Dipaola & Tschannen-Moran, 2001). This finding is important because GOCB culture contributes to the effective education of students (Oplatka, 2006; Sockett, 1994). Although we could not test moderation by stress for these models because we assessed teachers' evaluations of their *colleagues'* GOCB, future research can develop this work by using objective, independent accounts of OCB. In this case, we would expect that when teachers feel listened to by their principal, OCB behaviors will be more in evidence in their schools, with particular benefits of listening observed in the school during high-stress times.

The present findings are also consistent with previous work demonstrating that social support protects teachers in high-stress circumstances (Pomaki et al., 2010) and facilitates OCB (Kim et al., 2013). Principals' listening is likely a specific case of social support in that when

principals listen well, they provide teachers with social support. However, social support can occur without listening. For example, a principal can provide teachers with social support by complimenting them when they feel down or providing tangible resources to help them do their job. It also bears noting that whereas social support is typically conceptualized as a multidimensional and often inherently subjective construct (Taylor, 2012), listening describes a behaviorally specific feature of teachers' interaction with their principals. This work, therefore, provides novel insights into the kinds of interaction that promote OCB culture in schools and reduce turnover intentions in teachers.

Limitations and Future Research

The main limitation of the current studies is that both involved a single time-point cross-sectional design. Future work using longitudinal data collection, informant reports, and experimental field studies training principals to listen more effectively will help establish causal and long-term effects of listening to teachers.

Moreover, we measured general perceived stress, but the teaching profession holds different types of stressors. For example, two types of stress that have consistently been mentioned in the literature are related to students' behavior, discipline, and workload (Chaplain, 2008; Klassen & Chiu, 2010). Future research should examine whether listening to disclosures regarding these particular stressors facilitates teachers' well-being. It may be that merely allowing teachers the opportunity to self-express their views related to these issues may benefit health and well-being and reduce turnover intention (see Pennebaker, 1997).

Another limitation is that we measured principals' listening quality through teachers' assessments. Yet, previous work has shown that the association between listening as perceived by the speaker is weakly associated with the listener's perception or a third party perspective

(Bodie et al., 2014). Hence, teachers' perceptions are the preferred source when assessing the association of listening with their stress levels and behavioral intentions. However, it will be helpful to see how teachers' perceptions dovetail with those of the principals and independent observers.

Despite these limitations, this study highlighted the importance of teachers feeling listened to during the COVID-19 outbreak, when demands on teachers were higher than ever, highlighting the potential power that principals have to protect teachers' desires to leave their schools or professions by offering them a listening ear.

Because both studies were conducted during the outbreak of the COVID-19, many teachers may have shared stressors. In this case, a teacher might also benefit from observing a conversation when their principal listened well to another teacher who shared a similar stressor. The listening scale we used does not tap such experiences. However, it would be interesting to explore in a future study whether employees report lower turnover intentions and reduction in stress when they observe their manager listening to someone with similar concerns. Such a study would benefit the listening literature as, to the best of our present knowledge, no existing studies explore the effect of listening on an outside observer to a conversation.

An important point for discussion in the present work context is the source that provides social support. Listening has been theorized to be a specific social support behavior (Itzchakov & Weinstein, 2021; Weinstein et al., 2022). There are arguably potential differences when the person in a power position provides high-quality listening, such as the school principals in the present research, and when the person providing high-quality listening is a person of equal power, such as a colleague. Future studies should examine how these different listening sources (high power vs. equal power) affect the downstream effects of listening.

Furthermore, the present study suggests a practical implication for school systems - principals have scarce time. Our results hint it might be ok to focus more on the most stressed teachers because other teachers might have their stress alleviated through colleague social support.

Conclusions

Feeling listened to plays a crucial role in the work-life of teachers. Two field studies, which were conducted during a particularly stressful time for the education system, demonstrated that the principal's listening quality impacts helping behavior in their schools. Principals' listening quality was also negatively associated with teachers' turnover intentions, especially for teachers with high stress levels. We hope that the present work will open an avenue for more research on when teachers feel listened to and the effects these experiences have on teachers' work-related outcomes.

References

- Aguinis, H., Beaty, J. C., Boik, R. J., & Pierce, C. A. (2005). Effect Size and Power in Assessing Moderating Effects of Categorical Variables Using Multiple Regression: A 30-Year Review. *Journal of applied psychology, 90*(1), 94-107. <https://doi.org/10.1037/0021-9010.90.1.94>
- Barnett, R. (1994). *The limits of competence: knowledge, higher education and society*. ERIC.
- Bavelas, J. B., Coates, L., & Johnson, T. (2000). Listeners as co-narrators. *Journal of personality and social psychology, 79*(6), 941-952.
- Bavelas, J. B., Coates, L., & Johnson, T. (2002). Listener Responses as a Collaborative Process: The Role of Gaze. *Journal of Communication, 52*(3), 566-580. <https://doi.org/https://doi.org/10.1111/j.1460-2466.2002.tb02562.x>
- Berkovich, I., & Eyal, O. (2018). Principals' emotional support and teachers' emotional reframing: The mediating role of principals' supportive communication strategies. *Psychology in the Schools, 55*(7), 867-879.
- Bodie, G. D., Jones, S. M., Vickery, A. J., Hatcher, L., & Cannava, K. (2014). Examining the construct validity of enacted support: A multitrait-multimethod analysis of three perspectives for judging immediacy and listening behaviors. *Communication Monographs, 81*(4), 495-523. <https://doi.org/10.1080/03637751.2014.957223>
- Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and teacher education, 20*(3), 277-289.
- Bosco, F. A., Aguinis, H., Singh, K., Field, J. G., & Pierce, C. A. (2015). Correlational effect size benchmarks. *Journal of applied psychology, 100*(2), 431.

- Califf, C. B., & Brooks, S. (2020). An empirical study of techno-stressors, literacy facilitation, burnout, and turnover intention as experienced by K-12 teachers. *Computers & Education, 157*, 103971.
- Castro, D. R., Anseel, F., Kluger, A. N., Lloyd, K. J., & Turjeman-Levi, Y. (2018). Mere listening effect on creativity and the mediating role of psychological safety. *Psychology of Aesthetics, Creativity, and the Arts.*
- Castro, D. R., Kluger, A. N., & Itzhakov, G. (2016). Does avoidance-attachment style attenuate the benefits of being listened to? *European Journal of Social Psychology, 46*(6), 762-775.
- Chaplain, R. P. (2008). Stress and psychological distress among trainee secondary teachers in England. *Educational Psychology, 28*(2), 195-209.
- Cohen, J. (1988). *Statistical power analysis for the social sciences*. Erlbaum.
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of health and social behavior, 385-396.*
- Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects, 1-6.*
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology, 86*(3), 499-512.
- Diliberti, M., & Kaufman, J. H. (2020). Will This School Year Be Another Casualty of the Pandemic? Key Findings from the American Educator Panels Fall 2020 COVID-19 Surveys. Data Note: Insights from the American Educator Panels. Research Report. RR-A168-4. *Rand Corporation.*
- Dipaola, M., & Tschannen-Moran, M. (2001). Organizational citizenship behavior in schools and its relationship to school climate. *Journal of School Leadership, 11*(5), 424-447.

- Donitsa-Schmidt, S., & Ramot, R. (2020). Opportunities and challenges: teacher education in Israel in the Covid-19 pandemic. *Journal of Education for Teaching*, 1-10.
- Falatah, R., & Conway, E. (2019). Linking relational coordination to nurses' job satisfaction, affective commitment and turnover intention in Saudi Arabia. *Journal of Nursing Management*, 27(4), 715-721.
- Falcione, R. L., McCroskey, J. C., & Daly, J. A. (1977). Job satisfaction as a function of employees' communication apprehension, self-esteem, and perceptions of their immediate supervisors. *Annals of the International Communication Association*, 1(1), 363-375.
- Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G* Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior research methods*, 39(2), 175-191.
- Gittell, J. H. (2016). *Transforming relationships for high performance: The power of relational coordination*. Stanford University Press.
- Goddard, R., & Goddard, M. (2006). Beginning teacher burnout in Queensland schools: Associations with serious intentions to leave. *The Australian Educational Researcher*, 33(2), 61-75.
- Goldstein, B. L., Kessel, E. M., Kujawa, A., Finsaas, M. C., Davila, J., Hajcak, G., & Klein, D. N. (2020). Stressful life events moderate the effect of neural reward responsiveness in childhood on depressive symptoms in adolescence. *Psychological medicine*, 50(9), 1548-1555.
- Griffith, J., Steptoe, A., & Cropley, M. (1999). An investigation of coping strategies associated with job stress in teachers. *British Journal of Educational Psychology*, 69(4), 517-531.

- Hair, J., Black, W., Babin, B., & Anderson, R. (2010). *Multivariate data analysis* (7 ed.). Prentice-Hall.
- Hanko, G. (2002). Promoting empathy through the dynamics of staff development: What schools can offer their teachers as learners. *Pastoral Care in Education, 20*(2), 12-16.
- Hanselman, P., Grigg, J., Bruch, S. K., & Gamoran, A. (2016). The consequences of principal and teacher turnover for school social resources. In *Family environments, school resources, and educational outcomes*. Emerald Group Publishing Limited.
- Hayes, A. F. (2017). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. Guilford publications.
- Hebebcı, M. T., Bertiz, Y., & Alan, S. (2020). Investigation of views of students and teachers on distance education practices during the Coronavirus (COVID-19) Pandemic. *International Journal of Technology in Education and Science (IJTES), 4*(4), 267-282.
- Holley, C. E., Haycraft, E., & Farrow, C. (2020). Unpacking the relationships between positive feeding practices and children's eating behaviours: The moderating role of child temperament. *Appetite, 147*, 104548.
- Hu, L. t., & Bentler, P. M. (1999, 1999/01/01). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal, 6*(1), 1-55.
<https://doi.org/10.1080/10705519909540118>
- Huang, G. h., Niu, X., Lee, C., & Ashford, S. J. (2012). Differentiating cognitive and affective job insecurity: Antecedents and outcomes. *Journal of Organizational Behavior, 33*(6), 752-769.
- Imhof, M. (2010). What is going on in the mind of a listener? The cognitive psychology of listening. In A. D. Wolvin (Ed.), *Listening and human communication in the 21st century* (pp. 97-126). Blackwell.

- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American educational research journal*, 38(3), 499-534.
- Itzchakov, G. (2020). Can listening training empower service employees? The mediating roles of anxiety and perspective-taking. *European Journal of Work and Organizational Psychology*, 29(6), 938-952.
- Itzchakov, G., Castro, D. R., & Kluger, A. N. (2016). If you want people to listen to you, tell a story. *International Journal of Listening*, 30(3), 120-133.
- Itzchakov, G., DeMarree, K. G., Kluger, A. N., & Turjeman-Levi, Y. (2018). The listener sets the tone: High-quality listening increases attitude clarity and behavior-intention consequences. *Personality and social psychology bulletin*, 44(5), 762-778.
- Itzchakov, G., & Kluger, A. N. (2017a). Can holding a stick improve listening at work? The effect of Listening Circles on employees' emotions and cognitions. *European Journal of Work and Organizational Psychology*, 26(5), 663-676.
- Itzchakov, G., & Kluger, A. N. (2017b). The listening circle: a simple tool to enhance listening and reduce extremism among employees. *Organizational Dynamics*, 46(4), 220-226.
- Itzchakov, G., Kluger, A. N., & Castro, D. R. (2017). I am aware of my inconsistencies but can tolerate them: The effect of high quality listening on speakers' attitude ambivalence. *Personality and social psychology bulletin*, 43(1), 105-120.
- Itzchakov, G., & Weinstein, N. (2021). High-Quality Listening Supports Speakers' Autonomy and Self-Esteem when Discussing Prejudice. *Human communication research*, 47(3), 248-283. <https://doi.org/10.1093/hcr/hqab003>

- Itzhakov, G., Weinstein, N., & Cheshin, A. (2022). Learning to listen: Downstream effects of listening training on employees' relatedness, burnout, and turnover intentions. *Human Resource Management, n/a(n/a)*. <https://doi.org/https://doi.org/10.1002/hrm.22103>
- Jackson, K. M. (2012). Influence matters: The link between principal and teacher influence over school policy and teacher turnover. *Journal of School Leadership, 22*(5), 875-901.
- Johnson, P. O., & Neyman, J. (1936). Tests of certain linear hypotheses and their application to some educational problems. *Statistical research memoirs, 57-93*.
- Johnston, M., & Reed, K. (2017). Listening environment and the bottom line: How a positive environment can improve financial outcomes. *International Journal of Listening, 31*(2), 71-79.
- Kahn, J. H., Schneider, K. T., Jenkins-Henkelman, T. M., & Moyle, L. L. (2006). Emotional social support and job burnout among high-school teachers: is it all due to dispositional affectivity? *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 27*(6), 793-807.
- Kim, L. E., & Asbury, K. (2020). 'Like a rug had been pulled from under you': The impact of COVID-19 on teachers in England during the first six weeks of the UK lockdown. *British Journal of Educational Psychology, 90*(4), 1062-1083.
- Kim, Y.-J., Van Dyne, L., Kamdar, D., & Johnson, R. E. (2013). Why and when do motives matter? An integrative model of motives, role cognitions, and social support as predictors of OCB. *Organizational behavior and human decision processes, 121*(2), 231-245.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology, 102*(3), 741-756.

- Kluger, A. N., & Bouskila-Yam, O. (2018). Facilitating Listening Scale In D. L. Worthington & G. D. Bodie (Eds.), *The Sourcebook of Listening Research: Methodology and Measures* (pp. 272-280). John Wiley & Sons.
- Kluger, A. N., & Itzhakov, G. (2022). The power of listening at work. *Annual Review of Organizational Psychology and Organizational Behavior*, 9, 4.1–4.26.
<https://doi.org/https://doi.org/10.1146/annurev-orgpsych-012420-091013>
- Kriz, T. D., Jolly, P. M., & Shoss, M. K. (2021). Coping with organizational layoffs: Managers' increased active listening reduces job insecurity via perceived situational control. *Journal of occupational health psychology*, No Pagination Specified-No Pagination Specified.
<https://doi.org/10.1037/ocp0000295>
- Kulikowski, K., Przytuła, S., & Sułkowski, Ł. (2022). E-learning? Never again! On the unintended consequences of COVID-19 forced e-learning on academic teacher motivational job characteristics. *Higher Education Quarterly*, 76(1), 174-189.
- Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School effectiveness and school improvement*, 17(2), 201-227.
- Lev, S., & Koslowsky, M. (2012). On-the-job embeddedness as a mediator between conscientiousness and school teachers' contextual performance. *European Journal of Work and Organizational Psychology*, 21(1), 57-83.
- Liu, S., & Onwuegbuzie, A. J. (2012). Chinese teachers' work stress and their turnover intention. *International Journal of Educational Research*, 53, 160-170.
- Lloyd, K. J., Boer, D., Keller, J. W., & Voelpel, S. (2015). Is my boss really listening to me? The impact of perceived supervisor listening on emotional exhaustion, turnover intention, and organizational citizenship behavior. *Journal of Business Ethics*, 130(3), 509-524.

- Lloyd, K. J., Boer, D., Kluger, A. N., & Voelpel, S. C. (2015). Building trust and feeling well: Examining intraindividual and interpersonal outcomes and underlying mechanisms of listening. *International Journal of Listening*, 29(1), 12-29.
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System*, 94, 102352.
- Malik, J. L., Mueller, R. O., & Meinke, D. L. (1991). The effects of teaching experience and grade level taught on teacher stress: A LISREL analysis. *Teaching and Teacher Education*, 7(1), 57-62.
- Mobley, W. H., Horner, S. O., & Hollingsworth, A. T. (1978). An evaluation of precursors of hospital employee turnover. *Journal of applied psychology*, 63(4), 408.
- Morrison, R. L. (2009). Are women tending and befriending in the workplace? Gender differences in the relationship between workplace friendships and organizational outcomes. *Sex Roles*, 60(1), 1-13.
- Morton, C., Mooney, T. A., Lozano, L. L., Adams, E. A., Makriyianis, H. M., & Liss, M. (2020). Psychological inflexibility moderates the relationship between thin-ideal internalization and disordered eating. *Eating behaviors*, 36, 101345.
- Nagar, K. (2012). Organizational commitment and job satisfaction among teachers during times of burnout. *Vikalpa*, 37(2), 43-60.
- Nemec, P. B., Spagnolo, A. C., & Soydan, A. S. (2017, Dec). Can you hear me now? Teaching listening skills. *Psychiatric Rehabilitation Journal*, 40(4), 415-417.
<https://doi.org/10.1037/prj0000287>
- Oplatka, I. (2006). Going beyond role expectations: Toward an understanding of the determinants and components of teacher organizational citizenship behavior. *Educational Administration Quarterly*, 42(3), 385-423.

- Organ, D. W. (1988). *Organizational Citizenship Behavior: The Good Soldier Syndrom*. Lexington Books.
- Orr, M. T., & Orphanos, S. (2011). How graduate-level preparation influences the effectiveness of school leaders: A comparison of the outcomes of exemplary and conventional leadership preparation programs for principals. *Educational Administration Quarterly*, 47(1), 18-70.
- Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, 8(3), 162-166.
- Pines, A. M., Ben-Ari, A., Utasi, A., & Larson, D. (2002). A cross-cultural investigation of social support and burnout. *European Psychologist*, 7(4), 256.
- Pomaki, G., DeLongis, A., Frey, D., Short, K., & Woehrle, T. (2010). When the going gets tough: Direct, buffering and indirect effects of social support on turnover intention. *Teaching and teacher education*, 26(6), 1340-1346.
- Pretorius, T. B. (1993). Commitment, participation in decision-making and social support: Direct and moderating effects on the stress-burnout relationship within an educational setting. *South African Journal of Psychology*, 23(1), 10-14.
- Räsänen, K., Pietarinen, J., Pyhältö, K., Soini, T., & Väisänen, P. (2020). Why leave the teaching profession? A longitudinal approach to the prevalence and persistence of teacher turnover intentions. *Social Psychology of Education*.
- Reynolds-Kueny, C., & Shoss, M. K. (2020). Sensemaking and Negative Emotion Sharing: Perceived Listener Reactions as Interpersonal Cues Driving Workplace Outcomes. *Journal of Business and Psychology*, 1-18.

- Richards, J. (2012). Teacher stress and coping strategies: A national snapshot. *The educational forum*,
- Robinson, V., & Le Fevre, D. M. (2011). Principals' capability in challenging conversations: The case of parental complaints. *Journal of Educational Administration*, 49, 227–255.
<https://doi.org/doi:10.1108/09578231111129046>
- Rogers, C. R. (1951). *Client-centered therapy, its current practice, implications, and theory*. Houghton Mifflin.
- Rogers, C. R. (1962). The interpersonal relationship. *Harvard educational review*, 32(4), 416-429.
- Rogers, C. R. (1980). *A way of being*. Houghton Mifflin Harcourt.
- Rogers, C. R., & Roethlisberger, F. J. (1991/1952, Nov-Dec). HBR Classic - Barriers and gateways to communication (Reprinted from Harvard Business Review, July August, 1952). *Harvard Business Review*, 69(6), 105-111. <Go to ISI>://A1991GQ74300009
- Ryan, S. V., Nathaniel, P., Pendergast, L. L., Saeki, E., Segool, N., & Schwing, S. (2017). Leaving the teaching profession: The role of teacher stress and educational accountability policies on turnover intent. *Teaching and Teacher Education*, 66, 1-11.
- Simbula, S. (2010). Daily fluctuations in teachers' well-being: A diary study using the Job Demands–Resources model. *Anxiety, Stress, & Coping*, 23(5), 563-584.
- Skaalvik, E. M., & Skaalvik, S. (2016). Teacher stress and teacher self-efficacy as predictors of engagement, emotional exhaustion, and motivation to leave the teaching profession. *Creative Education*, 7(13), 1785.

- Sockett, H. (1994). The Moral base for teacher professionalism. *Thresholds in Education*, 20, 2-9.
- Somech, A., & Ohayon, B.-E. (2019). The trickle-down effect of OCB in schools: The link between leader OCB and team OCB. *Journal of Educational Administration*.
- Somech, A., & Ron, I. (2007). Promoting organizational citizenship behavior in schools: The impact of individual and organizational characteristics. *Educational Administration Quarterly*, 43(1), 38-66.
- Spiller, S. A., Fitzsimons, G. J., Lynch, J. G., & McClelland, G. H. (2013). Spotlights, Floodlights, and the Magic Number Zero: Simple Effects Tests in Moderated Regression. *Journal of Marketing Research*, 50(2), 277-288. <https://doi.org/10.1509/jmr.12.0420>
- Stephens, J. P., Heaphy, E., & Dutton, J. E. (2012). High-Quality Connections. In G. M. Spreitzer & K. S. Cameron (Eds.), *The Oxford Handbook of Positive Organizational Scholarship* (pp. 385-399). Oxford University Press.
- Talidong, K. J. B., & Toquero, C. M. D. (2020). Philippine teachers' practices to deal with anxiety amid COVID-19. *Journal of Loss and Trauma*, 1-7.
- Tang, C. S. K., Au, W. T., Schwarzer, R., & Schmitz, G. (2001). Mental health outcomes of job stress among Chinese teachers: Role of stress resource factors and burnout. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 22(8), 887-901.
- Tangirala, S., & Ramanujam, R. (2012). Ask and you shall hear (but not always): Examining the relationship between manager consultation and employee voice. *Personnel Psychology*, 65(2), 251-282.
- Taylor, S. E. (2012). Social support: A review. In S. Friedman H (Ed.), *The Oxford Handbook of Health Psychology* (pp. 189-214). New York: Oxford University Press, (pp. 189-214). New York.

- Tett, R. P., & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: path analyses based on meta-analytic findings. *Personnel Psychology, 46*(2), 259-293.
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research, 83*(3), 357-385.
<https://doi.org/10.3102/0034654313483907>
- Turner, C., & Adame, D. (2020, April 11). There's A Huge Disparity: What Teaching Looks Like During Coronavirus *npr*. <https://www.npr.org/2020/04/11/830856140/teaching-without-schools-grief-then-a-free-for-all>
- Uziel, L. (2010). Rethinking social desirability scales: From impression management to interpersonally oriented self-control. *Perspectives on Psychological Science, 5*(3), 243-262.
- Van Dick, R., Hirst, G., Grojean, M. W., & Wieseke, J. (2007). Relationships between leader and follower organizational identification and implications for follower attitudes and behaviour. *Journal of Occupational and Organizational Psychology, 80*(1), 133-150.
- Van Quaquebeke, N., & Felps, W. (2018). Respectful inquiry: A motivational account of leading through asking questions and listening. *Academy of Management Review, 43*(1), 5-27.
- Vigoda-Gadot, E., Beeri, I., Birman-Shemesh, T., & Somech, A. (2007). Group-level organizational citizenship behavior in the education system: A scale reconstruction and validation. *Educational Administration Quarterly, 43*(4), 462-493.
- Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational Administration Quarterly, 44*(4), 458-495.

- Weger, H., Castle, G. R., & Emmett, M. C. (2010). Active listening in peer interviews: The influence of message paraphrasing on perceptions of listening skill. *International Journal of Listening*, 24(1), 34-49. <https://doi.org/10.1080/10904010903466311>
- Weinstein, N., Itzhakov, G., & Legate, N. (2022). The Motivational Value of Listening During Intimate and Difficult Conversations. *Social and Personality Psychology Compass*. <https://doi.org/https://doi.org/10.1111/spc3.12651>
- Williams, L. J., & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management*, 17(3), 601-617.
- Worthington, D. L., & Bodie, G. D. (2018). Defining Listening: A Historical, Theoretical, and Pragmatic Assessment. . In D. L. Worthington & G. D. Bodie (Eds.), *The Sourcebook of Listening Research: Methodology and Measures* (pp. 3-17). Wiley.
- Zeinabadi, H. (2010). Job satisfaction and organizational commitment as antecedents of organizational citizenship behavior (OCB) of teachers. *Procedia-Social and Behavioral Sciences*, 5, 998-1003.
- Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The multidimensional scale of perceived social support. *Journal of personality assessment*, 52(1), 30-41.

Table 1*Study 1: Descriptive statistics and correlations among the variables*

	<i>M</i>	<i>SD</i>	1	2	3	4
1. Principals' listening quality	6.56	2.27	(.97)			
2. Organizational citizenship behavior	5.80	2.17	.49**	(.94)		
3. Turnover intentions	2.88	2.22	-.27**	-.19**	(.90)	
4. Work stress	4.97	2.59	-.12	-.03	.32**	(.88)
5. Job security	N/A	N/A	-.03	.06	.00	.05

Note. ** $p < .01$, * $p < .05$ values in italics $p < .10$; Job security was coded as 0- no tenure 1- tenure; Reliabilities in parentheses.

Table 2*Study 1: Multiple regression: predictors of Organizational Citizenship Behavior*

Variable	β	<i>t</i>	<i>p</i>	95% <i>CI</i>
Principals' listening quality	.49	8.29	< .001	[0.36, 0.58]
Job security	-.03	-0.08	= .93	[-0.21, 0.93]

$R^2 = .25$ $F(2,215) = 34.91$ $p < .001$

Note. *CI* = confidence intervals.

Table 3

Study 1: Multiple regression analysis with turnover intentions as a dependent variable.

Variable	Model 1			Model 2		
	β	t	p	β	t	p
Constant	NA	4.88	< .001	NA	4.09	< .001
Principals' listening quality	-.23**	-3.66	< .001	-.18**	-2.78	= .006
Work stress	.29**	4.58	< .001	.30**	4.78	< .001
Listening \times Work stress	NA	NA	NA	-.20**	-3.07	= .002
Job security	-.02	-0.29	= .77	-.005	-.08	= .93
Model summary						
		F_{change}		R^2	ΔR^2	p
Model 1		12.73		.15	.15	< .001
Model 2		9.09		.18	.03	= .003

Notes. Continuous variables that define the product are mean-centered. ** $p < .01$. Model 1: $df_1 = 3$, $df_2 = 217$, Model 2: $df_1 = 1$, $df_2 = 216$.

Table 4

Study 1: Multiple regression analysis with turnover intentions as a dependent variable with GOCB as an additional covariate.

Variable	Model 1			Model 2		
	β	t	p	β	t	p
Constant	NA	7.51	<.001	NA	4.35	<.001
Principals' listening quality	-.23**	-2.98	.003	-.12	-1.59	.11
Work stress	NA	NA	NA	.30**	4.85	<.001
GOCB	-.08	-1.10	.27	-.12	-1.65	.10
Listening \times Work stress	NA	NA	NA	-.21	-3.24	.001
Job security	-.002	-0.03	.98	-.005	-.08	.93
Model summary						
	F_{change}	p	R^2	ΔR^2		
Model 1	5.85	.001	.08	.08		
Model 2	16.43	<.001	.20	.12		

Notes. Continuous variables that define the product are mean-centered. ** $p < .01$. Model 1: $df_1 = 3$, $df_2 = 214$, Model 2: $df_1 = 2$, $df_2 = 212$.

Table 5*Study 2: Descriptive statistics and correlations among the variables*

	<i>M</i>	<i>SD</i>	1	2	3	4	5
1. Principals' listening quality	6.40	2.23	(.97)				
2. Organizational citizenship behavior	5.72	2.05	.51**	(.95)			
3. Turnover intentions	2.41	2.00	-.19**	.27**	(.90)		
4. Work stress	3.93	1.85	-.07	-.10	.43**	(.88)	
5. Job security	N/A	N/A	.04	-.04	.00	.05	(NA)
6. Social Support	6.65	2.13	.54**	.69**	-.26**	-.03	-0.2

Note. ** $p < .01$, * $p < .05$ values in italics $p < .10$; Job security was coded as 0- no tenure 1- tenure; Reliabilities in parentheses.

Table 6*Study 2: Multiple regression: predictors of Group Organizational Citizenship Behavior*

Variable	β	<i>t</i>	<i>p</i>	95% <i>CI</i>
Principals' listening quality	.19	3.58	< .001	[0.08, 0.27]
Social support	.59	10.99	< .001	[0.46, 0.67]
Job security	-.03	-0.69	= .49	[-0.75, 0.36]

$R^2 = .50$ $F(3,246) = 82.96$ $p < .001$

Table 7

Study 2: Interaction of Principals listening and Stress on Turnover intentions controlling for job security and Social Support

Variable	Model 1			Model 2		
	β	t	p	β	t	p
Constant	NA	6.72	< .001	NA	5.09	< .001
Principals' listening quality	-.19	-2.98	.003	.002	0.03	.97
Social support	NA	NA	NA	-.27**	-3.88	< .001
Work stress	NA	NA	NA	.42**	7.50	< .001
Listening \times Work stress	NA	NA	NA	-.13*	-2.23	.027
Job security	-.04	-0.70	.49	-.05	-0.84	.40
Model summary						
	F_{change}	p	R^2	ΔR^2		
Model 1	4.82	.009	.04	.04		
Model 2	23.85	<.001	.26	.22		

Notes. Continuous variables that define the product are mean-centered. * $p < .05$, ** $p < .01$. Model 1: $df_1 = 2$, $df_2 = 243$, Model 2: $df_1 = 3$, $df_2 = 240$

Table 8

Study 2: Interaction of Principals listening and Stress on Turnover intentions controlling for job security Social Support and GOCB

Variable	Model 1			Model 2		
	β	t	p	β	t	p
Constant	NA	7.74	< .001	NA	5.33	< .001
Principals' listening quality	-.04	-0.47	.64	.03	0.46	.65
Social support	-.13	-1.43	.15	-.19*	-2.34	.02
GOCB	-.17 [!]	-1.94	.05	-.14 [!]	-1.72	.09
Work stress	NA	NA	NA	.41**	7.31	< .001
Listening \times Work stress	NA	NA	NA	-.15*	-2.48	.01
Job security	-.06	-0.95	.34	-.05	-0.89	.37
	F_{change}	p	R^2	ΔR^2		
Model 1	5.87	< .001	.09	.09		
Model 2	29.29	< .001	.27	.18		

Note. Continuous variables that define the product are mean-centered. [!] $p < .10$, * $p < .05$. ^a Model 1: $df_1 = 4$, $df_2 = 241$, Model 2: $df_1 = 2$, $df_2 = 239$.

Table 9*Demographic information for study 1 and study 2*

	Study 1	Study 2
1. Gender	78.5% female	82.1% female
2. Age	43.41 (10.87)	41.71 (10.34)
3. Seniority	13.28 (10.40)	16.02 (10.53)
4. Tenure	72.6%	88.3%
5. School level elementary	35.2%	52%
6. School level middle school	14.2%	24.6%
7. School level high school	50.7%	14.7%
8. Homeroom teacher	N/A	59.5%

Note. Standard deviations are in parentheses.

Figure 1. Model for the effect of principals' listening behavior on teachers' organizational citizenship behavior and turnover intentions and the moderating role of stress.

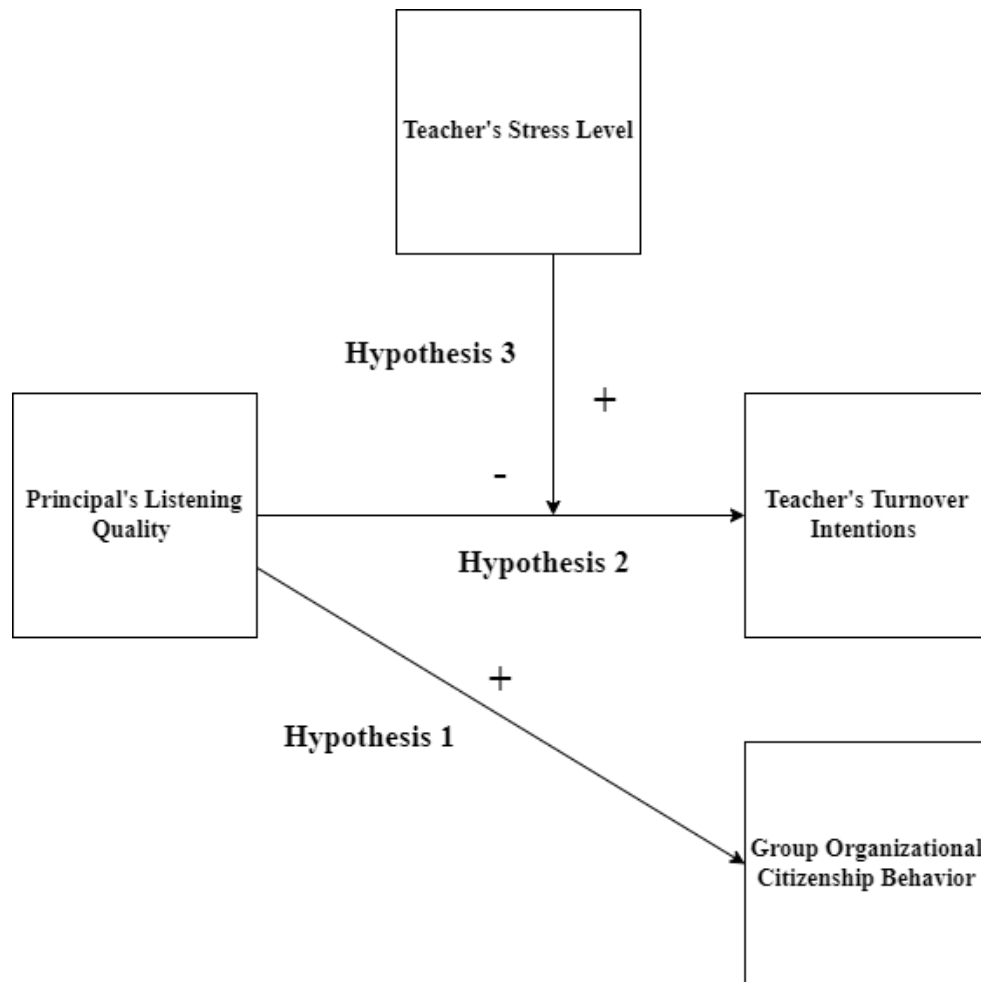


Figure 2. *Study 1:* Interaction of teachers' turnover intentions by principals' listening quality and teachers' work-stress controlling for job security. Simple slopes represent ± 1 *SD* from the mean.

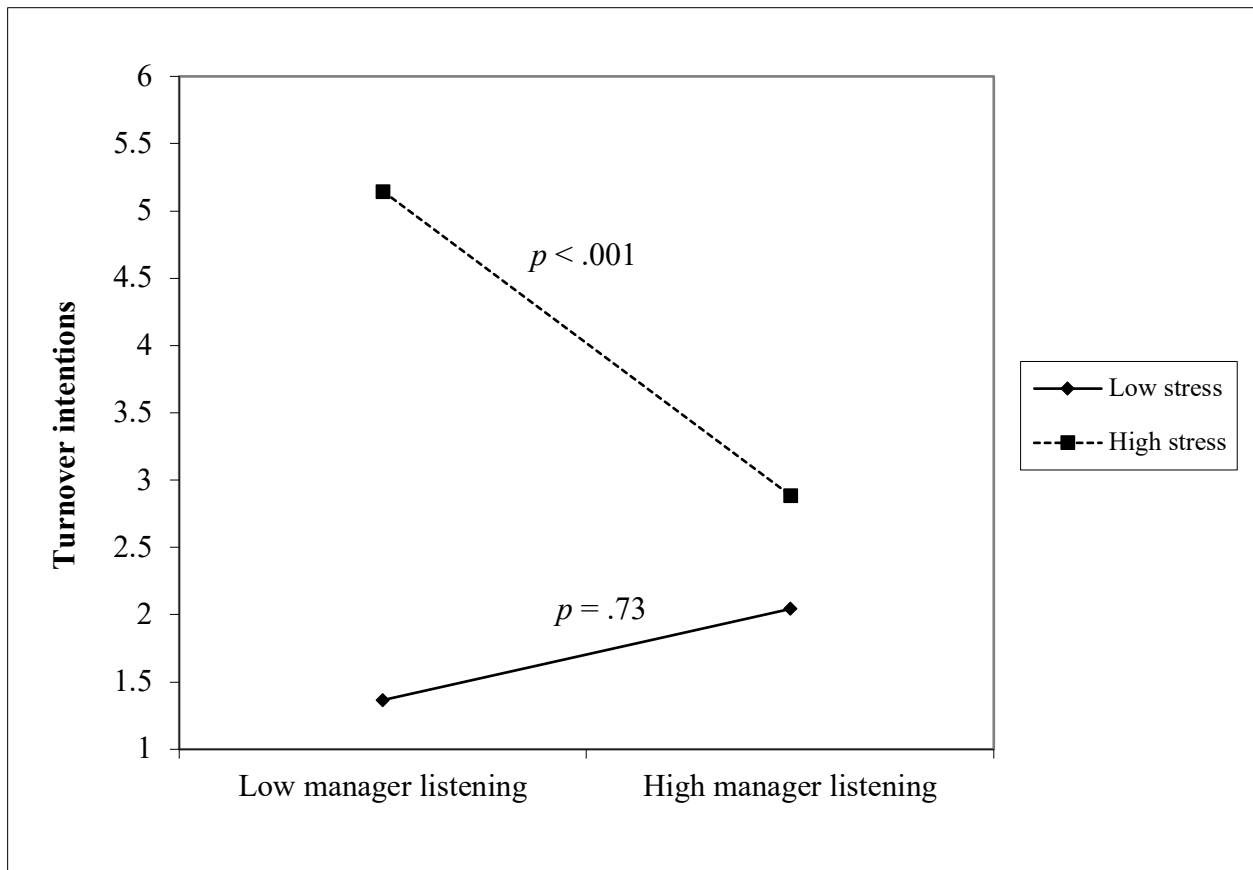


Figure 3. Study 2: Interaction of teachers' turnover intentions by principals' listening quality and teachers' work-stress controlling for job security and social support; Simple slopes represent +/-1 SD from the mean.

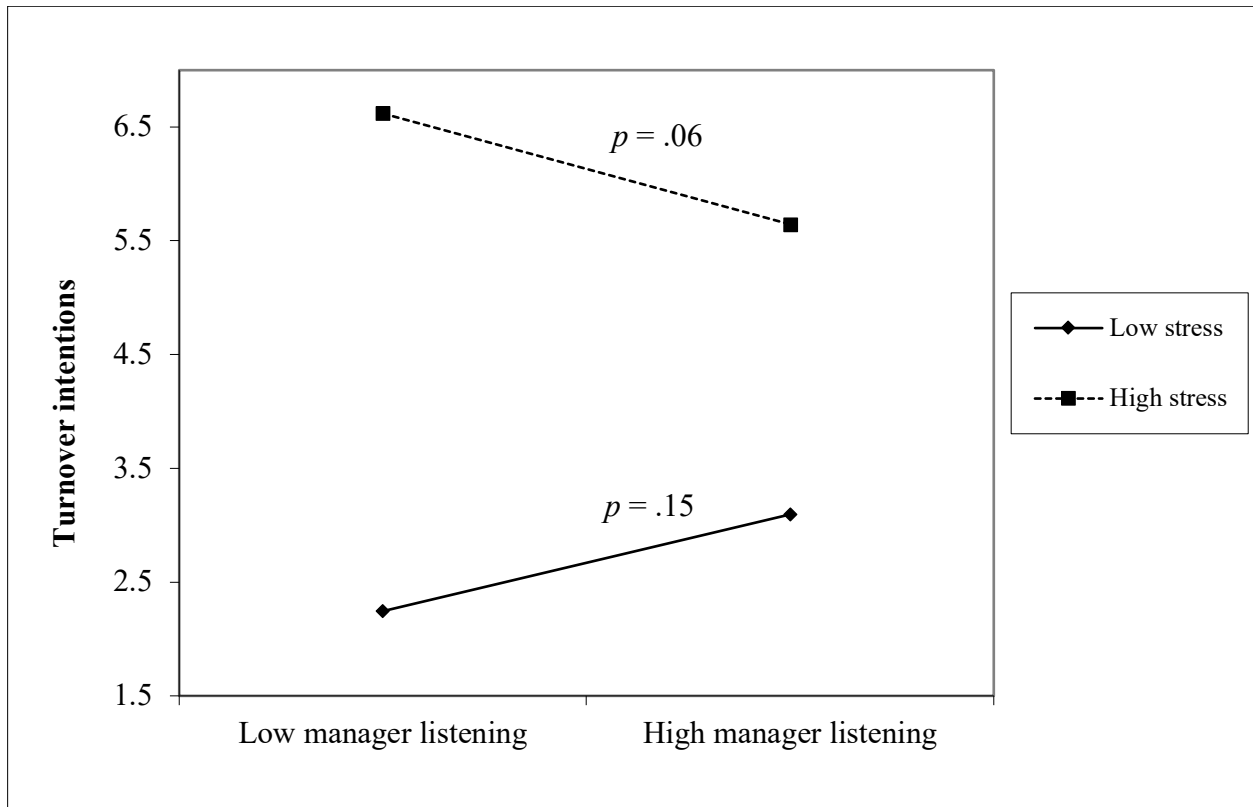


Figure 4. Study 2: Structural model of social support and group organizational citizenship behavior (GOCB).

